Physical Education and Sport for Human Rights and Democracy (SPORT)

Teaching and learning methods for Democracy in Physical Education

by

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Teaching and learning methods for Democracy in Physical Education

Brief description

How can Physical Education contribute to the promotion of democracy through modern teaching methods? This training unit aims at developing a reflection on the issue of democracy in sport: is sport contradictory with democracy? How can we deal with the observed contradictions, especially when it comes to Physical Education? And how can Sport and Physical Education finally become ways to struggle against discrimination, prejudices and injustice? Through this training unit, Physical Education teachers will be given the opportunity to question their discipline and find out ways not only to teach it democratically, but also to teach democratic values thanks to it, by using modern methods.

Expected outcomes

- ✓ To develop attitudes, skills and knowledge on and for efficient methods for developing Physical Education in schools (A_EPIST_3, A_SELF_4);
- ✓ To become aware of the complex and often contradictory reality of Physical Education and Sport (A_EPIST_4/5);
- ✓ To discover links, relations, connections between Physical Education, teaching/learning methods used in PE and democracy (A_HR_2, K_HR_1);
- ✓ Willingness to act and encourage others to act against discrimination, prejudices, stereotypes and injustices (A_HR_4);
- ✓ To alleviate some of the pains and bring back the joy of physical activity in accordance with the principles of democracy (S_HR_1).

Activities

	Duration	Methods used
Activity 1 – Icebreaking	40 minutes	Peer and whole group introducing Questionnaire
Activity 2 – About democracy	90 minutes	Cooperative work
Activity 3 – About democratic teaching	105 minutes	Cooperative work
Activity 4 – Practical work	85 minutes	Cooperative work
Evaluation	25 minutes	Questionnaire Whole group discussion

Background and context

Physical Education teachers in Lithuania are still not familiar with the new Physical Education teaching methods and not all of them understand the necessity of democracy in education. Furthermore, Lithuanian teachers, including Physical Education teachers, are confronted to such problems as discrimination, prejudices, stereotypes and injustice. Teaching methods used in Physical Education can have important implications in the development of democracy. During this training, participants will deepen their knowledge of PE teaching methods and democracy, and will gain the skills necessary to use them in their work during PE lessons with democracy. I am convinced that this activity will help increase PE teachers' willingness to act and encourage others to act against discrimination, prejudices, stereotypes and injustice. All this will help to understand and improve the situation of democracy in our schools and in our country.

Activity 1: Icebreaking

Duration: 40 min

Expected outcome
- ✓ To create a friendly atmosphere;
- ✓ To get the participants ready and motivated for learning.

Methods/ techniques used
- ✓ Non-formal peer discussion
- ✓ Individual questionnaire

Resources
- ✓ Questionnaire (appendix 1)

Practical arrangements
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Procedure

Step 1 (05 min) – Introducing oneself
- ✓ The participants are divided in peers. Each member of a peer group presents himself/herself to the other.

Step 2 (10 min) – Introducing one another
- ✓ The whole group is gathered and stands in a circle.
- ✓ Each member of a peer group presents his/her peer to the others.

Step 3 (20 min) – Expectations
- ✓ The trainer invites the participants to individually fill in the questionnaire (appendix 1).
- ✓ The trainer collects the questionnaire and lets the participants comment or ask questions.

Step (05 min) – Debriefing
- ✓ The trainer asks the participants to share their expectations of the training session with the whole group: why did they apply to this training? What are their main questions at the beginning of the session?
- ✓ The trainer asks the participants how they feel at the beginning of the session.

Tips for trainers
- ✓ The introducing session should be seen as a way to break the ice and make sure that everyone feels free to express himself/herself, ask questions and participate. Make sure that everyone feels comfortable in the group.
- ✓ Recall to the participants that if they don't know any of the new teaching methods presented in the questionnaire, they shouldn't worry: the point of the training session is to have them discover them.
- ✓ Keep an eye on the timing, especially for the presentation session, but make sure that people have time to introduce themselves and really get to know each other.

Activity 2: About democracy

Duration: 90 min

Expected outcome
- ✓ To raise awareness about the complexity and contradiction that may appear in Physical Education and Sport when dealing with a democratic perspective

Methods/ techniques used
- ✓ Cooperative work

Resources
- ✓ Flipchart
- ✓ 6 different colours of markers per group
- ✓ Printed material (appendices 2A and 2B)

Practical arrangements
- ✓ The participants are divided in small groups (5-6 people maximum) and should be able to work separately.

Procedure

Step 1 (45 min) – Cooperative work
- ✓ Each group is given one different topic (appendix 2A) and a document about democracy (appendix 2B; one per person, preferably). The trainer invites the participants to work on their own first, then to share their ideas in their group.
- ✓ The trainer invites the participants to distribute roles in their group (Encouragers, Timers, Writers...).
- ✓ Each group prepares a presentation about the given topic.

Step 2 (30 min) - Presentations
- ✓ Each group presents the results of their reflection.
- ✓ After each presentation, the trainer invites the participants to react in a short debate.

Step 3 (15 min) – Debriefing
- ✓ The trainer can invite the participants to debrief using the following questions:
  - What are the main obstacles, according to you, for democracy in sport and in Physical Education?
  - Do you think a democratic practice of sport can exist? Or do you think that democracy and sport are contradictory?
  - Do you think it is important to promote a democratic way of practicing sport? Why?

Tips for trainers
- ✓ Some people might not be used to cooperative learning activities. Make sure everyone understands the purpose of the method. A part of de debriefing could be dedicated to reactions, comments and questions about it.
- ✓ Other documents such as the Universal Declaration of Human Rights or the Principles of Olympism could be used to facilitate or develop further the reflection. Make sure the participants have enough time to exploit them all if you decide to give them supplementary information.

Activity 3: About democratic teaching

Duration: 105 min

Expected outcome
- ✓ To learn about teaching methods in Physical Education that can help develop democracy.

Methods/ techniques used
- ✓ Cooperative work

Resources
- ✓ Flipchart
- ✓ 6 markers of different colours per group
- ✓ Printed material (appendices 3 and 4)
- ✓ Printed material (appendix 2B)

Practical arrangements
- ✓ We will call « Home group » the groups that were formed in activity 2. The members of each Home group are mixed in 6 different "Expert groups".
- ✓ Appendices 3A and 3B are distributed to all the participants.
- ✓ Each Expert group is given one "Teaching style" description (appendices 4A to 4F)

Procedure

Step 1 (30 min) – Expert groups
- ✓ Each expert group is given one teaching style and its description (appendix 4). They fill in the first table (Appendix 3A) and prepare a short presentation for their mates in their Home group.

Step 2 (60 min) – Home groups
- ✓ Back to their Home group, each participant presents the teaching style he/she has been working on. Everyone fills in the second table (Appendix 3B).
- ✓ Every Home group goes back to the printed material about democracy (appendix 2B) and reflects on how each teaching style, especially applied to Physical Education, can respond to the presented democratic values.
- ✓ Each group prepares a presentation for the others. The trainer lets them comment at the end of each presentation.

Step 3 (15 min) - Debriefing
- ✓ The trainer invites the participants to discuss about the following questions:
  - Did you already use one of these teaching styles during a lesson? What were the results?
  - Which teaching style would you like to experience? Which one seems the most difficult to you? Why?
  - If you want to enhance or promote democracy in your class, which style would you refer to? Why?

Activity 4: Practical work

Duration: 85 min

Expected outcome
- ✓ To help the participants develop ideas for using the teaching styles observed in activity 3.

Methods/ techniques used
- ✓ Cooperative work

Resources
- ✓ Printed material (Appendices 2B and 3B)
- ✓ Paper, markers
- ✓ Any material that you can find useful (gymnastic wooden sticks, balls, CD players/recordings…).

Practical arrangements
- ✓ The participants stay in their Home groups.

Procedure

Step 1 (45 min) – planning a lesson
- ✓ Each group chooses one teaching style that best enables them to promote democracy to their eyes. They plan a Physical Education lesson using it.
- ✓ The group explains how this method will promote democracy in the planned lesson.

Step 2 (20 min) – Presentations
- ✓ Each group presents to the others their planned lesson.

Step 3 (20 min) – Debriefing
- ✓ The debriefing will occur after each presentation, with the following pattern:
  - First, the participants will ask for clarification;
  - Second, they will make some positive comments;
  - Third, they will give tips to improve the lesson or go further.

Tips for trainers
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Activity 5: Evaluation

Duration: 25 min

Expected outcome
- ✓ To reflect on what has been learned during the session.

Methods/ techniques used
- ✓ Questionnaire

Resources
- ✓ Questionnaire (Appendix 1)
- ✓ Report or summary of the training session

Practical arrangements
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Procedure

Step 1 (10 min) - Questionnaire
- ✓ The participants individually fill in the same questionnaire as in activity 1. They compare their answers with the one they made at the beginning of the session.

Step 2 (15 min) – Discussion and conclusion
- ✓ Once everyone has filled in the questionnaire, the trainer lets the participants add some comments if they wish so.
- ✓ The trainer concludes the session in his own way.

Tips for trainers
- ✓ According to the comments of the participants, time might vary for the second step.

References

Teaching secondary physical education: preparing adolescents to be active for life, Cathrine Himberg, Gayle E. Hutchinson, John Mathieu. Human Kinetics, 2003, 370p.

Appendices

Appendix 1 – Questionnaire

Questionnaire

1. *Do you know the modern Teaching/learning methods (Teaching styles) used in Physical Education?*

   □ Yes   □ No   □ Don't know

If you answered "Yes", which of the following modern Teaching/learning methods (Teaching styles) used in Physical Education, you know?

□ Direct teaching;	□ Self-feedback;
□ Teacher feedback;	□ Convergent discovery;
□ Partner feedback;	□ Divergent discovery.

Could you, if it is appropriate, to describe Teaching/learning methods (Teaching styles) you have marked before?

   □ Yes   □ No   □ Don't know

If you answered "Yes", which of the following Teaching/learning methods (Teaching styles) for physical education classes you use in your work?

□ Direct teaching;	□ Self-feedback;
□ Teacher feedback;	□ Convergent discovery;
□ Partner feedback;	□ Divergent discovery.

If the answered to question 4, here stayed a few unmarked Teaching/learning methods (Teaching styles), why do you think?

□ I know nothing about him/them;	□ I don't like him/them;
□ I know not enough about him/them;	□ I will start to use him/them in the near future.

1. *Do you know which of the Teaching/learning methods (Teaching styles) used in PE are more successful for Democracy?*

   □ Yes   □ No   □ Don't know

Appendix 2A – Topics for reflection

- Match-fixing: Fair game for gangsters?
- Sports reforms: Fact or phantom?
- The anti-doping dilemma: Saving sport, sacrificing athletes?
- Recreational sport: A lost cause for sports organisations?
- Sports facilities: Who are we building for?
- From Russia to Rio: Power games or people's games?

Appendix 2B – About Democracy

DEMOCRACY

For the use of the term „*democracy*" as a system involving distribution of political power in the hands of the public which forms the electorate, representative government, and freedom of speech, see Liberal democracy. For other uses, see Democracy (disambiguation).

Democracy is a form of government in which all eligible citizens participate equally – either directly or indirectly through elected representatives – in the proposal, development, and creation of laws. It encompasses social, religious, cultural, ethnic and racial equality, justice, and liberty. The term originates from the Greek δημοκρατία(dēmokratía) „*rule of the people*", which was found from δῆμος (dêmos) „*people*" and κράτος (kratos) „*power*" or „*rule*" in the 5th century BCE to denote the political systems then existing in Greek city-states, notably Athens; the term is an antonym to ἀριστοκρατία (aristokratia) „*rule of an elite*". While theoretically these definitions are in opposition, in practice the distinction has been blurred historically. The political system of Classical Athens, for example, granted democratic citizenship to an elite class of free men and excluded slaves and women from political participation. In virtually all democratic governments throughout ancient and modern history, democratic citizenship consisted of an elite class until full enfranchisement was won for all adult citizens in most modern democracies through the suffrage movements of the 19th and 20th centuries. The English word dates to the 16th century, from the older Middle French and Middle Latin equivalents.

Democracy contrasts with forms of government where power is either held by an individual, as in an absolute monarchy, or where power is held by a small number of individuals, as in an oligarchy. Nevertheless, these oppositions, inherited from Greek philosophy, are now ambiguous because contemporary governments have mixed democratic, oligarchic, and monarchic elements. Karl Popper defined democracy in contrast to dictatorship or tyranny, thus focusing on opportunities for the people to control their leaders and to oust them without the need for a revolution.

Several variants of democracy exist, but there are two basic forms, both of which concern how the whole body of all eligible citizens executes its will. One form of democracy is direct democracy, in which all eligible citizens have direct and active participation in the political decision making. In most modern democracies, the whole body of all eligible citizens remain the sovereign power but political power is exercised indirectly through elected representatives; this is called representative democracy or democratic republic. The concept of representative democracy arose largely from ideas and institutions that developed during the European Middle Ages, the Reformation, the Age of Enlightenment, and the American and French Revolutions.

Principles of Democracy

1. Citizen Participation

One of the most basic signposts of a democracy is citizen participation in government. Participation is the key role of citizens in democracy. It is not only their right, but it is their duty. Citizen participation may take many forms including standing for election, voting in elections, becoming informed, debating issues, attending community or civic meetings, being members of private voluntary organizations, paying taxes, and even protesting. Participation builds a better democracy.

2. Equality

Democratic societies emphasize the principle that all people are equal. Equality means that all individuals are valued equally, have equal opportunities, and may not be discriminated against because of their race, religion, ethnic group, gender or sexual orientation. In a democracy, individuals and groups still maintain their right to have different cultures, personalities, languages and beliefs.

3. Political Tolerance

Democratic societies are politically tolerant. This means that while the majority of the people rule in a democracy, the rights of the minority must be protected. People who are not in power must be

allowed to organize and speak out. Minorities are sometimes referred to as the opposition because they may have ideas which are different from the majority. Individual citizens must also learn to be tolerant of each other. A democratic society is often composed of people from different cultures, racial, religious and ethnic groups who have viewpoints different from the majority of the population. A democratic society is enriched by diversity. If the majority deny rights to and destroy their opposition, then they also destroy democracy. One goal of democracy is to make the best possible decision for the society. To achieve this, respect for all people and their points of view is needed. Decisions are more likely to be accepted, even by those who oppose them, if all citizens have been allowed to discuss, debate and question them.

4. Accountability

In a democracy, elected and appointed officials have to be accountable to the people. They are responsible for their actions. Officials must make decisions and perform their duties according to the will and wishes of the people, not for themselves.

5. Transparency

For government to be accountable the people must be aware of what is happening in the country. This is referred to as transparency in government. A transparent government holds public meetings and allows citizens to attend. In a democracy, the press and the people are able to get information about what decisions are being made, by whom and why.

6. Regular, Free and Fair Elections

One way citizens of the country express their will is by electing officials to represent them in government. Democracy insists that these elected officials are chosen and peacefully removed from office in a free and fair manner. Intimidation, corruption and threats to citizens during or before an election are against the principles of democracy. In a democracy, elections are held regularly every so many years. Participation in elections should not be based on a citizen's wealth. For free and fair elections to occur, most adult citizens should have the right to stand for government office. Additionally, obstacles should not exist which make it difficult for people to vote.

7. Economic Freedom

People in a democracy must have some form of economic freedom. This means that the government allows some private ownership of property and businesses, and that the people are allowed to choose their own work and labor unions. The role the government should play in the economy is open to debate, but it is generally accepted that free markets should exist in a democracy and the state should not totally control the economy. Some argue that the state should play a stronger role in countries where great inequality of wealth exists due to past discrimination or other unfair practices.

8. Control of the Abuse of Power

Democratic societies try to prevent any elected official or group of people from misusing or abusing their power. One of the most common abuses of power is corruption. Corruption occurs when government officials use public funds for their own benefit or exercise power in an illegal manner. Various methods have been used in different countries to protect against these abuses. Frequently the government is structured to limit the powers of the branches of government: to have independent courts and agencies with power to act against any illegal action by an elected official or branch of government; to allow for citizen participation and elections; and to check for police abuse of power.

9. Bill of Rights

Many democratic countries also choose to have a bill of rights to protect people against abuse of power. A bill of rights is a list of rights and freedoms guaranteed to all people in the country. When a bill of rights becomes part of a country's constitution, the courts have the power to enforce these rights. A bill of rights limits the power of government and may also impose duties on individuals and organizations.

10. Accepting the Results of Elections

In democratic elections, there are winners and losers. Often the losers in an election believe so strongly that their party or candidate is the best one, that they refuse to accept the results of the election. This is against democratic principles. The consequences of not accepting the result of an election may be a government that is ineffective and cannot make decisions. It may even result in violence which is also against democracy.

11. Human Rights

All democracies strive to respect and protect the human rights of citizens. Human rights mean those values that reflect respect for human life and human dignity. Democracy emphasizes the value of every human being. Examples of human rights include freedom of expression, freedom of association, freedom of assembly, the right to equality and the right to education.

12. Multi-Party System

In order to have a multi-party system, more than one political party must participate in elections and play a role in government. A multi-party system allows for opposition to the party, which wins the election. This helps provide the government with different viewpoints on issues. Additionally, a multi-party system provides voters with a choice of candidates, parties and policies to vote for. Historically, when a country only has one party, the result has been a dictatorship.

13. The Rule of Law

In a democracy no one is above the law, not even a king or an elected President. This is called the rule of law. It means that everyone must obey the law and be held accountable if they violate it. Democracy also insists that the law be equally, fairly and consistently enforced. This is sometimes referred to as *„due process of law"*.

Appendix 3A – Teaching styles – table 1

Table 1
_____ **Teaching/learning
method** (Teaching Style)
Essential feature:
_____
_____
_____
_____

Teaching/learning method (Teaching style)	Description	Teacher's role	Learner's role	Advantages	Disadvantages

Appendix 3B – Teaching styles – table 2

Table 2

Summary of Teaching/learning methods (Teaching Styles)

Teaching/learning method (Teaching style)	Description	Teacher's role	Learner's role	Advantages	Disadvantages
Direct teaching (DT)					
Teacher feedback (TF)					
Partner feedback (PF)					
Self-feedback (SF)					
Convergent discovery (CD)					
Divergent discovery (DD)					

Appendix 3C – Teaching styles – Summary of teaching styles

Table 3
Summary of Teaching Styles

Teaching style	Description	Teacher's role	Learner's role	Advantages	Disadvantages
Direct teaching style (DTS)	The teacher leads the class through a task and tells them what to do and where, when, and how to do it.	To plan tasks, lead students through them and provide feedback.	To follow the teacher's *"commands"*.	Can be time efficient. All students are active at the same time with the same task.	Difficult to provide any specific feedback to individuals. Difficult to provide variations of tasks.
Teacher feedback style (TFS)	The teacher plans the tasks, lets the students perform the task independently, and provides feedback.	To plan tasks and provide feedback.	To decide exactly how, when, and where to do the task.	Teacher can provide specific feedback to individuals.	Difficult to provide enough feedback to each student.
Partner feedback style (PFS)	The teacher plans the tasks and specific criteria for how to perform the skills involved. Students partner up to perform the tasks and take turns being doer and observer. The doer does the task while the observer provides specific feedback based on the criteria the teacher has given.	To plan tasks and provide specific criteria for how to perform each skill. To observe partners' ability to work together and provide feedback to each other. To be available when students need help.	To take turns being doer and observer. Doer: To do the tasks that the teacher has planned. Observer: To observe the doer and give specific feedback according to the teacher's criteria.	Students can get a lot of feedback. Students learn to analyze movement by observing their partners and comparing with criteria. Effective style to use for social development goals such as cooperation and trust.	Can become *"do-and-wait"* style if not well explained and if students are not held accountable for what they learn.
Self-feedback style (SFS)	Same as the partner feedback style, except that the learners provide their	Same as the PFS, except that the teacher observes each	To do the tasks that the teacher has planned and to evaluate their own	Students learn to analyze their own movement, correct their	If this style is used too early in the learning process, students may not able to

	own feedback by comparing their performance with teacher's specific criteria for each skill.	student's ability to evaluate his own performance. To be available when students need help.	performance of each skill.	own mistakes, and become independent learners.	evaluate their own performance and as a result would not receive any useful feedback.
Convergent discovery style (CDS)	The teacher designs a problem with one answer and lets the students try to discover the answer by themselves, in pairs or in groups, while they perform tasks that the teacher has prepared.	To design the problem and provide tasks that help the students discover the solution to the problem.	To do the tasks the teacher has prepared while trying to find the solution to the problem.	Excellent style to incorporate into game play (modified or full) to learn concepts and strategies.	If students are not held accountable for their discoveries, this can become a *"roll-out-the-ball"* style.
Divergent discovery style (DDS)	Same as CDS, except that the teacher encourages the students to find different solutions or as many solutions as possible to the problem.	To design the problem and provide tasks that will help the students discover different solutions to the problem.	To do the tasks the teacher has prepared while trying to find different solutions to the problem.	Same as the CDS. In addition, this style can bring out the creativity within students. Excellent style to use for creating aerobics, dance routines. Good style to use with cooperative activities.	Same as the convergent discovery style.

From:
"Teaching secondary physical education: preparing adolescents to be active for life" / Cathrine Himberg, Gayle E. Hutchinson, John Mathieu. Human Kinetics, 2003, 370p.

Appendix 4A – Direct Teaching Style (description)

Direct Teaching Style

In the **direct teaching style**, the teacher plans the task and leads the class through a task step by step. He tells them what to do and where, when, and how to do it. He makes all the decisions in the learning process. The student's role is to follow the teacher's instructions. Teachers commonly use this style in aerobics classes, martial arts classes, and during calisthenics. A common equivalent term is *command style* (Mosston and Ashworth 1994, 2001).

This style can be useful when you want all students to be active at the same time and doing the same task, such as in practicing routines in aerobics, martial arts, cheerleading, or dance. The style is probably more appopriate for fitness than it is for skill development, but it can be a time-efficient way to teach basic techniques such as the tennis grip or the golf grip. For example, the teacher could have the student in a half circle with their tennis rackets on the ground. After brife instruction and a short demonstration, on the teacher's command the students would pick up the racket using the grip the teacher had just show them. When used in this way, the direct teaching style is an effective way to change from instruction and demonstration to another style that allows students to practice the skill on their own and receive more feedback.

Because the teacher is busy leading the class in this style, she will find it almost impossible to provide feedback. The teacher may offer general feedback, such as „*Good job*", but rarely can she provide specific, individual feedback unless she has help. If a teacher aide, team teacher, or student leads the class, the teacher could walk around, observe, and provide feedback.

Little student-teacher interaction occurs with this style, so it does not lend itself well to teaching social skills and concepts, such as cooperation. Goal setting can be incorporated, but this technique may also be limited because the direct teaching style requires all students to perform a task at the same time and in a similar way.

At first glance, the direct teaching style does not seem to lend itself well to the inclusion approach. But with simple variations that the teacher can quickly communicate while giving the instructions, the style can be semi-inclusive. A step aerobics routine, for example, could include variations such as lifting the knees higher for more intensity, adding or dropping arm movements for more or less intensity. The teacher could easily incorporate and communicate these variations to students while providing the other continuous teaching cues.

Appendix 4B – Teacher Feedback Style (description)

<u>Teacher Feedback Style</u>

In the **teacher feedback style**, the teacher plans the tasks and lets the students perform them independently, in pairs, or in groups while she observes them and provide feedback. After the teacher has explained the tasks, the students are able to make decisions about how to perform those tasks, such as pace, exact location, interval, starting and stopping time, and so forth. In this style it is useful and time efficient to prepare task sheets for the students. Task sheets explain in detail the task to be performed and the number of trials for each one. The task sheet should also have a place for the students to check off when they are done with each task (see figure 1).

Make sure that all students have a chance to be successful but challenged is fairly easy in this style, if you use one of the methods described previously-teaching by invitation or intratask variation. The key is for the teacher to set up ahead of time and have a main task with several easier and more difficult variations. The students would then either choose their specific task difficulty or have one assigned by the teacher based on his knowledge of their skill proficiency. Because the teacher equally values all choices or assignments, students should feel free to choose the appropriate task or be happy with the task assigned by the teacher.

The teacher feedback style, probably the most common style of teaching, is good style to use to ensure that student get lots of skill practice but it has one major disadvantage. A teacher with more than 10 students in class will probably be unable to provide enough feedback to each student. You may recall that the danger of providing too much feedback is an issue we usually don't have to consider because middle and high school physical education classes usually contain at least 25 students. The problem is definitely lack of feedback. However, teachers who are able to use their time efficiently can be successful with this style. A particularly appropriate use for this style is when teaching a skill that is new to all the students.

The teacher feedback style can be used with students working in pairs or small groups. In this situation, the style lends itself well to teaching social skills such as cooperation. Others affective domain attributes such as self-concept and self-efficacy can also be focus in this style. For example, students can learn how to set realistic short-term and long-term goals for skill or fitness development. The teacher would use goal setting to motivate and encourage students to keep practicing the skills or keep working on their fitness tasks. When students reach their goals, they feel good about their accomplishments. Consequently, their self-concept and self-efficacy for that activity or skill may improve.

Skill to practice: *„Serving"*

Name: _____

Directions:

- Get a tennis racket and six tennis balls.
- Go to an open serving spot and start practicing your serve. You have three choices:
  - ➢ Serve over the net and aim to hit the ball anywhere inside the court on the other side.
  - ➢ Serve over the net and aim to hit the ball inside the service court.
  - ➢ Serve over the net and aim to hit inside the hoop located inside the service court.
- Serve six times. Then go to the other side, pick up your tennis balls, and start over.
- Do five sets of six serves and then hand in your completed task sheet.

I will come around and give you feedback based on the things I showed you in the demo today.

Here are some of the things I'll be looking for:

- ✓ Do you start in the ready position with forehand grip, ball, and racket together?
- ✓ Do you swing the racket down and back with a pendulum motion?
- ✓ Do you *„scratch your back"* with the racket and release the ball from the hand straight in the air?

Check here when you have completed each set:

Set 1: _____

Set 2: _____

Set 3: _____

Set 4: _____

Set 5: _____

Challenge: How many times in s row can you hit your target area? _____

Figure 1. Sample teacher feedback task sheet for tennis.

Appendix 4C – Partner Feedback Style (description)

Partner feedback Style

In the **partner feedback style**, the teacher plans the tasks and writes out specific criteria for haw to perform the skills involved. Students work with partners, and each member of a pair has a chance to do the tasks and observe the partner doing the tasks. In the important role of observer, the student monitors the doer's performance, compares in to the criteria the teacher has given the class for the particular skill, and gives the partner specific, congruent feedback.

The task sheet becomes an important object in this style. Without specific descriptions of each task and criteria for how to do each skill correctly, the teacher will probably spend all his time answering questions when trying to use this style. When task sheets are planned and written with criteria that are clear and easy to follow, students are able to be self-sufficient for the most part. The teacher's role then becomes to observe the partners and ask questions of the observers if problems occur that the pair cannot work out. The teacher should resist the temptation to give feedback directly to the doer and instead ask questions that can help the *observer* give appropriate feedback to the doer. The teacher should generally be available for any questions the pair might have about the criteria, the task, or their roles.

You would use the teaching by invitation and intratask variation techniques in this style in much the same way you would use them in the teacher feedback style. The main difference would be to make sure that students respect their partner's choices of tasks without making fun or making judgments.

This issue makes the partner interaction style a great choice for teaching social skills such as cooperation, appreciation of differences, and respect for others.

The major advantage of this style is that students receive substantial feedback. You might consider teaching your students some of the main concepts of giving appropriate feedback. Another advantage is that because only half the students are performing the task at one time, your need for physical education equipment is halved. The partner feedback style is good choice for activities that require more equipment than you may have available. Even if there is not enough equipment for each student, all can be actively involved in the learning activity, either by performing the tasks or by observing the partner. This style also allows students to study and analyze movement, which can take the learning experience to higher cognitive levels.

A disadvantage of this style is the possibility that it may become a *"do ant wait"* style. Students may not perform their job as observers and instead just wait for their turn. This circumstance is more likely to occur if you do not adequately explain the student's roles. A way to make sure that students stay on task as both doer and observe is hold them accountable for what they learn in both roles and to collect the task sheet (figure 2) for credit at the end of class. You might use the sheet for grading purposes, put them in the student's portfolios, or use them for taking roll.

Teaching style: *"Partner feedback"*

Observer's name: _____

Doer's name: _____

Skills to practice: *"stride one", "heel brake stop", "A-frame turn".*

Directions:

- ➢ Practice the skills with a partner.
- ➢ Take turns observing and doing the skills.
- ➢ When you observe, help your partner by giving feedback according to the criteria below.
- ➢ Use the table to check off your partner's technique after each set of five trials.
- ➢ When you have finished all three sets for all the skills, hand in your completed task sheet. Make sure your partner hands in one as well.

	Skill	Criteria	Write GI (got it) or NP (needs practice)			Comments:
			Set 1	Set 2	Set 3	
23	*Stride one*	Start in ready position with knees bent. Press against the inside edge of your *back* skate as you transfer the weight to the front skate. Aim for a short *glide* and increase the pressure to create a *stride* (glide + pressure = stride). Repeat to make a continuous forward movement.				
	Heel brake stop	Start in ready position with knees bent. Take scissors stance (one skate well in front, triangle). Weight on nonbrake leg to start. Use „*dirty toilet seat*" position. Lift the toe on the brake skate or point toe for cuff-activated brake. Gradually increase pressure on the brake. Keep head up and eyes forward.				
	A-frame turn	Practice one side first, then the other. Coast in ready stance. Point toes to form an A. With arms at waist level, rotate upper body in turning direction and look toward where you're going. Push against inside edge of outside skate.				

Figure 2. *Sample partner feedback task sheet with criteria for in-line skating skills.*

Appendix 4D – Self-Feedback Style (description)

<u>Self -Feedback Style</u>

The self-feedback style is similar to the partner feedback style in every way except that the learners provide their own feedback by comparing their performance to the teacher's specific criteria for each skill. The teacher plans the tasks and writes out specific criteria for each skill on a task sheet. After setting up the class and starting the students on the task, the teacher observes each student's ability to evaluate his or her own performance.

As in the partner feedback style the teacher would have to resist the temptation to give students direct feedback. Instead, if necessary she should ask questions to make sure the student is properly using the task sheet with the skill criteria. The task sheet should have a spot for the learner to check off completion of a task as well as a place to evaluate the quality of the performance (figure 3). The teacher must assure students that they will not be graded down for marking *"need practice"*. She must relieve them of the belief that simply checking off *"got it"* will earn them a better grade for the day. The teacher should emphasize goal setting and personal improvement, and grade students on their ability to analyze their own movements correctly.

Self-feedback can be used even if the students are involved in a group or partner task. For example, the task could be to play a modified game of team handball (i.e., 3-on-3). The task sheet would list the criteria for the skills the students would focus on, for instance dribbling, passing, and shooting goals. The teacher could periodically give a signal for the students to take a short break to check off their criteria sheet.

If students are working with a partner or group, criteria on the task sheet could emphasize cooperation and trust issues.

Advantages of the self-feedback style are that the students learn to analyze their own movements, correct their own mistakes, and become more independent learners. Mastering this skill is a major step on the way to becoming a lifelong learner and participant in physical activity. On the other hand, using this style early in the learning process with students will likely be ineffective because students may be unable to evaluate their own performance or give themselves useful feedback. As a result, they may not learn. The inclusion approach is easy to use with the self-feedback style. Both teaching by invitation and intratask variation would work well as inclusion techniques.

Skill to practice: *"Dribbling (soccer)"*

Name: _____

Directions:

➢ Choose a station (1, 2, or 3) and practice dribbling the soccer ball.

- At station 1, you will dribble straight down the line.
- At station 2, you will dribble through cones.
- At station 3, you will dribble through a group of defenders.

➢ You may switch stations at any time if you feel the one you chose is too hard or too easy for you.

➢ Evaluate your own performance by using the criteria below.

➢ Use the table to check off your technique after each set of five trials.

➢ When you have finished all three sets, hand in your completed task sheet.

Dribbling criteria	**Write GI (got it) or NP (needs practice)**			**Comments:**
	Set 1	*Set 2*	*Set 3*	
I keep my knees bent.				
I contact the ball below the „equator".				
I use the inside or outside of my feet to contact the ball.				
I keep the ball 1 to 2 feet from my feet at all times.				
I look up at where I'm going, not at the ball.				

Figure 3. *Sample self-feedback task sheet with criteria for soccer.*

Appendix 4E – Convergent Discovery Style (description)

Convergent Discovery

In the **convergent discovery style**, the teacher designs a problem with only one possible solution and lets the students try to discover the answer by themselves, in pairs, or in groups while they perform tasks that the teacher has prepared. This is an excellent style to incorporate into game play (modified or full) to help students learn concepts and strategies.

For example, in tennis there is an area commonly referred to as no-man's-land. This is the whole middle area on each side where it is difficult to get to and hit the ball because you are too far away from the net to valley and too far from the baseline to reach a lob easily. The idea is that you should try to avoid being in this area to receive a ball. Your students can discover this concept through singles or doubles game play. The question becomes *"Can you find/pinpoint the area on your court where you should avoid being when waiting for the ball to be returned to your side?"* The technique is called convergent discovery because the question has only one correct answer.

For another example, suppose you had your students practicing the beginning of an A-frame turn in in-line skating. You give them the cues necessary to start practicing, but you want them to discover an important element of the skill. You could ask them, *"Which way will you turn if you push against the inside edge of your right skate?"* They will solve this problem more quickly than they will the tennis problem, but setting it up may be worth the effort because so many students delight in discovering concepts rather than always having them spelled out.

When your students are ready to play full or modified versions of a game, or they have mastered the basics of a skill and are ready for more complicated tasks and concepts, this style can be especially useful. For example, you could ask students to play a modified game of basketball (three-on three) and find the answer to the following question: *"When playing person-to-person defense, , what strategy will best help you prevent the other team from scoring?"* The answer would be *"To always try to stay between the person you're defending and the basket."* Students can work on convergent discovery problems alone or with a partner, but you must hold them accountable for their discoveries and learning. This can rapidly become a roll-out-the-ball style if students are not on task and searching for the solution to the problem.

You can easily incorporate the inclusion concept in this style. You can design variations of each task that are easier and more difficult and teach by invitation or use intratask variation. The important point is that students will be able to solve the same convergent discovery problem no matter which task variation they use. Although it may seem that movement skills and movement knowledge are the most natural concepts to discover with this style, it can also be useful with concepts related to social skills, self-efficacy, and self-concept. If student are working in groups or pairs this style can be effective in helping them discover the importance of cooperative skills or in boosting their self-image by experiencing success with solving the problems.

Appendix 4F – Divergent Discovery Style (description)

Divergent Discovery

In the divergent discovery style, as in the convergent discovery style, the teacher designs a problem for students to solve individually, in pairs, or in groups. Here, however, the problem has many possible solutions, and the teacher asks the students either to find as many as possible or to produce one solution different from everybody else's solution.

After teaching the students the basic of step aerobics, a teacher could ask his students to create a routine with a partner. He may want to give certain specifications, such as length of routine and some content guidelines (for example, the routine must incorporate at least five of the steps students learned in class), but otherwise he lets the students create their best solution (figure 3).

A teacher who wants his student to discover as many solutions as possible to a problem in an in-line skating lesson could ask, *"How many different ways can you find to stop?"* He would then ask the students to do a task that would lead them to the discovery of many different ways to stop.

Like convergent discovery, divergent discovery is an excellent style to use when your students are ready to play full or modified versions of a game or have mastered the basics of a skill and are ready for more complicated tasks and concepts. For example, if students are playing the game of ultimate Frisbee, you might ask them to create, with a partner, a defensive play that their team will use in the game that day.

Of course, teachers must hold students accountable for their learning in this style. If students are not held accountable, this style, like the convergent discovery style, can easily become a roll-out-the-ball style, even if the teacher's intentions are good.

The inclusion approach is simple to incorporate in this style as well. You would handle in the same way you did in the convergent discovery style. The divergent discovery style can help students learn concepts related to movement skills and movement knowledge. Like the convergent discovery style, this style can be effective with students working in pairs or groups by helping them develop cooperative skills. Students may also improve their self-concept and self- efficacy by experiencing success with solving the problems. Figure 3 shows an example of a divergent discovery task sheet.

Divergent discovery Task

Names:_____
_____

With your dance partner:

1. Create a sequence of at least six swing moves, choosing from the ones you have learned in class (see list below if you need a reminder).
2. Write your sequence on this sheet.
3. Practice your sequence until you feel ready to show it to your teacher.
4. After showing your teacher you may choose to show your dance to another paip or whole class. Let the teacher know about your decision.

➢ Choose your moves from this list:
   ✓ Basic four-hand hold
   ✓ Basic two-hand hold
   ✓ Lady's underarm turn
   ✓ Gentleman's turn
   ✓ Cuddle
   ✓ Side kicks
   ✓ She goes, he goes
   ✓ Pencil turn
   ✓ Skin-the-cat
   ✓ Pretzel

➢ Write your sequence here:

_____
_____
_____

Figure 4. *Sample divergent discovery task sheet for swing dance.*