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Lecture Title

Planning the Teaching and Learning Process

Introduction

Hello and Welcome to yet another module on Physical education. Today we will be talking about planning the teaching process. That is before you go for teaching you have to have a solid plan on your hand and there are various methods for it.

Planning work is one of the most essential parts of any kind of work if reasonable progress is to be achieved. When planning, no matter whether a single lesson or a unit of lessons, the teacher will have to undertake four major tasks:

1. Decide on the learning objectives and outcomes.
2. Select appropriate teaching approach (method, content, teaching styles, class management issues and suitable teaching activities to cover both inner and cross curricular objective).
3. Prepare a lesson plan (for the size and age of the class, with suitable size and number of the resources/equipment).
4. Decide on the assessment (introducing criteria, monitoring progress and developing tools for evaluation all leading to developing pupil's sense of self-control and self-evaluation, but also their self-esteem).

2. Objectives and The Balance

Obviously, while planning the process of physical education lessons, the teacher has to consider such aspects as aims, objectives and teaching methods as well as forms of classroom

management and the most appropriate forms of assessment. The lesson plan must be an integral part of the unit of work and of an overall semester working scheme. In order to maintain some continuity it must include (refer to) the pupil's previous educational experiences and prior knowledge. As the unit of work (the sequences of the subsequent lessons) progresses, the complexity and practicality of the activities that pupils learn, needs to be increased although it should be still be adapted to suit their ability, age category, size of the class or even cultural and social backgrounds.

Understanding the importance of cross-curricular objectives and the balance between the complexity and practicality of the teaching materials seems to be the fundamental factor affecting the long term effectiveness of the educational process. Contrary misconduct of professional preparation may lead to accidents, misbehaviour of pupils or at the very least, may lead a to waste of time and illusive gains in terms of education or sports/health-related skills or knowledge. Therefore, Physical Education teachers need to be well prepared before they begin planning the process of teaching. There is certain information which the teacher must be aware of prior to the lesson. This includes the class (year/size/gender), consecutive lesson number in the unit of work, equipment required for activity (practical) and resources/materials worksheets for in class and/or homework tasks as well as special safety requirements. After considering this general information, every teacher needs to consider the lesson aims, lesson objectives, relevant links with the national curriculum attainment targets and cross-curricular links based on previous experiences. The way these pieces of information are organized will differ according to the individual national requirement.

When planning a lesson, the teacher needs to have clear and concise aims and objectives for the pupils. These aims and objectives should interrelate with the content of the lesson in that the skills that they are teaching the pupils combine with the objectives so that pupils are able to identify the learning outcomes at the end of the lesson and state whether or not they have been successful in achieving all the aims and objective given to them from the start of the lesson. Therefore it is important to make sure what will be emphasized in the lesson.

Siedentop [1989] has found that teachers who emphasize subject matter in their planning tend to pose more questions, teachers who used objectives in the planning seemed to display more goal-setting behaviours, and teachers who refer to pupils when planning prior to and in adaptation of, lessons appeared to show more concern for pupils they taught.

For the precision of planning it has to be clarified that aims provide overall purpose and direction (more general intentions) for the National Curriculum and for the subject. Thus, these are more general aims and need to be broken down into operational segments with more specific focus. These will be called objectives for units of work (which define the end product of the unit) and learning outcomes for individual lessons (identify what pupils should achieve in a particular lesson). The example of an aim for the school physical education department will be to initiate pupils into playing invasion games. An objective of a unit pupils are able to play a 6 v 6 football match and a learning outcome of the lesson pupils understand and can demonstrate the roles of attack and defence in a 6 v 6 situation in football. The abovementioned aims are statements of the intended goals and answer the question Why? In this case the answer could be (and should be) to achieve the objective of developing teamwork. But for the subject to become more interdisciplinary (and thus more educationally valuable within other school subjects) aims should be addressing cross-curricular elements such as: promoting citizenship, teamwork, creativity, critical and analytical thinking, communication and leadership as well as other social aims including developing self-esteem, empathy and respect to all and improving attitudes to learning and behaviour. But to achieve such aims, teachers need to plan their work, remembering that physical and motor skills learning does not happen through automatically delivering development of any broader aims.

Objectives are more specific purposes and intentions; building blocks which put together results in achievement of the aims. These come as Intended Learning Outcomes (ILO) planned to be achieved in a particular lesson. They differ from education, to school, to curriculum, to subject and shape the final selection of the tasks for each individual lesson and for each individual group.

3. Schemas, Units of Work and Single Lessons

In their teaching, Physical Education teachers usually worry about covering the national curriculum. This is combined with strong administrative expectations to cover the curriculum emphasized by the school authorities (e.g., head teachers, Physical Education department heads). However, national curricula usually offer the absolute minimum to make sure that the minimal objectives are followed in schools across the country and that the fundamental needs of the pupils are being met. But national curricula in different countries do not limit the

contents nor the teaching strategies. In fact there may be more paths that lead to meeting the same objectives (especially with skilful, and pedagogically autonomous and experienced, teachers) and they will differ within the teaching units and even from lesson to lesson, where separate lesson plans are needed for each class and it will be at the teacher's discretion to adapt to match the individuals, whether they be a beginner or an advanced in a particular skill or sport. If pupils find a technique too easy then the teacher can increase the distance or have them increase the speed at which the task is being carried out. This will hopefully help with continuity and progression of the skills (whether it be sport skills, moral/social skills or skills concerning motor development).

Good planning enables pupils (and reassures teachers) to visualize the lesson scenario in a structured and detailed way. It allows preparation and re-consideration in advance of every step and phase of the lesson, which smoothens the flow and helps both parties focus on achieving the objectives and learning outcomes. Furthermore, lesson plans are also useful after the lesson as they provide a record of progress and can be referred to in order to estimate the outcomes and the size of the effects. However, to be able to assess the pupils progress, the teacher needs to develop evaluation strategies prior to the lesson and has to make them clear to the pupils beforehand. It also provides pupils with a sense of direction and helps to emphasise the inner and cross-curricular links, providing the teacher has interwoven them into his/her planning and they are aware of the links. It is the lack of planning which contributes to the unsatisfactory status of physical education in schools (and stereotypes associated with this profession) discussed in a world-wide context by Hardmann and Marshall [1999], but also activities devoted to performance, the shaping of the body and working on fitness with its endless measuring do not help to elevate the status of physical education in public minds.

Therefore, changing the present situation requires actions at multiple levels. To combat the low status situation of physical education and physical activity Dauer and Pangrazi have given some guidelines, which should be considered when planning any change:

- 1) current educational and sociological trends,
- 2) rationale for the program,
- 3) guidelines for program planning,
- 4) organization for the effective teaching,

- 5) basis of movement learning and education,
- 6) guiding the learning process,
- 7) teaching styles, lesson planning and introductory activity,
- 8) implementation of physical fitness in the program,
- 9) postural consideration,
- 10) perceptual-motor competency,
- 11) creative play-story games and dramatic plays,
- 12) manipulative and apparatus activities,
- 13) stunts and tumbling,
- 14) combative classroom and game-type activities,
- 15) integration with other subjects,
- 16) general consideration of sport activities such as basketball, football, hockey, soccer, softball, track and field and volleyball,
- 17) facilities and equipment.

These guidelines contain extensive coverage of activity sequences, particularly those that incorporate perceptual-motor concepts, principles and activities into regular program activities. Despite these generic guidelines, some actions need to be undertaken at the roots of teaching. Changes will have to be aimed at alternating the existing routine. Brady found in his research that when a task is practised repetitively, skill acquisition is enhanced, though one has to remember that repetition of the same task over and over again in a command-like teaching style is reminiscent of a drill and this can be monotonous and de-motivating. As Bernstein suggested in his theory of motor learning, differentiation of the complexity, as well as the change of the context, should be the main areas of concern for the teacher while planning the teaching process. An understanding of the balance between complexity and practicality, as well as the teacher-to-pupil ratio of time spent on a task, is not an easy task and comes from years of teaching and gaining more experience and expertise.

When a pupil performs a motor skill, the performance-related information needed, is typically available from two sources: task-intrinsic feedback and augmented feedback. Task-intrinsic feedback comes from the learner sensors as a natural consequence of any movement. It can be received from sources both outside the body through such senses such as vision and audition (exteroception), and inside the body from proprioceptive sources such as the muscles or joints. This kind of feedback is certainly one of the earliest and the most important

for developing movement competence. But recently, more and more emphasis has been laid on the role of the social context of learning and therefore augmented feedback becomes highlighted as a vital source of influence in motor skills, but also other movement-related skills learning. Typically, augmented feedback is delivered to a pupil after the task is finished and it acts as a supplement to naturally occurring intrinsic information. The most commonly used types of feedback are knowledge of performance (KP), which informs the pupils of the quality of their movement in performing a motor task (e.g. as your follow through was good on your forehand shot) and knowledge of results (KR), which is augmented feedback that tells the learner what success they had in performing a motor task, it gives specific information to the learner (e.g., such as the ball was in on the last serve). The latter method of augmented feedback (KR) helps to serve the naturally occurring reference of correctness, which is produced by the learners intrinsic information sources. The problem with teaching physical movements in schools is that it reduces the level of teaching to merely confirming KP and KR information which the learners would have otherwise already acquired through their intrinsic sources. As this internal information arrives in our brain first, this makes teachers comments redundant in influencing the learner's perception and motivation and thus do assist in producing long-term and firm attitudes. Therefore nowadays, finding a way to influence the learner's perception through sequence of pedagogical activities enhanced by socially and morally granted tasks and designed for and in physical setting contexts, should become the fundamental principle of teaching at all levels.

The cyclical nature of the education process is presented in the model underneath including diagnosis, lesson planning, teaching and evaluating of the outcomes. This cycle should be maintained throughout the school year as well as in every single lesson.

4. Objectives

Teachers in their work are supposed to produce work schemes, unit plans and lesson plans, which all contain specific objectives and timelines among which, lesson plans are most flexible and fluid as they are supposed to cater to pupils individual needs on a daily basis, whereas units and schemes give more of a route to go along. Therefore, in lesson planning, different teaching styles and varied activities are vital. Some teachers tend to use a trial and error approach, but it can only be helpful if it is planned and organized well and not used too

often. When this happens due to the teacher's lack of preparation it actually may bring more hazard and risk involving unexpected situations, something which the teacher can not foresee. But even this method may be tried out with different teaching styles to find out which style suits a particular teacher the most (as long as they are aware and are experimenting with different teaching styles, not just the command or practice ones). Before deciding on the more detailed aspects of teaching/learning process, each physical education teacher has to decide on the teaching models to be used (sports model, motor learning/ecological task analysis model or health(a)ware model) and only she/he can they sufficiently employ one (or a combination) of the models into their planning. Whatever, physical education model they decide to use in their teaching, it is advisable to follow the consecutive phases increasing the efficiency in all working environments. However, the teacher has to recognize the situation first (carry out a diagnosis) and only after having gathered information about the context of teaching, may they plan and execute the realization of the process and finally assess its effectiveness (assess the progress gained in the evaluation phase).

5. Conclusion

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So in this episode we have discussed about the very basic structure or the techniques of how to start planning for your teaching process. I hope the information provided was of some use to all of you. Thank you so much for watching.