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Lecture Title

Classroom Management

Introduction

Hello and welcome to this special module on physical education. Today we are discussing classroom management for physical education. In this we will be talking about techniques for organizing and managing physical education classes and environments and benefits and limitations of various management and discipline practices.

Historically, there is a belief that physical education teachers and instructors do not have to face the problems of maintaining discipline. However, physical education, just like all other disciplines, requires proper management and discipline practices. The problem of management is inherent in the discipline of physical education. The central question remains whether various management and discipline practices will be beneficial or harmful to students. Many students treat physical education classes as a chance for rest and enjoyment, which makes maintaining disciplinary practices difficult. A common disciplinary goal is to create classroom rules and stick to them as well as to construct a creative environment by preparing activities for students.

Classroom Management

Management and discipline practices are always valuable to physical education instructors. However, instructors must remember to deal with each student as an individual while taking into account their capabilities. Although implementing strict management practices might benefit the majority of class and bring in decorum to the discipline, it might have negative effects too.

Curriculum design, group participation, cooperative work, fitness activities, and learning practices work well and instill exciting learning experiences for most. However, there are individuals who are left out and need special care. Professional management and disciplinary practices infuse professionalism, strictness, and decorum to any physical education setting. However, too many management practices may make the physical education setting boring and even unproductive for students.

Proper organization of classroom procedures and information presentation is essential to classroom management and the fostering of a positive learning environment.

Instructors should establish and communicate procedures and rules to maintain an orderly classroom. Organizational strategies that enhance classroom management include grouping of students, pre-planning of classroom activities, and rotation of students through various activities.

Organizational strategies that enhance information presentation include balancing instructional delivery methods, planning a variety of activities to appeal to students with different learning profiles, and planning a proper progression of information delivery to promote continual learning. Clustering, prioritizing, and categorizing are three common approaches to the organization of information.

Adequate supervision and behavioral management in the classroom is essential to student learning. Instructors must establish and communicate procedures, rules, and consequences of misbehavior to promote order in the classroom.

Physical education instructors face unique behavioral management challenges because activities often take place in large, disperse environments. Techniques to consider when planning supervision and behavioral management include grouping students to achieve maximum compatibility, removing misbehaving students from activities, and establishing an orderly system to handle class procedures (e.g., activity time, instruction time, rotations, clean up, and dismissal).

Logistics related to the availability and use of facilities, supplies, and other resources

The management of facilities, supplies, and other resources is an important part of the physical educator's job. Instructors must plan the availability, use, and safety of facilities. In addition, instructors must develop procedures for transporting, distributing, and collecting equipment. Finally, instructors must develop lesson plans that maximize the use of time and keep students active.

Facility management is the first task physical educators must consider. Instructors must ensure, through communication with other school personnel, that the required facilities are available when needed. In addition, instructors must inspect facilities prior to use to ensure the safety of the students. Instructors should carefully note uneven surfaces, holes, obstructions, and obstacles.

Instructors may also have to modify rules or game procedures as the facility dimensions dictate. Equipment management is another important responsibility of physical educators. Instructors must develop procedures for transporting equipment to and from the playing field or gymnasium. One way to simplify equipment transportation is to use a shopping cart, which many grocery stores will donate, to carry equipment. Instructors can also designate students as equipment managers to help carry and distribute equipment. Equipment distribution and collection is

another important concern for physical educators. Spreading equipment throughout the playing area can speed the distribution process.

Instructors should also establish a protocol for equipment return and set up areas for collection. Finally, instructors should develop signals, either verbal or visual, that direct students to stop the activity and either hold or put down the equipment. One final physical educators' concern is class time management. One effective strategy for maximizing participation and the use of class time and equipment is to use stations. Stations allow students to rotate through a series of different activities in small groups. Instructors should use stations only for activities that the students are familiar with and are able to complete without constant supervision.

Financial issues related to physical education programs

Physical education programs are mandatory in almost all school districts. Thus, lawmakers believe physical education is fundamental to the physical and intellectual development of students.

Considering their imperative role in molding and shaping the personality of children and novices in physical education, state and district budgets are the main source of funding.

Care and maintenance procedures for facilities and equipment

Facilities and equipment are basic components of every physical education program. However, such facilities and equipments require regular service in order to maintain longevity and safety features. Schools, clubs, gyms, and other centers have facilities, such as sport and other exercise equipment, which need to be taken care of regularly in order to prolong their lives and to avoid injuries to users. Instructors and maintenance staff must inspect fields and equipments carefully and on a consistent basis.

To enable students to exercise and improve free of risks, outdated, worn-out, or defective physical education machines, the equipment should always be serviced. In order to avoid serious problems, faulty equipment should always be removed. This helps to guarantee the student's safety.

Outdoor facilities should also have a system by which authorities and other officials in charge can inform participants to take shelter in case of dangerous and threatening weather conditions.

All authorities, such as schools, public authorities, and governments of different countries, should undertake adequate responsibility to use safe and proper installations, equipment, and other physical education facilities.

Although the safety of the students depend to a great extent upon the children themselves, we can hardly ignore the role of proper facilities and equipment. School officials and instructors should base equipment selection on the following: (a) quality and safety (b) goals of physical

education and athletics (c) participants interests, age, sex, skills, and limitations (d) trends in athletic equipment and uniforms. Knowledgeable personnel should select equipment, keeping in mind continuous service and replacement considerations (i.e. what's best in year of selection may not be best the following year). One final consideration is the possibility of reconditioning versus the purchase of new equipment.

Additional Guidelines for Selection of Equipment

- follow purchasing policies
- relate purchasing to program, budget, and finances
- consider maintenance
- abide by legal regulations
- recognize administrative considerations (good working relationship at all personnel levels)
- determine best value for money spent
- ensure that participants have own equipment and supplies when necessary
- purchase from reputable manufacturers and distributors
- follow competitive purchasing regulations
- use school forms with clearly identified brand, trademark, and catalog specifications

Equipment Maintenance Procedures

- inspect supplies and equipment upon arrival
- label supplies and equipment with organization's identification
- have policies for issuing and returning supplies and equipment
- keep equipment in perfect operating condition
- store properly
- properly clean and care for equipment (including garments).

Facility Selection Considerations

- bond issues for construction
- availability to girls, women, minorities, and the handicapped
- energy costs and conservation
- community involvement
- convertibility (movable walls/partitions)
- environment must be safe, attractive, clean, comfortable, practical, and adaptable to individual needs
- compliance with public health codes
- effective disease control.

Facility Maintenance Procedures

- custodial staff, participants, and the physical education and athletic staffs must work together to properly maintain facility
- for pool's, water temperature, hydrogen ion concentration, and chlorine need daily monitoring
- gymnasium play areas must be free from dust and dirt
- showers and drying areas need daily cleaning and disinfecting
- participants' clothing should meet health standards to prevent odor and bacterial growth
- outdoor playing fields must be clear of rocks and free of holes and uneven surfaces
- disinfect and clean drinking fountains, sinks, urinals, and toilets on a daily
- air out and sanitize lockers frequently.

Procedures for maintaining a safe physical education environment and conclusion

Emergency Action Plans

The first step in establishing a safe physical education environment is creating an Emergency Action Plan (EAP). The formation of a well-planned EAP can make a significant difference in the outcome of any injury situation.

Components of an Emergency Action Plan

To ensure the safety of students during physical activity, an EAP should be easily comprehensible yet detailed enough to facilitate prompt, thorough action.

Communication; Instructors should communicate rules and expectations clearly to the students. This information should include pre-participation guidelines, emergency procedures, and proper game etiquette. Instructors should collect emergency information sheets from the staff at the start of each school year. First-aid kits, facility maps, and incident report forms should also be readily available. Open communication between students and teachers is essential. Creating a positive environment within the classroom allows students to feel comfortable enough to approach an adult/teacher if she feels she has sustained a potential injury.

At the start of each school year, every student should undergo a preparticipation physical examination. This allows a teacher to recognize the "high-risk" students before the activity commences. The teacher should also take note of any student that requires any form of medical or special care. When a teacher is aware of his/her students' conditions, the learning environment is a lot safer.

Facilities and Equipment

It is the responsibility of the teacher and the school district to provide a safe environment, playing area, and equipment for students. Instructors and maintenance staff should regularly inspect school facilities to confirm that the equipment and location is adequate and safe for student use.

First Aid Equipment

It is essential to have a properly stocked first aid kit in an easily reachable location. Instructors may need to include asthma inhalers and special care items to meet the specific needs of certain students. Instructors should clearly mark these special care items to avoid a potentially harmful mix-up.

Implementing the Emergency Plan

The main thing to keep in mind when implementing an EAP is to remain calm. Maintaining a sufficient level of control and activating appropriate medical assistance will facilitate the process and will leave less room for error.

Conclusion

Today we have discussed a lot about class management system. I hope this information would be useful to you all. Thank you so much for watching.