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FACULTY OF EDUCATION
DEPARTMENT OF HEALTH HUMAN KINETIC AND HEALTH EDUCATION

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Course Developers/Writers:

Dr. Waziri Bala Kwata

Department of Human Kinetics and Health Education

Faculty of Education National Open University of Nigeria

Course Editor: Prof. Joshua Umefekwem

Department of Human Kinetics and Health Education,

University of Nigeria Nsuka (UNN)

Course Coordinator:

Dr. Kolawole Agnes

Department of Human Kinetics and Health Education
Faculty of Education, National Open University of Nigeria

Programme Leader:

Dr. Kolawole Agnes
Department of Human Kinetics and Health Education
Faculty of Education, National Open University of Nigeria

Instructional Designer:

Dr. Juliet Inegbedion, Dr. Lukuman Bello and Mr. Opeyemi Dahunsi

Ice Breaker

Hi, my name is Dr. Waziri Bala Kwata from the Department of Human Kinetics and Health Education, Faculty of Education National Open University of Nigeria, Jabi, Abuja. I hail from Kwata a village in Wushishi Local Government Area of Niger State, Nigeria. I attended Central Primary School, Government Teachers College all in Wushishi. I also attended Niger state College of Education Minna, and Bayero University Kano where I obtained Nigerian Certificate in Education (NCE), B.Sc. ed. in Physical and Health Education. And Ahmadu Bello University Zaria, where I obtained both M.Sc and Ph.D in Health Education in 2007 and 2015 respectively. I am presently the Ag. Centre Director, Jalingo Study Centre, Taraba State. I am married with children.

National Open University of Nigeria

Headquarters

91 Cadastral Zone

Nnamdi Azikiwe Expressway

Jabi, Abuja

Nigeria Abuja Annex

245 Samuel Adesujo Ademulegun Street

Central Business District opposite Arewa Suites Abuja

E-mail: centralinfo@nou.edu.ng

URL: www.nou.edu.ng

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e-mail: centrainfo@nou.edu.ng ur/: www.nou.edu.ng

KHE 337: CURRICULUM STUDIES IN PHYSICAL & HEALTH EDUCATION

COURSE GUIDE

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Introduction

KHE 337: Curriculum Studies in Physical & Health Education is a two (2) credit unit course available to all students offering Bachelor of Science (BSc.) in Human Kinetic and Health Education. Human Kinetic and Health Education is increasingly being recognized as an integral part of general health especially in developing countries.

The course is broken into three modules and 13 study units. It introduces the students to the Methodical education of physical and health education activities and sports, the aims, content, organization and control of teaching human Kinetic and sports, age group concept and continuous programme or basic sports.

A study of the factors affecting planning, organization and development of Human Kinetic and sports programme and also analysis of physical and health education curriculum in the Nigerian education system.

At the end of this course, it is expected that students should be able to understand, explain and be adequately equipped on issues concerning curriculum studies in physical & health education

The course guide, therefore, tells you briefly what the course: KHE 337 is all about, the types of course materials to be used, what you are expected to know in each unit, and how to work through the course material. It suggests the general guidelines and also emphasizes the need for self-assessment and tutor-marked assignments (TMAs). There are also tutorial classes that are linked to this course and students are advised to attend.

What You Will Learn in this Course

The overall aim of this course, KHE 337, is to introduce students to the variables associated with curriculum studies in physical education. During this course, you will learn about the issues of curriculum studies in physical education in broad perspectives: ranging from theoretical

perspectives on the Program in Physical Education; Assessment and Evaluation of Student Achievement; Some Considerations for Program Planning in Physical Education

Course Aim

A Curriculum Framework for Physical Education: Adjusting the Focus identifies a new vision for physical education in Nigerian schools. The Framework is a blueprint to guide the development and implementation of physical education programs in this country. The document provides a new starting point for physical education teachers and other stakeholders, with the goal of developing physical education curricula that meet the unique needs and interests of learners at the school-community level. Through a consensus-building, collaborative approach to curriculum development, a significant number of physical educators contributed to the preparation of this Curriculum Framework in the process of remaking the vision of physical education in our country. A Curriculum Framework for Physical Education: Adjusting the Focus is seen as a starting point rather than an ending point for curriculum development in physical education. The aim of this course is to provide you with an understanding of basics of curriculum studies in physical & health education. It aims at helping you to become more developed on curriculum studies in physical & health education

Course Objectives

Each unit has specific objectives to guide you into the purpose of the study. You should read the objectives before you begin the study and ask yourself whether the objectives have been met after you are through with such unit.

However, below are the overall objectives of this course. On successful completion of this course, you should be able to:

State briefly the evolution of curriculum in Physical Education

Explain the role of physical culture on individual

Describe the state of physical education after Nigerian independence

Learn the concept of school sports development in Nigeria

Discuss the structure of equipment for adapted physical education class

Briefly discuss the nature and scope of human kinetics

Discuss the contribution of human kinetics in job creation

Describe briefly motor development and learning in physical education

Discuss the models of teaching physical education

Explain the basic principles of curricula development

Discuss physical education for Lifelong Fitness

Describe the traditional teacher-centred approach to teaching

Working through the Course

To satisfactorily complete this course, you are expected to read the study units, read recommended textbooks and other materials provided by the National Open University of Nigeria (NOUN). Most of the units contain exercise tagged —Tutor-Marked Assignment. At a point in the course, you are required to submit these assignments for assessment prior to the real examination. Stated below are the components of the course and what you are expected to do.

Course Materials

The major components of this course are:

1. Course Guide
2. Study Units
3. Text Books and References Sources (listed at the end of each Unit)
4. Assignment File
5. Presentation Schedule

Study units

The study units in this course are as follows:

- | | |
|---------|---|
| Unit 1: | The foundation for developing physical education curricula |
| Unit 2: | Physical and Health Education Curriculum in the Nigerian Education System |
| Unit 3: | Concept of School Sports Development in Nigeria |

- Unit 4: Safety Precautions in the Teaching of Adapted Physical Education in Primary and Post Primary Schools
- Unit 5: Nature of Human Kinetics
- Unit 6: Motor development and learning in physical education
- Unit 7: Social and moral development in physical education
- Unit 8: Models of teaching physical education
- Unit 9: Basic principles of curricula development
- Unit 10: School physical education, schools sport, intervention programs and health-related projects
- Unit 11: Planning the Curriculum
- Unit 12: Teaching Physical Education
- Unit 13: Evaluation of the effectiveness of the teaching/learning process

Assessment

There are two aspects of the assessment of the course. Firstly, the tutor marked assessment and secondly, there will be a written examination (final). In dealing with the assignments, you are expected to apply information, knowledge and strategies gathered during the course. The tutor marked assignments are expected to be submitted online in accordance with the directives of the university.

Tutor marked assignment

Each unit has tutor marked assignment questions at the end of the units.

Summary

KHE337: is curriculum studies in physical & health education and upon completion of this course, you will be equipped with required knowledge of meeting the needs of your curriculum studies in physical & health education. You will be able to answer these questions:

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Module 1: Introduction to Teaching Physical Education

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Module II: The Role of Human Kinetics and Sports Programmes

Unit 1: Nature of Human Kinetics

Unit 2: Motor development and learning in physical education

Unit 3: Social and moral development in physical education

Unit 4: Models of teaching physical education

Module III: Developing curriculum

Unit 1: Basic principles of curricula development

Unit 2: School physical education, schools sport, intervention programs and health-related projects

Unit 3: Planning the Curriculum

Unit 4: Teaching Physical Education

Module 1: Introduction to Teaching Physical Education

Unit 1: The foundation for developing physical education curricula

1.0 Introduction

Civilization changes, therefore, developing technology for the 21st century will require skills as well as qualifications that one can hardly think of at the moment. The preparation for, and proof of this has to come through education and for that reason, the way pupils are taught in schools today has to change, as a lot of young people today are lacking appropriate attitudes and social skills (i.e. skills such as flexibility, adaptability, punctuality, responsibility, creativity as well as citizenship, self-management and communication will have to be improved). So, in this unstable environment, children need to learn elementary skills rather than knowledge, and develop attitudes enabling them to keep developing those skills throughout their life. In other words, they have to learn how to keep developing permanently and/by learning constantly. And this is what schools have to equip young generations with today.

2.0 Objectives

At the end of the unit students should be able to

State briefly the evolution of curriculum in Physical Education

Describe physical culture

Explain the role of physical culture on individual

3.0 Main Content

3.1 Historical evolution of the British national Curriculum in Physical Education

In the case of physical education, all children should be able to take part in physical activity organized in school settings. It is also the school which should provide them with a lot of fun and enjoyment, without making them feel embarrassed or teased by others for their lack of technical ability. It is partly the school's role to keep them active (and thus healthy). But, however simple it may seem, one has to remember that people do not decide on leading an active life or playing a particular sport at any particular moment or under the influence of a singular factor. It comes through a process –the process of physical education, which is probably one of the most difficult

processes to provide as it requires a combination of both pedagogical skills and a knowledge of biological nature. But this hasn't always been so obvious.

For example the historical evolution of the British national curriculum in Physical Education is believed to have begun in the late 18th century together with the system of boarding schools which provided pupils with competitive sports and games (like the one ran by Thomas Arnold in his school in Rugby). In other schools, military drills (such as Swedish Ling brothers' system of gymnastics) were the foundations. Despite the drill training tradition, introducing a syllabus of physical education in 1909 helped to put dance and games on the program and most importantly, allowed for some teacher training to deliver the syllabus, which now became a formal part of overall school education.

Furthermore, even though the syllabus of 1919 was still called physical training (meaning merely physical exercise) it also encouraged teachers to use outdoor education. Later, some activities built around decision-making and leadership skills were also introduced. It is believed that physical education in schools was taught to provide the youth with the social basics as "initially sporting activity was encouraged to structure boys' leisure as an antidote to ill-discipline, immorality and general anti-social conduct, that is, as a form of social control" (Donovan et al. 2008).

In Poland regular physical education in schools was introduced by a decree of the Committee of National Education (Komisja Edukacji Narodowej) in 1783, which advocated the organization of spare time for play and physical activities in the open air and on a daily basis. However, the realization of the decree was not an easy task, due to the lack of professionals, insufficient infrastructure and lack of equipment in schools, although one example of the Lyceum in Krzemieniec stands out. The headmaster of the school, Tadeusz Czacki, employed the first full-time coach of physical education, namely, a French horse trainer. Sometime later a Polish medical doctor, Jędrzej Śniadecki (1768-1838), published his manuscript (Physical up-bringing of children), believed to be the first, fundamental and conceptual introduction of theory of physical education. In this book Śniadecki pointed to the need to implementing elements of physical activity and plays into the up-bringing of children.

Later (in the second half of the 19th century) Sokol nests were formed, first in Czechoslovakia by Miroslav Tyrš and later in other East European nations to spread interest in gymnastics, but it was also the aim of this Gymnastic Movement to preserve national heritage. In Poland the ideology

behind the Sokol movement was even stronger as one has to remember that there was no such country on the maps of Europe at that time, as the country was under the occupation of three powerful nations:

3.2 Germany, Russia and Austro-Hungary.

Among those who contributed to the development and preservation of national traditions in physical education and sport in Poland, one of the most influential was, without doubt, Eugeniusz Piasecki (1872-1947), founder of the first University Department of Physical Education in Poznań in 1919. His works and life were devoted to traditional sports and games of Slavic nations. Piasecki believed that national sporting traditions needed to be preserved as much as other spheres of national culture and that they should be passed onto the next generation in the form of traditional plays and games interwoven into regular physical education counterbalancing other, more strict forms of exercise and drills (Bronikowska 2008).

Today still, at times and with some teachers, physical education focuses on drills and exercise run in an authoritarian-like style. Instead, it should allow some freedom to the pupils to facilitate reflection and behaviour according to their own visions and expressional needs, solving problems on their own and autonomously through creating new games, or other forms of playful activities. If one could only manage to increase motivation by providing pupils with emotionally (and in case of physical education also physically) engaging tasks and challenges this would lead to the growth of self-esteem, self-autonomy and confidence in their own sport/health related abilities. It does not mean that the teachers have to get rid of all practices labelled “traditional”, as inheriting national customs is an important part of education, and therefore, traditional sporting activities are also an important part of education throughout all its aspects. One thing that has been achieved though, at least so far, is that physical education curricula in schools are the same all over the country and they are guided by the national curriculum outlines and aims. Commenting on the English system of physical education, Capel (2007) argues that it is due to the “implicit agreement as to what should be included in the curriculum and how it should be taught, with the focus being largely on the sporting model. Sport is believed to be a “mirror” of society, its small microcosm with all the relationships miniaturized (unfortunately sometimes caricaturized) but condensed in limited shots of time of the game. But this could be used effectively in physical education if only this process could gain some dignity from its own professionalism”.

Physical education has a long and broad range of traditional forms that can be included in its educational process of socialization. Here, “traditional” does not mean just traditional teaching (usually associated with unattractive and emotionally and intellectually undemanding). Although it is difficult to describe here precisely the whole of what might be considered as culture of physical, Kirk (1990) believes that to emphasize the idea of culture (physical culture) pupils in schools should be taught traditional games such as croquet as well as modern games such as curling. Introduction of “extraordinary” sports and forms of activity may induce resistance to traditional sports and participation in these, whilst offering different choices, allows another challenge to the pupils, that they would not normally face.

New, original movement play, games and sports can add flavour to everyday teaching, making it more varied and vivid, whilst at the same time engaging pupils thoughtfully as they have to pay more attention to the things they haven’t heard of before. Some new games like English rock-it-ball, Canadian lacrosse or Polish ring-netball need special prior preparation (especially concerning equipment) so it is relatively difficult to introduce them widely. On the other hand, games like Indian originated kabbadi, African abgârin or even Italian bocce, in France called pétanque, do not need as much preparatory instruction and although they may cause some confusion in their names on the school fields, they still may come in handy to teach other cultures and certainly are worth trying in a lesson. Another solution comes with the “American way” – inventing basketball by J. Naismith in Springfield College or volleyball by W. Morgan. These should be encouraging examples for each physical education teacher and sport coach in undertaking the endeavour of creating new sports.

3.4 The role of physical culture

In social life, physical culture has a role to play, with individuals of all ages participating in it for different reasons and on different levels. Most of them play sport for purely recreational purposes and appreciate the more social aspects of the sporting activity within a group of friends. Playing sport in groups can widen a friendship circle by bringing likeminded people together. Only selected ones (mostly better equipped genetically) perform at a high “elite” professional level of competition. But school physical education curricula need to cater for all kinds of pupils.

One of the potential problems with the school curriculum is that it is created on the basis that “one size fits all”, which can have a damaging impact on those who are not mean in the group. Lack of

equality limits chances and in some cases leads to exclusion (self-exclusion such as with obese children or group-exclusion such as with disabled students). Educational authorities will argue that the curriculum is broad enough for each teacher to be able to differentiate and cater for all pupils and their needs in the class but reality proves otherwise.

The world is so culturally diverse rich and yet still changing that there is a need to explore it and keep up-to date in all forms of education. This may be one of the ways of reducing some very difficult social problems like racial or religious discrimination (lack of tolerance) and gender problems. It would also help to alert stereotypical views on physical education and on sport in particular. Today physical education needs to explore and use activities from throughout the world and cultures.

Allowing the pupils to experience games and sports from cultures others than their own provides a unique chance to

- 1) Introduce new, attractive forms of activities,
- 2) Help them recognize and learn respect for other cultures and traditions with their rich ethics and social contexts, and
- 3) Capture their attention and emotional involvement to let them create their own interests in the sustainable development of health potential and resources.

To smoothen the process here below are some characteristic features which would make modern (but also some old traditional) forms of activity (mainly games and sports) easier to incorporate into the existing range in schools if the following points are considered:

- 1) Secularism – sport nowadays is played for personal and social reasons (not for religious or political ones),
- 2) Fairness – there is the presumption in sport that everyone should have the opportunity and equal chance both to compete and to win,
- 3) Lack of strong specialization (position specialization) which would make it easy to enter for all willing to participate.

But teachers have to be aware that there is no “silver bullet” solution to the problems that physical education and sport are facing today and above all, the teaching/learning process has to be run efficiently with strong emphasis on pedagogical aspects of discovering one’s body in a healthy environment.

4.0 Self-Assessment Exercise

State briefly the evolution of curriculum in Physical Education in Nigeria

Describe the role of physical culture

5.0 Conclusion

In this unit, you have learnt about the evolution of physical education from developed countries and Nigeria, the role of physical culture on individual

6.0 Summary

The unit has explained the evolution of physical education from developed countries and Nigeria, the role of physical culture on individual

7. References

Awosika, Y. (1999). Method of Teaching Physical Education Ibadan; MOBA

Bolarinwa, R.O. (199). Sport Accidents and Injuries: Some professional Eterical considerations in sports science medicine journal (II department of physical health education, University of Ibadan. Ibadan

Bucher, A, C (1979 administration of physical education and athletic programme London C.V Mosby. Environment health officers association of Nigeria (EHOAN (2006. Handbook on Occupational Health and Safety in Workplace. Nig PRAL.

Ladani, B.A & Omoruan J.C (1992 sports injuries in sports science and medicine journal (II Dept of physical health education, university of Ibadan. Ibadan

Nwankwo, G.O (2008, Safety and Recreation. Bimonthly newsletter of Nigeria Institute of Safety professionals Nig.

Unit 2: Physical and Health Education Curriculum in the Nigerian Education System

1.0 Introduction

Physical activities have been part of Nigerian education since precolonial 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.

2.0 Objective

At the end of the unit student should be able to

Briefly describe physical education during colonial era

Briefly state the state of physical education after Nigerian independence

Identify developmental factors of physical education in Nigeria

3.0 Main content

The history of physical education in Nigeria dates back to precolonial times. In fact, before the country was under British administration, Nigeria had a traditional educational system that recognized the elements of physical activities. As Fafunwa (1974) observed, 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 was the practice in European, Asiatic, and American societies, the education of a child in Nigerian society began at infancy. According to Fafunwa (1974), 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. Omolewa

(1996 acknowledged that 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 (Fafunwa 1974. These goals were developing children's latent physical skills and building character among youth—both of which remain primary objectives of physical education programs in Nigeria today.

3.1 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 (Achebe 1958. 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 (William Boyd in Fafunwa 1974. In these schools, physical training, as it was known at the time, primarily was used to maintain discipline among the children.

School programs in colonial Nigeria did not differentiate between the components of physical education, health education, and recreation (Omoruan 1996. The programs 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 (Laoye and Ackland 1981. 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 (Laoye and Ackland 1981, 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.

3.2 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 postwar reconciliation program emphasized youth sports as a 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, many Nigerian universities offer physical education programs, with many of them offering postgraduate degrees.

3.4 Developmental Factors

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

- NAPHER (Nigeria Association for Physical, Health Education, and Recreation);

- 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 ICPHER·SD (International Council for Health, Physical Education, Recreation, Sport, and Dance). Though Harding Ekpengin, a physical education pioneer, attempted to form NAPHER in the early 1960s (Oduyale 1983, 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

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 of Nigeria (Ojeme 1988). According to Ojeme (1991, these accomplishments resulted in physical education becoming an examinable subject in the school system.

3.5 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. This situation explains why Hardman and Marshall (2000) claimed that, in terms of

implementing physical education policies, there is great concern about this region's shortfalls. This trend also is prevalent worldwide, with continuing de-emphasis and even elimination of school physical education programs in most countries (Hardman and Marshall 2000; Stein 2000).

3.6 The Need for Grassroots Sports

Sports festivals. At the end of the Nigeria civil war in 1970, the federal government recognized that youth sports could be used effectively to foster much-needed national unity. In 1973, national sports festivals were established, and continue to be a strong impetus for physical education programs in the country. National Sports Development Policy. In 1988, the Nigerian federal government developed a document to guide sports development for the nation. The National Sports Development Policy (Federal Republic of Nigeria 1989) outlined specific expectations in sports development by various units of the Nigerian society, such as local, state, and federal governments, educational institutions, clubs, and voluntary organizations. This policy was well-conceived and indicated that the government was aware of the role sports had in the development of the nation. The policy still has not been fully implemented, however, as is often the case with governmental policies in Nigeria. 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.

3.7 Vision 2010.

Vision 2010 was a policy document developed by the Nigerian federal government to guide its activities in all areas of governance through the year 2010. In 1997, the final report of Vision 2010, as it related to sports development, was published. However, this document, like its predecessor, the National Sports Development Policy (1989), has not been implemented effectively. Therefore, it has not had significant impact on physical education programs in Nigeria.

Negative Influences

Several negative factors have worked against the growth and development of physical education programs in Nigeria. These include:

- Lack of knowledge of the merits of physical education;
- Emphasis on teacher-preparation programs;
- Inadequate facilities and equipment;

- Poorly staffed schools; and
- The absence of relevant literature.

3.8 Limited awareness of physical education's merits.

There is still a low level of awareness among Nigerians of the merits of physical education. This lack of knowledge has led to declining enrollment in physical education and recreation classes, particularly in tertiary institutions. Even those students who eventually enroll in physical and health education courses typically do so as a last resort, when no other viable options exist. Emphasis on teacher preparation programs. Nearly all physical education programs in Nigerian higher institutions are based in the School of Education. This practice has dwarfed the scope of these programs and has made them unpopular. Because Nigerian teachers are so poorly paid, most young people do not choose teaching as a profession.

Poor facilities and equipment. Facilities for the basic instruction of physical education are almost nonexistent in most Nigerian public schools. Because basic facilities are needed to be successful, physical education teachers are not making much progress in their efforts to implement the programs.

Understaffed schools and unmotivated, ill-prepared teachers. Most schools in Nigeria, particularly primary and secondary schools, are poorly staffed in terms of the number of physical education teachers and their level of preparation and motivation.

Teachers in Nigerian schools generally are underpaid, and sometimes are owed salaries in arrears of up to six months. These conditions have dramatically lowered teachers' level of motivation.

Teachers in Nigerian schools generally are underpaid, and sometimes are owed salaries in arrears of up to six months. Dearth of literature. Schools in Nigeria, from the primary level to the tertiary level, lack adequate reading materials, particularly on physical education. Publishing books is quite expensive, and most professionals do not receive adequate support for their efforts. For some time, the only available physical education textbook in Nigeria has been the 1975 or 1983 edition of Charles Bucher's Foundations of Physical Education.

1.0 Self-Assessment Exercise

What are the developmental factors of physical education in Nigeria?

2.0 Conclusion

In this unit you have learn about physical education during colonial era and post-independence in Nigeria. The unit taught about the developmental factors of physical education in Nigeria

3.0 Summary

This unit discussed physical education during colonial era and post-independence in Nigeria. It also explain the developmental factors of physical education in Nigeria

7.0 References

Awosika, Y. (1999). Method of Teaching Physical Education Ibadan; MOBA

Bolarinwa, R.O. (199). Sport Accidents and Injuries: Some professional Eterical considerations in sports science medicine journal (II department of physical health education, University of Ibadan. Ibadan

Bucher, A, C (1979 administration of physical education and athletic programme London C.V Mosby. Environment health officers association of Nigeria (EHOAN (2006. Handbook on Occupational Health and Safety in Workplace. Nig PRAL.

Ladani, B.A & Omoruan J.C (1992 sports injuries in sports science and medicine journal (II Dept of physical health education, university of Ibadan. Ibadan

Nwankwo, G.O (2008, Safety and Recreation. Bimonthly newsletter of Nigeria Institute of Safety professionals Nig.

Unit 3: Concept of School Sports Development in Nigeria

1.0 Introduction

Sport is more than ever before, commanding global attention. Its influence on world peace, economy and the development of social relationships cannot be underestimated. It is against this background that most nations have come to appreciate the need to invest heavily on it. Sport as a social factor has over time: The level of effects may vary from one country to another, although national and international sports seem to exert equal force all over. The value of sports on behaviour is quite overwhelming. It is in this context that the accrued benefits may be adequately harnessed.

2.0 Objective

At the end of this unit students should be able

Learn the concept of school sports development in Nigeria

Briefly discuss the role of education and sports policies on the growth physical education and sports

Briefly explain the significance the emergence of the Sports Development Policy in Nigeria

3.0 Main content

Over the years, sport has been monolithic in nature and practice. The Coubertin era with its promotion of one dimensional competitive culture gave credence to this approach. Against this narrow perception, Harvey, (2002) has argued that the roles of sports are potentially many given its highly symbolic, metaphoric and polysemous nature. Consequently, in this regard, Constant as cited in Harvey (2002), identified three dimensions in which sports can make contributions. These are social cohesion, citizenship and moral qualities dimensions. However, this can only be made possible when it is perceived as shared common values in which everybody has a stake in the challenges and belong to the same culture.

Today's society is growing technologically and sports and physical education can be utilized as tools to affect functional effectiveness in this technological era. In this regard it becomes imperative for experts in physical education and sports to research and identify issues and

problems peculiar to their locality as well as to a wider global context so as to ascertain how these could lead to the development of physical education and sports. There is no doubt that utilization of such information technology to drive a technologically sophisticated society will enhance better humanity. Notably, sport and physical activities are closely related with man's existence, history, culture, economy and politics (Park, 2003). The question therefore is to what extent has this been fully exploited? Much may not be said of the primitive days of man, but with the advent of civilization, the expectation is that much may have been achieved. This also stems from the conception that physical activity play a significant role in attaining the desired social construction. This may also be one reason why physical education and sports was introduced into the school curriculum. There is the tendency that PE ensures wholesome development of the individual. Against this background, policies in education and sports were formulated to ensure that the needed potentials are adequately harnessed. The extent, to which these issues are realized, will be explored in this paper.

3.1 Concept of school sports

Sporting activities in Nigeria are organized and administered in the school system under the auspices of the school, and supervised by experts in the field (Ojeme, 2002). In Nigeria, sports activities are undertaken in primary and secondary schools with the aim to build in the individual, a sound mind in a healthy body. Specifically, this is to meet the physical, emotional, social physiological and intellectual needs of students. This view is equally buttressed by Amuchie (2003, when he asserts that Institutional sports is aimed at meeting health needs, and the promotion of optimum development of students.

Importantly too, one known avenue by which the child can be totally empowered, so that he can function meaningfully within the society is by creating for him varied opportunities for worthwhile movement experiences. In the opinion of Goak and Lee (2001, play provides an inner understanding to the child. Through play, children are able to relate to their unfamiliar world, and gain the desired experiences. In all these experiences, the child not only increases his physical and health status, but along the line develops social relations and self-esteem. It is in this vein that Slade (1999, has affirmed that exposure to early motor skills through formal learning is a necessary ingredient for the development of excellent sport performance in later year. Essentially it is a

period when the direction of the child's life begins to crystallize. In this regard too, failure to appropriately guide the child's tomorrow may prepare the way for future failure.

3.2 Education and sports policies

As far back as the 1969 National Curriculum Conference, the Nigeria government has made effort to lay a solid foundation for physical education. According to Taiwo (1980, the conference reviewed past educational goals and identified the new course to chart with a view to setting new goals according to the present needs of society. The National Policy on Education (NPE evolved from the recommendations of the National Conference. Generally, the NPE took cognizance of the needs of the Nigerian child at all levels of learning. In the same vein, the subjects offered in the curriculum were given prime attention. Specifically, the policy accorded physical education equal status with other school subjects. It further prescribed that Physical and Health Education (PHE should be made compulsory at the junior secondary school level, and optional at the senior secondary school. Government recognition of the importance of PHE was further strengthened with the enactment of the 2000 and 2009 National Sports Development Policy. Significantly, the emergence of the Sports Development Policy provided the needed catalyst to propel sports organization and administration in institutions. This also included other areas as:

- a. International sports
- b. Indigenous sports
- c. Management of sports facilities and equipment
- d. Sports federation
- e. Associations and clubs
- f. Grassroots sports

While it is very important to examine the origin of policy prescription in PE and sports development in general, this paper will however focus more in the area of institutional sports growth.

3.3 Education and sports policies as related to school sports

The recommendations of the 1969 Curriculum Conference which evolved as the Nigeria National Policy on Education (NPE, 1977) gave physical education (PE) a new status. P.E was formally recognized as a school subject just like every other subject. There is no gainsaying that P.E as a school subject has its implication for health, physical skill and moral value and character development of the child. In this context, and to fully develop the totality of the individual using physical education and sports as the vehicle, the elementary and secondary schools are seen as appropriate starting point. Notably, even from pre- school, the culture of play is imbibed in the young learner. In this regards, and as prescribed in the NPE (2004), some of the goals which the pre-school seeks to achieve include:

- i. Molding the character and developing sound attitude and morals in the child
- ii. Developing in the child the ability to adapt to his changing environment.
- iii. Giving the child opportunities for developing manipulative skills that will enable him function effectively in the society within the limit of his capacity.

To meet the above needs, the curriculum of pre- school just like that of primary school was expected to include physical and health education. Significantly, physical and health education as a school subject has the capacity to increase the individual's ability and desire to participate in socially responsible ways in and out of school (Taggart, 2003). It is this perceived importance of the subject in the wholesome development of the individual that led the National Policy on Education (NPE) to specifically recommend that specialist physical education teachers be trained and employed to teach the subject at the primary school stage. Unfortunately, inconsistency in physical education policy implementation in schools may have been responsible for the poor handling of the subjects in our schools (Dankadai 2001). What seem prevalent is a situation where the decision to teach P.E is left to choice. This no doubt contradicts the prescription of the NPE.

However, by way of reducing drastically, this non- challant attitude to P.E at the school level, the National Sports Development Policy (1989 revised under article 8 sub-sections 9) made the following provisions:

- i. Participation in sports shall be compulsory in primary, secondary schools and institutions of higher learning.
- ii. The Federal Government through Federal Ministry of Education shall provide facilities and funding for sports in institutions of learning at all levels (NSDP, 1989; NSP, 2009).

In addition to the above policy prescriptions, the Ministries of Education and Sports have also been useful in emphasizing PE in schools. However, how well these policies are translated to concrete reality at the schools' level leaves cause for concern. In other words, the actual status of PE in our school today is not truly a reflection of some of these policies. The question therein is: what is expected in the implementation of such policies?

3.4 Implementation of sports policies

Policy formulation is the primary stage of addressing observed short, medium or long range problems. The process of policy formulation could be quite cumbersome, especially if not properly managed. Essentially, policy formulation involves consultation, participation and choice making, all from a wide range of alternatives. While acknowledging this complex nature of policy formulation, such formulated policy may not automatically translate to success, without appropriate working guideline, for its implementation. Importantly too, the implementation of the policy depends to a large extent on the character of the team of implementers (Nwagwu, 2002). Using the foregoing as our context, the implementation of sports policies in the Nigeria primary and secondary school may be assessed

Primary school

Primary school is generally seen as the foundation of formal teaching. It is aimed above all at the wholesome development of the child. Essentially, activities of learning at this level should be adequately diversified to ensure good growth and development of the child. By virtue of their age, children at this level of growth possess a lot of natural energy and drive to learn. Taggart (2003, has therefore suggested that what is required for them is a programme of activity capable of stimulating their interest and attention. The recent trend across nations is to inculcate the culture of sports activities in children. This is in addition to imbibing in them, a culture of play. The goal is to develop in these young ones appropriate movement patterns necessary for all physical activities.

Even with emphasis on the foregoing, PE in Nigeria primary school still lacks the attention it deserves. Before now, what was prevalent was a situation where even though PE was allotted time on the time table, it was taken more like an unserious routine. This is the sense that the classroom teachers (not the specialist in PE) engage their learners' usual sports and games. The hope was that it would help elicit some potentials stars that could be nurtured. Even at the turn of the 21st century, not much can be said of redefining the status of PE in Nigeria primary schools. It is in this context that Ojeme (2010, has lamented the handling of the subject at this level of learning, observing that unqualified teachers were left to teach the subject. More disheartening is the observation of Toriola (2002, and Adebayo (2002, where football fields have been converted to school building, thereby denying school children the much needed facilities to play. There is no gainsaying that with the above situation no effective teaching of physical education would be done in primary schools. More so when most public primary schools lack basic facilities and equipment necessary to conduct physical education classes, in addition to the reported zero funding of physical education programme and activities.

Even with the prescription of the National Policy on Education (1977 which makes physical education a compulsory subject at this level, the situation remains the same. The needed policy leverage may not have been quite attained. Hence the subject is yet to gain the needed impetus to grow. Ojeme (2009, has asserted that this continuous set back can largely be attributed to Ministries of Education and Youths and Sports. At this juncture, it becomes imperative for these Ministries, and all other stake holders in primary school PE programme, to revisit the aims and objectives of PE at this level of learning, and the expected fruitful gains it hopes to achieve. Until this is done the desired status of PE in primary school may continue to suffer neglect.

Secondary school

The situation in Nigerian secondary schools is not different from the described situation in primary schools. One cannot totally rule out the fact that there are some forms of physical activities on ground, but to what extent do these meet the required standard for secondary school sports remains the concern. There is no gain saying that even the few activities available in most schools are those made possible by the effort of education planners as far back as the colonial era. Unfortunately not much of such legacies are left. This is largely due to poor planning and management of Nigeria school sports as a whole in the last two and half decades. The expected change in the status of PE

was the concern of National Policy on Education and National Sports Development Policy. These policies variously made prescription for the subject. The implication was to make P.E have equal status with other school subjects. This made the subject examinable both in the West African Examination Council (WASC, General Certificate of Education (GCE and National Examination Council (NECO. The question again is how this can be when the same policy makes the subject compulsory only up to the junior secondary school, while making it optional at the senior secondary schools. It was thought that with the revised policy in 1998, this anomaly would be corrected, instead, the subject was further relegated from a core and separate subject to elective and Physical and Health Education (PHE. One wonders if such a stance may not force the subject into extinction, rather than the expected intent of sustaining its growth for its developments.

As presently practiced in Nigerian secondary schools, physical education is organized under three major phases, namely: instructional, intramural and extramural programmes. The instructional programme ought to be an avenue for implementing the compulsory teaching of physical education at the junior secondary schools. However what obtains in most schools is not quite the case. Not much is done by way of instructional programme.

Following the trend of the organization of P.E in phases, what should logically follow the instructional programme is the intramural programme. Ojeme (2010 has described the intramural programme as an all year programme of activity with an intention of mass participation and broad based activities. But what is prevalent by way of the intramural sports in our schools is the annual inter-house competitions. This tends to defeat the policy of intramural programme which logically should provide opportunity for everyone to participate in. It is also expected that, there will be the need for adequate facilities and equipment if participants are to have a fair share of participation in intramural sports. However, the case is contrary, with a focus on organization for selected few.

Besides the dearth of essential equipment and facilities, personnel for the management of intramurals are also inadequate, and at times there is the absence of qualified personnel to run the programme. The nature of intramurals is such that almost every admitted student is entitled to participate. This will stretch the facilities and equipment available. Where such facilities cannot meet the students demand, the expectation is that personnel should be able to improvise, so as to fulfill the programmes' needs. But this is made worse where qualified personnel are lacking and at other times inadequate. The only option left would be to leave the administration of the

programme in the hands of unqualified individuals who may end up thwarting the desired goals of the programme. So far, the foregoing has been the unfortunate trend with secondary school sports. At the secondary school level there are hardly sports units or offices. Even where equipment is procured, they are poorly maintained. Since the Ministries of Education, Youth and Sports scarcely provide funds, the schools usually turn to the students for sports levy. This is in a bid to sustain school sports at their level. The question therein, is in what direction can status of the Nigeria secondary school sports be turned around so as to put it at par with other nations that take great concern on the total development of the child? Moreover how can Nigeria, with this attitude towards school sports boast of the philosophical dictum of “the sound mind in a healthy body.” assumed an influential status. In the assertion of Mars (2003, sports tend to exert more influence on people’s behaviour than religion or politics

4.0 Self-Assessment Exercise

Briefly explain the implementation strategies of sports policies in primary and secondary schools

5.0 Conclusion

This unit students learn about the concept of school sports development in Nigeria, the role of education and sports policies on the growth physical education and sports and the significance of the emergence of the Sports Development Policy in Nigeria

6.0 Summary

This unit explain the concept of school sports development in Nigeria, the role of education and sports policies on the growth physical education and sports and the significance of the emergence of the Sports Development Policy in Nigeria

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Unit4: Safety Precautions in the Teaching of Adapted Physical Education in Primary and Post Primary Schools

Introduction

Physical education is a peculiar subject in Nigeria educational institutions especially secondary schools that manifest its excitement outside the four walls of the classroom. The facts that play is one of the characteristics of child-hood makes physical education a choice subject for students since it gives them opportunity of expressing themselves. Adapted physical education is an area of specialization in physical education or human kinetics which aims at ensuring that the physically challenged in schools participate in physical activities which would encourage them to discover their potentials through sports participation, appreciate themselves and be appreciated by the society.

2.0 Objective

At the end of the unit students should be able to

Describe briefly special populations in schools

Identify safety precautions for effective teaching of the special population.

Discuss the structure of equipment for adapted physical education class

3.0 Main content

The special populations in schools are those who require attention as a result of their condition which may be temporary or permanent in nature but capable of being improved through organized physical activities. Adapted physical education is an individualized programme that offers direct service to this special population in the school system. The term adapted is also referred to as modified, remedial, corrective, therapeutic, special, restricted and atypical. The beneficiaries of the adapted physical education programme who were formally referred to as handicapped, disable and atypical are recently referred to as physically challenged. However, Awosika (1999) described them as students who deviate considerable from their peers on physically, mentally, socially, emotional measures or on a combination of these measures while Salami (2007) referred to them as differently.

The special population derives special satisfaction and successful experience in adapted physical education programs. Hence safety precautions should be consciously taken in the teaching of physical education where these physically challenged are part of the learning process. This is to control complications of their condition. Safety, according to Williams (2008) is the state of being free from harm or danger. He went further to say that safety comes by hearing (listening to instruction and doing things in a hazard-free manner) (compliance). Safety is emphasized in industries especially oil and gas industries and road but no emphasis is laid on it in the schools. This oversight exposes the students especially the special population to hazardous situations and circumstances. The most cherished ingredient of Human Kinetics generally is the practical aspect which predisposes every participant to injury if safety precautions are not taken.

In order to reduce incident of injury during physical education practical sessions, both the teacher and student should adhere to safety precautions. The special population is already in a disadvantage position by their condition as such anything that will aggravate the condition should be cautiously guided against. Therefore the adoption of safety precautions in the teaching of this category of student is to ensure that they participate and enjoy physical education lessons like their fellow students without the fear of their condition being aggravated. Injuries are generally accepted as an obvious risk of participation in physical activities.

The most interesting aspect of physical education lessons is the practical lesson which is basically physical activities. The possibility of incidents that result to injuries in physical education lessons is obvious since it involves human body in motion. Ladam and Omoruan (1992) submitted that injuries must always be anticipated in any form of maximal exertion especially when it involves physical contact between individuals or when missiles are thrown or struck. Injuries during physical education lessons are more pathetic when the special population is involved. Hence control measures should be provided to protect and encourage their participation in physical education. Bolarinwa (1992) states that physical educators must place great premium on injury prevention in order to record success in their various professional callings. Preventive measures in this context can be referred to as safety precautions. Safety precautions are steps systematically taken to ensure that the special population participates in physical education lessons with confidence and assurance of safety.

3.2 Safety Precautions in Teaching Adapted Physical Education in Schools

Awosika (1999) positioned that the atypical students in physical education class present challenges categories. Each of these groups needs a strong and well planned physical education experience. He further stated that it is up to the teacher to study the subject matter with regards to safety, size of class, objective of the lesson, nature of the students, the activities involved and the available materials and method that gives the best result. The above imply that the special population requires special attention and the teacher should adopt a method that best suits the class making good use of his or her initiatives at all times. Despite the choice of method, the safety of the students should be paramount. The following factors should be considered in application of safety precautions for effective teaching of the special population.

Medical Records- Medical records of the students should be the basis for the planning of their physical education programmes. The physical education teachers should work with medical personnel who would provide and interpret the records of the students in relation to physical activities. They should also provide information on the fitness of the students for physical activities to ensure safety.

Pre-Assessment of the Skills/Lesson- The skills in every adapted physical education class should be assessed before the commencement of the lesson. This assessment should be carried out at the various phases of the skill to identify the hazards associated with the skill. Then determine the safety precautions based on the level of risks before teaching the lesson. These should be no clash of personality between the teacher and the medical personnel. **Reporting of incidents-** Every incident during adapted physical education lesson should be promptly reported. The incidents should be duly reported to the school authority. Such incidents should include injuries; damage to equipment, unsafe acts, near misses, even unsafe conditions should also be reported.

Use of Equipment- Student should be advised to use equipment they are familiar with. Prescribed equipment should be used under the supervision of the teacher. They should never use any equipment they have not been taught how to use.

Monitoring and Exposure Control- The teacher should monitor the students closely during lessons to ensure that instructions are strictly adhered to and corrections are properly effected. He

should also ensure that the students do not exceed their exposure limit to avoid being prone to injuries.

Teachers' Training- Physical education teacher should be one who is professionally prepared for the job. For safety purposes, he should be one that is suitably trained and qualified to teach the special population, he should be one that has gone through a prescribed programme of training to obtain a minimum qualification to satisfactorily handle this group of students.

Maintenance of Equipment-Maintenance culture should be adopted to ensure that every facility and equipment is maintained in an efficient manner by effecting repairs to ensure compliance with the manufacturers' prescriptions. It should be understood that any form of negligence may translate to complication of condition of the affected student.

Adaptation of Human Kinetics Lesson-This ensures that lessons are properly modified to suit the condition(s) of the learner. For effective teaching and learning, adaptation should focus on equipment, Environment, instruction and the rules

Equipment- Equipment for adapted physical education class should represent the present skill level of the Student.

A. They should vary in size, shape, colour, weight, etc. depending on the nature of the challenge.

B Environment- Practice area should be restricted when movement capabilities are limited. These should be designated area for equipment. It is also advisable to keep the equipment away from the students when they are not in use to avoid distraction. The nature of the students' disability should determine how the environment would be adapted.

C Instruction- The adapted physical education teacher should employ variety of instructional strategies to achieve expected result. The selection of these strategies should be dependent on the ability of the students.

D Rules- This is another area to be modified for adapted physical education class. The whole rules of the sports to be taught should be modified to encourage the students to be more active in class. This area of adaptation is very important for the students' safety and success in the lesson.

E Provision of Safety Equipment- Variety of safety equipment should be provided. The provision should be in accordance with the lesson to be taught. Virtually every sports equipment has its

adapted equivalent. These equipment should be well designed in spite of the type and quality. The teacher should ensure that the equipment for every sport is in useable condition. Those that need further modification should be modified before use. The students should be made to be conscious of the risk involved in being reckless with equipment.

Proper Rating of Students- The ability of the students should not be over-estimated. Proper rating of the students would enable the teachers to rightly group them and assist them adequately. Even the distribution of safety equipment should be based on the student's ability

Provision of spotters- Spotters are those who support and guard others during performance of physical activities. The special population needs spotters more than other of persons during physical activities. The essence is to watch and support them during performance to avoid any form of accident that may occur as a result of their involvement especially in complex physical activities.

Adequate Accommodation – Adapted physical education lessons should take place a spacious accommodation for easy and free movement during performance. Students should be well spaced out so that each child would maintain a taught in an environment where students would be opportune to express themselves at their own pace to avoid accident.

Good Health Condition- Good health is a requirement for effective performance in every human endeavour. The special population should be made to understand this fact. The physical education teacher should ensure that the students are always in good health to avoid complications after participation in physical activities. A weight regulation enhances performance in physical activities and maintains body weight that would be easy for them to manipulate during physical education practical lesson.

Inspections of Learning Environment- To ensure safety in adapted human kinetics class, the learning environment should be free from all categories of hazards. This can be ascertained through regular inspection of the class environment and any identifies hazard should be adequately controlled to achieve expected result. Safety provisions should be made available right from the construction sage of the learning environments to establish safety consciousness. Knowledge of the Subject Matter- Generally, proper knowledge of the subject matter by the teacher makes both teaching and learning effective. Adapted human kinetics is not exception. The teacher should have

perfect knowledge of the skills to be taught and should be able to demonstrate them. The students should be taught the skills in phases and guided by spotter till the skills are mastered. The ability of the students should be given adequate consideration hence they should be allowed to perform at their own pace. The teacher should emphasize concentration and repetition especially with those who are of low performance rate. Students should be taught to wait for instruction before practicing any skill. An adapted human kinetics teacher should be made to go through organized training to equip him for his job. Seminars, workshops, that are safety oriented etc. should form an important part of adapted physical education teacher preparation to acquaint him with the safety trends in his job.

Learning Experiences-The learning experience in adapted physical education should be similar with the regular programme to encourage the special population. The similarity would spur them to improved performance. Learning experience should be selected based on the recommendations of medical personnel. Therefore adapted physical education lesson should reflect medical recommendations for safety purpose. i) The learning experience should be regularly reviewed to ascertain its authenticity. Constant evaluation may reveal the hazards of the programme which could enable the teacher to put the appropriate control measures for every phase of the lesson. ii) Physical education learning experience should be adapted to students rather than the students to the learning experiences. Students should be instructed to participate in physical activities that would not aggravate their condition and adapted physical education activities should be individualized for positive results.

Teacher student relationship- There should be cordial relationship between students and the teacher. This would create an atmosphere which fosters safety in the class. The teacher and the students should maintain an acceptable level of relationship for effective teaching and learning to take place. Safety instruction can only be adhered to, in an atmosphere of understanding and co-operation therefore, cordial relationship between the teacher and students is inevitable. 2.16 Teaching Procedure- Adapted physical education lesson should be modified to suit the group it is meant for. The lesson should be organized in smaller units of same ability with leaders. The teacher should stand where he can see the class but they must not face the sun, devise means of transferring students efficiently from one activity to another. Avoid manual correction (forcing students to move beyond their body limit by pressing, pushing or twisting and encourage the students to be safety conscious.

3.0 Self-Assessment Exercise

Describe briefly special populations in schools

Conclusion

Physical education is an exciting subject that should be accessed by all students. Safety is also the right of every student. Considering the condition of the special population, one may be tempted to say that they are already at disadvantage by their disposition. This unit, discussed safety precautions that should be followed in their lessons generally and physical education in particular. The unit also discussed condition of the special population “unsafe condition” if proper safety precautions are not adapted in teaching them that would amount to an “unsafe act” which would expose them to accident. It is a common knowledge, that when this group of people is involved in an accident, there is the tendency for their condition to be aggravated.

6.0 Summary

In this unit, students have learn about special populations in schools, safety precautions for effective teaching of the special population and the structure of equipment for adapted physical education class

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Module2: The Role of Human Kinetics and Sports Programmes

Unit1: Nature of Human Kinetics

1.0 Introduction

Over time, the issue of survival instinct among human beings had taken centre stage since our recorded history began. Based on the afore-mentioned, the human race had to develop different means of survival, while some created genuine ways to survive, others survived through fraudulent means. Lack of means of livelihood (job may deprive any individual from attaining good shelter, quality health status, and quality feeding pattern from any part of the world (Peters, 2005). Human kinetics is an organized field of knowledge concerned with the study of man and his movement and its variety of applications to life in society. Sports is an institutionalized game governed by rules and regulations that can be participated in from amateur and professional level of attainment. The nature of human kinetics and sports were highlighted together with their objectives. This unit intends to throw more light on the subject by highlighting the following factors, the nature of human kinetics, nature and scope of objectives of human kinetics and sports.

2.0 Objective

At the end of this unit students should be able to

Briefly the nature and scope of human kinetics

Identify objectives of human kinetics

Discuss the contribution of human kinetics in job creation

3.0 Main content

3.1 Nature of Human Kinetics

Man is the most importantly considered in the world, and the real worth of any endeavor, organization, or idea is determined based on what it does for human beings. Human kinetics is an integral aspect of the total process of education which uses human activities for an all-round development. Ojeme (1998), however, gave the definition of human kinetics, as an organized field of knowledge concerned with the study of man and his movement and the variety of application

to life in society. Cooke (2000) defined sports as an institutionalized game governed by rules and regulations that can be participated in from amateur and professional level of attainment.

Human kinetics was conceptualized as an integral part of the total education process, and also a programme aimed at the development of physically, mentally, emotionally, and socially fit citizens through the medium of physical activities that have been selected with a view to realizing these outcomes (Bucher, 1985). Ojeme (1998) opined that, in the study of human kinetics, it is aimed to understand its nature, the factors which enable and limit its ability and its effect on the individual and society. Human kinetics came into Nigeria during the colonial era through the Christian missionaries. Then human kinetics was referred to as physical education and it then came as military drill. With the intervention of government in the educational activities of the missionaries, syllabus for physical training was introduced at the primary schools in 1918 (Omughele, 2003). This was reviewed in 1927, and the last and popular syllabus was introduced in 1933 for primary schools and teacher training colleges. The history of human kinetics in Nigeria is associated with the development of secondary school or formal education, the history of human kinetics in Nigeria can be traced to the 1840s which marked the commencement of formal education in Nigeria. The Nigerian Education Policy of 1977 and its revised edition in 1981, quite clearly recognized human kinetics as a school subject in Nigerian schools. The University of Nigeria, Nsukka introduced a degree programme in health and physical education department. The promulgation of Decree No. 34 of 1971 by the military regime to establish the National Sports Commission helped to boost physical education (Omughele, 2003).

Nature and Scope of Sports is highly ambiguous term having different meanings. Some persons use sports to refer to athletic competition, whereas others use it when discussing the organizational and financial status of a team (Bucher, 1985). According to Loy (1978), sports should be considered on different planes of discourse in order to understand its nature. He referred to sports as a game of occurrence, as an institutionalized game, as a social institution and as a social situation. Sports as game of occurrence means competition, governed by rules, and also means physical skills, strategy, and chance. It also means physical prowess, which refers to the practice and learning of a skill that must be developed if one is to succeed in sports competition (Loy, 1978). Sports as an institutionalized game refers to the fact that it is a game that has past tradition and definite guidelines for future goals. Sports as an institutionalized game is further discussed as

how it relates to, its organizational, technological, and educational spheres. The symbolic aspects of sports are concerned with the elements of secrecy, display, and ritual (Loy, 1978). According to Loy (1978), sports as a social situation or social system as it is sometimes called, is an important concern for sports sociologists. It has a high degree of involvement expressed in terms of an individual's relationship to the "means of production" of a game and there are producers who are characterized as primary, secondary and tertiary. The primary producers are the athletes who play the game, the secondary producers do not play the game, but have direct technological consequences for the outcome of the game. The secondary producers include club owners, officials and team doctors. The tertiary producers do not actively engage in sports and have no direct technological consequences for the outcome of the game. Cheerleaders, bandleaders and fans are examples (Loy, 1978). Consumers, like producers, are designed as being primary, secondary, or tertiary institutions. Primary consumers are those who make up the "live" attendance at a sports contest, while the secondary consumers are those who become involved in sporting activities or events by viewing them on television or listening to them on the radio. The tertiary consumers become involved in sports through conversations with others and through reading about sports in newspapers (Loy, 1978).

3.2 Objectives of Human Kinetics and Sports Programmes.

The objectives of human kinetics and sports are interrelated and they include (Bucher, 1985);

- i Physical development objective
- ii Motor development objective
- iii Cognitive development objective
- iv Social, development objective –

Physical Development Objective: According to Bucher (1985), the physical development objectives deals with the programme of activities that builds physical power in an individual through the development of the various organ systems of the body. It results in the ability to sustain adaptive effort, the ability to recover, and the ability to resist fatigue. The value of the objectives is based on the fact that an individual will be more active, have better performance, and be healthier if the organ systems of the body are adequately developed and are functioning properly. Muscular

activity according to the author plays a major role in the development of the organ systems of the body. The organ systems include the digestive, circulatory, excretory, health regulatory, respiratory, and other system of the human body. These systems is stimulated and developed through such activities as hanging, climbing, running, throwing, leaping, jumping and weight training (Bucher, 1985). Health is also related to muscular activity. Therefore, activities that bring into play all of the fundamental big muscle groups in the body should be engaged in regularly. Furthermore, the activity should be of a vigorous nature so that the various organ systems are sufficiently stimulated. Through vigorous muscular activities, several beneficial results take place, e.g. the heart is conditioned and thereby works effectively. Human kinetics aids in the development of the trained individual so that they will be better able to perform routine tasks and live healthy, interesting, and happy existence (American Association for Health, Physical Education and Recreation, 1980).

The Motor Development Objective: This is concerned with the performing physical movement with as little expenditure of energy as possible and in a proficient, graceful, and esthetic manner. The effective motor movement is dependent upon a harmonious working together of the muscular and nervous systems. It results in greater distance between fatigue and peak performance (AAHPER, 1980). In human kinetics activities, the function of efficient body, movement, or neuromuscular skill as it often called, is to provide the individual with the ability to perform with a degree of proficiency. Physical skills are not developed in one lesson. It takes years to acquire coordination, and the most important period for development is during the formative years of a child's growth. The motor development objectives also have important implications for health and recreational phases of the programmes. The skills that people acquire will determine to a great extent, how their leisure time will be spent. Great athletes have been made in the field of sports that started from the school programmes (AAPHER, 1980). There is believed to be a correlation between juvenile delinquency and lack of constructive leisure – time activity.

The Cognitive Development Objectives: This is concerned with the accumulation of a body of knowledge and the ability to think and interpret this knowledge (Loy, 1978). Bucher (1985) asserted that physical activities must be learned hence, there is a need for thinking on the part of the intellectual mechanisms with a resulting acquisition of knowledge. The coordination involved in various movements must be mastered, and adapted to the environment in which the individual

lives. Human kinetics and sports are disciplines concerned with human development. Cognitive domain deals more with the theoretical aspect of learning. In sports, an individual should know such things as the rules, the strategy, the various types of passes, the difference between screening and blocking, and finally, the values that are derived from playing these sports (Blooms, 1980). He went further to say that, knowledge of followership, leadership, courage, self-reliance, assistance to others, safety, and adaptation to group patterns are important knowledge concerning what health should play in an important part of the programme. All individuals should know about their importance of sanitation, factors in disease prevention, the importance of exercise, the need for a well-balanced diet, values of good health attitudes and habits, the community and school agencies that provide health services. This knowledge will contribute greatly to physical prowess as well as to general health (Bloom, 1980). Human kinetics activities enable one gain insight into human nature. The various forms of activity are social experiences that enable participants to learn about human nature,

The Social Development Objectives: This objective is concerned with helping an individual make personal adjustments, group adjustment, and adjustment as a member of society. Activities in the human kinetics and sports programmes offer one of the best opportunities for making these adjustments, if there is proper leadership, (Bucher, 1985). Social action as a result of certain heredity traits are learned behavior. In a democratic society all individuals should develop a sense of group consciousness and cooperative living. This should be one of the most important objectives of the human kinetics programme. Whether or not a child will grow up to be a good citizen and contribute to the welfare of society will depend to a great extent, upon the training he or she receives as a youth.

3.3 The Contribution and Outlets for job Creation in Human Kinetics and Sports Programmes

The most important and worth-while thing that can be said about vocation, organization, or discipline is that it contributes to human betterment (Campbell, 1992). Different academic disciplines have on their own contributed either directly or indirectly to job creation for millions

of people in the world. In human kinetics and sports, the story is not different, for they have together contributed immensely in the creation of job directly or indirectly for millions of Nigerians.

1 Improve Physical Fitness and Wellness Status of Citizens: Physical fitness, as one aspect of total fitness, involves three important concepts. It is related to the tasks an individual perform, potential for physical efforts and the relationship of physical fitness to the total self (AAPHER, 1980). According to Armbruster and Gladwin (2001), physical fitness is a multidimensional state of being, and it is the body's ability to function efficiently and effectively. It is also a state of being that consists of at least five health-related and six skill related physical fitness components, each of which contributes to total fitness components. Physical fitness is associated with a person's ability to work effectively, enjoy leisure time, be healthy, resist hypokinetic diseases or conditions, and meet emergency situations.

Physical fitness also includes metabolic fitness and bone integrity. A fit individual will be in a healthy position to contribute meaningfully well in his or her place of work. Wellness is the integration of many different components (social, emotional, mental, spiritual, and physical) that expand one's potential to live (quality of life and work effectively) and to make a significant contribution to society (Corbin, Welk, Corbin & Welk, 2004). According to the authors, wellness reflects how one feels (a sense of well-being about life as well as one's ability to function effectively). Wellness, as opposed to illness (a negative), is sometimes described as the positive components of good health.

2 Creation of Jobs for Teacher: Human kinetics in particular, will create jobs for teachers who are known as physical educators or physical education teachers and lecturers in educational institutions. According to Ojeme (1998), primarily, the purpose of teaching at all is to promote learning of some kind so that learners are educated. The learning involves skills, attitudes, values, and knowledge. Statistics has shown that the easiest job opportunity for young school leavers and graduates is teaching job, particularly in private schools (Okon, 2006). In the United States, the supply and demand situation in human kinetics and sports reveals that the supply of men human kinetics and sports and the supply of women human kinetics teachers throughout the nation have surpassed the demand. On the other hand, the supply of women human kinetics teacher is inadequate, with extreme shortages existing in some states (Smith, 2000).

3 Employment of Nigerians in Various Sport Councils, Clubs and Commission: Human kinetics and sports have together given thousands of Nigeria's jobs in sports council and sports commission in the technical and administrative sessions. Human kinetics assists to build individuals towards sports inclined professions since it is studied as an area of discipline in Nigerian universities.

(i Programmed and Non – programmed Athletes: Various state governments employ talented athletes as civil servants to represent them in different sporting competition. Athletes who win gold medals are automatically employed after the National Sports Festival by some state government i.e., Delta State, Monetary awards are also given to silver and bronze medalists. Talented young athletes who are still in secondary school do receive monthly allowances as encouragement. This is done to assist young talented Nigerians to harness their potentials positively, instead of engaging in unwholesome acts that will jeopardize their well-being and that of the nation e.g. youth restiveness.

(ii Administrative Staff: Include in this area are senior administration officers, office staff, association secretaries, security, grounds-men and health workers in the sports commission. They are employed to collectively run the administrative process so as to sustain the development of sports.

4 Employment of Recreation Workers: The environment in which one finds oneself has a lot of influence on one's character, and nobody is born with antisocial behavior (Bucher, 1985). Recreational activities of high competitive nature will help to shape the attitude and conduct of the participants. Involvement in physical recreation will inculcate in the youths, the norms and values of the nation thus, building in them a healthy character that will provide the medium to spend their free time constructively (Bucher, 1983, Ajisafe (1986) stated that the manner in which people spend leisure weighs heavily in character building because leisure is a period when the activities one engages in are purely voluntary, individualistic and without any ritual. A lot of people are self-employed in this area, and some of them are, aerobics instructors, gymnasium instructors, exercise experts and recreation attendants as well as nutrition experts. Recreation centres had become a source of revenue for communities and even the states. Both public and private recreational centres attract a lot of people who pay for the services. Moreover, industrial and businessmen use recreation for improving workers health (Clark, 1986).

5 Creation of Seasonal Jobs: Human kinetics and sports have assisted to create jobs for lots of people, especially during competition seasons or periods. A good example is the FIFA South Africa 2010 football competition, which according to the media is expected to create jobs for five hundred thousand people. In Nigeria, during national sports festivals, vendors of many kinds strive in venues and centres and they are engaged in the sale of assorted things ranging from food, fruits, shirts, vest, pants, tracksuits, bags and face caps among others. Many of them travel from other states to venue of competitions just to sell their wares. They are also present in NUGA, NICEGA, NIPOGA games, and other competitions such as national and states school sports festivals.

6 Creation of Sales Outlet for Sport Related Industries: Millions of people are employed all over the world directly or indirectly by sports related industries, such as makers of sports wears, like Adidas, Nike, Puma, Diadora, Tiger etc. These multinational companies over the years have been involved in the designing and production of assorted sports wears and equipment. Their brands are imprinted on their products on in jerseys and other equipment as well as supplies. They work hand in hand with researchers from universities in the production of modern sports equipment and supplies. Sports associations are kitted by these companies for example, the Athletics Federation of Nigeria is kitted by Adidas and also the National Football Federation.

7 Employment Opportunities for Sports Journalism: Sports journalism is the reporting of sports related news by professional personnel in the electronics and print media (Ojeme, 1998). Human kinetics and sports have together given lots of Nigerians the opportunity of getting employed to run commentary in sporting activities. With the lucrative tendencies involved in sports this modern time, the reporting of sports related news is not a surprise thing. As a result of this, the profession is striving.

8 Assisting Advertising Companies, Agencies and Multi-National Companies to Blossom: All over the world, sports have now become a big business. Huge sums of money are spent on advertising and reporting sports competition. MTN of Nigeria sponsored the FIFA South Africa 2010 football competition and Cocacola spent huge sums of money buying the competition anthem song from kanaan. At the end of the day, the multi-national companies will make more money than they spend because they will make more sales. Hotels also make money from accommodations.

4.0 Self-Assessment Exercise

Discuss the contribution of human kinetics in job creation

5.0 Conclusion

Without mincing words and exaggerating, it is quite discernable that the role of human kinetics and sports programmes for job creation all over the world is very impressive and speaks volumes for itself. Nigeria as a developing country without any doubt, has also seen her youths and teeming population undeniably benefiting from the value and gains from human kinetics and sports programmes, including direct and indirect employment opportunities. In this unit therefore, students have learnt about job prospects, and opportunities, objectives, nature and scope of human kinetics.

6.0 Summary

This unit examines the role of human kinetics and sports programmes in job creation for Nigerian Youths. Human Kinetics and sports programmes are interrelated and total separation is not possible because human kinetics is the educational foundation and genesis of sports programmes. Human kinetics and sports were defined and their natures were also explained in this unit. The contributions and outlets for job creation in human kinetics and sports programmes includes; improved physical fitness and wellness status of citizen, employment of thousands of Nigerians in various sports councils, clubs and sports commission, employment of recreation workers, and the creation of seasonal jobs. Others are, creation of sales outlets for sports related industries, employment opportunities for sports journalists and assisting advertising companies, agencies and multi-national companies to blossom as well given temporal employment to sport adhoc officials.

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Unit2: Motor development and learning in physical education

1.1 Introduction

Part of the physical education process is motor development and motor learning, which are determined by biological predispositions of each individual person. Morphological factors (body build types) and the proportion of slow-to-fast twitch fibres both influence trainability of motor abilities. But it is the nervous system which determines the number of motor neurons (motor units), which are a single nerve in the spinal cord, together with its nerve and the muscle fibres emanating from its branches – all this makes up a single motor unit recruited. It also determines the occurrence of the processing of information and influences the accuracy of motor responses.

Objective

At the end of the unit students should be able to

Describe briefly motor development and learning in physical education

Explain the FIT (Frequency, Intensity, Time) principle of motor learning

Discuss process of testing motor fitness

Main content

The acquisition of perceptual motor skills is fundamental to all human existence. Each person acquires new skills at every stage of life mostly to enhance the quality of daily living, some to prove themselves to be better than others. The latter ones are dominant in sport, where individuals are pitted against each other to win by performing to the best of their skills (motor, tactical, intellectual) in a range of sporting settings. For a long time in motor learning the FIT (Frequency, Intensity, Time) principle was used.

- Recently however, it has been replaced with the FITT (Frequency, Intensity, Time, Type) principle, which describes how one should safely apply the principles of physiological workloads and progression. The components of this principle are described as follows:
- Frequency – Is how often a person performs the targeted health-related physical activity.
- Intensity – Is how hard a person exercises during a physical activity period. This can be measured in different ways, depending on the health-related components involved.

- Time – Is the duration of physical activity. As with the other aspects of the FITT principle, time varies depending on the health-related fitness components targeted.
- Type – or specificity, refers to the specific physical activity chosen to improve a component of health-related fitness to the energy system's demand to perform an activity.

But motor learning might be a very tricky area of teaching. Learning simple motor skills does not require much in the way of intellectual processing, but repeating the same exercise to reinforce those skills over and over again is one of the main factors causing de-motivation and lack of engagement in the long-term. This sometimes leads also to other (de)motivation related problems such aggression, violence or misbehaviour, although teachers have to be aware of the differences between various sports used in physical education in the number of conflicting situations they may arise (Bronikowski et al. 2006). A conscious level of engagement may involve pupils in depth and this is why the tasks that pupils are faced with should be attractive so they can perceive them as challenging and worth investing their energy into.

Another equally important issue is testing motor fitness. In testing motor fitness it is advisable to develop and maintain motivation and promote participation, particularly amongst the least fit and less active children (ACSM 2000). The following recommendations would seem pertinent:

Focus on health-related aspects such as stamina, strength and suppleness rather than skill-related aspects such as speed and power.

- Emphasize personal involvement and improvement, not social comparison.
- Stimulate interest in learning about the effects of exercise.
- Increase understanding of health-related concepts.
- Encourage positive attitudes and life-time commitment to activity.

Practically speaking there are a few points that a teacher has to bear in mind before starting to test motor fitness:

1. It is a good idea to demonstrate the desired behavior first – teaching students to self-test gives them the opportunity to demonstrate the behaviors they will need to create their own effective physical activity programs throughout life.

2. For better cognitive processing, link directly to the curriculum – self-testing as a self-teaching activity helps make health-related fitness concepts “essential content” of the curriculum.

3. Try to inform the students that self-testing makes it easy to test on an ongoing basis, because it saves teacher time in the future, more importantly it individualizes the instruction and sequence of learning.

4. Make students both capable and likely to apply the tests and set goals for achieving physical gains in real life, self-testing gives students the practical experience they need to feel confident and capable in their abilities to apply the tests and seek improvement in real life.

So perhaps to provide the most appropriate motor development physical education teachers should use more health-related exercise (H-RE) which, according to Harris & Elbourn (2002) may be taught by the curriculum in:

1. Permeation method, which means that it is taught through the PE activity areas (athletics, dance, games, gymnastics, swimming and outdoor and adventurous activities). However there are certain limitations, for example knowledge and skills may become marginalized among other PE objectives (or the opposite may occur: an overload of information and work), unstructured and less effective in conventional PE lessons. These objectives may, and should be, achieved by other activities as well.

2. Focused method, which involves teaching H-RE through specific lessons or units of work within a physical education or health education programme. The main focus of these lessons is the learning concept rather than the activity itself so it also has some limitations as it may be seen in isolation and not closely linked to traditional activities (athletics, dances, games, gymnastics, swimming, etc.).

3. As a series of topics, which involve a series of physical activities and classroom lessons following a specific topic or theme (teaching to recognize and value the effects of exercise on the body through PE and classroom lessons on a topic such as „My body and others”, „My body and time” as proposed in a health (a) ware model of teaching). The limitation of this method is dealing with “a topic- or theme-based” approach, which may take more time to plan and may be less practically oriented than the other methods.

4. Combined method, which includes the above mentioned: permeation through PE (dance, games, gymnastics) and topic method (such as „my body and other bodies”, or „body and time”).

Limitations will depend on the time plan, structure, implementation and co-ordination within the curricula, which may all take a long time.

3.2 Common division of motor abilities

The most common division of motor abilities includes the following:

- Speed – the ability to perform a movement in a short period of time, distance travelled per unit of time measured in ms^{-1} . In running and walking, speed is the product of stride length and stride rate.
- Strength – the ability to apply force and overcome resistance. Strength is an essential element in physical performance. There are a number of different types of strength including absolute strength, dynamic strength, elastic strength, explosive strength, isometric strength, relative strength, strength deficit and strength endurance (the ability of an individual to withstand fatigue).
- Endurance (stamina) – the maximum duration an individual can maintain a specific activity. It has proven useful to sports scientists investigating functional systems to divide endurance into short term endurance (35 s – 2 min), medium-term endurance (2-10 min) and long term endurance (longer than 10 min).
- Flexibility – the range of motion in a joint. Flexibility is a measure of the ability of the muscle tendon units to elongate within the physical restrictions of the joint. Therefore, the flexibility of a joint is affected by the nature of the joint structure, the conditions of the ligaments and fascia that surrounds the joint, and muscle extensibility.
- Agility – the ability to change the position of the body in space rapidly and accurately without loss of balance. Agility is important in sports where obstacles or opponents have to be avoided. It is recognized as a basic component of motor performance, but its exact nature has not been determined. Agility depends on muscular power, reaction time, co-ordination and dynamic flexibility.

(Definitions taken from M. Kent (1994) The Oxford Dictionary of Sports Science and Medicine)

It is also important to understand the idea of the motor program as an abstract memory structure prepared ahead of the movement which, when executed, results in movement without the involvement of feedback requiring a correction for an error in selection (Kelso 1982) and as Kelso observes in his book “this serves a framework for further development of motor fitness and movement patterns”. The relationship between the sensory consequences, the initial conditions and the outcomes in the environment of past movements also serves as a basis for determining the expected sensory consequences including vision, audition and proprioception. But this is area of human motor behaviour teaching and learning and is not dealt with in this book, as it would require a considerably more to be written about the subject.

4.0 Self-Assessment Exercise

Briefly explain the common division of motor abilities

5.0 Conclusion

In this unit, you have learnt about motor development and learning in physical education, the principle of motor learning, common divisions of motor abilities and process of testing motor fitness

6.0 Summary

The unit has explained motor development and learning in physical education, the principle of motor learning, common divisions of motor abilities and process of testing motor fitness

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Unit3: Social and moral development in physical education

1.0 Introduction

It is important to realize that despite strong association with physical aspects, the major overall aim of physical education is to prepare a young member of society to enter the world of adulthood with the most developed potential (“hidden talents”) so that they can contribute to society comprehensively. Society for a long time was believed to be a form of highly organized system of related components (class, family, gender, ruling parties and parties being ruled). However, more recently, this traditional division of societal obligation (and also moral obligations) has been weakened, if not lost. Interestingly there are one parent families who serve the role of a mother and a father, there are no classes and even the ruling cast is not clear, as there are so many sources of powerful influences – media, business, international treaties and financial alliances. Hence, there is no wonder that a young member of such a society (remaining rather “vanity fair” than a consolidated and culturally bonded community) cannot recognize the traditional values once established and shared by the majority of its members that have now been lost in the cultural chaos.

2.0 Objective

At the end of the unit students should be able to

Explain briefly functionalists believe on “social systems operations

Identify characteristic features of today’s sports

3.0 Main content

In the case of physical education, a lot of damage is done by sport, in particular the one presented on television, where an obvious clash of core sport values with those fundamental ones (universal in societal terms) is often spotted. To understand how a society works, especially in physical domains like physical culture, one needs to be properly taught those values and understand how they contribute to the operation of the societal system in general. Functionalists (Coakley, Pike 2009) believe that “social systems operate efficiently when they are organized to do four things:

1. socialize people so that they learn and accept important cultural values,
2. promote social connections between people so that they can co-operate with one another,
3. motivate people to achieve socially approved goals through socially accepted means, and

4. Protect the overall system from disruptive outside influence.

Functionalists assume that if these four system needs are satisfied, social order will be maintained and everyone will benefit". Therefore, in life, most decisions about sports programmes should be focused on promoting organized youth sports and the opportunities for equal participation of men and women and even developing sports in military training. However, this is based on the assumption that the "needs of all groups within a society are the same" (Coakley, Pike 2009), which is not necessarily true, and certainly not so in education, where there are disabilities, handicapped or impaired (having a physical, sensory or intellectual condition that potentially limits full participation in social and/or physical environments) students. Thus, although functionalist theory (Considered a conservative theory) may offer an explanation for positive consequences associated with sports and sport involvement, it doesn't cater for all purposes. If we believe that sports are a mirror of society then we have to consider the multiple social constructions and relationships that influence the organization of that society and vice versa. It only makes clear how complex social life might be and adding to it a historical perspective shows the depth of the problem.

Sports, once known and practiced in past cultures, were not as competitive nor quantified as they are today. They were played for fun and were a part of ludic rituals and as such transmitted traditional values. Today's sports are record-oriented, with high specialization and secularism spinning a never-stopping administrative machine of record breaking/keeping. Among the most characteristic features of today's sports Guttman (after Coakley and Pike) points at:

- a. Secularism – sports are sources of diversion and entertainment, not worship; they are played for Personal goals, not the appeasement of gods, and they embody the immediacy of material world, not the mysticism of the supernatural.
- b. Equality – sports are based on the ideas that participation should be open to everyone regardless of Family or social background and that all contestants in a sporting event should face the same competitive conditions.
- c. Specialization – involve athletes dedicated exclusively to participation in a single event and Position within an event, excellence is defined in terms of specialized skills, rather than all-round physical abilities.

- d. Rationalization – involve formalized rules that regulate the conditions of participation and they are organized around rationally controlled strategies and training methods guided by “sport science”.
- e. Bureaucratization – sports are governed by complex organizations and officials that control Athletes, teams and events, enforce rules, organize events and certify records.
- f. Quantification – involve precise timing and measurements, scores and performance statistics are recorded and used as proof of achievements.
- g. Records – emphasize setting and breaking records, performances are compared over time to determine personal, national and world records.

So, relying on ill-taught sport education instead of physical education in schools, poses some treats. It may lead to an overemphasis on organized elite sports – which are not the only sports in society – and a high level of competitiveness (professional sports) may particularly be discouraging for less motor and sport-skills gifted members of society. It is here where social critical theory may be useful as it offers an alternative to the system-based focus of functionalist theory. Critical theory is based on the following assumptions (Coakley&Pike 2009):

- Groups and societies are characterized by shared values and conflicts of interests.
- Social life involves continuous processes of negotiation, compromise and correction because agreements about values and social organization are never permanent.
- Values and social organization change over time and from one situation to another as there are shifts in the power balance between groups of people in society.
- This theory is valuable and can be adapted for modern physical education in delivering social values as “instead of focusing on society as whole, it focuses on the diversity, complexity, contradictions and changes that characterize social life as it is lived and experienced by people who interact with one another and struggle over how to organize their lives together. It focuses on three topics:
 - the process through which culture is produced, reproduced and changed,
 - the dynamics of power and social inequalities in cultural processes and
 - the ideologies that people use as they make sense of the world, from identities, interact with others and transform the conditions of their lives” (Coakley & Pike 2009).

Certainly sport, through its variety of experiences, may provide a range of opportunities for exploring values and character building. Some (Shields, Bredemeier 1995, Parry 1998) argue that it may be a laboratory for developing ideas and social/moral values, but it cannot be narrowed to physical exercise: It has to go beyond the sports gym, as physical education needs to get back to the mainstream of school education – preparing for life, not just for sports.

This kind of thinking has underpinned the foundations for developing the health (a) ware modular model of delivering physical education combined with health education, where a person is “set on a journey” through interactions with other people (body and bodies module) or in relation to time (body and time module) or against changing environment (body and environment) and in a company of quantifiable facts (body and measures).

It is important for all teachers to equip their pupils with social skills enabling them to recognize and respect universal social and moral values and positive attitudes. But the process of developing those does not happen automatically during schooling. It has to be enhanced by specially designed educational tasks and programmes. To create a certain ability to understand, appreciate and follow values accepted by society, each member of society has to go through the process of creating and implementing them in a controlled school environment. Raths et al (1966) believe that “values are based on three processes: choosing, prizing and acting. Choosing should be based on free action, from alternatives, after thoughtful consideration of the consequences of each alternative. Prizing will require cherishing, being happy with the choice, willing to affirm the choice publicly, while acting is doing something with the choice, repeatedly, making in a pattern of life”. But teachers and pupils must know how to progress from one stage of morality (or social competence) to another. Therefore a framework suggested by Rest (1984) may be a useful route for educationalists.

3.3 Models of moral development

Rest suggested a four-part model of moral development including the following phases:

- a. interpreting the situation and identifying a moral problem (involving empathy, people-talking, and figuring out how the participants in a situation are each affected by various actions),

- b. figuring out what one ought to do, formulating a plan of action that applies the relevant moral standard and ideal (involving concepts of fairness and justice, moral judgement, application of social moral norms),
- c. evaluating the various courses of action for how they would serve moral and non-moral values and deciding what one will actually try to do (involving decision-making processes, value integration models, defensive operations) and,
- d. Executing and implementing the moral plan of action (involving “ego strength” and self-regulation processes).

Therefore, to make today’s learning meaningful, integrated and transferable to social life outside of school, education needs to consider more than subject-related content, materials and management of a class. Even the most sophisticated teaching programme or teachers’ manual will not secure the successful achievement of educational goals if it is not fit for the curriculum, designed in a pupil friendly manner, age adjusted and most of all, content-attractive and related to real-life situations.

Beyond this, teachers have to consciously use cognitive strategies to enhance their teaching in a planned way. Problem solving, dealing with moral dilemmas, ability to cooperate and team-cohesion building are among the most desired social values to be learnt through education. All of them have a very good chance to be learnt in a physical education setting, if only the emphasis is laid on social and moral rather than on physical aspects. Some simple reactions and motor skills may be learned by observing others whereas more complex ones will require repetition and a changing of the context, but moral skills cannot be learned in any other than experiencing and dealing with problems in real-life situations.

Below are some basic terms associated with social and moral development that have been explained.

Cognitive skills:

a) strategic thinking – to be able to advance an optimal solution to a particular problem or situation (question, challenge, issue); be able to propose the means by which such a situation may be attained; anticipate potential problems and unanticipated side-effects and other problematic outcomes; and be able to implement the most appropriate course of actions.

b) critical thinking – to be able to have one’s own point of view despite stereotypes and other detected bias or opinions; to be able to determine key factors and crucial elements and the complexity of the issue, question or situation. One needs to be able to review one’s own process of thought and action, critically appraise (self-evaluate) the actions undertaken so far and plan the action upon what has been learnt. This also applies to a critical analysis of others’ people work and achievements, but critical should not mean undermining, nor should it lead to destructive actions against other people.

Social skills:

a) Communication – one should be able to communicate their messages but also be able to listen to others using different channels of communication – verbal, mimic, gesture, written communication including also the use of modern technologies like the Internet or mobile phones.

b) Leadership – to be able to lead other people, to be in charge of a group of people and still be able to implement a plan of actions (changes) by reasoned decisions both by using teamwork or individualize targets and objectives when necessary.

c) Participation – not only participating in an activity but also being able to influence the decision making process (active participation). In the case of school education it needs to be done sensibly but also sensitively, involving different members of the group/class (possibly each of them should have a chance to influence the plan of actions) with the use of different teaching methods and approaches.

Attitudes:

a) pursuit of excellence (sustainable development) – to have a positive attitude towards developing one’s own potentials (both in biological and cultural terms) and talents (in sports, music, art, drama or other gifts) in a pursuit to gain as much self-esteem and self-confidence as possible and to be able to act with awareness of one’s capacity and worth. This belief in oneself however, should not lead to over-confidence nor to the abuse of other, weaker students, especially in a sporting context, where physical context and rivalry is inevitable.

b) respect for diversity – an empathy with others’ views and needs and respect for their work, opinion, race or religion, but also to be able to value different cultures and traditions (to show openness to welcome and create opportunities to learn from other cultures and societies).

c) sense of justice and equity – to be able to recognize social injustice and act justly; to have a sense of fairness, especially in sporting situations, but also to present it outside the gym; and to have the willingness to act accordingly with moral standards both in self-related but also in other-related circumstances (willingness to speak up for undermined others).

Theoretical frameworks for social development through sport

One of the leading theoretical frameworks for social development through sport is based on Hellison’s (2003) Teaching Responsibility through Physical Activity (TRPA) model. It is becoming more and more visible that there is a need for improving control and discipline in the class to counterbalance violence and aggression present in the streets. Schools need to develop a sense of meaningfulness for young people (Antonovsky 1995) but it has to equip them with such social skills that would enable them to enter adulthood with an optimistic belief that “they can make it if they want”. If we could achieve these along with increasing their participation in physical activity this could be a major benefit of physical education. Obviously this will not happen instantaneously, as most of the progressive changes in human behavior take time. Hellison (1985, 2003) described this development through certain levels, where goals have been organized into a step-by-step progression of attitudes and behaviors:

1) Level I: irresponsibility – describes pupils who are unmotivated and undisciplined, they make excuses and blame others for their behavior, deny personal responsibility for what they do or fail to do, and may feel powerless to change their lives.

2) Level II: self-control – pupils are asked to control their behavior and thereby responsibility is shifted from external source (e.g. teacher) to the pupils. They may not show much mastery or improvement, but are able to control their behavior enough so that they do not interfere with other pupils’ right to learn. Through this process, both self-discipline and the beginning of self-responsibility are encouraged.

3) Level III: self-responsibility – emphasizes the need for pupils to learn to take more responsibility for their choices, and for linking these choices to their own identities. They can identify their own needs and interests and can begin to plan and execute their own physical education programs. This goal fully rests on the assumption that pupils can independently reflect, plan, work, and play if given proper guidance and an appropriate framework.

4) Level IV: caring – deals with the need for social stability in pupils' lives by encouraging pupils to reach out beyond themselves to others – to commit themselves to caring about others. Pupils at this level are motivated to extend their sense of responsibility by cooperating, giving support, showing concern, and helping (although there is the assumption that pupils must meet some of their own needs before they can reach out very far or very often to others).

In achieving this development through the mentioned levels, Hellison (1985) suggests using the following teaching strategies:

- Teacher talk – one of the ways to have pupils interact with the levels is to explain those levels, post them, refer to them during spontaneous acts of self-responsibility or caring or, conversely, during uncontrolled behaviours.
- Modelling (being) – this is what the teacher does in the presence of the pupils, it is his/her attitudes and behaviours. Pupils interact with the levels when the teacher is under control (recognizing different teaching styles), involved (actively participating whenever possible), responsible (by keeping promises) and caring (demonstrating concern for each pupil).
- Reinforcement – this is any act by the teacher that strengthens a specific attitude or behaviour of an individual pupil. A teacher's praise can be a reinforcer if it is genuine, positive, specific, and appropriate to the situation. Awards can also be reinforcers. So can a formal reward system that gives rewards for meeting certain criteria. So can grades. When attitudes and behaviours which represent the higher developmental levels (levels that are higher than the pupil's typical attitudes and behaviours) are regularly reinforced in a genuine manner, pupil interaction with the levels is enhanced.
- Reflection time – refers to time pupils spend thinking about their attitudes and behaviours in relation to the levels. Such interaction can take place at the end of a class period by

asking pupils to state or record the level at which they operated during the period, and the basis for their evaluation.

- Pupil sharing – this happens when pupils are asked to give their opinions about some aspects of the program. Pupil sharing results in interaction with the levels by emphasizing the worth of each pupil’s opinion (Level III) and a sense of community in trying to resolve a gray issue (Level IV).
- In addition, it gives pupils the opportunity to talk with the teacher about how best to encourage self-control, involvement, self-responsibility and caring. Opinions about the worth of these values can also be elicited, thereby giving pupils the opportunity to evaluate and perhaps even suggest modifications to the developmental level system.
- Specific strategies – a group of strategies that refers to those activities that increase interaction with a specific level. For example, pupil contracts may help pupils operate at Level III, and reciprocal teaching, whereby pupils pair up and teach each other, may help pupils to operate at
- Level IV.

It is worth remembering that both developmental levels, as well teaching strategies, are only conceptual frameworks that can be used to enhance the teaching/learning and socialization processes.

It is the responsibility of the teacher to select the most appropriate ones for the particular context and setting, and moreover, individualize them to match the specific needs of each individual pupil. The effectiveness of education depends not on the knowledge of a teacher but on his/her ability to use the most appropriate solutions in their teaching and to stand for what they teach.

4.0 Self-Assessment Exercise

Identify characteristic features of sports today

5.0 Conclusion

In this unit, you have learnt about functionalists believe on “social systems operations, characteristic features of today’s sports, Theoretical frameworks for social development through sport and models of moral development.

6.0 Summary

The unit has explained the functionalists believe on “social systems operations, characteristic features of today’s sports, Theoretical frameworks for social development through sport and models of moral development.

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Unit4: Models of teaching physical education

1.0 Introduction

Among models of teaching physical education the ones mentioned below seem to be the most commonly used in school practices and, although there might be other models worldwide, this particular manual focuses on those selected to make students and teachers of physical education and sport studies familiar with what are the most commonly used. Additionally a model concerning health education or a combination of physical education and health education teaching is also briefly described.

2.0 Objective

At the end of the unit student should be able

Identify models of teaching physical education

Discuss the models of teaching physical education

3.0 Main content

a) A Sport Education Model

According to Siedentop (1998) “sport education is a curriculum and instruction model designed to provide authentic, educationally rich sport experiences for girls and boys in the context of school physical education”. School sport providing a wide range of sporting activities, where emphasis is on participation, competition and the score may also contribute to learning in a social context.

Characteristic features of this model include:

- Lots of formal competition aimed at winning (winning “at all cost” syndrome),
- Record-oriented contents,
- Extended (longer than usual) teaching units,
- Combination of teaching and training methods, styles (with an emphasis on training and instruction
- Rather than on pedagogical aims),
- Sport skills practicing over health and physical activity education,
- The most talented in the scope of interests, weaker individuals often left aside,

- Contents of the lessons change with the sport seasons,
- Usually classes are well-organized (routine).

b) Motor learning model (sometimes combined with ecological task analysis model)

This model is grounded in motor learning theory (Schmidt 1988), which emphasizes the interactive role of three elements:

- 1) The task goal and condition;
- 2) The environmental situation, and
- 3) The capabilities and intent of the performer (Davis & Burton 1991). Earlier, Bernstein (1967) developed a theory in which he argued that the key to succeed in motor learning lies in a differentiation of the complexity of a task and changing of the context of its acquisition, which both need to be gradually increased and modified.

While, the primary goal of the Ecological tasks analysis model of individualization is achieved by providing students with increased decision-making opportunities, the teacher-direct model of instruction is based on the premise that there is one proper movement pattern, and it is most effectively achieved by a prescribed series of progressive, sequential and hierarchically sequenced learning tasks.

It often uses discovery techniques and a range of teaching styles. The following lesson sequence is suggested:

- a) Establishing a movement problem or a task goal,
- b) Providing students with choices,
- c) Manipulating task variables,
- d) Evaluating results. During lessons pupils, after being given a range of choices, discover the best combination of movement forms, performance dimensions and degrees of success are needed to reach the goal. Potential problems of this model include difficulty with the provision of choices (limited activities that pupils can choose from to successfully accomplish the task goal), it requires extra preparatory work by the teacher and there may be problems with evaluating the pupils' engagement and skills development. But at least this model suggests the close cooperation between

the teacher and the pupils and between the pupils themselves, which is one of the ways of building up skills exceeding beyond the traditional, and merely physical.

There is also a method of teaching called Teaching Games for Understanding (TGFU) developed by Bunker and Thorpe (1982), which could be extended into the Tactical Games approach model.

c) Tactical Games approach model

It is believed that an increase in tactical awareness is needed in a game first before other skills can be developed. An understanding of the game is aroused by using pupil's interest, knowledge and stage of development to create an appropriate version of games and practice tasks. Classification of the games include: invasion games, net/wall games, fielding/run score games and target games.

Teaching Games for Understanding model (TGFU) (Bunker&Thorpe 1982; Kirk&MacPhail 2002) focuses on tactical awareness, which is believed to be needed to make important decisions during the complexities of a game being played. Lesson content must be designed in a way that gives pupils a chance to develop confidence and competence in skills and strategies. First the teacher should focus on force production (i.e. generalization in movement before accuracy sometimes requires use of maximal force). Only then can the teacher begin giving clues (but limiting those only to necessary hints – for example by organizing the pupil's school setting in a way that requires certain movements or tactical solutions). The next phase in the Tactical Games Approach involves the modification of equipment or educational context, followed by appropriately designed progression steps. Finally, if there is no progress or errors are constantly appearing, the teacher gives feedback (Lynn 2002). Bunker and Thorpe (1982) claim that use of this model brings about better tactical thinking and application of technical skills in the later stages of sporting development and thus it seems it may be particularly beneficial for teaching sports. Some groups of games have common key characteristics determined by their rules or equipment: There are similar tactical concepts in team games such as football, handball or field-hockey but in net/wall games it will be playing the shot so that opponents cannot return it, while cricket, baseball and rounders share scoring by striking a ball into an open space. In all of these examples simplified, modified and generic versions of games can be used to teach the main concepts and skills required by each individual game, which is important in planning and having in mind severe time constraints in the school setting. To be an effective and competent teacher one needs to have an extended awareness of Pedagogical Content Knowledge (PCK). Shulman (1986) describes PCK

as the “ways of representing and formulating the subject that makes it comprehensible to others”, which means transforming the subject into teachable and learnable contents (i.e., how to teach specific tasks to a specific group). Research on teaching effectiveness indicates that teachers with insufficiently developed PCK have trouble designing an appropriate level, sequence and progression of learning tasks. They also cannot recognize common performance errors and do not provide appropriate feedback to their pupils (O’Sullivan 1996, Rovegno 1995).

d) Co-operative learning instructional model

When action research started to be seen as a paradigm of testing, which could challenge teachers to better understand how to improve their practice it was also seen as a way of testing wisdom behind teaching methods rather than simply implementing them (Casey&Dyson 2009). Co-operative learning (an instructional model of teaching was developed from the experience and works on the social relationships, teaching and learning aspects and group dynamics. Slavin (1996) sees cooperative learning as programmes that emphasize team goals and team success which can only be achieved if all members of the team learn their objectives and even though pupils work together, individuals need to do their part in order for the whole group to be successful. Metzler (2005) describes this model as taking “one large step beyond just learning next to one another to learning with, by and for each other”. Therefore it is clear that the emphasis is on cooperation, and the need for every individual within a group to achieve an acceptable level of success within a given task. In such a way, it places the focus of attention on the pupils, encouraging them not only to learn from the experiences in which they are involved but also to help their peers share theirs. In the co-operative learning model gains come from efforts in recognizing that all members share a common fate with positive interdependence where each member is equally responsible and indispensable for the final result. All the group interactions have to happen with a group dynamic and communication, discussion and establishment of group roles, with emphasis on decision-making, trust building, conflict-management and leadership skills. Research shows that learning through this model promotes pupils’ academic achievements, increase pupils’ retention and enhance their satisfaction with their learning experience. It also helps develops skills in oral communication and social skills (positive interpersonal relations).

Recently, however, physical education (in some countries shifting towards movement didactics started it’s theoretical “lift up”. It is becoming more obvious that modern physical education needs

to combine its content and efforts with health education, providing pupils with adequate life-skills enabling them to develop life habits and positive attitudes toward physical activity and health awareness throughout life. Technological changes (such as the Internet or mobile phones that influence all spheres of life, will also affect education in the near future by alternating the ways in which content is delivered. Traditional teaching models are based on providing pupils with knowledge (delivered to them as a number of facts through the variety of tasks to be completed in a formal and instructional form in the setting of a classroom. The side-effects of using such models are visible in physical inactivity of the previous few generations of adults, who indicated an ignorance of health and body needs immediately after they finished school education. Modern teaching models call for emotional and intellectual involvement of pupils (i.e. by increasing creativity and motivation for participation combined with “life skills” learning. The emphasis should be centred on the pupils and their capacities, interests and holistic development. The role of the teacher is to create a pupil-friendly educational environment to enable pupils to experience an educationally motivating atmosphere and therefore stimulate a high level of intellectual and emotional processing. However, it should be, the pupil’s role to explore the area of teaching/learning process, to discover and develop their physical and intellectual potential and find an appropriate solution to the problem presented by the teacher.

Certainly, such teaching will require more consideration in the near future if physical education is to stay among the core subjects in schools. This notwithstanding, changing (or sticking to a model may not be enough. Social stereotypes associated with physical education are so strong that it requires a new, fresh approach to the delivery of contents. Fullan (1982) proposes the establishment of a new educational model that allows the implementation of challenges ahead of the teacher and the pupil. This model should involve educational changes in three areas:

1 Curriculum basis – teaching syllabi and materials;

2 teaching/learning process and

3 attitudes and beliefs of the educational community (academic centres. The least complex seems to be the planning and development of teaching materials; whilst the most difficult involves changing the attitudes and pedagogical habits of teachers themselves.

Therefore I believe that the reasonable proposition of health (a ware model presented underneath could be stimulating and satisfying for all parties involved.

In some European countries (Germany, Spain, Czech Republic, Austria, Poland, Norway a new proposal of teaching physical education combined with health in the so-called “health(aware four module approach” seems to be giving a new hope for school physical education. It is a very good example of such updated trends of changing theoretical framework of physical and health education.

The European project Health (a ware – an experienced-based learning and teaching approach for physical and health education. Health (a ware (28737-CP-1-2006-1-DE-Comenius-C2, www.health-aware.eu) was a project founded by the European Commission in the Socrates-Comenius Program to enable experimental health and physical education teaching within and across the school courses.

The Health (a ware four-module model)

The model comprises a combination of theme-based and experienced-based approach to physical and health education. The idea of the development of health awareness is implemented in four theme groups:

- Body and Bodies – focusing on the individual functioning in wider social communities (including family, within a framework of changing social relations and integration, intercultural and aesthetical differences in physical activity;
- Body and Time – concerning the transience of human life and historical aspects of health in terms of social, psychological and physical human capabilities of using physical activity to improve the quality of various aspects of daily life;
- Body and Measure – focusing on experiencing physical (somatic and motor changes in human capabilities in everyday situations (covering distances, lifting weights, reaction times as well as developing self-control and self-evaluation and discovering one’s own range of movements;
- Body and Environment – concerning aspects of physical activity in changing environmental conditions to suit the individual in pursuit of pastimes activities, experience of urban and rural environment and its influence of one’s life style.

This model introduces (and in some countries re-introduces the idea of cross-curricular teaching. Although cross-curricular teaching of knowledge and skills may help pupils in the process of lifelong learning, it should be noted that the project does not cover all areas, objectives and tasks of physical education and health and may serve better as a complementary model of teaching rather than the “ultimate” model. But it is definitely the beginning of a new way of thinking about physical and health education. The idea itself however, is not enough. It needs people who are aware of the new developments and who would develop the appropriate skills (educational tools necessary for their implementation. What is really needed nowadays are skillful and pedagogically aware educators.

This example, as well as all examples, solutions and proposals for health (a ware pan-European physical education have been elaborated by a joint working group of the European Union grant project which included: dr Antje Stache and dr Elke Knisel from the Humboldt University of Berlin, prof. Konrad Kleiner from University of Vienna, dr Irena Martinkova from Charles University, prof. M.Gonzalez-Gross from Universidad Politecnica de Madrid, prof. Ralf Erdmann from Norges Idrettshogskole, dr hab. prof. AWF Michał Bronikowski from University School of Physical Education from Poznan and their collaborates and teams from each respective university.

4.0 Self-Assessment Exercise

Describe the characteristics features of “Sport Education Model” of teaching physical education

5.0 Conclusion

In this unit students have learn about models that make students and teachers of physical education and sport studies familiar with what are the most commonly used. Additionally a model concerning physical education and health education teaching is also briefly described.

6.0 Summary

This unit focuses on models that make students and teachers of physical education and sport studies familiar with what are the most commonly used. Additionally a model concerning health education or a combination of physical education and health education teaching is also briefly described.

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Module3: Developing curriculum

Unit1: Basic principles of curricula development

1.0 Introduction

‘The purpose of developing a curriculum is to increase the total amount of desirable learning occurring during the time periods when the student is under supervision of the school’ (Robinson, Ross, White 1985). The way that new curricula are being developed follows Tyler’s model

2.0 Objective

At the end of the unit students should be able to

Explain the basic principles of curricula development

Identify problems in the process of planning units of work in physical education

Discuss the components of physical education curriculum

3.0 Main content

Basic principles of curricula development (Tyler 1949)

Tyler (1949) would see the steps in developing curriculum as answering the following questions:

- 1 What educational purposes should the school seek to attain?
- 2 What educational experiences can be provided which are likely to attain these purposes?
- 3 How can these experiences be effectively organized?
- 4 How can we determine that these purposes are being attained?

The models of developing curricula should either be based on the objectives (for these curricula, a designer who would start and emphasize the aims and objectives first, or content based model (in which emphasis is placed more on what the curriculum contains than on aims and finally we will have those teachers who are interested in teaching methods as a primary means for educating the children and not the content or the objectives. This will be a developmental model orientated on the teaching/learning process.

New proposals are supposed to be tailored to meet the needs of the pupils in a personalized way to emotionally tie the content to what they feel and are capable of doing. Unfortunately it seems that some of today's teachers don't possess the tools for it. Having taught the sport education model for 20 or 30 years how can one find a way to tailor the contents and tasks to meet the individuals' needs in developing social skills or moral values? They have to have their pedagogical skills upgraded to be able to create and re-design activities and tasks, which would concentrate on developing successful citizens of the world who are self-confident and responsible for their own actions in a dynamically to the changing world around them.

In England, for example, the national curriculum guidelines (www.teachernet.gov.uk/teachingandlearning) give the teacher some ideas of the key concepts which need to be included if the teachers want to broaden students' knowledge skills and understanding of the subject, as follows:

□ Competence – where the development of the skills and tactics are improved to respond to meet the demands of an activity,

Aims and Objectives of PE

Teaching contents of PE

Methods of realization of the aims and objectives through the contents of PE

Evaluation of the outcomes

Physical Education curriculum

- Performance – understanding how competence can be used to bring success within the performance, critically evaluating the performance and ways to improve it,
- Creativity – using imaginative ways to communicate, solve problems and overcome challenges, also exploring with techniques and tactics,
- Healthy and active lifestyles – understanding how physical activity contributes to the healthy functioning of the body and recognizing that physical activity is used to meet the demands of the environment (the setting approach).
- To achieve this, pupils will have to go through the following processes, enhancing their skills as they progress in their movement competence:

- developing skills in physical activity – pupils should be able to refine and adapt skills as well as learn new ones, modify and make them more fluent,
- making and applying decisions – pupils should be able to select and use tactics and refine them with the changing settings, recognize hazards that are a risk to themselves and others,
- developing physical and mental capacity – pupils should be able to develop their physical strength, stamina, character, and will to succeed (although the teachers need to bear in mind that a “success” may have different meaning to different people.
- evaluation and improving – pupils should be able to analyze the performance and identify strengths and weaknesses, also make decisions on how to improve their own and others’ potential and performance,
- making informed choices about health, active lifestyles – pupils should make choices on what suits them best and what types of roles they would like to take on in the future, and throughout the lifespan.

Teachers will also have to provide an educational environment as well as tasks for developing pupils into self-confident individuals.

Individualization can be introduced into a teaching strategy in numerous ways: differentiating the tasks according to the level of needs/capacities of individual pupils, for example by putting pupils in mixed ability pairs, using different sized equipment across the group or other methodological solutions. However, implementing changes doesn’t come easy and among the most frequently occurring problems in the process of planning units of work in physical education, one can list those that lead to misconduct in teaching:

- reasons for selection of material and connections to the previous classes are unclear,
- lesson content and teaching material is poorly structured and organized insufficiently,
- pupils are not led into the lesson and no links are indicated or poor explanation of a task is given (the result is that they miss the point of an activity or a game,
- the task is not adequate to the level of the pupils (too easy or too complex,
- the selection of teaching methods is inappropriate (coming from the limited PKC of the teacher, resulting in the same method used over and over again and the same teaching style – usually the command style.

As a response to these issues, in the next chapters the idea of systematic process of delivering quality physical education is discussed.

4.0 Self-Assessment Exercise

Explain the components of physical education curriculum

5.0 Conclusion

In this unit, you have learnt about the basic principles of curricula development, problems in the process of planning units of work in physical education and the components of physical education curriculum

6.0 Summary

The unit has explained the basic principles of curricula development, problems in the process of planning units of work in physical education and the components of physical education curriculum

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Unit2: School physical education, schools sport, intervention programs and health-related projects

Introduction

Understanding some determinants of youth culture will help to develop effective intervention programs of sustainable activity leading from childhood into active adulthood until old age and thus minimize the risk of sedentary life style and health-related problems. The challenge for educators is to develop and successfully implement interventions that actually make these changes happen, having in mind an interactive experienced-based teaching and learning approach in school education, and a setting approach in community-based life. Some argue (e.g. Penney and Chandler 2000) for a shift in emphasis in physical education away from an activity-based approach and towards a theme-based curriculum that better reflects the dilemmas and new issues that society faces. On the other hand pressure to promote sport through school remains high.

Objective

At the end of the unit students should be able to

Identify school physical education, schools sport, intervention programs

Explain school-based interventions

Discuss physical education for Lifelong Fitness

Main content

In England for example, secondary schools, designated as Specialist Sports Colleges, are faced with many roles and expectations such as raising standards of achievement in physical education and sport for all in their students across the ability range leading to whole school improvement. Many educationalists believe that if a school develops a centre of excellence in one subject, this will, in time, pull up performance in all subjects. Thus an idea of specialist sport colleges has been developed in England. Local schools aim to work together as a partnership to provide better facilities for students at the school and develop their physical education and sport opportunities. The aims of that program are:

1 Strategic planning: to develop and implement a PE and school sport strategy as part of school development plans through working in partnership with key strategic organizations and providers in the area,

2 Primary liaison: to improve PE and school sport programs by establishing and developing links within and between families of schools (KS2/KS3,

3 Out of school hours: to provide new and enhanced out of school hours opportunities for all young people in the partnership, including out of school hours learning, non-competitive participation and competition,

4 Sport to community: to increase all young people's participation in community sports through creating and strengthening links with sport clubs, leisure facilities and community providers,

5 Coaching and leadership: to provide training, support and development opportunities in leadership, coaching and officiating for senior pupils, adults other than teachers,

6 Raising standards: to raise standards of pupil's achievement in all aspects of their school life, through increased participation and improved performance, motivation and attitudes.

In 2006, it was estimated that 75% of school children, both boys and girls, had to do 2 hours of high quality physical education and school sport per week. However, during compulsory schooling years, all children are entitled to at least 2 hours (120 minutes per week of PE and in total 5 hours (300 minutes per week of PE and Sport (these hours comprise the minimum entitlement of 2 PE and up to 3 of sport: extra-curricular and/or outside of school. This idea was supported and combined with implementation of various sport programmes. The Youth Sport Trust (YST was originally a Charity established in 1994 by Sir John Beck with £1 million invested by him for 4 years to build a brighter future for young people through sport and physical education. Recently the YST has implemented the programme Sky Sports Living for Sport to reach out the pupils that are in risk of dropping out of school life, including girls. The YST works alongside CountinYou, an organization that uses learning to try and solve inequality and enhance social inclusion and to support schools with the implementation, development and sustainability of such programmes like Out of School Hours Learning, which is learning activity outside normal lessons, in which young people take part in voluntarily. The weekly target is 5 hours, made up of the entitled 2 hours of

quality PE in school and 3 hours offered before, during and after schools, including holidays and weekends. And there are also 'Wake up and Shake up' and Healthy School programs. Likewise, Step into Sport is an out of school opportunity for 14-19 year olds to facilitate their development as leaders and general volunteers, this program provides training for young people to acquire qualifications to go out in the community and be involved with local clubs (Youth Sport Trust, 2009, www.youthsporttrust.org).

YST and Sport Colleges play an important role in creating partnerships in local areas (setting approach. In this way, YST can direct funding into developing new ideas and new sporting activities at the operational level of local settings through programmes like: TOP Tots (aimed at helping children aged 18 months to 3 years to experience physical activity; TOP Start (aimed at helping children aged 3-5 years to learn through physical activity; TOP Play (aimed at helping children aged 4-9 years to learn core skills and fun sports; TOP Sport (an introduction to sports and games for children aged 6-11 years; TOP Skills (aimed at helping children aged 11-14 years to extend their sporting skill and knowledge; TOP Link (aimed at helping children aged 14-16 years to take a lead in organizing sport; Millennium Volunteers (encouraging 16-19 year old to volunteer through sport; Sports ability (creating opportunities for young people with disabilities; Dreams and Teams (enabling young people to travel abroad and help to spread the TOP's programmes worldwide with 250 schools in 44 countries involved (youthsportthrust.org.2009 and Beashel, Sibson, Taylor 2004).

In other countries "the promotion of physical activity within schools and physical education has attracted growing interest in recent years" (Cale&Harris 2006), which resulted in a number of medium and small range interventions. The following types of school-based interventions are common:

1. Augment PE programmes which involve lengthening the time of existing PE lessons or adding new or additional lessons.
2. Non-augmented or standard PE programmes which are incorporated into existing PE time. These involved increasing the amount of physical during lessons – for example, by changing the activities taught or modifying the rules of games.

3. Classroom-based programmes which are based on theoretical instruction and the provision of information.

Effectiveness of such programmes is yet another problem. If physical activity programmes (interventions rely on fitness tests as a measure of success the influence the tests themselves may have on the youngster is the strongest determining factor. Fitness testing then may be counterproductive to the promotion of active lifestyle in young people. From the public health and physical promotion perspective, the goal of such programmes should be to influence physical activity rather than fitness (Rowland 1995) and interventions should focus also on behavioural, cognitive and affective outcomes. It is fair to say that the evidence has revealed that school-based physical activity interventions can be effective and achieve a range of positive outcomes, suggesting that teacher's efforts to promote physical activity through PE programmes can be worthwhile (Cale&Harris 2005).

One such successful example is the Lifelong Fitness program developed in the USA, in which it is believed that only curricular change, coming from a critical thinking on physical education, may help to create an environment in which physical education is valued (setting approach and where physical activity may become a habit of regular engagement over the full life-span. A program of physical education for Lifelong Fitness (Physical Education for Lifelong Fitness 1999) has been suggested with special emphasis on the following:

- Focus on positive – salutogenesis instead of pathogenesis approach.
- Educational – pupils learn why activity is important and how it benefits them today and for a lifetime (traditional PE tells pupils what to do but not why).
- Health-oriented – it emphasizes health-related fitness in addition to skills-related focus of traditional programs.
- Individualized – pupils are not treated as clones of each other, but rather are helped at their own levels so they can achieve their potential capabilities (traditional PE provides the same instruction for all students at the same time).
- Fair – pupils are assessed based on personal improvement, not judged against each other in a standardized norm. Physical fitness test results are used to help pupils understand the components

of health-related fitness and to set individualized goals for improvement (traditional PE uses fitness tests scores to determine grades and awards).

- Enjoyable – it advocates the use of physical activity that pupils enjoy and promotes individual choices whenever possible (traditional PE uses the same drills and games regardless of pupil interest, offering no pupil choices).

- Realistic – pupils explore many ways to be physically active and improve health-related fitness so that there may be greater transfer to real-life settings approach (traditional PE offers a narrow curriculum, often repeating the same activities year after year without proper mastery of the sequences to achieve a basic level of performance competence).

Marcus and Sallis (1997) believe that all kinds of physical activity interventions (in and out school and programmes are most effective when they target the following determinants and mediators in youth:

- enhance enjoyment of physical activity,
- encourage perception of competence at physical activity,
- increase intentions to be active,
- reduce perceived barriers,
- enhance social support,
- increase time spent outdoors.

Every curriculum designer (or every PE teacher should bear in mind the abovementioned factors before planning and implementing their teaching/learning process.

4.0 Self-Assessment Exercise

What are school based intervention program?

5.0 Conclusion

In this unit students have learn about school physical education, schools sport, intervention programs, school-based interventions and physical education for Lifelong Fitness

6.0 Summary

The unit discuss school physical education, schools sport, intervention programs, school-based interventions and physical education for Lifelong Fitness

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Unit3: Planning the Curriculum

1.0 Introduction

Planning work is one of the most essential parts of any kind of work if reasonable progress is to be achieved. Obviously, while planning the process of physical education lessons, the teacher has to consider such aspects as aims, objectives and teaching methods as well as forms of classroom management and the most appropriate forms of assessment. The lesson plan must be an integral part of the unit of work and of an overall semester working scheme. In order to maintain some continuity it must include (refer to the pupils' previous educational experiences and prior knowledge. As the unit of work (the sequences of the subsequent lessons progresses, the complexity and practicality of the activities that pupils learn, needs to be increased although it should still be adapted to suit their ability, age category, size of the class or even cultural and social backgrounds.

2.0 Objective

At the end of the unit students should be able to

Discuss information which the teacher must be aware of prior to the lesson

Identify major tasks of a teacher in planning a lesson

Explain the structure and organization of the teaching/learning process

3.0 Main content

3.1 Planning the teaching/learning process

Understanding the importance of cross-curricular objectives and the balance between the complexity and practicality of the teaching materials seems to be the fundamental factor affecting the long term effectiveness of the educational process. Contrary misconduct of professional preparation may lead to accidents, misbehavior of pupils or at the very least, may lead to waste of time and illusive gains in terms of education or sport/health-related skills or knowledge.

Therefore, PE teachers need to be well prepared before they begin planning the process of teaching. There is certain information which the teacher must be aware of prior to the lesson. This includes the class (year/size/gender, consecutive lesson number in the unit of work (e.g. 1/4 to know

whether it is the first lesson in a cycle or maybe the last one 4/4, equipment required for activity (practical and resources/materials – worksheets for in class and/or homework tasks as well as special safety requirements. After considering this general information, every teacher needs to consider the lesson aims, lesson objectives, and relevant links with the national curriculum attainment targets and cross curricular links based on previous experiences. The way these pieces of information are organized will differ according to the individual national requirements. When planning, no matter whether a single lesson or a unit of lessons, the teacher will have to undertake four major tasks:

1. Decide on the learning objectives and outcomes.
2. Select appropriate teaching approach (method, content, teaching styles, class management issues and suitable teaching activities to cover both inner and cross curricular objectives.
3. Prepare a lesson plan (for the size and age of the class, with suitable size and number of the resources/equipment.
4. Decide on the assessment (introducing criteria, monitoring progress and developing tools for evaluation – all leading to developing pupil's sense of self-control and self-evaluation, but also their self-esteem.

3.2 Lesson Preparation Sheet

General information: Outdoor PE lesson

Year: 8 Group size: 25 boys

Resources:

Unit: Field hockey (beginners

Lesson in series (1 of 5

Physical Education Learning Objectives: (what pupils should know/be aware of and be able to demonstrate or do by the end of the lesson/unit

Cross-curricular objectives: (connections and links with other subjects and with literacy, numeracy, thinking skills/problem solving, group working

Assessment criteria and strategy: (how and when to assess pupils)

Future actions: continuity, progress, complexity (links with previous learning objectives and route for further development. An example of a lesson plan preparation sheet in the English physical education system

In other countries it will vary. Here is the example deriving from the health (a ware project. (European Union Grant 128737-CP-1-2006-1-DE--Comenius-C21: „Health (a ware an experienced-based learning and teaching approach for physical and health education”).

3.3. Learning aims, objectives and outcomes

When planning a lesson, the teacher needs to have clear and concise aims and objectives for the pupils. These aims and objectives should interrelate with the content of the lesson in that the skills that they are teaching the pupils combine with the objectives so that pupils are able to identify the learning outcomes at the end of the lesson and state whether or not they have been successful in achieving all the aims and objective given to them from the start of the lesson. Therefore it is important to make sure what will be emphasized in the lesson. Siedentop (1989) has found that teachers who emphasize subject matter in their planning tend to pose more questions, teachers who used objectives in the planning seemed to display more goal-setting behaviours, and teachers who refer to pupils when planning prior to and in adaptation of, lessons appeared to show more concern for pupils they taught.

For the precision of planning it has to be clarified that aims provide overall purpose and direction (more general intentions for the National Curriculum and for the subject. Thus, these are more general aims and need to be broken down into “operational segments” with more specific focus.

These will be called objectives for units of work (which define the end product of the unit and learning outcomes for individual lessons (identify what pupils should achieve in a particular lesson.

The example of an aim for the school physical education department will be to “initiate pupils into playing invasion games”. An objective of a unit “pupils are able to play a 6 v 6 football match” and a learning outcome of the lesson “pupils understand and can demonstrate the roles of attack and defense in a 6 v 6 situation in football”. The abovementioned aims are statements of the

intended goals and answer the question – Why? In this case the answer could (and should be to achieve the objective of developing teamwork. But for the subject to become more interdisciplinary (and thus more educationally valuable within other school subjects aims should be addressing cross-curricular elements such as: promoting citizenship, teamwork, creativity, critical and analytical thinking, communication and leadership as well as other social aims including developing self-esteem, empathy and respect to all and improving attitudes to learning and behaviour. But to achieve such aims, teachers need to plan their work, remembering that physical and motor skills learning does not happen through automatically delivering development of any broader aims.

Objectives are more specific purposes and intentions; building blocks which put together results in achievement of the aims. These come as Intended Learning Outcomes (ILO planned to be achieved in a particular lesson. They differ from education, to school, to curriculum, to subject and shape the final selection of the tasks for each individual lesson and for each individual group.

3.4 Structure and organization of the teaching/learning process

When constructing lesson plans, teachers need to think carefully how they allocate time for learning (acquiring a skill, for developing it and in the subsequent lessons, for mastering it. They also have to propose a mode of evaluation of the progress. This will determine the structure of the lesson, the methods they use and even the time they spend on each particular task.

To ensure that the lesson goes ahead in a structured and professional manner the teacher has to consider the most appropriate use of:

1 Equipment,

2 Organizational methods for teaching lesson,

3 Social skills and etiquette for conduct,

4 lesson modification: ways to adapt certain lessons and activities to help pupils with special needs, with other examples changing the size of the playing area, different types of equipment for lessons or altering rules of game to allow modifications in performance, expectations and outcomes of the lesson,

5 Safety regulations and identifying potential dangerous hazards that could harm or inflict injury to students or staff within the lesson,

6 Rules (to be obeyed and followed in particular settings and circumstances,

7 General teaching suggestions and clues that apply to the entire lesson.

In the English system, these modifications are in place to provide pupils with the best possible learning experience set by the national curriculum of physical education practices and procedures (DfEE, 1999). Consequently this will influence the flow of the lesson and finally determine its intensity. So it is important to be aware of how different the intensity profiles of lessons (based on particular sports are in order to keep a reasonable ration of high (moderate-to-vigorous like types of activity with an average heart rate above the value of 140 beats per minute considered to be cardiorespiratory fitness stimulation threshold to medium and low intensity profiles lessons, which, according, to the latest recommendations (European Union Physical Activity Guidelines, Brussels 2008) which, for school-aged children, should be 60 minutes of moderate to vigorous physical activity every day. For a healthy adults aged 18-65 it should be 30 minutes of moderate to vigorous physical activity five days a week or 20 minutes of vigorous-intensity physical activity three days a week. This also applies to adults over 65 (with an additional activities two or three times a week which are intended to increase muscular strength and endurance.

(Bronikowski 2005, 2008) revealed that lessons of team invasion games and outdoor athletics provided a higher level of intensity workloads (moderate-to-vigorous intensity than for example lessons of volleyball or gymnastics. Aerobic and dance are also among those that are potentially health enhancing while lessons devoted entirely to testing motor fitness or skills testing are far below the recommended 140 heart beat rate per minute and thus are insufficient in stimulating cardio-respiratory fitness. But one has to remember that keeping the profile of intensity of a lesson high cannot be the ultimate goal of physical or health education. Differences in intensity profiles of particular lesson types will also occur at different phases of the teaching/learning process, with less intensive lessons at the beginning than in later phases, at the level of mastering and assessing the acquired skills (Bronikowski et al. 2009). However, there are methodological and organizational aspects which, if improved, can enhance the flow of the lesson and thus elevate the intensity.

Nevertheless, the main aim of the lesson is teaching the benefits of a positive attitude and healthy life style throughout life, not just during the school years.

In different countries, national curricula are built in a way that derives from the educational tradition of a particular system. In England for example the physical education curriculum is based on four strands:

Strand 1 – acquiring and developing skills, with emphasis on introducing a pupil to a wide range of movements (A&D,

Strand 2 – selecting and applying skills, tactics and compositional principles (S&A with emphasis and lesson planning,

Strand 3 – evaluating and improving performance skills with emphasis on developing skills in self-evaluation (E&I and

Strand 4 – knowledge and understanding of fitness and health, emphasizing health-related aspects of human development across the life span.

In more a precise way the curriculum described earlier (QCA, 2000) Stages 3 and Stage 4 in the following way:

- acquire, develop, learn to select and apply skills,
- develop ideas in a creative ways,
- set targets for themselves and compete against others, individually and as a team member,
- understand what it takes to persevere, succeed and acknowledge others' success,
- respond to a variety of challenges in a range of physical context and environments,
- take the initiative, lead activity and focus on improving aspects of own performance,
- discover preferences and develop positive attitudes and make informed decisions about the importance of exercise in one's life. (QCA, 2000c:4)

Recently however, (QCA 2009) the idea of these key strands have been explained in more detail and children must cover at least four of the following tasks in Key Stages 3 and two in Key Stages 4:

- outwitting opponents,

- accurate replication of actions, phrases and sequences,
- exploring and communicating ideas, concepts and emotions,
- performing at maximum levels in relation to speed, height, distance, strength or accuracy,
- identifying and solving problems to overcome challenges of an adventurous nature,
- exercising safely and effectively to improve health and well-being.

On the other hand for example, in New Zealand school curricula, there are seven essential learning areas, where health and physical well-being has been developed within a new teaching/learning paradigm of physical education (Culpan 2004). The Health and PE curriculum is based around the four major strands: Strand 1: well-being, Strand 2: health promotion, Strand 3: socio--ecological perspective and Strand 4: attitudes and values. Accordingly in New Zealand (Culpan, 2004) physical education is a learning area that:

- promotes the learning of new skills (not just physical skills associated with, in, through and about physical activity (movement skills for physical competence, enjoyment, self-worth and active lifestyle);
- enhances, extends, informs and critiques the deliberate use of play, exercise, sport and other forms of physical activity within and individual and societal context (knowledge and understanding of scientific and technological influences on physical activity, knowledge and understanding of cultural practices associated with physical activity);
- emphasises the inter-relatedness of physical education, social, mental, emotional and spiritual nature of well-being (personal, and inter-personal skill development, knowledge and understanding of the significance of social influences on physical activity, personal values, attitudes, behaviours and actions in physical activity settings).

Nevertheless, since physical activity (which was once associated with energy expenditure through skeletal and muscular movement appeared on school curricula it has needed to be enhanced with educative values and built upon using pedagogical concepts.

The way to achieve the abovementioned goals and learning objectives will have to be through greater individualization (personalization of tasks assignments and assessments which will eventually lead to an increased level of engagement. Such approaches to delivering the contents of physical education have been proven to be effective in gaining both health-related as well as

socio-related benefits and thus, opens a chance for creating a long-lasting changes in attitudes towards active lifestyles (Bronikowski 2008).

3.5. Schemas, units of work and single lessons

In their teaching, PE teachers usually worry about covering the national curriculum. This is combined with strong administrative expectations to cover the curriculum emphasized by the school authorities (e.g., head teachers, PE department heads. However, national curricula usually offer the absolute minimum to make sure that the minimal objectives are followed in schools across the country and that the fundamental needs of the pupils' are being met. But national curricula in different countries do not limit the contents nor the teaching strategies. In fact there may be more paths that lead to meeting the same objectives (especially with skillful, and pedagogically autonomous and experienced, teachers and they will differ within the teaching units and even from lesson to lesson, where separate lesson plans are needed for each class and it will be at the teacher's discretion to adapt to match the individuals, whether they be a beginner or an advanced in a particular skill or sports. If pupils find a technique too easy then the teacher can increase the distance or have them increase the speed at which the task is being carried out. This will hopefully help with continuity and progression of the skills (whether it be sport skills, moral/social skills or skills concerning motor development).

Good planning enables pupils (and reassures teachers to visualize the lesson scenario in a structured and detailed way. It allows preparation and re-consideration in advance of every step and phase of the lesson, which smoothens the flow and helps both parties focus on achieving the objectives and learning outcomes. Furthermore, lesson plans are also useful after the lesson as they provide a record of progress and can be referred to in order to estimate the outcomes and the size of the effects.

However, to be able to assess the pupil's progress, the teacher needs to develop evaluation strategies (and criteria prior to the lesson and has to make them clear to the pupils beforehand. It also provides pupils with a sense of direction and helps to emphasize the inner and cross-curricular links, providing the teacher has interwoven them into her/his planning and they are aware of the links. It is the lack of planning which contributes to the unsatisfactory status of physical education in schools (and stereotypes associated with this profession discussed in a world-wide context by Hardmann and Marshall (1999), but also activities devoted to performance, the shaping of the body

and working on fitness – with its endless measuring – do not help to elevate the status of physical education in public minds.

Therefore, changing the present situation requires actions at multiple levels. To combat the low status situation of physical education and physical activity Dauer and Pangrazi (1975) have given some guidelines, which should be considered when planning any changes:

- 1 Current educational and sociological trends,
- 2 Rationale for the program,
- 3 Guidelines for program planning,
- 4 Organization for the effective teaching,
- 5 Basis of movement learning and education,
- 6 Guiding the learning process,
- 7 Teaching styles, lesson planning and introductory activity,
- 8 Implementation of physical fitness in the program,
- 9 Postural consideration,
- 10 perceptual-motor competency,
- 11 Creative play-story games and dramatic plays,
- 12 Manipulative and apparatus activities,
- 13 Stunts and tumbling,
- 14 Combative classroom and game-type activities,
- 15 Integration with other subjects,
- 16 General consideration of sport activities such as basketball, football, hockey, soccer, softball, track and field and volleyball,

3.6 Facilities and equipment.

These guidelines contain extensive coverage of activity sequences, particularly those that incorporate perceptual-motor concepts, principles and activities into regular program activities.

Despite these generic guidelines, some actions need to be undertaken at the roots of teaching.

Changes will have to be aimed at alternating the existing routine. Brady (1998) found in his research that ‘when a task is practiced repetitively, skill acquisition is enhanced’, though one has to remember that repetition of the same task over and over again in a command-like teaching style is reminiscent of a drill and this can be monotonous and de-motivating. As Berstain (1967) suggested in his theory of motor learning, differentiation of the complexity, as well as the change of the context, should be the main areas of concern for the teacher while planning the teaching process. An understanding of the balance between complexity and practicality, as well as the teacher-to-pupil ratio of time spent on a task, is not an easy task and comes from years of teaching and gaining more experience and expertise.

When a pupil performs a motor skill, the performance-related information needed, is typically available from two sources: task-intrinsic feedback and augmented feedback. Task-intrinsic feedback comes from the learner sensors as a natural consequence of any movement. It can be received from sources both outside the body through such senses as vision and audition (exteroception, and inside the body from proprioceptive sources such as the muscles or joints. This kind of feedback is certainly one of the earliest and most important for developing movement competence. But recently, more and more emphasis has been laid on the role of the social context of learning and therefore augmented feedback becomes highlighted as a vital source of influence in motor skills, but also other movement related skills learning. Typically, augmented feedback is delivered to a pupil after the task is finished and it acts as a supplement to naturally occurring intrinsic information. The most commonly used types of feedback are knowledge of performance (KP, which informs the pupils of the quality of their movement in performing a motor task (e.g., such as “your follow through was good on your forehand shot” and knowledge of results (KR, which is augmented feedback that tells the learner what success they had in performing a motor task, it gives specific information to the learner (e.g., such as “the ball was in on the last serve”. The latter method of augmented feedback (KR helps to serve the naturally occurring “reference of correctness”, which is produced by the learner’s intrinsic information sources.

The problem with teaching physical movements in schools is that it reduces the level of teaching to merely confirming KP and KR information which the learners would have otherwise already acquired through their intrinsic sources. As this internal information arrives in our brain first, this makes teacher's comments redundant in influencing the learner's perception and motivation and thus do assist in producing long-term and firm attitudes. Therefore nowadays, finding a way to influence the learner's perception through sequence of pedagogical activities enhanced by socially and morally granted tasks and designed for and in physical setting contexts, should become the fundamental principle of teaching at all levels.

The cyclical nature of the education process is presented in the model underneath including diagnosis, lesson preparing, teaching and evaluating of the outcomes. This cycle should be maintained throughout the school year as well as in every single lesson. Long term (schemes of work – medium term (units of work – short term (single lessons, source: Bronikowski (2005)

Teachers in their work are supposed to produce work schemes, unit plans and lesson plans, which all contain specific objectives and timelines among which, lesson plans are more flexible and fluid as they are supposed to cater to pupils' individual needs on a daily basis, whereas units and schemes give more of a route to go along. Therefore, in lesson planning, different teaching styles and varied activities are vital. Some teachers tend to use a "trial and error" approach, but it can only be helpful if it is planned and organized well and not used too often. When this happens due to the teacher's lack of preparation it actually may bring more hazard and risk involving unexpected situations, something which the teacher cannot foresee. But even this method may be tried out with different teaching styles to find out which style suits a particular teacher the most (as long as they are aware and are experimenting with different teaching styles, not just the command or practice ones).

Before deciding on more detailed aspects of teaching/learning process, each physical education teacher has to decide on the teaching models to be used (sport model, motor learning/ecological task analysis model or health(aware model and only she/he can they sufficiently employ one (or a combination of the models into their planning. Whatever, physical education model they decide to use in their teaching, it is advisable to follow the consecutive phases increasing the efficiency in all working environments. However, the teacher has to recognize the situation first (carry out a diagnosis and only after having gathered information about the context of teaching, may they plan

and execute the realization of the process and finally assess its effectiveness (assess the progress gained in the evaluation phase).

4.0 Self-Assessment Exercise

Discuss the major tasks of a teacher in planning a lesson

5.0 Conclusion

In this unit, you have learn about information which the teacher must be aware of prior to the lesson, major tasks of a teacher in planning a lesson and the structure and organization of the teaching/learning process

6.0 Summary

This unit focus on the information which the teacher must be aware of prior to the lesson, major tasks of a teacher in planning a lesson and the structure and organization of the teaching/learning process

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Unit4: Teaching Physical Education

Introduction

The development of positive attitudes toward physical activity requires some sort of emotional engagement in the process by the pupils themselves. This obviously will not be enough but it will certainly improve the quality of teaching. Educational processes have to provide the choice of contents, use a range of resources, and a variety of activities and teaching approaches. However, one must remember that too many changes at one time can make pupils (used to “traditional” methods) feel uncomfortable and incapable of accomplishing the task, which may slow down the progression of acquisition and eventually break down the structure of a lesson. The “traditionally” structured framework of the lesson (so-called lesson routine) gives a pupil a sense of security and guidance which provides them (and the teacher) with physical and mental support. But on the other hand, it doesn’t challenge the routine, it is the routine that is monotonous and when it coincides with poor quality (i.e. unattractive content delivered in a command teaching style) this may result in children dropping out of after-school physical activity thus, countering what physical education is all about – developing a physically active life style.

Objective

At the end of the unit students should be able

Discuss the process of teaching and learning

Describe the traditional teacher-centred approach to teaching

Explain briefly the various teaching styles

Main content

The traditional teacher-centred approach to teaching in which the teacher transmits knowledge to pupils and uses direct methodologies does not provide opportunities for creative thinking as it is the teacher who makes most (if not all) of the decisions. Furthermore, indirect methodology cannot be applied in all cases and tasks. Research (Curtner-Smith et al. 2001) indicates that PE teachers spend most of their time using direct teaching styles (both in urban and rural school settings) with difficult behaviour of a large portion of pupils as one of the major factors influencing the teachers’ styles of instruction, making it too risky for other styles to be used. Other influences are accounted

on teachers' own school experience (being themselves taught by teachers employing direct styles) and initial teacher training (focusing on skill development). Peers (other teachers) pressure, using direct instruction styles themselves, influence novice teachers as well. Changing stereotypes about teaching physical education will require long-term working on the quality of its delivering and broadening a range of contexts. It seems as if direct teaching styles (command, reproduction or even assimilation styles) may be easier forms of instructing a pupil, but as a matter of fact they are not. They require constant attention (to maintain the discipline) and concentration on the next instruction and its fulfilment. Such intellectual and emotional engagement is energy draining and fatigue can set in quickly. Whereas using teaching styles such as guided discovery, divergent, learners design style or according to Salvara et al. (2006) in their recent division – discovery and production styles, would call for more prior preparation and critical thinking from both teachers and pupils. It would also require “higher teaching/learning skills developed by providing:

The context of criticism (in which pupils will challenge the theory and out-side school reality),

The context of discovery (in which new concepts are developed and used) and

The context of practical application (in which new ideas are tried out in the real world)” (Young 1998, p. 154).

It is clear that the way in which the content is delivered depends on numerous circumstances such as: Key Stage of learning, gender, teaching model used, teachers personal pedagogical skills and preferences and the educational experience of the pupils, all of which need to be taken into account while planning long-term content and delivery strategy in the educational setting. However, it seems that for lower teaching levels and ages of the learners, a higher percentage of direct methods is more advisable to be used as they may help to lay a solid foundation for exploration of one's own talents and limits through discovery and guided teaching styles at later stages (when more problem-based learning (PBL), is employed larger “chunks” of material and more intellectual freedom needs to be given to the pupils in order to keep them attracted and to let them discover the “story of their body”).

This indirect methodology would include giving clues (but limiting them to only necessary hints), for example, by organizing the pupils' school setting in a way that requires certain movements or tactical solutions. It would require individualization of the pace of learning by providing pupils

with increased decision-making opportunities. This could be achieved most effectively by prescribing a series of progressive, sequential and hierarchically sequenced learning tasks, with learning information size depending on the level of complexity of the task and the expected Intended Learning Objectives (ILO's). If the teacher aims at developing (or supporting) self-autonomy, the size of the learning information should be bigger and should allow time and opportunities for engagement and cognitive processing. So we can say that, although direct teaching methods are essential, they are insufficient in covering the whole range of educational needs and expectations.

In comparison with this by using a more pupil-centred approach, indirect methods support pupils in finding out information by themselves through the exploration process and this may enhance their self-confidence. But will it develop their subordination for example? One has to remember that the teaching style and methodological approach will not make for a satisfactory “one and only” solution. The contents of today's national physical education curricula are simply inconsistent. They have to concentrate more on providing paths to developing “physical literacy” (doing by learning, learning by doing and learning how) and use experienced-based and life skills-based learning methods or theme-based learning approach instead of a sport-based one. But to achieve this, the most suitable mode of teaching needs to be selected.

Preparing for teaching and learning.

Diagnosis – getting to know your pupils During the school year, it is the introductory classes of the first weeks in school that give the teacher and the pupils a chance to get to know each other and to set the rules and expectations for the forthcoming school year. In order to do this successfully, the teacher needs to assess pupils' abilities and interests, especially when they are coming into contact for the first time (e.g. pupils coming into a new school). For some teachers, the easiest way to plan the route is through the various forms of assessing physical fitness. Some simple tests including sit-ups, curl-ups, push-ups or a distance running test (e.g. The Cooper test) could be helpful. Some teachers tend to rely upon a set of the well-known batteries of tests like the Eurofit or YMCA Fitnessgram test, which would usually have good, scientifically verified population-wide norms. These tests give teachers a chance of establishing certain reference-related expectations and so allowing them to plan their work accordingly around achieving those goals and objectives. But even when doing this, teachers have to make sure that they do not emphasize

fitness as a major objective of physical education, but rather indicate its relations with health and general well-being, making it more a health-related quest for personal optima, rather than a competitive form of motor-performance rivalry. For these reasons it is recommended that pupils be asked to keep a record of their achievements (in all major areas of interests) and teach them how to monitor their progress over their life-span. It is especially important for teachers to show their acceptance of all pupils regardless of the fitness level or their other skills. The teacher will also have to set the expectations for other pupils to accept each other's strengths and weaknesses. It is also a good idea to protect one's privacy during the testing of fitness, especially when for example it may include skin-fold measuring or body mass control, particularly with girls, who are often more sensitive about their appearance. But this can be easily achieved by a simple play activity. For example an activity in which pupils concentrate on one form of movement (e.g. running and bouncing a basketball ball) but at the same time are asked individually by names to run to the place where an equation for calculating BMI index (body mass/square body height in meters) is placed together with weight and height scale by the side. After measurement body mass and height, the pupil runs to another corner of the gym to check his/her status according to the BMI norms (in. norm, overweight, obese or underweight) but the information stays exclusively with him/her. The most difficult task seems to be a pre-assessment of pupils' technical skills in various sports. But this can also be achieved relatively easily by asking pupils to pick up equipment for their favourite sports laid down on the gym floor prior to the lesson or to present some basic skills in their sports. This will also give the teacher a grasp of understanding of what are the favourite sports in that particular group – and this is also a form of a group diagnosis. The teacher may also ask pupils to divide themselves by choosing the right side of the gym in the case of all those who prefer individual sports and the left side for those who favour team sports. This will give the teacher some idea of what methods of motivation they need to be used – i.e. more individual mentoring (i.e. starting from scratch in building a team cohesion) or vice versa through team cooperation challenging individuals to pursue their excellence but in order to contribute their best to the team. If the teacher wants to recognize the good sides of the class and discover the socio-stars or sub-groups existing in a class she/he needs to organize a problem-solving task which would require a good level of cooperation with a rotation of the functions in the group. The simplest example would be a task such as racing with a balloon, where a group has to keep it up but without the use of hands, while trying to get the opponents' balloon down. The more difficult

activity could be the following example – trying pulling up a skittle (or a simple plastic bottle) by the whole group.

The skittle is placed in the middle of the circle surrounded by the pupils each of whom is holding a skipping rope attached (tied) to the skittle. All the pupils have to stretch the ropes at the same time and with the same force lift it up, they need to cooperate effectively. With more skillful children the teacher would use a task requiring carrying an object (i.e. a ball) only by keeping it up on the rubber ring with skipping ropes attached to it and stretched by all members of the team equally and at the same time with adequate force vectors. Moving with it (e.g. around the obstacles) or tossing the ball (e.g. toward the basket) would require high movement competence and a good level of team cooperation. With pupils of an upper-level class, the teacher could use one of the blindfolded activities, where a pupil who is not blindfolded is carried by some other pupils who have their eyes covered with a scarf and are only informed where and how to overcome the obstacles (i.e. plastic bottles, skipping ropes hung between the cones, etc.). Afterwards questions can be asked like: did all of you contribute to the task? Did you listen to the others for their ideas? And who was the leader? Etc.

For recognizing the climate in a class the teacher can also introduce a play activity called “friend-tag” where a person chased by the ‘tag’ can be secured and saved by another person (a friend) only by giving him/her a hand to hold for 5 sec. A raft race can be used where every team is given two rafts to cross the river and the teacher observes which team cooperates the best and the most smoothly to move all team members from one raft onto another as quickly as possible and shift the raft over and over repeating the same actions again. Pupils can also be asked to go round the class with their favorite sport to convince with their arguments the highest number of pupils to agree to do it for the next three weeks. In this way the teacher may recognize whether there are any conflicting situations in the class or, in the second example, who is the leader, and can make use of this knowledge in the future in difficult situations where they might be looking for help and support from the class.

It is worth remembering that non-competitive activities should be selected more frequently than competitive ones for pupils at early stages of education: cooperation should precede competitiveness. It is better to have more activities, with more equipment, during the lessons with early adolescents than just one sport/game throughout the entire duration of the lesson. Mass

practice can be used when the learner is older, more mature and able (has the ability to focus) to concentrate on a task for a longer periods of time. Cooperative working (i.e. in team games) involves working together as a group, brainstorming possible solutions, trying the solutions that seem to have the best possibility of solving the problem and arriving at the best outcome against an opponent in a competitive situation in a real game.

The process of teaching and learning

A single lesson is the fundamental link of every educational process. However, to change anything in a lesson, one needs to re-consider the whole range of factors influencing that process. To meet the needs of modern societies, teaching needs to emphasize more creativeness and self-autonomy rather than repetition or reproduction. Preparation of a lesson is a very important aspect of teaching as it sets out a clear, systematic and progressive structure for which the teacher and the pupils can work together. The content of the lesson plan needs to be progressive – one task/activity leads up to and links with another so that by the time they are approaching the end of the lesson, the pupils can demonstrate the skills that they have been trying to learn (and hopefully have learned). However, the teacher must be aware that some skills, especially involving intellectual capability like cross-subject tasks will require more time than just one lesson to be absorbed. The pace of the lesson is also critical as it should be neither too fast nor too slow so that pupils can learn effectively and don't become bored easily (Mayer 2008).

This notwithstanding, whether they are going to produce their best will also depend on the level of attractiveness of the task and how challenged they may feel. Lesson plans are an integral parts of every teacher's job. They allow the teacher to structure the time with the pupils to get the best out of them. A lesson plan is a teacher's detailed description of the course of instruction for the individual lesson. By using lesson plans, teachers can accurately state what the objectives of the lesson are, and the pupils should be able to do (skills), understand (knowledge) by the end of the lesson and how this will affect their attitude towards their own health-related statues across the life-span. The lesson has clear Intended Learning Outcomes (ILO) described and broken down into sections: the warm up, main part and then cool down part. Each activity should have a clear description of how they fulfil the objectives of the lesson. For the lesson to run smoothly the teacher needs to ensure that the explanations of activities and expectations, given in the lesson, are clear (the best way is to provide an explanation with a demonstration of an appropriate form of the

task the pupils are to learn, adjusted to the motor and cognitive abilities of the pupils) and that the language (its technicality and complexity) is appropriate to the pupils' level of understanding.

Lessons can be organized in a number of different ways (e.g., three-part, whole-part-whole, accelerated learning cycle) but they should always include the following elements: learning objectives and outcomes, some sort of high pace questioning to diagnose prior learning and current levels of understanding (or clarifying misunderstandings). Lessons will also include visual, auditory and kinesthetic stimuli to encourage working inside and outside preferred learning styles (e.g., going beyond traditional teaching) with a variety of problem-solving activities developing a higher level of intellectual processing and thinking skills. Therefore providing opportunities for enjoyment, (while dealing with intellectual, emotional and physical workloads through fun, plays and games, of various nature and multicultural origins, and movement performances) remain one of the most fundamental aims of physical/health education. In other words, pupils need to be allowed a chance to think for themselves, work with appropriate assessment and timely feedback (leading to the development of self-assessment skills), having to work on creative and challenging tasks both independently or in collaboration with others. Certain "key points" in lesson planning have to be included. It is necessary to explain to pupils what and why they are going to learn something (via clear visual and kinesthetic examples). The teacher has to ascertain pupils' existing knowledge and misunderstandings, provide an opportunity for a variety of activities that will allow them to think for themselves and work with peers and set high expectations (showing them that you want them to succeed).

In addition, the teacher needs maintain a balance between low-level recall questions and high level of thinking questions if she/he wants to activate sufficient cognitive processing in pupils. In order to stimulate all of the pupils to think, the teacher can give the pupil feedback individually (when helping/assisting at the task side) or evaluate them from the experience through the use of questions and answers, where the teacher questions the pupils individually or as a group in some moments of the lesson (usually towards the end of the lesson. In the Kolb experience-based learning cycle this questioning may occur in the earlier stages of the lesson, e.g., after experiencing some activity at the beginning of the lesson). This process, and more advanced methods of interactive teaching (like "decision making tree", "mapping", "brain storm" or "projects" and "portfolio" methods), have been blended together and presented in a quite refreshing didactical approach in some recent

publications for physical education students and teachers (Harris, Elbourn 2002, Krawański 2006, WHO 1997, 1998, 2006, Mohnson 2008).

It is important also to plan the exact amount of time spent on each specific task so that there is sufficient time for pupils to practice and learn and meet the learning outcomes of the class. But when considering the lesson plan, it is important for the teacher to first diagnose the ability and the level of the group. The teacher must be aware whether or not a particular task may be too easy or too complex for the majority of the group and if so, it would be more valuable if the teacher used an activity that was less difficult and built up to the original task over a period of time. It is also important for the teacher to ensure that the task is not too easy for the group as there must be room for the pupils to improve their skills (and give the teacher an opportunity to evaluate progression more than performance). Failure to do this would result in the lesson not being challenging enough for them and thus de-motivating. If the lesson is well planned, where both parties are challenged, both will enjoy it and the positive feedback will enable the teacher to come up with even more challenging tasks for the next lesson, thus maintaining the motivation level at a reasonably high level. That said, it is certainly more difficult with qualitative outcomes to be measured and evaluated than it is with quantitative (especially motor fitness assessment) ones.

It is equally important to provide both forms of assessment leading to the development of self-accuracy and self-confidence of one's own performance (not only in record-related sense) and allowing for more a responsible approach to one's physical and health status. There is always the opportunity for more progression based on a systemic approach, as well as a chance for the teacher to re-focus and correct their (and pupils) plans in the event of negative feedback or lack of progression. If the pupils are able to provide structured and reasonable feedback, it demonstrates their understanding of the task (which proves they have engaged in cognitive processing) and helps to plan further steps on basis of what they have already learnt.

A typical lesson plan will include three major parts:

1. Introduction and warm-up Remind about previous tasks, explain the intended learning outcomes and topic for the lesson and set up the first tasks. Gradually raise body temperature and heart rate. The warm up is led for 3 reasons:

- To improve performance,

- To prevent injury,
- To prepare psychologically for the next, more challenging events.

It is worth remembering that in case of cardio-vascular warm up, the teacher starts with these exercises, which raise the pulse rate slowly (i.e., start moving parts of the body closest to the heart). This is usually followed by some sort of trot and then stretching, which forms the second phase of the warm up. There are 3 ways of doing this:

- Static stretching – easy stretches which are held for about 10-20 secs. These should be related to the main activity and the main topic of the lesson,
- Ballistic stretching with bouncing stretches of contraction and release,
- Proprioceptive neuromuscular stretching, which is a form of assisted stretches using the help of another person (mainly done by the top athletes after they have performed their static stretches, but might be also used by some highly qualified teachers working with elite sport students).

2. Main part: Usually in the main part, major activities may take a variety of forms. It may vary in terms of training session e.g. interval training, continuous training, 'Fartlek' training, circuit training, weight training or aerobics, but the whole idea is to introduce new skills, revise and practice/master old ones and depending on the focus and strands (acquiring, selecting and applying or evaluating) organize the rest of the lesson content. This part is usually broken into whole-part-whole approach and will relate to the whole activity in the final part of the lesson. It will obviously vary depending on what the objectives and intended learning outcomes (ILOs) are (i.e. to lose weight, to win a class title, to improve current fitness, to have fun and be healthy or to build social relationships). Now it is recommended that this part should concentrate on other aspects of human physical activity such as discovering one's body and how it changes with time and what needs it has and building the relationships with others in range of social environments, thus making it more physical and health education than physical training.

3. Conclusion (cool down): The cool down part gradually returns the body to its normal temperature and the working pulse rate to the resting pulse rate. It eases down the emotional excitement of the fun factor of the physical activity. It also helps to prevent long-term stiffness and soreness in the muscles by dispersing lactic acid. In order to return the pulse to its resting rate, a

similar activity could be used as the one in the warm-up but with less intensity or an increased number of pupils, equipment, limited space etc. Starting the lesson, the teacher needs to allow a recap of what has been covered previously, what learning has taken place and remind pupils of the key words to consolidate. It is a good idea to use the same pattern during the final moments of the lesson not only in order to calm down emotions, but also to leave a trace of information (reinforce) of what has been covered in the lesson. Teachers should remember that motives for participating may vary as each individual will vary. Some will want to improve skills and will lose their interest if there is no progress (i.e. due to the monotonous repetition of the same tasks), others will enjoy being active and the fun factor will play a crucial role but they will be discouraged by too much pressure (i.e. if there is an emphasis on winning in racing or in a game). However, all of them will definitely feel better if they face a challenge which makes them feel more self-confident.

For a number of years there have been calls for more health-related exercise in physical education. Coming from the position that it is insufficient in stimulating fitness, particularly cardio-respiratory fitness, some teachers tend to over-care about the intensity issues. It is understandable that the different sports used in physical education will influence the intensity profile of the lesson. Some sports, like invasion team games (e.g. basketball, football, handball or field hockey) will elevate the heart rate to the level above the 140 beats per minute, believed to be the stimulating threshold for young people (WHO 2006). Other sports (e.g. volleyball or simple non-apparatus gymnastic routine) will not reach the abovementioned threshold.

On the other hand, skill improvement and motor testing lessons reduce the average heart rate to around 110 b/min due because of the long queuing and standing time. There is also a question of the place of the lesson in the teaching process: – is it the first lesson of four, where everything has to be explained to the pupils and the breaks between time on the task are longer?, or is it the last lesson in the cycle, where pupils are competent enough to make their own choices and the teacher only provides tasks of gradually increasing complexity and laid down in a sequential order to get the best effects and to achieve the objectives they have planned? To illustrate the idea, below are some types of lesson, which may be considered valuable in improving one's functional fitness – which, despite the high intensity profile, do not provide an appropriate didactic context (usually it will be playing a team game – football – over the whole duration of the lesson without any didactic moments in that lesson). So it is important not to over rate the intensity on the cost of neglecting

all other, equally, if not more, important aspects of the educational process. Other lessons (including other sports) may not have such an impact on cardio-respiratory fitness but may have a strong socio-moral impact or will equip children with other life-skills.

A successful lesson plan will be the one which makes the lesson well-organized, with challenging activities resulting in a free flow of the teaching/learning process in which all the pupils take part, enjoy and develop upon. But they will also need to receive some feedback. This brings us to another equally important aspect of the lesson planning, often overlooked: Evaluation. There is also a question of a risk assessment: teachers must always be prepared for the unexpected and by planning and estimating the risk assessment of what “might happen” they are, in some ways, prepared for the unexpected accidents and have clear emergency plans of action in place, should any of these problems arise.

Teaching styles

Various teaching styles have different implications and may be used for different purposes. The command style may not lead to the development of a self-efficient individual but it does provide a clear and concise guide to what is going to happen within the lesson and immediate recall leaves no room for forgetting the task. On the other hand, immediate recall may not give the pupils time to process information and this could lead to errors and unwillingly committed mistakes resulting from a lack of understanding. It is very likely that one teaching style cannot cater for everyone and if it clashes with teaching the same content over and over again will add to the shortage of motivation. Therefore it is important to include various teaching styles and differentiate the content being taught as well as the forms of teacher's fault pupil's fault neither unresolved activities being provided. They will differ from beginner, intermediate to advanced levels in allocations of pace and complexity of teaching material as well as teaching methods.

Teaching styles differ and range from totally teacher-centred and teacher-directed through those that encourage cooperation between teachers and pupils and on to those that allow almost complete pupils autonomy. The most common teaching styles have been listed by Moston and Ashworth (1994) and examples of sample lessons have been given by Mohnsen (2008).

Teaching styles:

- a) **The command style:** The teacher makes all the decisions on the three sets (pre impact, impact and post impact). The objectives are: immediate response to stimulus, accurate and immediate performance and synchronized performance in a group. Of a task so it can stimulate physical development. The teacher shows care and sensitivity during this style of teaching, it is not a strict method. An example of this method is Aerobic dance, where the teacher shows the steps and the learners follow, but they can still decide what they are going to do. Example. Objective: pupils demonstrate the correct technique for the grapevine dance step.

Activities:

1. Demonstrate the starting position
2. Ask the pupils to step and provide them with feedback
3. Ask the pupils to perform other steps and movements
4. Provide them with feedback.

b) The practice style

The learner can make decisions on impact set in nine specific areas: postures, decisions, order of tasks, pace and rhythm, stopping time of task, intervals, appearances, initialization and, finally, questions for clarification. The learner is afforded time to perform his/her task individually and privately; the teacher may also have time to make immediate, private, feedback. An example of this method is a teacher or student demonstration of a “set shot” in basketball, after which, students go and practice.

Example: Objective: Pupils demonstrate the correct technique for dribbling/passing/trapping (and also a combination of the three skills).

Activities:

1. Set up, divide the group into pairs. Each player take turns dribbling around one line of cones.
2. In pairs, dribble the ball up and down the field, passing the ball.
3. Play a 4-on-4 mini-soccer game against the divided groups.
4. Mark two areas with four boundary cones. Play a 2-on-2 keep away game. The team with the ball can dribble and pass anywhere in the marked area. The other team tries to steal the ball. If the ball goes out of bounds, the ball is given to the team that didn't kick it out of bounds.
5. Provide appropriate reading and writing materials. Read about biomechanical principle of absorption of force and write a paragraph explaining how it relates to soccer. (The teacher

can use a circuit form and circulate from station to station, providing feedback and indicating when pupils must rotate to the next station).

c) The reciprocal style: this style revolves around feedback and socialization skills offered by a peer. A “Triad” comprising a pair of students and the teacher is formed. Communication is solely with student “observer”, with feedback personal immediate within the pair. The observer acknowledges what was done well then offers corrective feedback about errors. In this style one needs criteria such as: observe, compare/contrast or feedback. The crawl stroke in swimming is an illustrative example (refer below), where the tasks cannot be done quickly.

Example: Objective: Pupils identify the critical features of the crawl stroke. Activities:

1. Identify the critical features of the crawl stroke.
2. Demonstrate the crawl stroke incorrectly, requesting feedback from pupils.
3. Have pupils practice the crawl stroke in pairs. Ask one pupil to perform the stroke while the other pupil gives feedback. Have the pupil giving feedback focus first on the arms (bends elbow slightly as hand pushes water down the centre of the body toward the feet), then on the breathing (turns head to one side, angling the chin slightly up, inhales and exhales through the mouth), and then on the kick (begins up-and-down flutter kick at hip, bends knee downward slightly at the start of the kick). Adjust forms so they are suitable for the deck and pool environments and for repeated use.

d) The self-check style: Using pre-given criteria the objective is to assess one’s own performance by observation. Using task and criteria allied with self-reliance and intrinsic motivation this style is directed to those who are task-competent, not to those who struggle. Tasks must be external to the body like diving or dancing.

If the learner is stuck on the process, the teacher must change the style to another style. Skills like golf shot and tennis serve characterize this style. Example. Objective: Pupils demonstrate the correct technique of the full swing in cricket/baseball/golf, demonstrate responsibility by assessing their own performance and potential hazards.

Activities:

1. Introduce and demonstrate the concept of swing movements.
2. Have pupils line up with their back to the sun, each with a bat/club/racquet and balls in hand.
3. Have pupils practice the swing, checking their own body positions.

4. Have pupils gradually increase the distance of the swing. Homework: Have pupils develop a practice plan for improving their swing technique. Encourage pupils to use their understanding of developing and improving performance of closed skills, performed in a stable environment (learned in previous lessons), to write their practice plans.

e) **The inclusion style:** The objective of this style is to provide a task with different levels of difficulty to be performed by a mixed-ability group; the level of the task is defined by the learner so it can include everyone in the group. In this group the objective is not to sideline pupils but, through sensitive dialogue, encourage improvement of the group members. As this style represents true mixed-ability teaching, differentiation of tasks is needed. An example of this style is “circuit training” where the learner has to do the task at his/her own level of skill. Invasion games can also be achieved and developed in one group by using different tasks depending on ability levels. The main goal is to develop pupils in a way that they compete against their own skills, and not against the others.

Example (badminton):

Objectives: Pupils improve the accuracy of the forehand underhand clear, the forehand overhead clear, the backhand underhand clear, and the backhand overhead clear. Students demonstrate responsibility for selecting the appropriate practice setting.

Activities:

1. Set up each court in the gymnasium or outside area for clear stroke practice. Mark one side of the court in three places down the centre of the court at different distances from the net. Mark the other side of the court with a large rectangular area and a smaller rectangular area.

2. Have pupils select one of the three distances from the net to begin practicing. Allow pupils to make 10 attempts to hit the shuttlecock into the large target area, using one of the four clear strokes. Allow pupils a choice, based on their success, either to aim for the large target area again or to try for the smaller target area. After, they have successfully hit the shuttlecock into the smaller area, allow pupils to decide whether they want to move farther from the net or try a different clear stroke.

f) **The guided discovery style:** In this style the teacher guides the learner systematically towards discovering a pre-determined target that was previously unknown to the learner in the following sequence of actions: question, learners response, feedback, next question

and final response. The questions must be in logical sequence to the sort of learning effect. It can be used in the previous styles except the command style and it is also useful for short introductions to new topics. Introduction to badminton serves as an example. The teacher asks: What are we aiming to do in this game? Followed by an answer to find a way to arrive at a final phase of this skill learning to get the shuttlecock on the floor of the opponent's court.

Example (long jump): Objectives: Pupils demonstrate the correct technique for the long jump, explain how to increase their jumps using the biomechanical principles of projectiles, use higher-order thinking skills to discover the correct technique for the long jump.

Activities:

1. Ask pupils a series of questions to help them understand the correct technique for the long jump and to increase the distance of their jumps:

– Is it better to start the long jump from a running or standing position? (Anticipated answer: running)

– Is it better to take off from one or two feet? (Anticipated answer: one)

– Is it better to land with knees bent or straight? (anticipated answer: bent)

– Is it better to fall forward or backward on landing? (anticipated answer: forward).

g) The divergent style: In this style the objective is to generate a multiple number of answers to a single question and all of those answers are considered correct; in music – melodies; in English – words (poetry) and in Physical Education – movements. There are no barriers, placement of standards or values in the way of the learner. In this style, nothing prevents the pupils from learning and creating their own answers so the feedback comments are not as immediate as they are in command or practice styles. As an example in sports we can have multiple answers to a challenge in team games – How to beat the defenders in a specific game? In adventure activities? How to pass a ravine without touching the ground? In athletics how to find a way to throw the ball as far as possible?

Example. Objectives: Pupils demonstrate their understanding of rules, boundaries, and strategies by developing their own games, use higher-order thinking skills in creating their new games, and collaborate to develop their new games.

Activities:

1. Explain to pupils the five important elements of a game, as follows: Boundaries – large areas, small areas, specific dimensions. Equipment – bats, balls, gloves, beanbags. Players – numbers, positions, functions. Scoring – how to score, scoring options, point value. Penalties – illegal events and actions and penalties for those events.
2. Have groups of four pupils each develop a game. Once they have done so, have each group teach their game to another group.

h) The learners design: In this style, the teacher that provides opportunities for the learner to create and develop his/her own program based on the cognitive/physical capacities of a particular topic based on the previous seven styles mentioned before. The teacher decides the general subject and even specific topics but it is the learner who decides the rest. Although it seems rigid, this style may be beneficial as it may result in a combination of styles led by learners.

Example. Objectives: Pupils improve their personal fitness and develop personalized fitness plans, based on their own fitness level.

Activities: 1. Introduce the exercise physiology and health-related fitness unit to be ensure that pupils understand principles and concepts associated with health-related fitness.

2. Have pupils select their own questions or problems related to improving their personal fitness (e.g., Do low-carb diets help to reduce body fat?).

3. Have pupils each research an area of interest and share the information with one another.

More interesting examples and activities for each of the teaching styles may be found in the teacher's guidebook by Mohnsen Teaching middle school physical education (2008). Recently Salvara et al. (2006) in their division of teaching styles group them together into four main teaching styles:

1) Reproduction style – where a learner's role is narrowed to clarification of teacher's explanation and the learner shows no activity, there is a reproduction of an exercise (usually with many repetitions), step-by-step in a uniform and coordinated (by the teacher) way and reinforced by the teacher. Evaluation is based on the exact response to the role.

2) Assimilation style – where, with clarification of teacher's and learner's roles, comes presentation of the structure of the task and execution of the plan. There is application of the exercise plan through working individually with teacher's feedback or working reciprocally with self-check or selection of the difficulty level and using the task chart for

the feedback. Evaluation is based on the response to the role and pattern assimilation. 3) Discovery style – where there is clarification of the first question or problem and explanation of the teacher’s and the learner’s role stimulating learner’s cognitive understanding. There is a recall of previous knowledge, repetition of the first question (for eventual future clarification) and of formulation of hypothesis for solving the given problem. Then there is a quest for the solution (finding the answer to the questions posed) with feedback until the discovery of the unique solution to a given problem with the use of cognitive processes. Evaluation is based on the effectiveness of movement execution of the discovered solution for verification of its correctness (or uniqueness).

4) Production style – where there is a clarification of the problem or individual programme and explanation of teacher’s and learner’s role. There is a recall of previous knowledge and notification of hypotheses for solving the given problem. The teacher defines the general area and learners decide on the specific sub-area. One of the main points is transformation of a choice to a problem for solution by exploring multiple solutions to a given problem. It is usually done by collecting information through performing tasks, experimenting and classifying findings.

Evaluation is based on execution of discovered solutions for the verification of their reliability and presenting some illustrations (movement presentations of the solution). To make sure that physical education is not separated from the rest of the curriculum (because of its particular focus on physical skills) and prevent the PE teachers from distancing themselves from the rest of the teachers in school, sometimes head teachers assign them responsibilities beyond those connected with delivering sporting contents in school. It is a good idea for PE teachers to understand how to undertake and extend their wider societal roles. In school, cross-curricular ties are one of the ways and extra-curricular activities is another, of the potential areas of involvement. But nevertheless, it is PE teacher’s role to contribute to the development of desirable moral and social behaviours (and its maintenance on school premises). With bullying, aggression or unhealthy eating habits there are far more challenges facing PE teachers today than some thirty to forty years ago. But this can also be very rewarding if the teacher shows consistency and earns his/her authority through his/her professional conduct. Thus, arguably the role of a teacher is one of the most crucial in initiating youth into active lifestyles.

Teacher of Physical Education

As is the case in many educationally bound processes, much depends on the authority of the person in charge. However, this authority cannot be self-claimed, rather it has to be earned. Some PE teachers try to earn it by “showing off” their physical abilities, by dominating children in motor and sports skills, but this cannot be a long-time strategy if a proper pedagogical process is to be maintained. Knowledge about the subject taught can always help but the most effective in achieving lasting positive attitudes is the “magical” ability of being a pedagogue, not just a mere sport instructor or a sport coach. This implies that teachers are able to deal with a class in every kind of educational circumstances and that their professional teaching skills are not narrowed to one subject specific area (so physical education teachers would have to be able to deal with controlling a math or biology class, in case of a sudden “emergency” one-off replacement). This obviously comes with experience. Shulman (1987) suggests that, as teachers develop, they acquire knowledge of the learner, knowledge of the curriculum, knowledge of the context and knowledge of the pedagogy – the sum of all these types of knowledge has been labelled as “Pedagogical Content Knowledge”. Social changes require changes in a matter of a teaching conduct. The difference between what was believed to be traditional and progressive was described by Bennet (1976. 38, after Capel 2005) as presented in table 7. Although this division clearly shows the difference between the two approaches to teaching, today education demands more if it is to keep pace with the changing world. We can point to some aspects, which are even more important today than they were thirty years ago and are still neglected (or undermined). A modern teacher would regard the curriculum (textbooks) as a set of minimal educational standards with some key elements that have to be learned at first, to establish a solid foundation. So in the case of physical education in England, the six major activities (dance, games, gymnastics, swimming, athletics, outdoor and adventurous activities), which are mentioned in the national Key Stages standards, should be seen as a starting base that needs to be extended each teaching year. The same applies to teaching strategies which would evolve and expand along the

Modern teaching requires the teacher to involve pupils in the process of curriculum planning. This could secure engagement from the pupils as they would feel they had a chance to decide and influence the flow and direction of their education. The focus though, needs to be placed not only on the gym, but also, if not mainly, outside the gym. The same

with using educational means – implementation and repetition of mere physical drills has been one of the major concerns and de-motivating factors for a long time. Today new didactical tools need to be employed as well, but with caution, not to turn it into entirely “watchable” activities as physical education aims to set pupils on the road through activity, rather than through sitting on the couch for life. For those teachers who have over-used sports in physical education, creating a new pedagogical approach (and thus tools) may prove to be too difficult. On the other hand, many novice and pre-service teachers have an opportunity to build up their skills in this new mode.

To be an effective and competent teacher one needs to have an awareness of Pedagogical Content Knowledge (PCK). Shulman (1986) describes PCK as the “ways of representing and formulating the subject that makes it comprehensible to others”, which means transforming the subject

into teachable and learnable contents (how to teach specific tasks to a specific group). Research on teaching effectiveness indicates that teachers with insufficiently developed PCK have trouble designing an appropriate level, sequence and progression of learning tasks. They also cannot recognize common performance errors and do not provide appropriate feedback to their pupils (O’Sullivan 1996, Rovegno 1995). It is also incumbent upon the teacher to show openness to new, modern, technologies and ways of learning. This issue was indicated by Lortie some years ago (1975) when she found that teachers tend to be conservative and tend to treat new ideas and innovations with some scepticism. Siedentop (1989) found that teachers who emphasized subject matter in their planning tended to pose more questions, teachers who used objectives in the planning seemed to display more goal setting behaviour, and teachers who referred to pupils when planning prior to and in adaptation of lessons appeared to show more concern for the pupils they taught. Many teachers ultimately teach in the way that they were taught, and remain unaffected by the four or five years of teacher training they received during their studies. Some commentators argue that teachers believe they are open to experiment with new methods and activities but fear that pupils may lose out (Butler 1996). However, the question is whether they consider it a risk for the pupils or for

Themselves? Rovegno (1994) reports the research connection between school teaching culture and the content taught in classes. When administrators’ primary concern was

discipline and control and when the hierarchical school organization reinforced control as the top priority (as it was the focus of the respective principals), teachers became too focused on control to the detriment of learning. When the work of administrators and organizational rewards were aimed at control rather than instruction and curriculum teachers engaged in “defensive teaching”. They chose “to simplify content and reduce demands and minimal student compliance on assignments”. Pupils’ learning became secondary to control. Teachers in their teaching stay within the curricular “zone of safety” but such teaching may be inadequate for higher grade education. Better intellectual and emotional development of older pupils requires a learning process involving a certain level of processing and, therefore, interactive teaching-learning methods would be more suitable here. A high level of PCK seems almost a necessary condition to acquire some pedagogical effectiveness and choosing a model of teaching, or the content, are issues of a secondary matter although, for example, neglecting the traditional sporting heritage of one’s own nation seems simply like “killing” the culture of the sporting tradition. Overall such a (un)professional attitude does not pay off. As Hardman and Marschall (1999) have reported, the status of PE teachers is low and PE in school is in a defensive position fighting for its legitimization in school curricula in competition with other “more important” subjects. Perhaps it should be compulsory that every teacher take an extra course on their workshop skills once every 2-5 years after diploma graduation. This could help them to alternate their traditional ways of conducting teaching practices and become aware of new methodologies and open to introducing them, despite the potential difficulties this may cause in the teaching/learning process.

Safety in Physical Education Planning a process including physical movements always involves some risk of unexpected situations, particularly when dealing with teenagers whose behaviour is not always as appropriate as is required. Therefore, the better prepared the teachers are for the lessons, the less frequently they are faced with unexpected situations. It is advisable (and this especially concerns novice and pre-service teachers) to try to foresee the potentially risky class situations and plan accordingly to prevent them from occurring in the first place and have a ready-to-use plan of action in case anything does happen.

Once they have been identified, teachers should estimate the potential risk (low, medium, high) and consider actions to be undertaken in case of emergency (have a plan of routine action in place and all necessary medical equipment, such as a First Aid Kit, and important phone numbers at hand). There will be a different level of hazards according to sports (i.e. More conflictive situations have been reported in invasion team sports like basketball or football than in less dynamic volleyball) and it will vary according to the phase of lesson and to the level and the form in which the workloads have been applied. The difference will also apply to the moment of the class (i.e. if there is no proper warm up, or a warm up is inappropriate, there is an increased risk of accident or injury in sports requiring high level of fitness) and the equipment and facilities to be used. It is well-known that pupils who are more fit and better prepared are less exposed to injuries or other risks but on the other hand, in school, those pupils who are usually more physically capable tend to get bored easily, especially if the task is not challenging to them. This can more often than not result in misbehavior and a general lack of discipline. Each national educational board or safety authority will have different safety procedures, so there is no reason to cite them all here as each teacher will have to go through the training in her/his specific environment. It is, however, important to understand some universal principles of maintaining safety environment in teaching physical education.

Each teacher will need to be informed (instructed) on key healthy and safety procedure in their schools (usually by a school safety officer) and if it is not the case, it is every teacher's responsibility to request it. This will enable the teacher to create and maintain a safe educational environment and thus minimize potential hazards and risks. The procedure of checking the safety aspects of the teaching/learning process concerns every single lesson throughout the school year as well as any out-of-school endeavors (like inter-school competitions). Checking the quality and appropriateness of equipment needs to be carried out before and after each lesson (whether it is age-adjusted or gender-related), as well as at the beginning and end of the school year. One may even rate it each year to see the changes from the previous year and apply the most suitable actions to minimize and eliminate the risks. But teacher's roles go beyond the teaching environment of a particular school. When travelling to other sport venues or during simple outdoor activities, teachers become responsible for pupils in terms of a duty of care and in "loco parentis" as they are carers (in other words in

place of their parents). Therefore, it is vital that teachers make sure that all the pupils have handed in written participation agreements prior to such circumstances.

Among the risk areas that a physical education teacher must be aware of are the following: 1. Teacher's professional (unprofessional) conduct – planning (clear lesson plan with obtainable objectives and expected outcomes), preparation of equipment and tasks (who, what, when), teaching strategies and methods to be used in the lesson but also organizational and management issues in the lesson.

2. Level of pupils' skills, fitness and intellectual capabilities which, blended with their ambitions (either intrinsically/extrinsically or both bound), create the motivational aspirations and climate of a lesson.

3. Place of the teaching/learning process, hazards it brings, risks it poses use of facilities and equipment, ration of number of pupils to the venue size (small gym or outdoor green area of a school yard).

4.0 Self-Assessment Exercise

Describe a teacher of physical education

5.0 Conclusions

The main aim of this unit was to show that learning needs to be an education enterprise that spans a whole lifetime. Moreover, it is one in which the development of appropriately relevant skills has a significant presence. A special role in this process has been ascribed to physical education which ought to counteract the growing prevalence of the “couch potato” generation. This unit gives students some background information on the place of physical education within a broader context of physical culture as a key sphere of human activity. Physical education is not just about physical aspects of physical education, there are also definitions of social skills and attitudes which are also valued in this area of education.

6.0 Summary

Delivering curriculum, preceded by a discussion on the teaching models, with details such as teaching methods, styles and teacher preparation is explained a bit further. This is put into a wider perspective and enhanced with cross-national illustrations as examples of good practice. There are also selected issues related to the efficacy of teachers of physical education, matters such as safety and the role of the teacher as a carer, or in the position of in loco parentis, are dealt with.

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Unit5: Evaluation of the effectiveness of the teaching/learning process

1.0 Introduction

One of the fundamental elements of all educational processes is its evaluation, which if done properly, enables the parties involved to learn from their mistakes, highlights the positives and enhances a further development of the achieved gains, which are cornerstones of individual development. However, in practice, not everyone likes to be assessed, particularly if this implies rewards and punishments. But a certain degree of reflective critique (both peer but also self-reflective) has to be applied if any progress is to be achieved.

2.0 Objective

At the end of the unit students should be able to

Discuss evaluation as a fundamental elements of educational process

3.0 Main content

Evaluation is required as it places a pupil within the context of their class mates and enables them to realize their place in the group. The grade received is also a message for pupils' parents (carers) – “your son/daughter is good/not so good in the class at this particular subject (task)” – it may read. Feedback given in a lesson (or after the end of each phase or unit of work) enables pupils to gain an awareness of where improvements are needed and to ensure that pupils fully understand the purpose of the task carried out. In the long term, this will also help to build their self-confidence and one has to remember that goal-setting is a powerful facilitative tool in bringing (and maintaining) motivation and perseverance and gives both teachers and pupils sense of long-term direction. This cannot be achieved with a simple, single, mark often given for some physical merits (i.e. for a result in a 100 metre sprint).

But it has to be “both teachers and pupils, who need to use their observational skills to recognize, check, analyses and alter aspects of their performance and there should be carefully planned progression if fluency, mastery and individual responsibility for developing skillfulness and creativity are to be achieved” (Chedzoy 1996). Physical education teachers usually assess their pupils on the basis of physical efforts. Running (both short and long-distance) will provide give some information on pupils' motor abilities (speed and endurance) but giving it a mark (a school grade) may cause some confusion with less motor-capable pupils. Much will depend on the form of evaluation and the criteria the

pupils will be evaluated against. If the norm they are going to be compared against is a performance-related norm this will obviously support the fittest, those with the highest motor abilities and trainability and undermine those who are less fit.

On the other hand, if the teacher wants to use the criterion-norms, (which are supposed to set some standards, from the point of view of demands required to achieve positive changes) what reference group should they choose? (i.e. population norms may sometimes be misleading – if norms are low, one’s scores may be high, but still lower than the European average for example). So there are many problems, which have to be carefully considered prior to the teaching/learning process. Motor testing is only one of the problems with the evaluation of the pupils; there is a whole range of skills that need to be assessed in order to tell the pupils where they stand, what the level of their competence is and what their good and not so good qualities are. One needs to remember that in the end, all of this should lead to increased self-confidence and a sense of comprehensibility and manageability in organizing their own physical activity in later life.

Therefore, no matter how simple “a skill testing” may seem, it has to be done with caution. Before engaging in the process of evaluation, the teachers should ask themselves if they have done everything to provide the pupils with every possible opportunity to achieve the objectives set for them prior the lesson. The teacher has to analyze their professional manner – the way the content was taught, the methods used, whether the pace of teaching was suitable for every learner, whether the material was appropriate and even if the task the teacher has designated for pupils was challenging enough to emotionally involve them.

Evaluation may come in different forms depending on what is to be evaluated. Sometimes the teacher will have to subject pupils to public exposure by asking them to perform in front of a class. On other occasions they will be evaluated for efficiency in cooperation with other members of a team.

Assessment of skills requires good performance technique, but knowledge may be tested in various contexts – in a game by asking a pupil to organize a game, to referee a game or by answering random questions after every exercise during the lesson or even by completing a simple multiple choice schedule after it. However, even evaluation of some skills might be difficult, because of its subjective nature. Reflecting on pupils’ moral skills (fairness, sense

of equity, loyalty) or social skills (responsibility, respect) will be difficult, but this should not discourage teachers from carrying it out.

The better the teacher is prepared in the teaching/learning process, the more effective she/he will be in achieving valuable educational outcomes. If the pupils are clear about what is expected from them this will also make the process of evaluation easier. The question of tools is secondary, though still very important. For example self-reflective questionnaires may be used, even a simple sheet of paper pinned on one's back as a platform, where everybody is welcomed to write their comments (the idea is that once the sheet is on your back, you can't see who is writing what on it). This task also includes the teachers having a sheet of paper on their back as well, so the pupils can write their comments without fear of the consequences. Nevertheless in any situation, pupils need to be made clear what the criteria are at the beginning of the process so they will not be surprised when it comes to the assessment. However, in the end, it is the teacher and the pupil together who should set the objectives for an each individual pupil, make them aware of clear targets.

Evaluation is also about giving a pupil (or a student) a final grade. This requires a lot of attention and it is generally a good idea to allow the pupil to earn the grade by working systematically throughout the whole semester. In some schools there is a system of different assignments contributing to the overall final grade. Therefore, a pupil must participate actively in all (or most) of the lessons and perform specific skills, which are assessed by the teacher. It is understandable that in European educational systems the criteria, means and terms of evaluation differ. Generally, assessment is regarded as a process of acquiring either qualitative or quantitative information or both at the same time (which should be the case in all artistic domains like art, music or sport). Assessment may be based on a criterion-reference system of grading, where an outcome of one's efforts is compared to a criterion. This can obviously have some subcategories and divisions (ideally adjusted to the individual capabilities of each pupil). Benchmarks set the targets and expectations of what all pupils should know, be able to do/perform at the end of a certain level. A single lesson assessment is more often based on a system of grading, assigning a numeric grade to denote progress (or sometime regress).

However, in physical education it is performance that is assessed rather than progress. This performance-based assessment is based on direct observation and often the subjective

judgement of pupil's performance is undertaken by the teacher. These assessments replicate the actions required for actual performance of the task rather than reference the tasks indirectly. They require pupils to construct a response, create a product, or perform a demonstration. Sometimes there are some standards set (standard-based assessment) to determine whether, and to what extent, the pupil can demonstrate the standard required. It will usually end in a summative assessment, which is considered to be a culminating assessment for a unit or level, providing a status report on the degree of mastery according to identified standards (Mohnsen 2008). In some subjects, pupils prepare a portfolio – a collection of their works, papers, essays and other achievements aligned to the standards set by the curriculum. It needs to be noted that there are also different grading systems across European countries. In England, at universities, evaluation and marking is divided according to the percentage. To be awarded A (excellent) one has to obtain more than 70% from assessed assignments. B (very good) is between 60-69%, C (good) ranges from 50-59%, D (satisfactory) from 45-49% and the final grade allowing a subject/module pass is E (sufficient) from 40-44%. Receiving F (insufficient/fail) with less than 40% stands for failure in the subject module. But in different European countries, grades vary in ranges and scales. In Poland, the grading system is based on 1 to 6 scale of grades, where 1 is a non-pass (fail) grade and 6 signifies excellence. This applies to education from primary to secondary levels. At the university academic level a system of 2 to 5 grades applies, with 2 as a non-pass grade and 5 standing for the best grade.

4.0 Self-Assessment Exercise

5.0 Conclusion

Evaluation is required as it places a pupil within the context of their class mates and enables them to realize their place in the group. In this unit, student have learn about evaluation as a fundamental element of educational process.

6.0 Summary

Evaluation may come in different forms depending on what is to be evaluated. Sometimes the teacher will have to subject pupils to public exposure by asking them to perform in front of a class. The unit discussed the evaluation as a fundamental element of educational process.

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