



體育教學與學習過程的四大規範

• 學生學習運動技巧或運動項目過程中，必須考慮學生的學習能力與進步空間。

規範一

• 學生學習運動技巧或運動項目過程中，必須依據學生的程度提供足夠的時間練習。

規範二

體育教學與學習過程的四大規範 (續)

• 學生學習運動技巧或運動項目過程中，依據學生的學習經驗提供適當的學習方法。

規範三

• 學生學習運動技巧或運動項目過程中，無論何時應該注重三大體育教學目標。

規範四

規範一

- ◎ 以我在公立學校的經驗裡，我曾經有多機會和實習老師討論此評判標準。我曾經與小學老師討論過，他們覺得，他們的工作只是把教學技巧展示給學生而已，事實上學生們來沒準備好要學習那些技巧。
- ◎ 我也曾經和中學老師討論過，他們覺得他們最主要的責任是盡可能的把所有的技巧一次介紹和展現給學生。
- ◎ 總結來說，我遇到了很多的老師，他們相信他們的工作只是讓學生玩就好了。

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以下的問題繼續存在：

- ◎ 事實上誰有責任把運動和活動的技巧交給學生？
- ◎ 誰有責任促進有運動潛能學生的能力？
- ◎ 教師除了展現技巧給學生外，體育教學課程和教學過程應該以使學生變得更熟練來設計。這可能表示，老師要花更多的時間來練習少一點的技巧。

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規範二

- ◎ 練習時間是在學習運動技巧或體適能發展中，最主要的一個因素。最大限度時間的獲得，可經由先確定發展動作技巧時所需的最少學生人數安排，然後再設計學習經驗。
- ◎ 在設計學習經驗時，提高練習的時間應是最需要考慮的地方。

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設計包含最大活動量的學習經驗：

- ◎ 器材或場地的限制
- ◎ 學生缺乏獨自練習的技巧
- ◎ 老師需要限制觀察的範圍，以便提供更精確的回饋最主要的目標是發展社會互動技巧的意圖

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規範三

- ◎ 「失誤率」(error rate) 是決定學習經驗是否適合學生能力範圍時的有用概念。
- ◎ 如果學生嚐試做動作，每次都成功，這個課題對學生來說可能不具挑戰性。
- ◎ 如果學生在一個課題上從沒有成功過，此課題或許在學生能力所及之上。
- ◎ 研究顯示，一個被視為恰當的體育活動具有80%的成功率。
- ◎ 在許多的體育教學活動中，教師以高成功率為教學目標的打算是很適當的。

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- ◎ 最具挑戰性的教學技巧之一是，設計一個允許每位學生在適當的程度中發揮能力的學習經驗。這個概念有時被稱為個別化(individualization)。
- ◎ 當個別化的觀點被採納時，每一個個體的特殊需求，都會被考慮到經驗的設計裡，這個概念常被稱為人格化(personalization)。

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規範四

- 在體育教學中，老師的特定目的是運動技能的發展，然而經驗可被設計來幫助所有領域的發展，同時不會減少達成動作技能的目標。

EX:

- 只有動作技能經驗**：老師告訴學生移動至排球下方回擊成高球。
- 認知和動作技能經驗**：老師要求學生去找出，他們必須做出什麼來回擊一個高弧度的排球。
- 情意、認知和動作技能經驗**：老師要求學生去相互觀察對方擊球，然後共同決定必須怎樣做來回擊一個高弧度的球。

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Eight Steps in Good Teaching

Consistent with the Best Educational Practices

The PE Lesson Plan

Set – tell the students what they will learn/do today

Introductory Activity (1-8)

Fitness Activity (1-8)

Lesson Focus

☑ Skill/Part One (1-8)

☑ Skill/Part Two (1-8)

Closing Activity (1-8)

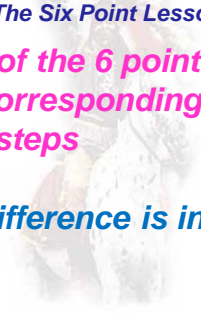
Closure - review the lesson with the students

Consistent with the Best Educational Practices

The Six Point Lesson Plan

◆ *Each of the 6 points has at least one corresponding element in the 8 steps*

◆ *The difference is in the details*



Six Point Lesson Plan

1. Climate

- total classroom environment
- effective physical setting that is positive, caring, humane
- teachers who enjoy working with the students, care about their needs, and empathize with their problems

Climate continued

- should be honest and consistent
- **IMPORTANT:** A teacher should establish a positive climate at the the first encounter with the students.
- Give respect and you shall receive it.
- Climates should complement planned instruction.

Climate continued

- The use of management techniques which allow teachers to continue teaching with minimal interference are best, as they do not disrupt the flow of class and its climate!
 - snapping, proximity, eye contact

Climate on the PLAN

- Description of the actual (if teaching) or ideal (if not) setting for this lesson.
 - Ex: round tables with chairs, 4 students to a table, projector with screen in the center

2. Opener

- usually a concrete, 3-D object to get students' attention at the beginning of the lesson
- individuals remember experiences that include their involvement and that are interesting
- Once teachers see that every student is captured by opener, then it's good to start to the lesson.
- There are no fixed rules for openers as long as it's linked to lesson and attracts the attention of the students.

Opener continued

- use openers when presenting NEW material
- work well with all types of learners
 - visual - see object
 - kinesthetic - touch object
 - auditory - hear/talk about object
- should not take up more time than the actual lesson (minute or two)
- students' response to openers based on maturity and appropriateness

Opener Examples

- Show me what you can do
- Movement (*Dante*)
- Anticipation guides
- KWL charts
- Film clips

3. Instructional Objective

- should be introduced before and during lessons to make sure students stay on task
- Can make a checklist for students of the objectives, either by the use of handouts, writing on the board, etc.
- have students write down objectives in notebook

Instructional Objective continued

- verify notebook for accuracy
- when one objective is complete, read the next objective, discuss it, and engage in planned instruction
- must be measurable
- finishes the statement... "The learner will be able to ..."

Objective Examples

- The learner will be able to accurately measure the flour, milk, and oil required for the recipe.
- The learner will be able to make 3 correct moves on the chess board.
- The learner will be able to throw at least 1 correctly formulated pitch.

Justification

- refer to real-life applications for learning and play some role in students' current lives
- convince students of the validity of the material

Justification Examples

- Twirling flags requires athletic ability, increases hand-eye coordination, and promotes teamwork.
- Learning Hebrew increases awareness of phenomes and pronunciation, and teaches cultural awareness.
- Making dips teaches measuring, kitchen safety and nutrition.

Content

- should be age appropriate
- relevant to student life
- steer away from textbooks since the textbook writers do not know the interest, motivations, and learning characteristics of every student
 - ****be cautious of this as a new teacher**

Content continued

- be willing to rearrange textbook material
- tell students now that the material can be used later in life
- reflect views of teaching peers, school, and administrators
- sometimes order of text may not work well with local conditions
 - Ex- Working in a temperate climate zone, teachers may have difficulty teaching out of a science textbook where discussion of leafy plants can't be reached until winter.

Content Examples

- In preparing the Mudslide Cake, the students will study measuring, kitchen safety, and order of operations.
- In preparing rice crispy treats, the students will learn measuring, kitchen safety, recipe modification, and nutritional information.

Strategy

- (mode of learning)- the delivery of the "procedures"
- work when they reflect the personality and skill level of the teacher
- use a wide variety

Strategy Example

- Pass out the textbooks.
- Ask students to turn to page 380.
- Have students popcorn read the first three paragraphs.
- Ask students to write any words they do not understand on the board.
- Discuss the definitions, in context, of these words.

Review

- Look back on the material taught
- use after the lesson
- call on all students randomly (index cards or Popsicle sticks)
- wait time of five seconds after asking the question before calling on a student

Review Examples

- So, what did you learn?
- Complete KWL charts
- Repeat opener (when applicable)
- Quiz
- Homework

The Eight Steps in Good Teaching

1. Set

- p*Anticipatory Set
- p*Focus and Review
- pA*Set the Stage@ - tell the students what they are going to do now
- p*Quick and to the point

Steps 2 - 4 SHOW, Tell, and Label

Are interchangeable

- p*Of the three, Show is the most important

2. SHOW

Show where and how

- p Don-t just tell*
- p Beginning teachers talk too much*
- p A picture is worth a thousand words*
- p Use a demonstration*
- p Walk students through the drill or game*

3. Tell

- p Tell the students how/what to do while you show them*
- p Keep it short*
- ▣ Text says 30 seconds*
- ▣ I will allow 2 minutes maximum for very detailed explanations*
- ▣ If doing something that takes longer sit them down for a lecture*
- ▣ Warning, don-t lose their warmup*

4. Label

- p Give the parts of a skill a name*
- p Label the teaching cues*
- p Limit the number of cues/labels*
- p Helps correct errors*
- p Speeds up communication*
- p Enhances memory*

5. Let Them Try

Learners need a lot of practice attempts

- pGive the student an opportunity to get the idea of the movement*
- pOnce they get the idea, give them lots of practice*
- pMaximize practice opportunities*

6. Observe Performance

- pActive Supervision@ not Passive Supervision@*
- pMove around and give feedback*
- pMove with a purpose*

7. Give Feedback

- pPraise - When you catch them doing something right*
- pRedirect - When a child can-t do the skill*
- pReprimand - When a child won-t try*
- Don-t confuse a Acan-t@ with a Awon-t@*

8. Closure

Not to be confused with Closing Activity

- Brings the lesson into perspective*
- Focus their attention and review important material*
- Quick and to the point*
- There are lots of ways to close*
- You are not always required to ask questions*
- Try demonstrations and quick games*
