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Pedagogy and Lesson Plan

Three-Dimensional View of Movement Classification

Hello and welcome to yet another module on physical education. Today we are talking about the lesson plan and pedagogy. Mosston's conception of a universal structure of movement includes three dimensions of movement classifications. One dimension is the matrix of physical attributes (strength, agility, flexibility, balance, rhythm, endurance, accuracy, etc.). The second dimension is the anatomical divisions of the body. It focuses on the part of the body or regions that are being developed by a given movement (the shoulder girdle, the lower leg, et.). The third dimension is the kind of movement used to develop the desired attributes in a particular part (or region) of the body (bending, leaping, turning, throwing, etc.). The relationship of the three dimensions is inherent in the very nature of movement. Obviously, every movement involves a part of the body or the whole body. Repetition of the movement due to life needs or performance aspiration results in the development of some particular physical attribute, from the finger dexterity of a violinist to the combination of qualities required for a ski jumper. Any movement can be analyzed and classified in this three-dimensional view of movement. This awareness can help the teacher, coach, and the student select the movement or series of movements to accomplish a stated objective. "He needs more strength in his leg to improve his takeoff"; "she needs to improve her coordination in order to be more graceful"; "his inflexible pelvic region curtails the accuracy of the dive." Movements can be designed to overcome

deficiencies. Rather than designing lessons that focus on a specific list of sports skills, the developmental concept allows teachers to insert episodes within the lesson in motor learning that can enhance all performance. A child can understand the questions: "How fast can you run?" "Are you strong enough to pull this rope?" "Can you stand on your head?" The child does not need to think, "Now I am developing strength in my abdomen by raising my leg high during the climb." He just enjoys the presence of strength and agility by accomplishing his objective. However, the teacher must be aware of the contribution of the movement to this particular child's development, its place on the degree of difficulty scale for the child, and its role in the child's growth pattern. Mosston's three-dimensional model classifies movement for developmental purposes—the intentional development of physical attributes that would otherwise remain undeveloped or, at best, be left to chance. In Developmental Movement Mosston presents the physical attributes of agility, balance, flexibility, strength, and endurance. He treats rhythm as an integral and necessary part of all movements in any attribute development. He then offers four approaches for the performance of these movements:

1. Movement designed for the individual student using the body as an instrument
2. Use of simple (inexpensive) apparatus
3. Use of a partner
4. Related simple games

His designs focus on the one excellent apparatus that we all possess— the human body. Recognizing the developmental concept will aid teachers in preparing a program of instruction that takes the following steps:

Step 1 Determine objectives, based on the knowledge of the students' needs.
Step 2 Determine each student's present level of performance in a specific physical attribute, through observation, trial and error, or by taking measurements. This step can be done by the students themselves once they learn the concept of development.
Step 3 Select the movements which are intended to develop the attribute.
Step 4 Program the movements for the class, the smaller group, or the individual.
The three-dimensional view of movement can be used to achieve developmental success, to increase participation, and to provide challenging opportunities in all three dimensions. Teachers

can use the three dimensional model to guide content selection so all anatomical divisions, kinds of movement, and physical attributes are experienced. Regardless of the focus of the physical education program (fitness, games, sports, etc.) the three-dimensional model can be applied as a guide for content selection. This model can also help teachers assess the developmental opportunities of specific programs.

2. Designing Subject Matter

Any approach for designing subject matter must consider the first two objectives of this chapter: Lessons designed for the public school gymnasiums/ classrooms must make distinctions between content and pedagogy and they must offer episodes that support the intrinsic value of movement—the developmental concept. Physical education gymnasiums must be places where learners physically develop in the attributes, in the anatomical divisions, and in the various kinds of movements while they are experiencing fitness, sports, games, outdoor experiences, themes, etc. Teachers who are knowledgeable in pedagogy and Mosston's Three-Dimensional View of Movement Classification approach physical education experiences from a learning perspective. They focus on the specific skills of the activity or sport from a developmental perspective. This means that, while teachers are introducing specific skills or activities, they are also able to assess the learner's' physical developmental needs. Rather than the task becoming the end all final product, developing the learner's ability to acquire the skills becomes a priority. When skills are not reached within minimal episodes, the teacher can make adjustments to accommodate the learners' developmental needs by using the concepts within Mosston's 3-D model. The 3-D model provides teachers with knowledge and options that can lead learners to more active, rather than passive, learning experiences. Although there are many approaches for designing subject matter, all eventually must answer similar questions. The first example for designing subject matter uses the lesson plan as the guide to determine the content tasks. Independent of the manner in which content is designed, there are broad questions that must be addressed before approaching individual lesson plans. These issues are:

1. Overall curricular selection (sports, games, fitness, outdoor experiences, recreation, etc.)
2. Overall objectives for the learners in the physical education program
3. Others

The answers to these questions may be determined by school policy, social influences, professional guidelines, teacher or learner choice, etc.

It is not the intent in this chapter to discuss these broad issues; rather the focus is the actual design of the classroom lesson plan. Independent of specific curriculum decisions, all subject matter designs must consider the categories in the continuous flow of the lesson plan. Once the subject matter is selected, the relationship among objectives, specific task, teaching–learning behavior, logistics, and parameters must be identified. Questions can be asked within each category. (The following are the only samples of the many questions that can be asked in each category.)

3. The Lesson Flowchart

Task selection—Objectives:

1. The overall objective for the selected subject matter?
2. Which overall value (assigned, functional, intrinsic) is the content focus?
3. Others?

Specific task:

1. Select or identify the specific topics within the subject matter (the rubrics).
2. Identify the sequence for the topics.
3. Others?

Teaching style

1. Does the task have a model that is to be replicated, copied, imitated? If so, what do the learners need, per topic, for successful participation in reproducing the model? (Immediate stimulus-response practice, individual and private practice, 1:1 immediate feedback; self-check, inclusion practice with a range of entry levels or do they need a design variation or combination of the previous mentioned behaviors)?
2. Can the task use a discovery process? If so, what do the learners need for successful participation in discovery? (guided questions, convergent question, divergent question, individual program)?
3. Others?

Logistics and parameters

1. What materials and procedures are needed to accommodate the selected task and teaching style?
2. What time and interval materials are necessary for each topic?
3. What safety issues must be considered for each topic?
4. Others?

Task selection: fencing—Objectives:

1. The overall objective for the selected subject matter? To develop the skills to participate in mini-game experiences
2. Which overall value (assigned, functional, intrinsic) is the content focus? Assigned
3. Other?

To recall information about the sport's history, recall meaning and position of fencing terms, and to be able to participate in a minimatch game.

Specific task: Select or identify the specific topics within the subject matter (the rubrics). (The more inexperienced the teacher the more detailed this listing needs to be. This section literally lists the details of the content: the terms, the body/equipment positions and the individual sequence that lead to the ultimate accomplishment of the content. When information is omitted in this section, it demonstrates gaps in the teacher's content knowledge.)

• History and facts about the sport
• Video of a match
• Terms: Equipment Fencing Vocabulary Foil - grip position one (ballet) Epee - on guard salute (in two counts) Saber - advance retreat Mask - lunge recovery of the lunge Gloves - target area parries two Jacket: half & full, plastron - balestra reposte Fencing strip - touch right of way - pass remise
• Safety issues and procedures
• Strategies: simple attacks compound attacks straight thrust the beat disengage—under the blade the press cut over or coupe—over the blade the glide
• Practice basic skills (with and without weapons)
• Bouts

At this point, information about sequence, teaching style per episode, and logistics and parameters can be placed directly into the daily lesson plan.

Special comment about the primary teaching style: This subject matter relies on the replication of the model; therefore, each movement in this beginning introduction is to be replicated, copied, imitated. Only the reproduction teaching styles are used. Once the details are identified, the time estimations are included.

4. Designing a Lesson Plan

Designing a lesson plan for the introduction to fencing techniques

In the beginning, content topics must be scrutinized and constantly revised to be sure the sequential flow from one task to the next is logical, safe, and eventually leads to the desired content objective. Another approach for designing subject matter focuses on identifying the variety of alternative teaching–learning behaviors that could be used for a content. In this approach, teachers must be aware of the characteristics of each behavior on the Spectrum and be able to adjust content expectations to correspond with the different decision expectations. Generally content is not confined to one teaching style. It can be adapted and delivered in a variety of teaching–learning styles. However, the teacher's decision about the focus of the content does reinforce a set of characteristics that highlight one side of the Spectrum rather than the other—reproduction or production. The teacher's intention to implement specific objectives determines the specific teaching–learning experience. This section presented just three of the many possible approaches to designing subject matter. The aim of this section is to invite teachers to think in a variety of approaches when designing content, and to reinforce the importance of connecting content with teaching–learning behaviors when designing subject matter. Awareness of, and the ability to prepare, lessons using episodic teaching can transform classroom teaching and learning experiences. When episodic teaching focuses on different sets of objectives, it embraces a non-versus approach to teaching. This approach honors learners' needs and their diversity and it supports the variety of objectives that subject matter requires. Content knowledge guides what teachers teach. Pedagogical knowledge guides how teachers teach content.

5. Conclusion

Now let us summarize the contents of this lecture

Any approach for designing subject matter must consider the first two objectives of this chapter: Lessons designed for the public school gymnasiums/ classrooms must make distinctions between content and pedagogy and they must offer episodes that support the intrinsic value of movement—the developmental concept. Physical education gymnasiums must be places where learners physically develop in the attributes, in the anatomical divisions, and in the various kinds of movements while they are experiencing fitness, sports, games, outdoor experiences, themes, etc. Teachers who are knowledgeable in pedagogy and Mosston's Three-Dimensional View of Movement Classification approach physical education experiences from a learning perspective.

Independent of specific curriculum decisions, all subject matter designs must consider the categories in the continuous flow of the lesson plan. Once the subject matter is selected, the relationship among objectives, specific task, teaching–learning behavior, logistics, and parameters must be identified. Questions can be asked within each category.

So we have discussed about pedagogy and making of lesson plans for physical education. I hope the information presented was of some use to all of you, thank you so much for watching.

Padagogy and lesson Plan