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Lecture Title

Command Method of Physical Education - Part II

Style-Specific Comments

Since each behavior represents a different teacher–learner decision relationship, a different reality emerges with the use of a given style. Each behavior has its own dos and don'ts, its own occurrences, and its own potential difficulties. Awareness of these reality aspects helps to develop insights into the style's essence and contributions, as well as preventing mishaps that might reduce the possibility of reaching the objectives. The following section offers some style-specific comments regarding episodes in the Command style.

The teacher must be aware of the sensitive nature of the Command style. This relationship of one person making all the decisions for others must be used with full consideration of the emotional state of the learner, the learner's capacity to respond, and the nature and purpose of the task. Young children, for example, enjoy many Command style activities, such as Simon says, mirroring actions, and follow the leader. All represent imitating behaviors. Emulating, repeating, copying, and responding to directions are necessary activities for young children. Learning to do a task is a part of growing and of becoming socialized into a group. Responding to directions is an important behavior for young children. Feeling a sense of accomplishment, rather than just the act of responding, is the primary motivator for learners of any age group in the Command style.

Adults participate in Command style activities for two primary reasons:

personal development and/or participation in a subculture's activities or rituals. An example of such an experience is step or dance aerobic sessions. These illustrate all the components and objectives of the Command style—high time-on-task, repetition, high degree of uniformity, precision, and safety. It is reasonable to assume that the primary purpose for participating in step or dance aerobics is not these components, but the sense of development (fitness, being in shape, losing weight) conveyed to participants. Command style experiences will best accomplish this goal. An equally powerful reason for participating in an aerobics class is the sense of participation in a socially accepted environment and activity. Another example of a Command

style experience is karate, primarily the training aspect. Many of the participants in these activities accept not only the Command style behaviors, but the manners and rituals that may not have been part of their culture or personal conduct. A third type of experience includes high-risk sports. Acquiring some of the necessary skills requires Command style relationships and discipline. When safety is paramount, Command style behavior relationship is mandatory during training and often during the experience itself. In activities such as parachuting, mountaineering, and scuba diving, Command style episodes focus on the particular physical responses and the appropriate, precise use of equipment and accessories. In addition, controlled episodes are designed to teach deliberate management of stress and panic. Only when these aspects are learned and integrated (mostly by Command style experiences) can participants move on to the real experience of participating in and enjoying the sport.

Cultural/aesthetic experiences represent a fourth type of Command style activity. The Command style is often used to teach dance techniques. Examples can be found in ballet, certain aspects of modern dance, and in folk dance. In these diverse forms of dance, precise performance and adherence to a predetermined model are both important. The dance forms themselves project aesthetic values and the continuity of cultural standards. The fifth type represents some of the competitive experiences in sports. Synchronized swimming may represent the epitome of the Command style because of its high-level precision, synchronization, and projection of a particular set of aesthetic values. The compulsory part of competitive gymnastics is another example, and rowing cannot be successful without maximum synchronization and precision. It is fascinating to realize that activities so diverse in structure and purpose share the same teaching–learning process or teaching behavior—the Command style.

The teacher must be aware that the Command style is only one of the options in human interaction; to realize the maximum benefits of this style, an integration of several elements must be present when this behavior is in process. Some of these elements are: selection of the subject matter, time-on task, logistical accommodations, appropriate feedback, and an appropriate affective relationship with the learner. Style A must not be perceived as the “time-efficient style,” or the “strict” style. Style A is a combination of all the dimensions just cited. The skilled teacher who also cares for the learners can elevate this relationship to a level of mutual respect and emotional comfort. The teacher must be aware of the emotional context of this behavior. There are at least two possibilities that can develop. One is the abuse of power by the teacher, who may use this behavior for control and reprimand purposes. (When we reprimand someone, we usually take away decisions.) When this kind of teaching behavior prevails, negative feelings often result and the learner will reject the teaching style, the teacher, and the subject matter. The second possibility is that the teacher will use the Command style with affection, charm, and care. The Command style does not mean “being mean”; this behavior can be used to motivate learners, elevate their self-concept, and develop esprit de corps. Common Pitfalls to Avoid When an episode in the Command style is not reaching its objectives, it may be due to one or more of the following:

1. Excessive amount of teacher-talk and too little time for the learners' active participation.
2. The class is not synchronized in the performance of the movements. The teacher needs to examine the pace and rhythm speed (too fast or too slow).
3. The teacher is giving annoying or overlapping command signals. Loud or continuous repetition of a signal, or a signal inappropriate to the task can be counterproductive and even cause discomfort. Overlapping or unclear signals confuse time decisions—starting, pace and rhythm, and stopping. The teacher should consider alternative signals.
4. Excessive repetition of the same task may cause boredom, fatigue, or both. Learners need to feel challenged and satisfied that they have learned something from this behavior.
5. Stopping the action of the entire class because one or two learners are having difficulty stops the flow of the activity and diverts the class's attention to the inadequacies of the individuals.
6. The teacher stays only in one spot. In this behavior, the teacher does not have to stay in one fixed position when conducting the episode. Moving about (using rhythm-support techniques other than counting) provides the teacher an opportunity for individual and private feedback without stopping the action.

The Developmental Channels

The importance of the Developmental Channels must not be overlooked. They are the source from which teaching–learning derives its meaning, and the tools from which diversity and variability are created. Each landmark style is defined by decisions that focus on specific objectives (attributes along the Developmental Channels). Each learner has the opportunity to make the decisions and develop the attributes (objectives) of the landmark styles.

It is possible to alter the developmental emphasis (the attributes), without changing the decision distribution of the landmark style. When the emphasis shifts, a design variation is created that offers learning experiences in attributes that expand the landmark style. Design variations are created when attributes on the different Developmental Channels are emphasized and the decision distribution remains consistent with the specific style.² The possible design variations within each landmark style are infinite. For example, using the criterion of social involvement, the examples provided to illustrate the landmark Command style have not focused on the social channel or on any of the attributes within this channel; therefore, learners are minimally involved in any specific social involvement attributes (Figure 6.6). However, it is possible to emphasize specific social attributes while participating in the Command style. As long as the decision distribution remains that of the Command style, task variations that emphasize social interplay still represent this style. Choreographed teamed dance routines— ballroom, folk, modern dancing—are examples. Movements in calisthenics that require synchronization and teamwork in a “cued” performance also represent the Command style with a social emphasis. Review the

list of examples at the beginning of the chapter for the ones that emphasize social responsibility and respect, while highlighting individual precision performance. The tasks and the developmental channel selected for Command style episodes can reinforce an individual experience, or a group experience that does not emphasize social interplay, or it can elicit a highly dependent social structure. The developmental channel emphasis within the decision structure pinpoints the focus of the learning experience as it relates to the subject matter. Likewise, design variations that emphasize attributes along the emotional, ethical, or cognitive channels can be designed using the Command style decision distribution. The idea of design variations within a style provides an expanded view of each style and it offers more possibilities for creating a variety of learning experiences within each style.

Notice that when attributes on the social channel are emphasized, attributes along the emotional, cognitive, and ethical channels are also activated. These attributes are reinforced within the decision distribution of the Command style. This social, emotional, cognitive, and ethical learning focus is different from a social experience that uses a different teaching style. The learning focus is the result of the interplay between the teaching style and the attributes that are emphasized on the Developmental Channels and their influence on the task expectations.

Design Variations

Each landmark behavior identifies a set of objectives that learners can accomplish in a specific decision configuration. That statement does not imply that there is a single desired image to each style. When a teaching style becomes fixed in its implementation image, it means that the attributes emphasized on the various Developmental Channels are the same in all or most episodes. Expectations about the kind of tasks selected and the performance/practice involvement are predictable and fixed. In some specific situations this single image may be desirable; however, in the gymnasium/classroom such experiences limit accomplishing a wide set of educational objectives. When teachers design variations within the same teaching style, by emphasizing various attributes on the Developmental Channels, they offer their students a variety of learning opportunities. Learning to design variations using the same teaching style requires making a decision about the focus/the objectives (the attributes on the Developmental Channel) that will complement the task, while retaining the decision distribution of the landmark style. Design variations within the Command style can emphasize any current issue. For example, if character education is the developmental criterion, how could a teaching-learning episode in physical education be designed in the Command style to emphasize attributes in character education?

To design episodes with this focus, decisions would need to be made about the physical task, the specific attributes in character education, and about the Developmental Channels to be emphasized in the task. Indeed, the possibilities for learners to experience various attributes in character education while performing physical tasks and participating in the objectives of the Command style are plentiful.

Designing a task from a specific developmental emphasis, rather than just selecting a physical activity, moves episodes, lessons, and unit designs to a different developmental level. Such learning experiences emphasize human attributes; they become associated with human qualities rather than just the content or the specific task. Let's use the parachute in a classroom example. Many of the tasks using the parachute in physical education require the Command style. Learners, working as a group, are expected to physically move in a synchronized behavior (often to the signals of the teacher or music). Some physical activities include:

- Lifting and lowering the parachute
- Shaking the chute
- Having a designated learner run under or around the chute
- Running to the center, then back
- Practicing curls

All of these activities focus completely on the physical channel with no connection to any other attributes on other developmental channels. It is possible to make generalized assumptions about the effect of the first set of tasks on the development of the learners in each channel. However, it would be incorrect to say that because the learners were in a group, socialization was being developed. Nor that, because the learners had to be aware of those beside them, they were developing ethical consideration for others. Such objectives are neither substantiated nor emphasized in the task directions; therefore, it is presumptuous to assume that they are being experienced or developed.

Let's add a different learning focus to the task "Run to the center then back." Calling out the task—run to the center then back—generally leads to a collision. Because the task emphasis is on physical participation, without mention of any attributes, the learners have the choice to bombard one another. It's fun! It's physical. It's active. However, if the teacher wanted to add a specific human attribute (self-control) to this task, the teacher could say, "Without invading the space of others, now, let's run to the center and maintain our own self-space." Give the concrete example of skydiving. "When skydivers jump, they have to be very careful not to get too close to others to avoid entangling the parachutes. This time, as you run to the center, maintain self-space." This task can be made more challenging, in the same attribute of physical self-control. Have the learners move in a circle and on signal move to the center while continuing to walk, skip, run forward—all without touching. Using the parachute as a tool and movement as the form, human attributes among the Developmental Channels can be emphasized in tasks.

This example emphasizes the human attribute of physical restraint (not colliding with others). This same task could be modified to incorporate specific social, emotional, or ethical attributes. The decision distribution of the Command style, the first landmark teacher–learner relationship,

creates a set of learning objectives that is essential for all students to experience. When teachers design experiences that emphasize a variety of attributes along the Developmental Channels, they create enriching experiences that can foster goals in both physical education and character development.

Introduction

Hello and welcome to yet another module on physical education today we are continuing the discussion on command method. now Style-Specific Comments:

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Pitfalls and important areas

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Summary

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the learner will reject the teaching style, the teacher, and the subject matter. The second possibility is that the teacher will use the Command style with affection, charm, and care. The Command style or method does not mean “being mean”; this behavior can be used to motivate learners, elevate their self-concept, and develop esprit de corps.

So today we have discussed essential points of the command method in physical education I sincerely hope that the inputs given in this module will be of some use to all of you. thank you so much for watching.