

Topic 1

The Value and Purpose of Physical Education

Group Discussion

- ◆ Why do children need physical education at school?
- ◆ Create a list of four things that your program would emphasize in physical education
- ◆ Did you like physical education when you were in school? Why or why not?

Key Points

- ◆ Children have an innate desire to move
- ◆ We need to keep that desire alive by offering opportunities for learning, success and enjoyment of physical activity

The Purpose of Physical Education

Guide Youngsters
in the Process
of Becoming
Physically Active and Healthy
for a Lifetime

Key Points

- ◆ Ideally children should be taught by a specialist possessing an extensive background in children's physical education.
- ◆ National Standards for Physical Education, (NASPE, 2004) define the purpose of a quality program as enabling students to leave school being "physically educated"

The Six Content Standards for Physical Education from the National Standards for Physical Education

A Physically Educated Person:

- ◆ 1. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities
- ◆ 2. Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities

The Six Content Standards for Physical Education from the National Standards for Physical Education(Con't 1)

A Physically Educated Person:

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

The Six Content Standards for Physical Education from the National Standards for Physical Education(Con't 2)

A Physically Educated Person:

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

Check for Understanding

- The Purpose of Physical Education
體育教育的目的是?
- What is the first thing you need to consider when you design a lesson?
體育教育設計的首要要素應注意?
- A Physically Educated Person means?

Benefits of a Quality Physical Education Program

- 1) Health benefits associated with physical activity and regular participation in physical activity
- 2) Skill development
- 3) Improved physical fitness
- 4) Reinforcement of other subjects
- 5) Self-discipline

Benefits of a Quality Physical Education Program (con't)

- 6) Goal setting
- 7) Leadership and cooperation
- 8) Enhanced self efficacy
- 9) Stress reduction
- 10) Strengthening peer relationships

Key Points

- ◆ Consequences of being physically uneducated include having unpleasant memories of physical education experiences and lacking an understanding about what physical activity is
- ◆ Since most children love movement, the challenge to the physical educator is to keep alive the childhood urge to move so that as individuals move into adult years the desire to be physically active is still present

Key Points

A positive, quality physical education program is:

- ◆ Developmentally appropriate
- ◆ Instructionally appropriate
- ◆ Specific to the children being served

Developmentally Appropriate and Instructionally Appropriate Physical Education

Developmentally Appropriate

- ◆ Recognizes and promotes children's changing capacity to move
- ◆ Takes into consideration individual characteristics of children, such as level of development, prior movement experiences, fitness and skill levels, body size and age

Developmentally Appropriate and Instructionally Appropriate Physical Education

Instructionally Appropriate

- ◆ Uses best practices that are derived from current research and from experiences teaching children
- ◆ Provides a program that maximizes children's opportunities to learn and to be successful

Characteristics of a positive, quality program

- ◆ Time - at least 150 minutes a week
- ◆ Class size - same as the regular classroom

Characteristics of a positive, quality program

- ◆ Sequential, developmental curriculum - scope and sequence of curriculum connected to past and future lessons and children's developmental levels
- ◆ Minimum of 50% moderate to vigorous Activity (MVPA) during each lesson
- ◆ Practice opportunities - many opportunities to practice skill/concept being taught

Characteristics of a positive, quality program(con't 1)

- ◆ High rates of success - for children at all ability levels
- ◆ Positive developmental environment - children should feel emotionally safe in the physical education environment

Characteristics of a positive, quality program(con't 2)

- ◆ Teacher background - ideally, the teacher should have extensive background in content and pedagogy of physical education
- ◆ Realistic expectations - if time is limited for physical education, teachers set realistic goals to help develop motor skills so that children can successfully participate in physical activities

Characteristics of a positive, quality program(con't 3)

- ◆ Adequate equipment and facilities - ideally, a variety of equipment for all children and both indoor an outdoor facilities
- ◆ Enjoyable - learning should be fun!
- ◆ Emphasize the psychomotor domain, but also focus on the cognitive and affective domains

Small Group Work

- ◆ Write a mission statement for your physical education program
- ◆ Present your mission statement to the class

Check For Understanding(2)

- ◆ What benefits of A Quality PE Program could bring to the people?
一個有質感的體育教育課程能帶給人們什麼好處?
- ◆ A positive, quality PE program is?
一個正向有質感的體育教育課程包含?
- What are the characteristics of a positive, quality PE program?
一個有質感的體育教育課程包含那些特徵?

Meaning and Scope

- Historically, physical education programs focused on teaching children and youths in school settings.

Meaning and Scope(con't 2)

- Today, physical education(體育) is defined as an educational process that uses physical activity as a means to help individuals acquire skills, fitness, knowledge, and attitudes that contribute to their optimal development and well-being.

Meaning and Scope(con't 3)

- **Education (教育)** refers to the ongoing process of learning that occurs throughout our lifespan, takes place in a variety of settings, and is not limited to a specific age group.

Meaning and Scope(con't 4)

- **Physical Education(體育教育)** – includes the acquisition and refinement of motor skills, the development and maintenance of fitness for optimal health and well-being, the attainment of knowledge about physical activities, and the fostering of positive attitudes conducive to lifelong learning and lifespan participation.

Meaning and Scope(con't 5)

- **Exercise Science (運動科學)** – Scientific analysis of exercise or physical activity, specifically how people's movements develop and change across their lifespan and further expand their understanding of how people learn motor skills.

Meaning and Scope(con't 6)

- **Sport** – Well-established, officially governed competitive physical activities in which participants are motivated by internal and external rewards (Coakley, 2009).

12 Subdisciplines

- **1.Exercise Physiology (運動生理)** – study of the effects of various physical demands, particularly exercise, on the structure and function of the body.
- Q: What is the frequency, duration, and intensity of exercise to yield health benefits? How long will it be before participants will achieve a significant difference in their health status?

12 Subdisciplines

- **2.Sports Medicine(運動醫學)** – concerned with the prevention, treatment, and rehabilitation of sports-related injuries.
- Q: What exercise will prevent injury? How should exercise be modified for hot, humid weather?

12 Subdisciplines

- 3. Sport Biomechanics (運動生物) – applies the methods of physics and mechanics to the study of human motion and the motion of sport objects.
- Q: What are the correct techniques for weight training? How can I evaluate a participant's gait?

12 Subdisciplines

- 4. Sport Philosophy(運動哲學) – Encompasses the study of the nature of reality, the structure of knowledge in sport, ethical and moral questions, and the aesthetics of movement.
- Q: What is my role as a fitness leader in involving participants in the program? What is the responsibility of the participants in this program?

12 Subdisciplines

- 5. Sport History(運動歷史) – critical examination of the past, with a focus on events, people, and trends that influenced the development and direction of the field.
- Q: What societal factors contributed to the fitness movement in the 1970s? How have cultural beliefs limited the participation of girls and women in fitness activities?

12 Subdisciplines

- 6. Sport and Exercise Psychology (運動心理) – uses principles and scientific methods from psychology to study human behavior in sport.
- Q: What are the best strategies to help program participants adhere to or continue their involvement in the program?

12 Subdisciplines

- 7. Motor Development (動作發展) – studies the factors that influence the development of abilities essential to movement.
- Q: What are the developmental needs of the participants? How can the program be designed to meet these needs?

12 Subdisciplines

- 8. Motor Learning (動作學習) – study of changes in motor behavior that are primarily the result of practice and experience, specifically the effect of content, frequency, and timing of feedback on skill learning.
- Q: What are the best practice conditions for learning a skill? How does the frequency of feedback and praise influence participation?

12 Subdisciplines

- 9. Sport Sociology (運動社會) – study of the role of sport in society, its impact on participants in sport, and the relationship between sport and other societal institutions.
- Q: What are societal factors that influence the activity choices of the program participants? What are the societal forces that influence their participation?

12 Subdisciplines

- 10. Sport Pedagogy (運動教育) – study of teaching and learning in school and nonschool settings.
- Q: What are the characteristics of effective teachers? What are guidelines for most effectively presenting instruction?

12 Subdisciplines

- 11. Adapted Physical Activity (適應體育活動) – concerned with the preparation of teachers and sport leaders to provide programs and services for individuals with disabilities.
- Q: How can the program be modified to meet individual needs? ...to accommodate individuals with disability?

12 Subdisciplines

- 12. Sport Management (運動管理) – encompasses the many managerial aspects of sport including personnel management, budgeting, facility management, and programming.
- Q: What is the best way to promote the program? How can I bring about a change in policy?

Sport Pedagogy (運動教育)–

- Shulman (1987) identified seven categories of essential knowledge for teachers:
- content knowledge
- general pedagogical knowledge
- pedagogical content knowledge
- curriculum knowledge

Sport Pedagogy (運動教育 con' t)–

- Shulman (1987) identified seven categories of essential knowledge for teachers:
- knowledge of educational contexts
- knowledge of learners and their characteristics
- knowledge of educational goals.

Content knowledge (CK)

- is the teacher's knowledge about the subject matter students will learn.
- It includes knowledge of concepts, theories, ideas, organizational framework, and evidence and proof, as well as the practices and approaches that lead to developing such knowledge (Shulman, 1987).

Pedagogical knowledge(PK)

- Teacher's deep understanding of the processes and practices or method of teaching and learning. It includes:
 - understanding the nature of the students
 - having strategies for evaluating the students
 - understanding the cognitive, social and developmental theories of learning and how they apply to the students in the classroom (Koehler & Mishra, 2009).

Pedagogical content knowledge(PCK)

- Shulman describes PCK as:
- The blending of content and pedagogy into an understanding of how particular topics, problems, or issues are organized, represented, and adapted to the diverse interests and abilities of learners, and presented for instruction.

(Shulman, 1987, page 8)