

**Course Name: Bachelor of Physical Education**  
**Year - IInd (Part-1)**  
**Paper Name - Methods of Physical Education**  
**Topic Name - Methods of Teaching**  
**Topic No. - Section – A (2)**  
**Paper No. - IIIrd**  
**Lecture No. - 4**

### **Lecture Title**

### **Command Method of Physical Education - Part II**

### **FAQ's**

#### **Q-1 Which are the necessary activities for young children?**

**Ans-** . Emulating, repeating, copying, and responding to directions are necessary activities for young children.

#### **Q-2 What cultural /aesthetic experience represents command style activities?**

**Ans-2** 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 of a predetermined model are both important. The dance forms themselves project aesthetic values and the continuity of cultural standards

#### **Q-3 What are developmental channels?**

**Ans-** 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.

#### **Q-4 Which activities focus completely on the physical channel**

**Ans-** Lifting and lowering the parachute, Shaking the chute, having a designated learner run under or around the chute, running to the center, then back and practicing curls

#### **Q-5 How designing a task is different from a specific developmental emphasis?**

**Ans-** 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.