

2017

Sport Curriculum Afghanistan

A Practical Guide to Inclusive, Child-Centred Education in Sports



Curriculum development is a key area being addressed by German development cooperation in Afghanistan. On behalf of the German Federal Ministry for Economic Cooperation and Development (BMZ), the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH runs the 'Basic Education Programme for Afghanistan' (BEPA), which aims to improve the quality of education. In 2017 BEPA developed a training course for primary school teachers at Afghanistan's teacher training colleges. The sector programme 'Sport for Development' contributed to this course by developing the present 'Practical Guide to Inclusive, Child-Centred Education in Sport'.

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Unit 1 Classroom Management

Resource 1A: Safety

How to keep sessions safe: In sport, accidents do sometimes happen, and teachers have a responsibility to try to stop them occurring. Sessions should start with a warm-up and finish with a cool-down to reduce the risk of injury. The following list shows you examples of safety aspects that you should consider at all times throughout the planning phase. You should check:

1. for obstacles or potential hazards, for example dangerous surfaces
2. whether there is enough playing area for the number of children in the group
3. that any equipment needed for the session is in safe working order
4. the location of medical aids for example first aid kit, water, the nearest medical adviser/official, clinic/health centre or first aid worker.
5. if any students have a specific medical condition, for example epilepsy, diabetes
6. safe drinking water is available
7. activities are managed, controlled and officiated properly
8. students should not dehydrate, look out for signs of faintness

One of the most common hazards in sport is people colliding with each other, particularly with large numbers and activities that involve running and chasing. You will find it helpful in many activities you teach to use grids. A grid is a playing area that is sectioned off by using four markers, one in each corner. You can give groups of students their own area in which to do activities but ensure that everyone stays within their own grid. This helps to use space efficiently and prevent students colliding with each other.

Resource 1B: Create a climate for learning

Teachers need to be positive and have a great attitude and BELIEVE in what he/she is teaching to keep children motivated. The most widespread classroom management is nagging children. It is also the least effective method of communication.

Here are a few strategies teachers can take to promote effective classroom management.

1. Develop a set of written expectations you can live with and enforce.
2. Be consistent. Be consistent. Be consistent.
3. Be patient with yourself and with your students.
4. Don't talk too much. Use the first 15 minutes of class for lectures or presentations, then get the kids working.
5. Break the class period into two or three different activities.
6. Begin at the very beginning of each class period and end at the very end.
7. Don't roll call at the beginning. Take the roll with your seating chart while students are working.

8. Keep all students actively involved. For example, while a student does a demonstration, involve the other students in evaluating it. If children are for whatever reason waiting, they should be running on the spot or doing another similar activity to ensure they are engaged in the lesson.
9. Discipline individual students quietly and privately. Never engage in a disciplinary conversation across the room.
10. Keep your sense of perspective and your sense of humour.

Resource 1C: Classroom Control and Communication Techniques

Here are a few techniques to manage your classroom:

1. Responder Calls with Hand Signals – You say X they say Y:
 - “All on board —>Aye aye captain” (Kids salute)
 - “Ready to rock —> Ready to roll!” (Kids fist pump)
 - “Are you ready —>I was born ready!” (Kids karate pose)
2. Make Some NEW Noise - Novelty successfully captures young students’ attention, such as the sound of a wind chime or rain stick. Do you play an instrument? If so, that’s awesome! Surprise your class by playing an instrument, and change songs and melodies from time to time!
3. Animal Sounds – researchers demonstrate that the use of an animal encourages positive learning interactions. The teacher says the name of an animal (or shows a picture) and students respond with the matching sound, “An elephant does what? A hyena does what? A Whale does what (that’s right, get creative with you animal calls)!”
4. Counting - The ‘Give Me Five’ Technique - Harry K. Wong, the author of ‘The First Days of School: How to Be an Effective Teacher,’ coined this technique. The teacher raises his/her hands and the class follows. As each finger is lifted everyone says:
 - Eyes — look
 - Ears — listen
 - Mouth — closed
 - Hands — still
 - Feet — quiet.
5. Hold up your hand and say, "Give Me Five." The children put their hands in the air and shout "five!" As they count down to one, they get progressively quieter until "one" is said in a whisper. Or, after saying, "Give me five," everyone puts their hand in the air and counts loudly using their fingers from 1 to 5.
6. Water and Ice -Teach the difference between flowing water and stiff ice. When you say “Make a Wave,” have the students wave their hands and flow like water... When you say, “Turn to Ice”- they should sit at their desks, still like ice cubes and look up.
7. The Clap routine - Clap your hands and in a normal tone of voice say, “Clap once if you can hear me.” Those students who hear you will clap. Then say, “Clap twice if you can hear me.” More kids respond with two claps. Go on to 3,4,5... By this time you should have the attention of your students.

8. Simon Says – Teacher says, “touch your nose,” “pat your head,” or “point to the teacher” (Instructing students to use their hands gets them to drop the objects they are holding and focus).
9. Whisper Instructions – (especially strange instructions) The kids in the front will start to follow and the others will try and figure out what you’re saying and what their classmates are doing.
10. Target Word -Have the students pick a word that’s related to what they’re doing. Some examples include freeze, run, or kick. When you say the word, the children should stop and wait for directions

TEG 01 Classroom Management

Session 1:

Classroom Management (90 Min)

Objectives:	By the end of the session the participants will be able to keep discipline in a large group of playing children.
Overview:	<p>PART A</p> <p>Outline of risks to health and safety within a classroom, yard or gymnasium environment during a PE lesson. Outline of expectations of teacher and pupil, communication and approaches to maintaining adequate control of a class in a physically active setting.</p> <p>PART B</p> <p>ST practice with groups of young pupils to control the group in a motivating way, ST learns and demonstrates techniques to organise children, making lines, circles etc.</p>
Materials:	
Resources:	<ul style="list-style-type: none"> • Resource 1A Safety • Resource 1B Create a Climate for Learning • Resource 1C Classroom Control and Communication Technique
Equipment:	none

Part A: Introduction to Classroom Management (60 Min)

Step 1: 10 Minutes

Give a brief introduction to the course, outlining:

- Goals of the course- by the end of this course, student teachers will be able to:
 - plan participatory sports lesson including breaking their lessons down into reasonable steps
 - plan well-structured sport activities for students grades 1-3 in a given school year
 - demonstrate an understanding of theories of how children learn to move and how they apply to young learners
 - demonstrate the basic motor skills of throwing and catching, kicking and striking with a stick in a practical way so students can follow these demonstrations and perform them
 - explain the importance of movement and play for children's development
 - plan lessons that activate all children and include different levels of ability
 - demonstrate active learning strategies where all children participate
- Structure of the course
- Credits available
- Structure of worksheets and resources and importance of keeping them safe in one place
- Answer any questions arising about the course structure

Step 2: 20 Minutes

Hand out resource 1A Safety and outline key factors to be aware of in order to run safe and effective PE lessons, using the current environment as an example, with the participants standing in as children. Identify the points outlined below with respect to the current environment, for example, is there safe drinking water available currently in the room? Where is the nearest tap? Use participants as stand-ins for children in the classroom

1. Obstacles or potential hazards, for example dangerous surfaces.
2. There should be enough playing space for the number of children in the group- if not the games and activities must be adapted.
3. Any equipment needed for the session should be in safe working order
4. The location of medical aids for example first aid kit, water, the nearest medical adviser/official, clinic/health centre or first aid worker should be known to the teacher.
5. Any specific medical condition of the students should be known to the teacher, for example epilepsy or diabetes.
6. Safe drinking water must be available
7. Activities are managed, controlled and officiated properly
8. Students should not dehydrate, look out for signs of faintness

Step 3: 20 Minutes

Hand out Resource 1B, *Creating a Climate for Learning*, and outline key tips for successful lesson management and communication. Participants make notes and ask questions based on previous experience.

1. Develop a set of written expectations you can live with and enforce.
2. Be consistent. Be consistent. Be consistent.
3. Be patient with yourself and with your students.
4. Don't talk too much. Use the first 15 minutes of class for lectures or presentations, then get the kids working.
5. Break the class period into two or three different activities.
6. Begin at the very beginning of each class period and end at the very end.
7. Don't roll call. Take the roll with your seating chart while students are working.
8. Keep all students actively involved. For example, while a student does a demonstration, involve the other students in evaluating it.
9. Discipline individual students quietly and privately. Never engage in a disciplinary conversation across the room.
10. Keep your sense of perspective and your sense of humour.

Step 4: 20 Minutes

Hand out Resource 1C, *Classroom Control and Communication Techniques*, and read through and explain the nine techniques with participants. Once all techniques have been explained, ask the group the following questions:

- Which of these are new for them?
- Which of these do they think would work well?
- Which of these are they not so sure of?
- Which is their favourite technique?
- What other techniques do they know to effectively lead classes and communicate with students?

Participants make notes during explanation of techniques and discussion of questions, and discuss previous experiences and challenges.

Part B: Practical Exercise (30 minutes)

Step 1: 30 minutes

STs practice with groups of young pupils if possible, otherwise within groups of STs, to lead the group. ST should be encouraged to make use of previous experience and resources when engaging with children, and should aim to try at least two of the techniques outlined.

With Children:

STs take it in turns to lead the children in simple physical movements and playing games. Every ST has the chance to lead the group (if there are many STs, the group must be split

into several smaller groups). Those leading try out at least two of the approaches from Resource 1C.

With STs:

Remove all chairs and tables from the centre of the room. STs are split up into manageable-sized groups. One ST is chosen to lead each group. All other STs role-play children, and must be lead in simple physical movements and games. The leader must try at least two of the techniques in Resource 1C to manage the class. Other STs act like children, are easily distracted and require direction.

All participants should have the chance to lead the group- if this is not possible due to the number of participants, groups of children or participants should be split up into several groups to allow all to try.

Participants reflect briefly on the success of the approaches in the class, comparing approaches that worked very well with those that work

Reading passages and content adapted from material on the following websites:

<http://teachermatters.com/classroom-management/>

<http://teachermatters.com/classroom-discipline/>

<http://www.footprintsrecruiting.com/teacher-community/blog/how-create-positive-learning-environment>

http://www.ausport.gov.au/participating/resources/coaches/tools/safety_and_ethics/Safety

<https://www.safekids.org/tip/sports-safety-tips>

<http://teachermatters.com/creating-a-discipline-plan/>

<http://teachermatters.com/understanding-behavioral-problems/>

Unit 2 Lesson Planning for PE

Resource 2A: Example Lesson Plan

Grade: 3	Venue: <i>Empty Classroom</i>	Date: 13.10.2016	Number of Pupils: 40
Class: 3b	Duration: 45 <i>minutes</i>	Session: 11	Equipment: 10 <i>tied up pieces of cloth, 20 scarves, chalk, tape or benches</i>
Motoric Skills Goals (e.g. Kicking, Striking, Throwing, Movement, Stretching, Rhythm)		<i>Dodging and catching with impediments, throwing, aiming, catching, strategy.</i>	
Psycho-Social Skills Goals (Teamwork, Leadership, Fair Play, Communication, Resilience, Self-Efficacy)		<i>Team-work, working with a partner, communication with a partner, fair play through adherence to the rules of the game.</i>	
Warm Up		<i>Begin with three stretches- Hamstrings, Quadriceps and Triceps. Play caterpillar tag for five to ten minutes- all children find partners and must hold hands with them throughout the game. One pair is designated as "it" and must try to touch the others- when touched they are frozen, and can only be unfrozen when another free pair touches them, at which point they join together to become a long chain. Play for a designated time period or until all players are frozen.</i>	
Activities/ Strategies	Teaching	<i>Clothball- children are put into groups of four. The room is divided into two with benches, tape or chalk on the floor. Within the groups they form pairs, each pair with a piece of cloth or scarf, each group of four with a small ball or balled-up scarf. The pairs face each other from opposite sides of the room- twenty on one side, twenty on the other, all in pairs and facing their opposition pair. The ball is caught and thrown in the scarf or cloth held between the pairs. Every time a pair manages to catch the ball and throw it back over the net, they receive a point. Stop the game three times to calculate points and award</i>	

	<i>the winning team. The team with the most wins after three games has won.</i>
Steps taken to Include all Pupils/ Motivation	<i>All children are moving at all points in the lesson. The focus is on partner-work so that all may play a significant role; attention is on the partner and the individual. Games may be adapted for children with difficulties with movement or sight- for example, attaching something to the ball that makes a noise, or requiring certain movements all children can perform during caterpillar tag.</i>
Cool Down	<i>Play "pass the squeeze"- all children stand in a circle with the teacher holding hands. The teacher squeezes the hand of the child next to them, who must then "pass the squeeze" on to the next in the circle, until it comes back to them. The teacher then breaks the circle and the child to their left must pass the squeeze back along the line. The squeeze is passed from the front to the back of the line as the line moves slowly around the room for 5 minutes.</i>
Safety Issues	<i>Care must be taken to warm up and cool down appropriately and to avoid all injury or damage to objects in the classroom</i>

Resource 2B: How to Plan a Lesson

Planning a sports session:

Why planning is important?

Good sessions in sport do not just happen; they require good planning and organisation. Good planning can make all the difference to the safety, enjoyment and success of a session. Planning is particularly important when you teach large groups, groups with varied abilities and ages, and students with whom you are not familiar. It is also vital if your access to resources, equipment and space is limited. Time invested in thorough planning is time well spent. It helps you make the most of your teaching time and prevents time being wasted on irrelevant activities.

How to plan:

The following session plans give you examples of how to plan a session. There is more to planning than writing a few ideas on a piece of paper. Students will be quick to notice if your sessions are poorly planned, and they will soon become bored. It is important you include variety in your sessions and split them into parts, for example warm-up 5 minutes, main content 20 minutes, cool-down 5 minutes. This helps you to plan time effectively and prevents important aspects of the session being missed due to lack of time. It is better to prepare too much rather than too little, providing you do not try to cram everything into one

session. Activities you do not use in one session can be used in others. Consider the following factors when planning your sessions.

- Who will be in the sessions?
- What are the session goals?
- How will the sessions begin?
- What activities should be included?
- How can the sessions be kept safe?
- How will the sessions end?

How to end the session:

At the end of the session, always try to recap on what your groups have achieved. This reinforces progress and learning. Being positive at the end of your sessions will help to encourage students to practise some of their skills and look forward to the next session. You should ask your groups to help you clear away any equipment. Encourage them to drink plenty of water after the session as the body loses a lot of fluid during exercise. To prevent muscle soreness and injury, your groups should cool down at the end of each session and you should allow some time (approximately 5 minutes) for this when you plan your sessions.

After the session:

One important stage often overlooked by teachers is evaluating a session or course of sessions. This is important because it forms the basis of future planning. It helps you to evaluate your progress as a teacher, as well as giving you feedback on the progress of your groups. Make notes as soon as possible after the session so that you have an accurate record. Your comments should include:

- what went well and why
- what went badly and why
- what improvements you can make to your sessions
- what changes you need to make to your next session, for example in terms of planning and equipment
- what the students enjoyed/disliked
- how the students behaved/responded/contributed
- how well the group achieved its objectives
- how individuals achieved their objectives; you should make a note of those who made good progress and those who need extra help.

Recording your thoughts on the plan will help you to remember the activities and goals of the session, and will be useful when you plan subsequent sessions.

Planning a series of sessions:

To help your groups progress their skills, there needs to be continuity and progression from session to session. Doing a great one-off session is of little use if you never revisit the work covered; the chances are your groups will forget most of what they learned. Revisiting has many advantages because:

- it reinforces what students already know and stops them from forgetting
- it gives students a chance to evaluate themselves on their progress
- if there is improvement, confidence is boosted
- if there is no improvement, it lets students know they need more help and to practice
- it gives you feedback on the effectiveness of your teaching
- it helps to clarify if students are ready to move on to the next stage or if they need more time on current activities
- students tend to appreciate a mixture of new challenges and going over familiar ground.

When you plan a course of sessions, for example over 6 weeks, you will have:

- individual session objectives, for example weekly
- mid-term objectives, for example after 3 weeks
- long-term objectives, for example after 6 weeks.

These objectives may have to be changed according to how quickly and effectively students learn. In order to keep objectives SMARTER, you need to revise them on a frequent basis. The session plans give you an example of how to progress from one session to the next.

Summary:

Those who fail to plan should prepare to fail.

Planning is an essential part of teaching sport. It is always better to prepare too much

Rather than too little; what is not needed immediately can always be used in another session. To help your groups progress their skills, it is vital that you think about what they are aiming to achieve. Once your goals are established, you can then plan your sessions accordingly and gather or make any necessary equipment. Regular evaluation will help you and those you teach to gain maximum satisfaction, fulfilment and enjoyment from the session

Worksheet 2A: Sample Lesson Plan

Grade:	Venue:	Date:	Number of Pupils:
Class:	Duration:	Session:	Equipment:
Motoric Skills Goals (e.g. Kicking, Striking, Throwing, Movement, Stretching, Rhythm)			
Psycho-Social Skills Goals			

(Teamwork, Leadership, Fair Play, Communication, Resilience, Self-Efficacy)	
Warm Up	
Activities/ Strategies	Teaching
Steps taken to Include all Pupils/ Motivation	
Cool Down	
Safety Issues	

TEG 02 Lesson Planning

Session 2:

Lesson Planning (90 Min)

Objectives:	By the end of the session the participants will be able to plan a child-centered PE lesson, which is inclusive, engaging and motivating.		
Overview:	<p>PART A</p> <p>Outline of important features of a PE lesson plan. In pairs STs develop one clear lesson plan and a draft overview of the school year for a grade 1-3 class (60 Minutes)</p> <p>PART B</p> <p>Discussion expectations of ability and achievement over grades 1-3.(30 Minutes)</p>		
Materials:	<ul style="list-style-type: none"> • TE Resources • Students' Workbook • Worksheet 2A Lesson Plan Format 		
Resources:	<ul style="list-style-type: none"> • Resource 2A • Resource 2B 	Example Lesson Plan	How to Plan a Lesson
Equipment:	None. Theoretical session takes place in a classroom		

Part A: Creating Lesson Plans (45 Min)

Step 1: 20 Min

Hand out two copies of worksheet 2A *Lesson Plan Format* and resources 2A *Example Lesson Plan* and 2B *How to Plan a Lesson*. Allow participants to read Worksheet 2A. Read through and explain the categories in the worksheet 2A:

- Motoric Skills Goals
- Psycho Social Skills Goals
- Warm Up
- Activities/Teaching Strategies
- Steps Taken to Include all Pupils/Motivation
- Cool Down
- Safety Issues

If there are questions or confusion, refer to resource 2A for examples of categories. Participants may read resource 2B for further advice on how to plan a successful PE lesson in their own time.

Step 2: 25 Min

Participants fill out worksheet 2A with support and feedback from the TE- at this stage there is likely to be little experience, particularly in sport activities, amongst the Participants. They should fill out a first draft to make sure that they have understood the concepts and in order to compare with later lesson plans. Ask participants to fill out one copy, and use the other to make notes on key ideas that they come across during the course. At the end of the course participants will be required to fill out a third version, on which they will be graded.

Part B: Discussion of Development Expectations in Grades 1-3 (45 Min)**Step 1: 20 Min**

Assign participants a grade by counting off 1-3, so that there is an equal number of participants assigned the grades 1-3. Participants create a brief plan based on current curriculum expectations and theories of child-development for one academic semester (four months of lessons, four lessons a month) for their grade, corresponding to the curriculum requirements. Plans should include weekly lessons, goals for the lesson both physical and social, be inclusive and realistic.

Step 2: 15 Min

In groups of three, each having written a plan for a different grade, participants compare their plans and ensure that they match up coherently- expectations of development are smooth rather than jumpy. Participants reflect on their draft lesson plans and their semester plans, discussing:

- What ideas they had for the lesson plan
- What worked well in the lesson plans
- What was difficult
- How well their semester plans worked together

Step 3: 10 Min

Representatives from each group report back to the class on their findings. Feedback is given by the TE.

Reading passages and content adapted from material on the following websites:

<http://www.sparkpe.org/physical-education/lesson-plans/elementary/>

<http://www.eslflow.com/sportlessonplans.html>

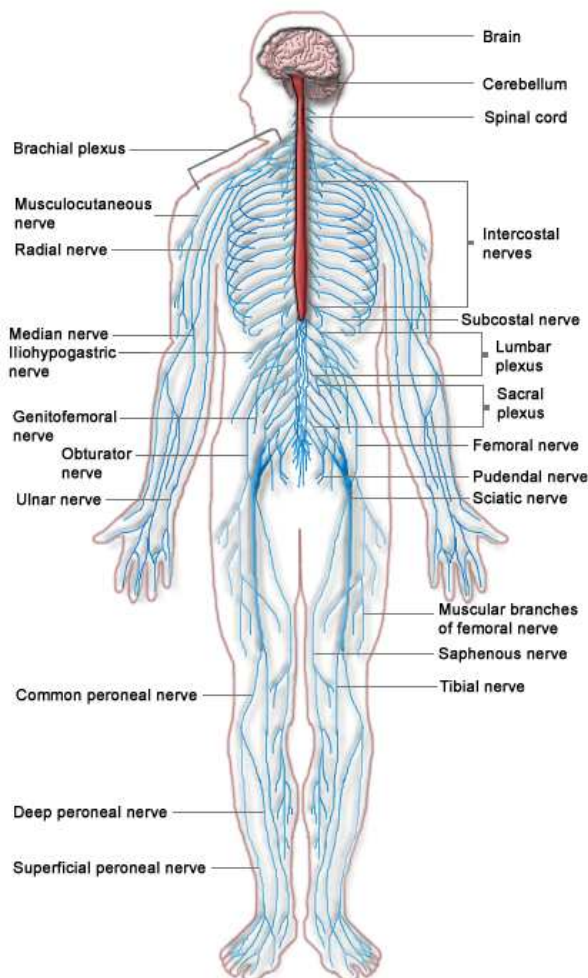
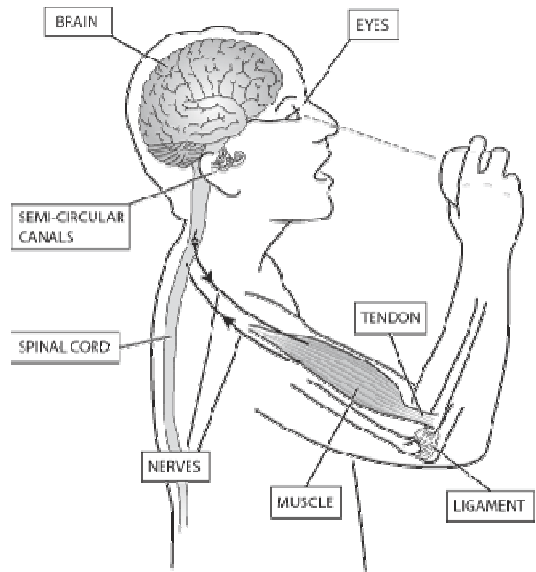
http://teachers.net/lessonplans/subjects/physical_education/

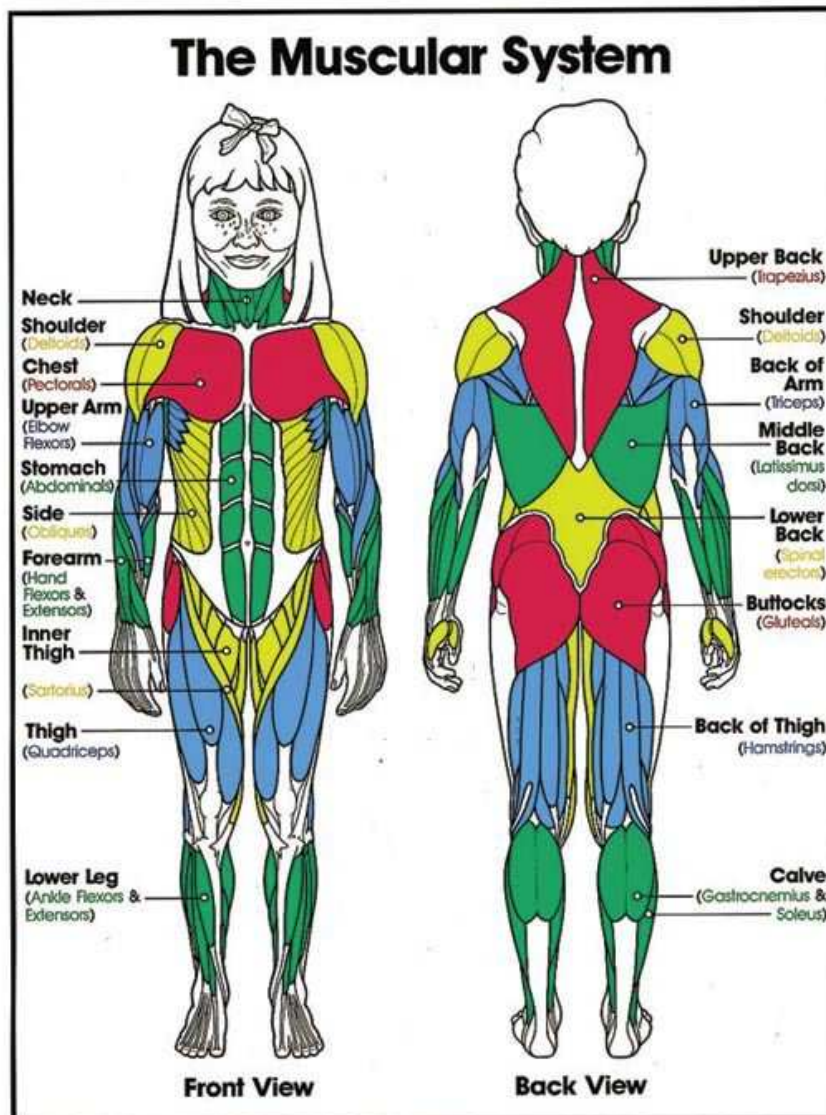
Unit 3 Learning to Move

Resource 3: The Muscles and Nerves of the Body

The muscles and the nerves of the human body work together to produce movement. Nerves relay impulses from the brain or spinal cord to muscles, which then contract, moving the body usually with the help of bones (attached to muscle with ligaments) in order to achieve the desired movement.

When movements are carried out continuous feedback takes place between the central nervous system and the muscle, as movement is sensed (by seeing, feeling or hearing) and corrected as it is being carried out. These corrections are not usually conscious- we are making them all the time every day whenever we move in any way.





Resource 3B: A Three Stage Theory of Learning to Move

Learning to move is the connection between brain functions and physical movement. The ability of learning to move is demonstrated by physical skills such as movement, coordination, manipulation, strength and speed. Behavioural examples include kicking a ball, catching a ball, and playing a musical instrument. In research on the way humans learn to move, attention is given to the learning of coordinated activity involving the arms, hands, fingers, legs and feet.

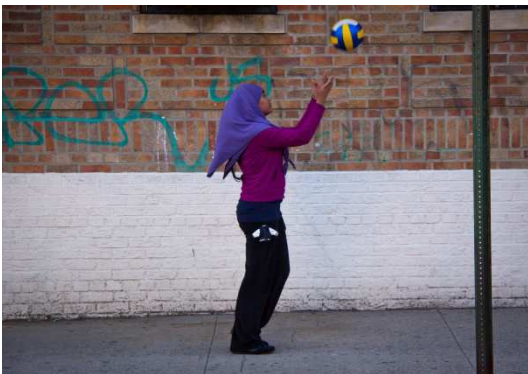
Stages of learning of movement:

When learning to move in particular ways, individuals progress through the “cognitive” (thinking) stage, the “associative” (trying) stage, and the “autonomic” (doing) stage.

1. The first stage is the “Cognitive Stage”, or thinking stage. This is the initial point at which a learner makes his or her first attempts at producing the desired movement. This stage is very brief since most learners can make a successful attempt after only a few trials. Once the learner “gets the idea,” this stage ends. As teachers, we use several teaching strategies to assist learners at this stage. We use spoken explanations and descriptions of the movement in addition to live demonstrations of the movement to help the learner acquire the desired skill. The verbal explanations should match specific words and phrases to describe key parts of the skill. The person who demonstrates the skill can be almost anyone who can perform the skill correctly, but the demonstration must display one or more of the essential features of the skill. The teacher should check to see that the learners pay attention during the explanation and demonstration. Remember that “a picture is worth a thousand words” so keep the explanations short and brief.



2. The second stage of skill learning is the “Associative Stage”, or trying stage. At this point the learner practices the newly acquired skill with the goal of achieving accurate and consistent performance. He or she is literally pulling together the various parts of the skill. As teachers, we use various teaching methods and styles to assist the learner. Sometimes learners work alone and at other times learners work in small groups with the goal of getting better and better at performing the skill. The main role of the teacher at this stage is to provide feedback to the learner about his or her progress. As the learner advances he or she learns to eliminate unnecessary or extra movements and minimize the errors associated with the movement.



3. The third and last stage of motor skill learning is the “Autonomous Stage”, or doing stage. The goal of this stage is to perform the skill perfectly every time, that is, reach a maximal level of proficiency. As teachers, we encourage our learners to, “practice, practice, practice” in order to maintain their sharpness. In essence, this stage never ends. We must always keep practicing our skills in order to maintain a high level of proficiency.



Worksheet 3A: Muscles and Movement

2 MUSCLE
ACTION

5 MUSCLE
ACTION

7 MUSCLE
ACTION

8 MUSCLE
ACTION

1 MUSCLES
ACTION

4 MUSCLES
ACTION

1 MUSCLE
ACTION

3 MUSCLE
ACTION

6 MUSCLES
ACTION

9 TENDON
ACTION

TEG 03 Learning to Move

Session 3:

Learning to Move (90 minutes)

Objectives:	<p>By the end of the session the participants will be able to</p> <ul style="list-style-type: none">• demonstrate an understanding of how children learn to move, including disabled children, within and outside of structured and unstructured play.• demonstrate knowledge of the major muscle groups and the nervous system and how they function together to enable young people to learn to move.
Overview:	<p>PART A</p> <p>STs identify major muscle groups and parts of the nervous system on worksheet, outline which are used in fundamental movements. 35 minutes</p> <p>PART B</p> <p>Introduction to theories of how children learn to move, including stages of understanding (cognitive), associative and autonomous stages. Discussion of theories of how children learn to move, explanation of simple models of this development. 55 minutes</p>
Materials:	<ul style="list-style-type: none">• TE Resources• Students' Workbook• Worksheets• Worksheet 3A Muscles and Movement
Resources:	<ul style="list-style-type: none">• Resource 3A The Muscles and Nerves of the Body• Resource 3B A Three Stage Theory of Learning to Move
Equipment:	None. Theoretical session takes place in a classroom

Part A: Muscle Groups and Movement (45 Min)

Step 1: 20 Min

Distribute Worksheet 3A, *Muscles and Movement*, and Resource 3A, *The Muscles and Nerves of the Body*, and ask them in pairs to identify the major muscles of the body indicated in Worksheet 3A.

Answer key

1. Gluteus Maximus
2. Triceps
3. Gastrocnemius
4. Quadriceps
5. Deltoids
6. Hamstrings

7. Pectoralis Major
8. Biceps
9. Achilles
10. Rectus Abdominals

Ask students to discuss in pairs which, if any, of these muscles are new to them.

Step 2: 25 Min

In different pairs, students identify major movements associated with each muscle, and write down on Worksheet 3A.

Answer key

1. Straightens (extends) thigh at the hip joint
2. Straightens (extends) the arm at the elbow
3. Raises the body onto the toes
4. Straightens (extends) the leg at the knee
5. Raises the arm away from the side (Abduction)
6. Bends (flexes) the leg at the knee
7. Pulls outstretched arms together in front of body
8. Bends (flexes) the arm at the elbow joint
9. Transmits the power of the calf muscle to the foot
10. Flexes the trunk forward

Students take it in turns to demonstrate the movement to each other, indicating and naming the major muscle responsible.

Part B: Introduction to Learning to Move (45 Min)

Step 1: 25 Min

Distribute Resource 3B, Learning to Move. Ask STs to read the handout on the three stages of learning. Ask questions on:

- The Cognitive Stage- the learner understands the movement, and begins to attempt to carry it out
- The Associative Stage- the learner practices the movement, trying to achieve all essential features
- The Autonomous Stage- the learner is able to competently and consistently perform the movement

Step 2: 20 Min

In pairs, students demonstrate a simple movement from sport or daily life that they are competent in performing. They identify the major movements and muscles that carry out the movement, and teach their partner, guiding them through the “cognitive” and “associative” stages, potentially reaching the “autonomous” stage. Three students are asked to demonstrate their movement and the stages of learning with their partner.

Reading passages and content adapted from material on the following websites:

<http://www.mananatomy.com/>

http://www.edu.xunta.es/ftpserver/portal/S_EUROPEAS/ED_FISICA2/MUSCLES.htm

<http://learn.visiblebody.com/muscular/muscle-movements>

<https://starfishtherapies.wordpress.com/2012/10/16/motor-learning-stages-of-motor-learning-and-strategies-to-improve-acquisition-of-motor-skills/>

Unit 4 Kicking and Punting

Resource 4A: Learning to Kick for Young People

Purpose: To teach the students to kick

Student Objective: To kick a stationary ball towards a target 10–20 metres away

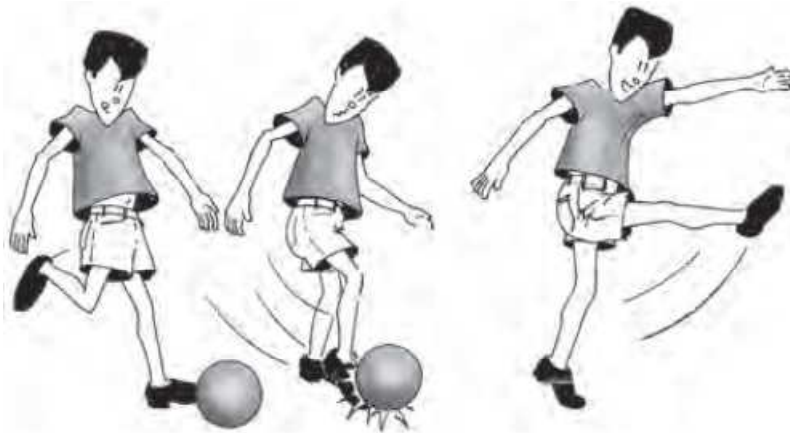
Preparation:

Place a mark (cross) on a flat non-slip surface for placement of a ball to be kicked.

Draw a line 3 metres back from the mark as a starting point for a student.

Make sure the area allows an easy return of the kicked balls for the next student (i.e. don't kick towards a fenced area which divides an adjoining road).

Equipment: Place the balls in a container (i.e. a large crate) near the mark



Procedures:

- Demonstrate the requirements of the kick
- Organise 1 or 2 students to stand 10–20 metres in front of the kicker so as to retrieve any balls kicked towards them
- Place a ball on the spot marked (a bean bag may be used to prevent a ball rolling away)
- Ask the student to kick the ball hard and return to the starting line after each kick
- Allow a pause between each kick

Performance Criteria:

- Eyes are focused on the ball throughout the kick
- Step forward with non-kicking foot placed near the ball
- Bend knee of kicking leg during the backswing for the kick
- Hip extension and knee flexion of at least 90° during preliminary kicking movement
- Contact the ball with the shoelaces of the shoe
- Forward and sideward swing of arm opposite kicking leg
- Kicking leg follows through towards the target after ball con

Resource 4B: Learning to Punt for Young People

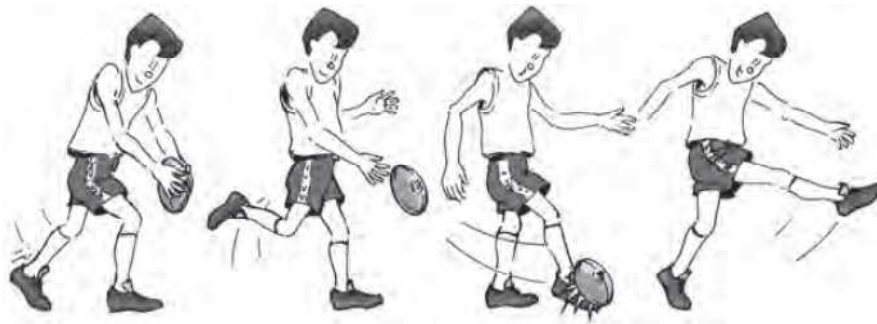
Purpose: To assess the student's punt

Student Objective: To punt a 20 centimetre playground ball towards a target 10-20 metres away

Place: The space available must not limit the force of the punt

- Mark a 2 metre square denoted by marker cones placed at each corner.
- Place a mark on the back line to mark the starting position. Place a target (i.e. cone) 10–20 metres away

Equipment: Place balls in a container behind the starting position.



Procedures

- Demonstrate the requirements of the punt.
- Ask 1 or 2 students to stand 10–20 metres away to collect the kicked balls.
- Ask the student to collect a ball from the container and punt it forwards.
- Ask the student to pause between each punt.

Performance Criteria

- Eyes are focused on the ball throughout the punt
- Ball held at about hip height in front of punting leg
- Step forward onto non-punting foot
- Bend knee of kicking leg during the backswing for the punt
- Hip extension and knee flexion of at least 90° during preliminary punting movement
- Guide ball down, with one hand, so it makes contact with the top of the foot
- Forward and sideward swing of arm opposite punting leg
- Punting leg follows through towards the target after ball contact

Resource 4C: Kicking Games

Norwegian Ball

Students: 2 groups of 8–12

Equipment: 1 soccer ball per 2 groups

Area: Large open space

Activity: Group 1 lines up with the first student designated as the kicker. The object is for the kicker to kick the ball and to run around the group 3 times before group 2 in the field completes its activity. The ball can be kicked in any direction in front of the kicker. Group 2 fielders are scattered until the ball is kicked. Group 2 then run to retrieve the ball. They line up behind the person who has retrieved it. The ball is passed through each student's legs, except those of the last student, who holds the ball in the air overhead when it is received. If group 2 performs this activity before the group 1 kicker can circle the group 3 times, the kicker fails to score. After everyone in group 1 has kicked the ball, the groups change places.

Variations:

- The kicker dribbles a second ball once around group 1 instead of running 3 times.
- Group 2 passes the ball overhead to the end of the line.

Pin Ball

Students: Groups of 6–12

Equipment: Soccer balls and weighted plastic bottles

Area: Large open space

Activity: Skittles are placed midway between 2 groups. The students on opposite sides kick balls trying to knock the skittles down. The kicks must be taken from behind a line marked at least 5 metres from the skittles.

Soccer Dodge Ball

Students: 2 groups of 6–12

Equipment: 1 soft foam ball per 2 groups

Area: Large open space

Activity: Group 1: forms a circle around group 2. The object is for group 1 students to kick the ball to hit the group 2 students below the knees. Group 2: students may only use their hands to protect their body above the knees. If hit, they are not eliminated. After a predetermined time the groups change places.

Variations:

- Group 2 forms a small circle by holding hands
- Group 1 tries to kick the ball between the students
- Groups try to set a record time for getting the ball into, or keeping it out of the inner circle

Worksheet 4A: Kicking Observation Protocol

Motor Skill	Objective	What to observe	Focus Points
Dribbling	Use of inside, full instep, and outside of the foot; start and stop; change rhythm and direction (note that the use of the sole of the foot and both feet for dribbling was purposefully left out at this phase)	position of balancing foot; contact with ball; possession of ball; peripheral vision, speed/agility to ball control ratio	balancing foot contact shielding spatial awareness
Trapping and Passing	Use of inside of the foot ground balls with variations in distance (force) and direction	position of balancing foot; contact with ball and control of ball; peripheral vision; follow through; speed and accuracy of ball redistribution	balancing foot timing/contact repositioning redistribution
Punting	Use of full instep with variations in direction (left, center, and right wings).	planting of balancing foot; contact with ball and control of ball; follow through; distance and accuracy of punt	balancing foot Ball Toss timing/contact Follow-Through

TEG 04 Kicking and Punting

Session 4:

Kicking and Punting (90 min)

Objectives:	By the end of the session the participants will be able to: <ul style="list-style-type: none">• Demonstrate the proper movement to kick (including dribbling, kicking and punting) and capture a ball• Use observation protocols to identify and correct mistakes in others.
Overview:	<p>PART A</p> <p>Demonstration of motor skills to ST, break-down of the movement into parts, demonstration of approaches to teaching the movements to young people in the context of motor skills theory. 45 Minutes</p> <p>PART B</p> <p>Group work: STs practice and can correct mistakes in the skill, use approaches outlined to practice teaching each other movement. 45 Minutes</p>
Materials:	<ul style="list-style-type: none">• TE Resources• Students' Workbook• Worksheet 4A Kicking Observation Protocol
Resources:	<ul style="list-style-type: none">• Resource 4A Learning to Kick for Young People• Resource 4B Punting• Resource 4C Kicking Games
Equipment:	Bigger balls of different sizes for kicking. Practical Session takes place in a gym

Part A: Demonstration of Kicking and Punting techniques (45 min)

Step 1: 40 Min

Hand out resources 4A and 4B *Kicking and Punting* and demonstrate the following techniques. Make clear that the detail on this sheet, and in the description below, is for adults, not children, and is there to guide teachers how to kick and punt competently. A description of how to teach grades 1-3 to throw and catch is in Resource 4A, *Learning to Kick for Young People*. After each technique is demonstrated, let participants discuss and try-out the technique and take notes on the worksheet.

Kicking:

- Eyes are focused on the ball throughout the kick
- Step forward with non-kicking foot placed near the ball
- Bend knee of kicking leg during the backswing for the kick
- Hip extension and knee flexion of at least 90° during preliminary kicking movement
- Contact the ball with the top of the foot
- Forward and sideward swing of arm opposite kicking leg
- Kicking leg follows through towards the target after ball contact

Punting:

- Eyes are focused on the ball throughout the punt
- Ball held at about hip height in front of punting leg
- Step forward onto non-punting foot
- Bend knee of kicking leg during the backswing for the punt
- Hip extension and knee flexion of at least 90° during preliminary punting movement
- Guide ball down, with one hand, so it makes contact with the laces of the shoe
- Forward and sideward step of arm opposite punting leg

Step 2: 20 Min

Outline the levels of development children are likely to go through before they can successfully and accurately kick and punt balls:

Initial Stage:

- Body is upright and stationary, with arms either at sides or in front of the body for balance.
- Kicking leg swings backward during the preparatory phase.
- Forward swing is short and stops once the ball is kicked.
- Tends to kick with the toes (toe-kicking) or with the front of the foot.

Transition Stage:

- Body is upright, with arms either at the sides or in front of the body for balance.
- Kicking leg swings backward during the preparatory phase. Leg remains bent during the forward swing and straightens to contact with the ball.
- Tends to kick with toes or front of foot.

Mature Stage:

- Non-kicking foot is placed next to ball.
- Kicking leg swings back with high knee-bend before swinging forward to kick the ball.
- As the top of the foot (shoelace area) contacts ball, the arms swing in opposition to the legs to maintain balance.
- After the kick, the trunk bends forward slightly (follow-through).

Outline the importance of these skills for a variety of sports, not just football:

- Rugby (Union and League)
- Touch Rugby
- Aussie-Rules Football
- American Football
- Dodge Ball
- Kick Cricket
- Kick Rounders

Part B: Peer coaching of throwing and coaching techniques (45 min)

Step 1: 25 Min

Hand out worksheet 4A *Kicking Observation Protocol*. Participants work in pairs. Working together teachers demonstrate kicking, trapping, passing and punting techniques to their partner and observe them as they carry them out. Teachers fill out observation protocol and provide motivating, development-oriented and adequate feedback, listened to and corrected by TTC teacher. Participants reflect in pairs on the most common mistakes made and best ways to correct them.

Step 2: 35 Min

Hand out resource 4C *Kicking Games*. Participants split into two groups at either end of the gymnasium. Group one plays the first game for fifteen minutes, group two plays the second game for fifteen minutes. After fifteen minutes the groups swap games.

Monitor and give feedback at group level.

Reading passages and content adapted from material on the following websites:

<http://www.pecentral.org/lessonideas/searchresults.asp?category=51>

<http://lessonplanspage.com/peproperthrowingandcatchingtechniques45-htm/>

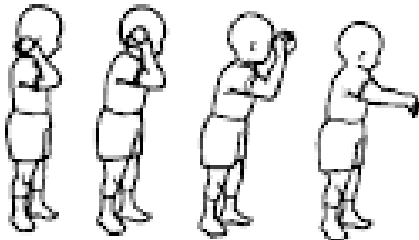
<http://www.sparkpe.org/physical-education/lesson-plans/elementary/>

Unit 5 Throwing and Catching

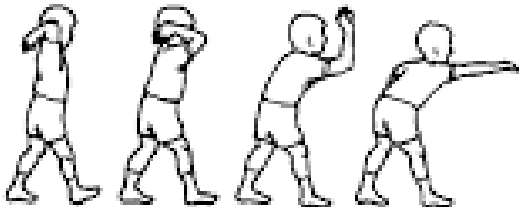
Resource 5A: Throwing and Catching

Stages of Development of Over-Arm Throw, Pictorial Representation of Over-Arm Throw and Double-Handed Catch

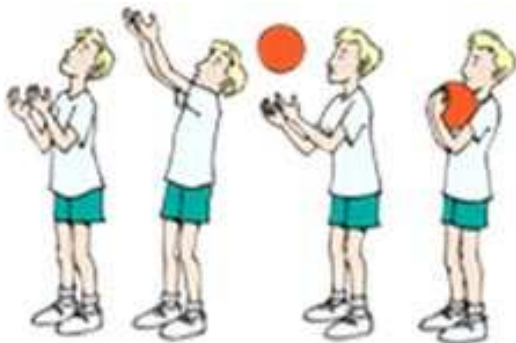
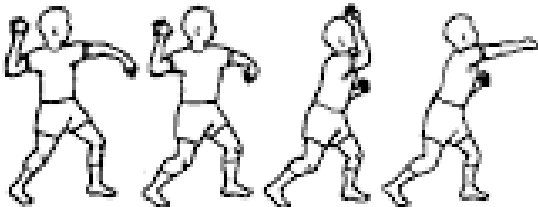
INITIAL



ELEMENTARY



MATURE



Resource 5B: Learning to Throw For Young People

Throwing and catching skills help to develop timing and balance. These skills are essential for invasive games such as basketball, netball, handball and rugby. They are also a necessary foundation for rounders, cricket, soft ball, volleyball and throwing skills such as javelin and shot put.

Stage 1: On your own

Objectives: To teach students how to throw and catch in different ways by introducing them to activities they can practise on their own

Equipment

- Balls
- Quoits (a circular or square hoop)
- Stand/sticks
- Markers for grids

Safety

- Students should stay in their own area
- Students should stay away from any obstacles, for example trees, rocky terrain and fencing

TEACHING POINTS

Ask the throwers

How can you control the throw?

- Use a smooth arm/wrist/hand action, grip the ball loosely before releasing, and follow through towards the target.

How should you send the ball to make it easier/harder to catch?

- Experiment with low, high, slow or fast throws.
- With which foot do you step forward?
- Step forward with the opposite foot to your throwing arm, so you are balanced and transfer your body weight.

Ask the catchers

How do you prepare to catch the ball?

- Move your feet into position in line with the flight of the ball. Watch the ball closely.

How do you soften the impact?

- Relax your hands and arms so they give and move with the ball. Pull your hands and arms in as the ball is received

Step 1: Use a balloon to teach learners to catch

Balloons are safe, don't hurt and will help your child overcome any fears. Throw balloons at her and ask her to catch them. Once she masters that, start throwing the balloon at angles. Then move on to a foam ball and afterwards to a tennis ball. Before you know it, you've got a "play catch" partner! If this takes some time, don't worry! Be positive and practice a lot.

Step 2: Teach learners to throw

Use a soft ball, or a balled-up scarf or cloth, so that nobody gets hurt. Tell the learner to:

1. Hold it in her better hand, and bring the opposite foot forward
2. Bring the ball behind her ear and bend his elbow pointing backwards
3. Turn so that the opposite side of the throwing hand faces the target. This means that if he is throwing with his right hand, the target should be to his left. A common mistake is to stand with your chest facing the target. Avoid this!
4. Use the non-throwing hand to point at the target and throw. The ball may not go anywhere near the target, so be prepared to repeat and refine.

Step 3: Teach her to catch

We are learning how to catch at school.

This is what we really need to do to become good catchers.

- Watch the ball
- Get your hands ready
- Hold the ball tightly in your hands

Overhand throw

Purpose:

To teach and assess the student's overhand throw

Student Objective:

To throw a beanbag towards a target 10–20 metres away

Equipment :

Cones and balls

Preparation:

Mark 2 metre square with cones placed at each corner. Place a mark on the back line to mark the starting position. Place a target (i.e. cone) 10–20 metres away

Procedures:

- Teacher demonstrate the requirements of the overhand throw
- Asks the student to throw the ball overhand, hard towards the target
- Asks the student to pause between each throw
- At the end of the throws, the student should collect the balls and return them to the starting line

Performance Criteria:

- Eyes are focused on the target throughout the throw
- Stand side-on to the target
- Throwing arm nearly straightened behind the body
- Step towards the target with foot opposite throwing arm during the throw
- Marked sequential hip to shoulder rotation during the throw
- Throwing arm follows through down and across the body

Cricket Bowling Technique

Place the ball in the best hand, grasping it with the middle and fore fingers extended over ball (the ball faces backwards). Place the best foot square behind a line and the front foot pointing forward at a target. The other arm is slightly bent and points upwards so that the child can look over the shoulder of this arm at the target.

The bowling action is similar to that of a windmill where the front arm is pulled down past the outside of the front leg while the bowling arm (absolutely straight) is brought past the head shaving the ear en route and the ball is released in the direction of the wickets. The bowler keeps his eyes on the wickets throughout.

Practical suggestion

Make this fun and challenging by placing a target about eight meters in front of the child. See how many times out of 12 attempts he hits the wickets, in other words, see how many batsmen he can dismiss in two overs.

Make this more progressive by introducing a few approach steps and later a short run up before bowling.

Resource 5C: Throwing Games

Game 1: Sink The Ship

Purpose of Activity: To throw balls using correct overhand technique in a dynamic setting.

Prerequisites: Knowledge of the overhand throw, the ability to catch a thrown ball.

Suggested Grade Level: 3-5

Materials Needed: Plastic bottles with weights, mats/chalk for marking out areas, soft balls.

Under-Arm Throw	
------------------------	--

**Descri
ption
of
Idea:**

Two teams of three play against each other across the playing area or gym. Set up the gym so you have one mat (ship) for each three students. Have the players in the game agree on how far the mats will be from each other. On the floor in front of each mat, set up four bottles. Place a scooter (lifeboat) and four soft balls (ammunition) on the mat to start.

Designate someone to ride the lifeboat (they must hop all the time). The person hopping is the only person who can retrieve balls from the sea (gym floor) and bring them back to their mat (ship). However, the students on the mats may catch thrown balls or reach for them on the floor keeping one foot on the mat. The students on the mat are trying to knock down the pins at the other mat by throwing balls using correct overhand technique. At least one foot must be on their mat at all times.

When all the pins by your mat are knocked down, set them up and restart the game with another person on both teams' lifeboats.

Variations: After all teams have played at least one game have them select another team to play.

Game 2: One Step Throw & Catch

Suggested Grade Level: 2-5

Materials Needed: large soft balls, tennis balls (for the higher skilled)

Description of Idea:

As students enter the playing area instruct them to find a partner (or a group of three if odd numbers). Then they are to choose a ball they want to throw back and forth between them. Have them start about 3 meters feet apart (i.e., 3 giant steps) and their task is to throw back and forth using an underhand throwing motion.

After making a successful catch, both students are to take one **giant step** backwards. If a student misses a catch, then they move one giant step closer to each other.

Worksheet 5A: Observation Protocol Throwing and Catching

Eyes are focused on the target throughout the throw	
Stand side-on to the target	
Throwing arm moves in a downward and backward arc	
Opposite foot to throwing arm steps forward	
Elbow bends as throwing arm moves behind head	
Throwing arm follows through across body	
Over-Arm Throw	
Eyes are focused on the target throughout the throw	
Stand side-on to the target	
Throwing arm nearly straightened behind the body	
Step towards the target with foot opposite throwing arm during the throw	
Throwing arm follows through down and across the body	
Catching	
Feet shoulder width apart, knees bent	
Eyes forward and focussed on where the ball is coming from	
Hands in front at chest level	
Fingers pointed up not directly at the ball	
Arms extended so that you have some space to catch the ball with your elbow and practicing that	

TEG 05 Throwing and Catching

Session 5:

Throwing and Catching (90 Min)

Objectives:	By the end of the session the participants will be able to:	
	<ul style="list-style-type: none"> • Demonstrate the proper movement to throw and catch overarm, underarm, one- and two-handed and overhead. • Use observation protocols to identify and correct mistakes in others 	
Overview:	<p>PART A</p> <p>Demonstration and break-down of motor skills, demonstration of approaches to teaching the movements to young people in the context of motor skills theory. 45 minutes</p> <p>PART B</p> <p>Group work: practice and correction of mistakes in throwing and catching, use of approaches outlined to practice teaching each other movement. 45 minutes</p>	
Materials:	<ul style="list-style-type: none"> • TE Resources • Students' Workbook • Worksheet 5A Throwing and Catching Observation Protocol 	
Resources:	<ul style="list-style-type: none"> • Resource 5A • Resource 5B • Resource 5C 	<p>Throwing and Catching</p> <p>Learning to Throw for Young People</p> <p>Throwing Games</p>
Equipment:	Smaller balls of different sizes for throwing. Practical Session takes place in a gym.	

Part A: Demonstration of throwing and catching techniques (45 min)

Step 1: 35 Min

Hand out resource 5A *Throwing and Catching* and use a buzz group lecture to demonstrate the following techniques. Make clear that the detail on this sheet, and in the description below, is for adults, not children, and is there to guide teachers how to throw and catch competently. A description of how to teach grades 1-3 to throw and catch is in Resource 5B, *Learning to Throw for Young People*. After each technique is demonstrated, let the participants discuss and try-out the technique. Take notes on the worksheet.

Under-arm throw:

- Eyes are focused on the target throughout the throw
- Stand side-on to the target
- Throwing arm moves in a downward and backward arc
- Opposite foot to throwing arm steps forward
- Hips then shoulders rotate forward
- Elbow bends as throwing arm moves behind head
- Forearm and hand lag behind upper arm
- Throwing arm follows through across body

Over-arm throw:

- Eyes are focused on the target throughout the throw
- Stand side-on to the target
- Throwing arm nearly straightened behind the body
- Step towards the target with foot opposite throwing arm during the throw
- Marked sequential hip to shoulder rotation during the throw

- Throwing arm follows through down and across the body

Catching:

- Discuss safe catching, avoiding having children scared by the ball by having it hit the faces or by having it break their fingers, by compressing their fingers
- An athletic position (feet shoulder width apart, knees bent, eyes forward and focussed on where the ball is coming from, hands in front at chest level, fingers pointed up not directly at the ball, arms extended so that you have some space to catch the ball with your elbow and practicing that)
- Practice one hand catching, also with the non-dominant hand, (explain why it is different catching with the non-dominant hand and dominant hand)
- Simultaneous throwing and catching
- Demonstrate different games showing different throwing and catching techniques
- Chest passes, bouncing passes, rolling passes, make reference to the games that we shot on the videos with them doing different passes in different squares

Step 2: 10 Min

Hand out resource 5B *Learning to Throw for Young People* and demonstrate steps 1 to 3 with a volunteer. Outline the levels of development children are likely to go through before they can successfully and accurately throw and catch balls, and the importance of this skill for a variety of sports.

Part B: Peer coaching of throwing and catching techniques (45 minutes)

Step 1: 15 Min

Hand out worksheet 5A *Throwing and Catching Observation Protocol*. Participants work in threes. Participants demonstrate under-arm, over-arm and catching techniques to their group and observe them as they carry them out. Participants fill out observation protocol and provide motivating, development-oriented and adequate feedback, listened to and corrected by TTC teacher. Participants reflect in a group on the most common mistakes made and best ways to correct them.

Step 2: 30 Min

Hand out resource 5C *Throwing Games*. Participants split into two groups at either end of the gymnasium. Group one plays the first game for fifteen minutes, group two plays the second game for fifteen minutes. After fifteen minutes the groups swap games.

Monitor and give feedback at group level

Reading passages and content adapted from material on the following websites:

<http://www.pecentral.org/lessonideas/searchresults.asp?category=51>

<http://lessonplanspage.com/peproperthrowingandcatchingtechniques45-hm/>

<http://www.sparkpe.org/physical-education/lesson-plans/elementary/>

Unit 6 Striking

Resource 6A: Teaching a Forehand Strike

Purpose: To teach the student's one-handed forehand strike.

Phases: In the first phase learners should use an open hand to hit the ball. When they have mastered this, they should use a bat to strike the ball.

Student Objective: To strike, using one hand, a tennis ball thrown to bounce to waist height from 5–10 metres away, with a short-handled racquet (i.e. racquet ball racquet, table tennis bat) in a forward direction.

Equipment: Place a racquet near the starting position. Place a bucket of at least 6 tennis balls next to the thrower's spot.



Preparation:

- Measure a 1 metre square denoted by marker cones placed at each corner. Place a mark on the back line to mark the starting position.
- Mark a spot 5 metres from the centre of the square from which to toss a ball to bounce and be struck.
- Student: Instruct students to begin from the starting point, but that they may move anywhere within the designated square to strike the ball.

Procedures

- Demonstrate the requirements of the forehand strike.
- Organise 1 or 2 students to stand 5–10 metres behind the thrower to collect any tennis balls hit.
- The thrower stands to face the striker 5–10 metres away.
- Ask the student to stand in position and strike the ball so that it travels on the full past the thrower, and then to return to the starting position after each strike.
- Instruct the thrower to allow a pause between each forehand strike.

Performance Criteria

- Eyes are focused on the ball throughout the strike
- Stand side-on to the target with bat held in one hand
- Striking hand nearly straightened behind shoulder at end of backswing
- Step towards target with foot opposite striking arm during the strike
- Marked sequential hip to shoulder rotation during the strike
- Contact with the ball is made in front of the opposite foot with a straight arm
- Follow through towards the target then around body

Resource 6B: Teaching a Two Hand Strike

(With a Baseball, Softball or Tennis Bat, or a piece of wood, or a rolled newspaper)

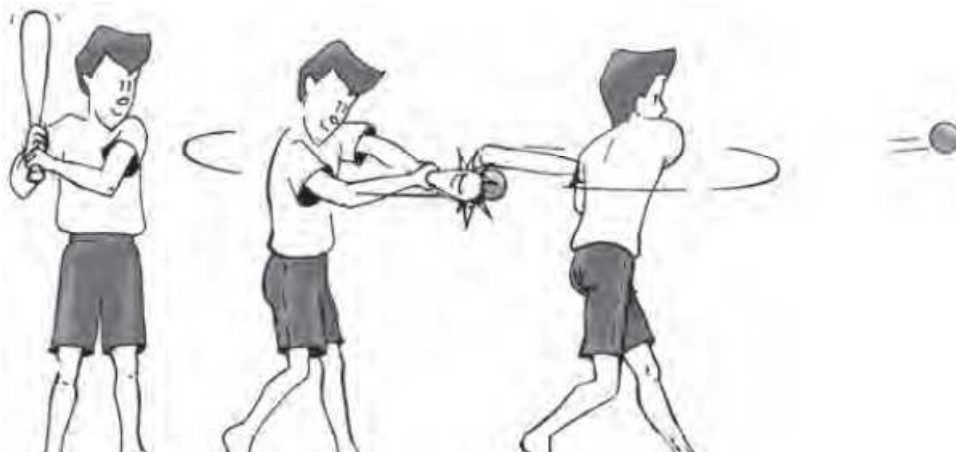
Purpose: To teach the two-hand side-arm strike.

Student Objective: To strike a 8–10 centimetre ball thrown from 5–10 metres away with a lightweight softball/baseball bat in a forward direction.

Preparation:

Measure a 2 metre square denoted by marker cones placed at each corner. Place a cross on the back line to mark the starting position. Mark a spot 5–10 metres from the centre of the square from which to toss a ball on the full to be struck. Instruct students to begin from the starting point, but indicate that they may move anywhere within the designated square to strike the ball.

Equipment: Place the bat near the starting position and a bucket of at least six 8–10 centimetre balls next to the position from where the balls will be tossed.



Procedures

- Demonstrate the requirements of the two-hand side-arm strike.
- Throw the ball towards the student from 5–10 metres away.
- Ask the student to strike the ball past the person throwing the ball.
- Be sure the student returns to the starting position after each strike.
- Instruct the thrower to allow a pause between each strike.

Performance Criteria

- Eyes are focused on the ball throughout the strike
- Preferred hand grips bat above non-preferred hand
- Stand side-on to the target
- Bat held behind shoulder prior to the strike
- Step towards target with foot opposite preferred hand during the strike
- Marked sequential hip to shoulder rotation during the strike
- Ball contact made opposite front foot with straight arms
- Follow through with bat around body

Resource 6C: Striking Games

BALLOON BOUNCER

Students: Individuals.

Equipment: 1 balloon or ball, per student, bats or newspaper bats

Area: Large indoor space.

Activity: Students throw the balloon into the air and as it comes bounce it with their hand or hitting implement as many times as possible.

CIRCLE HANDBALL

Students: 5–6.

Equipment: Chalk and 1 ball per group.

Area: Hard surface open space.

Activity:

Groups form small circles. 1 student drops the ball and forehand strikes it with an open hand to another student across the circle. The ball should bounce after it is hit. The student who receives the ball passes it to another student.

ROUND UP THE BALLS

Students: Whole class.

Equipment: Various sized balls (some semi-deflated), and a newspaper bat per student.

Area: Large open space.

Activity:

Scatter balls around the floor/ground. On a signal, students help get the balls back in a designated area by hitting them with their newspaper bat.

VOLLEY TENNIS

Students: Groups of 10–12.

Equipment: 1 tennis bat per student and 1 ball per group.

Area: 1 tennis court per group.

Activity:

The group divides into 2 and lines up at opposite ends of the court, behind a base line. The first student forehand strikes a dropped ball to the first student at the other end, who returns the ball to the next student in line. After hitting the ball, students move to their right around the court and join the end of the other line. Students who make a mistake are not eliminated. Groups aim to set world records for the greatest number of consecutive hits.

Worksheet 6A: Striking Observation Protocol

Eyes	Focused on object until contact/impact (track all the way)	
Grip	Handshake grip (Paddle) "V" between thumb and finger,"V" is formed on the bat.	
Stance (pre-hit)	Sideways to object, opposite (non-favorite) shoulder/leg in front (facing target) 2 hands on impact Arm/elbow flexed in back/ready swing position, knees bent.	
Strike/ Contact/ Stroke	Step toward object with opposite foot Contact object at midline to front of body	
Weight Transfer	Weight shifts from back leg to front leg	
Follow Through	Arm and racquet/paddle finish through object, arm across body	

TEG 06 Striking

Session 6:

Striking (90 Min)

Objectives:	By the end of the session the participants will be able to <ul style="list-style-type: none">• Demonstrate the proper movement to strike a ball with a racquet, stick or bat in the air or on the ground.• Use observation protocols to identify and correct mistakes in others.
Overview:	PART A Demonstration of forehand and two-hand strike. 45 minutes PART B Peer coaching of striking techniques. 45 minutes
Materials:	<ul style="list-style-type: none">• TE Resources• Students' Workbook• Worksheet 6A Striking Observation Protocol
Resources:	<ul style="list-style-type: none">• Resource 6A Forehand strike• Resource 6B Teaching a Two-Hand Strike• Resource 6C Striking Games
Equipment:	Bats and balls. Practical Session takes place in a gym.

Part A: Demonstration of forehand strike and two hand strike techniques (45 Min)

Step 1: 25 Min

Distribute worksheet 6A *A Forehand Strike*, and 6B *A Two Hand Strike*, and demonstrate. After each technique is demonstrated, let participants discuss and try-out the technique and take notes on the worksheet. Outline the levels of development children are likely to go through before they can successfully and accurately strike balls, and the importance of this skill for a variety of sports. Make clear that the description below is for adults, not children, and is there to guide teachers how to strike a ball competently. A description of how to teach grades 1-3 to throw and catch is in Resource 6A *Teaching a Forehand Strike* and 6B, *Teaching a Two-Hand Strike*.

Stages of Development:

- Hit the ball with an open hand, thrown to self
- Hit ball with a racquet, thrown to self
- Hit ball thrown underhand
- Hit ball thrown overhand

Forehand Strike with Open Hand:

- Eyes are focused on the ball throughout the strike.
- Stand side-on to the target with strongest hand open.
- Striking hand nearly straightened behind shoulder at end of backswing.
- Step towards target with foot opposite striking arm during the strike.
- Marked sequential hip to shoulder rotation during the strike.
- Ball contact made opposite front foot with straight arm.
- Follow through towards the target then around body.
-

Forehand Strike with Bat:

- Eyes are focused on the ball throughout the strike.
- Stand side-on to the target with bat held in one hand.
- Striking hand nearly straightened behind shoulder at end of backswing.
- Step towards target with foot opposite striking arm during the strike.
- Marked sequential hip to shoulder rotation during the strike.
- Ball contact made opposite front foot with straight arm.
- Follow through towards the target then around body.

Two Hand Strike:

- Eyes are focused on the ball throughout the strike.
- Preferred hand grips bat above non-preferred hand.
- Stand side-on to the target.
- Bat held behind shoulder prior to the strike.
- Step towards target with foot opposite preferred hand during the strike.
- Marked sequential hip to shoulder rotation during the strike.
- Ball contact made opposite front foot with straight arms.
- Follow through with bat around body

Step 2: 20 Min

Remind STs to look through Resources 6A, *Forehand strike*, and 6B, *Teaching a Two-Hand Strike*, to help them remind them of striking techniques. Participants work in threes. Distribute Worksheet 6A *Striking Observation Protocol*. Working together teachers demonstrate striking techniques to their group and observe them as they carry them out. Teachers fill out observation protocol and provide motivating, development-oriented and adequate feedback, listened to and corrected by TTC teacher.

Part B: Peer coaching of striking techniques (45 Min)

Step 1: 10 Min

Participants reflect in a group on the most common mistakes made and best ways to correct them.

Step 2: 35 Min

Distribute Resource 4C *Striking Games*. Participants split into two groups at either end of the gymnasium. Group one plays the first game for fifteen minutes, group two plays the second game for fifteen minutes. After fifteen minutes the groups swap games.

Monitor and give feedback at group level.

Reading passages and content adapted from material on the following websites:

<http://www.pecentral.org/lessonideas/cues/ViewCues.asp?ID=144>

http://www.pecentral.org/mediacenter/photoindex_cues2.html

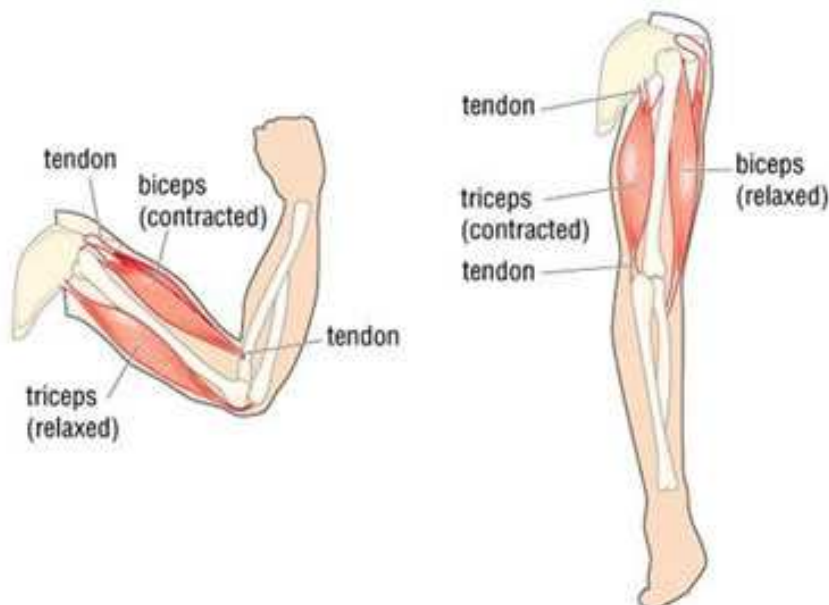
<https://quizlet.com/58996500/physical-education-end-of-year-revision-flash-cards/>

Unit 7 Stretching and Balance

Resource 7A: Basic Principles of Stretching

The basic purpose of stretching is to increase the resting muscle length of the specific muscle(s) you are stretching. Although there is a long list of benefits of stretching that the first objective of stretching is to do no harm. Although this sounds simple, you have to keep in mind that muscle is not the only soft tissue affected by stretching, and all tissue has specific ways of responding to stimulation.

- Muscle tissue has tremendous capacity to stretch due to one of its components called elastin (think of elastic). However, muscle is connected to bone by tendon and tendon contains little to no elastin.
- A tendon's primary job is to stabilize connective tissue between the muscle and the bony attachment point. Likewise, a ligament's job is to connect and stabilize bone to bone. Because both tendons and ligaments provide stability, they don't really benefit from being stretched.
- Nerves that runs through tissue has limited capacity to stretch before it begins to resist this process. What is certain is that damaging nerve fiber in any way can have painful consequences and should be avoided. Another significant aspect of nerve fibers that contributes to this discussion has to do with their relationship to muscle tissue. Muscle fibers contain stretch reflex receptors. These nerve receptors measure how far and how fast a muscle is stretching at any given moment. If a muscle is stretching too far and too fast, these receptors send the appropriate signal and tell the muscle to contract.
- Muscle contraction is counter to what we are trying to accomplish through stretching and needs to be avoided during this process. This is part of the reason why bouncing during the stretch process is universally discouraged.



When to Stretch

Research shows that athletes who stretch before training are more prone to injury than if they didn't stretch at all. Therefore, the best time to stretch is when your muscles and connective tissue are warmed up.

Warm-up doesn't require a lot of time and effort, so a few minutes of walking or other physical activity may be plenty.

Benefits of Stretching

Stretching reduces pain and stiffness. Preventing soft tissue injuries because of greater joint mobility and increasing overall athletic ability can be very important. We each are different in terms of our natural flexibility; while some of us need to strengthen and stabilize our joints because we are too mobile, others need to increase mobility and strengthening the surrounding muscles is less important.

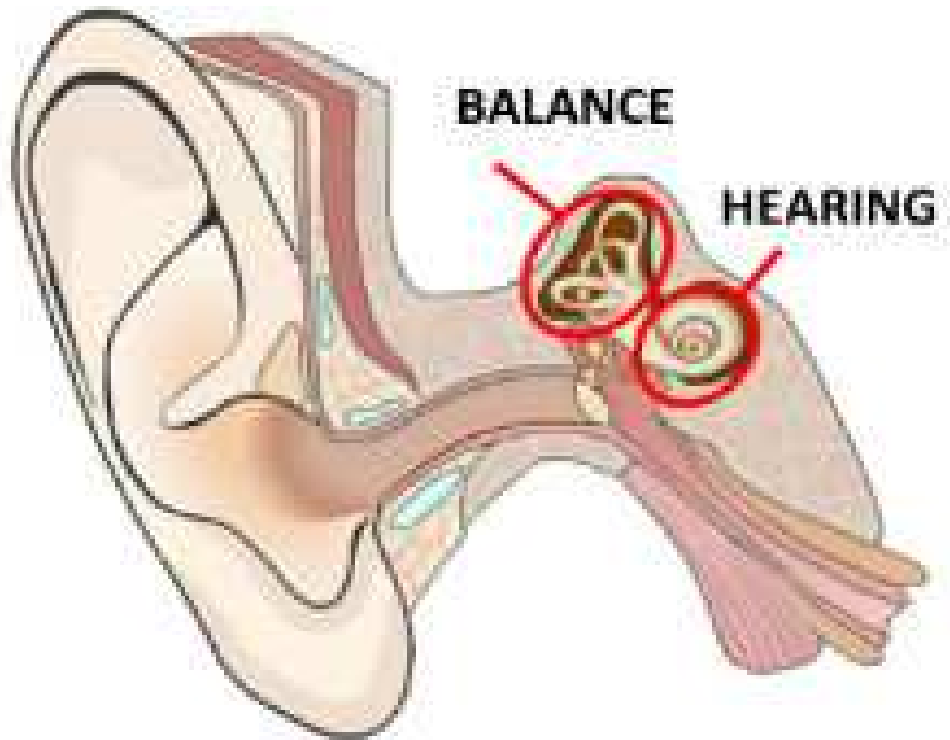
Amongst young people it is important to develop a regular routine of stretching before exercise- even if it is felt that it is unnecessary for young people because of the increased elasticity of their joints, it is important to develop healthy habits that will support them to exercise safely later in life.

Resource 7B: How Our Balance System Works

Balance and equilibrium help us stay upright when standing and know where we are in relation to gravity. Our balance system also helps us walk, run, and move without falling. Balance is controlled through signals to the brain from your eyes, the inner ear, and the sensory systems of the body (such as the skin, muscles, and joints). This balance system is also known as the vestibular system.

In the inner ear, the balance system consists of three semi-circular canals that contain fluid and "sensors" that detect rotational movement of the head. Each of the semi-circular canals lies at a different angle and is situated at a right angle to each other. The semi-circular canals deal with different movement: up-and-down, side-to-side, and tilting from one side to the other. All contain sensory hair cells that are activated by movement of inner ear fluid (endolymph). As the head moves, hair cells in the semi-circular canals send nerve impulses to the brain by way of the acoustic nerve. The nerve impulses are processed in the brain to help us know where we are in space or if we are moving.

Located near the semi-circular canals are the utricle and the saccule. The ends of the semi-circular canals connect with the utricle, and the utricle connects with the saccule. The semi-circular canals provide information about movement of the head. The sensory hair cells of the utricle and saccule provide information to the brain about head position when it is not moving. The utricle is sensitive to change in horizontal movement. The saccule is sensitive to the change in vertical acceleration (such as going up in an elevator).



Resource 7C: Basic stretches for most sport activities

Please note that stretches should always be done when the body is warm. They should be held for approximately 10 seconds and should not be forced to a point that is uncomfortable. Do not be tempted to bounce the stretch or stretch further than seems natural because this can cause injury. Repeat stretches at least twice.

Shoulder, forearms stretch

Link your fingers together, with your palms turned outwards. Extend your arms out in front at shoulder height until slight discomfort is felt in the shoulders and the middle of the upper back, arms, hands, fingers and wrist.

Back of upper arm, shoulder stretch



Hold the elbow of your right arm with your left hand and pull the elbow behind your head as shown, until slight discomfort is felt in the back of your upper arm and the top of the shoulders. Slowly return to the starting position and repeat with the left arm

Side stretch

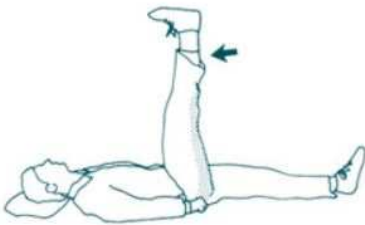
Stand with your feet shoulder width apart and your toes pointing forward. With your right arm extended above your head, bend sideways to the left from the hip (use the left hand as support) until slight discomfort is felt down the right side of the body. Slowly return to the starting point and repeat on the opposite side.

Quadriceps and ankle stretch



Stand facing the wall with your right leg bent and lifted behind, as pictured. Support the bent leg with your hand and gently press the leg towards your right buttock. Repeat with the left leg.

Hamstring stretch



Lie on the floor with your back straight and raise your left leg as shown. Keep the right foot on the floor with your knee bent. Hold the left leg near to the ankle and gently pull it towards you until slight discomfort is felt in the back of your thigh. Flex the foot of the raised leg to increase the stretch. Slowly return to the starting position and repeat with the left leg.

Calf stretch



Stand a short distance from the wall with your left leg in front of your right leg and support the body as shown. Keeping your back straight and your head up, move your hips forward until slight discomfort is felt in the right calf. Slowly return to the starting position and repeat with the left leg.

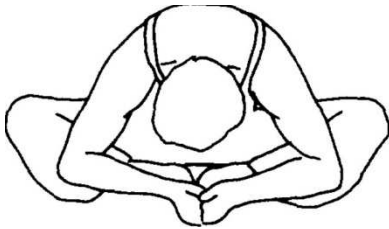
Hip flexor



Keeping your back straight, flex your right knee in front of your body (make sure your right knee is directly over your right foot) and extend

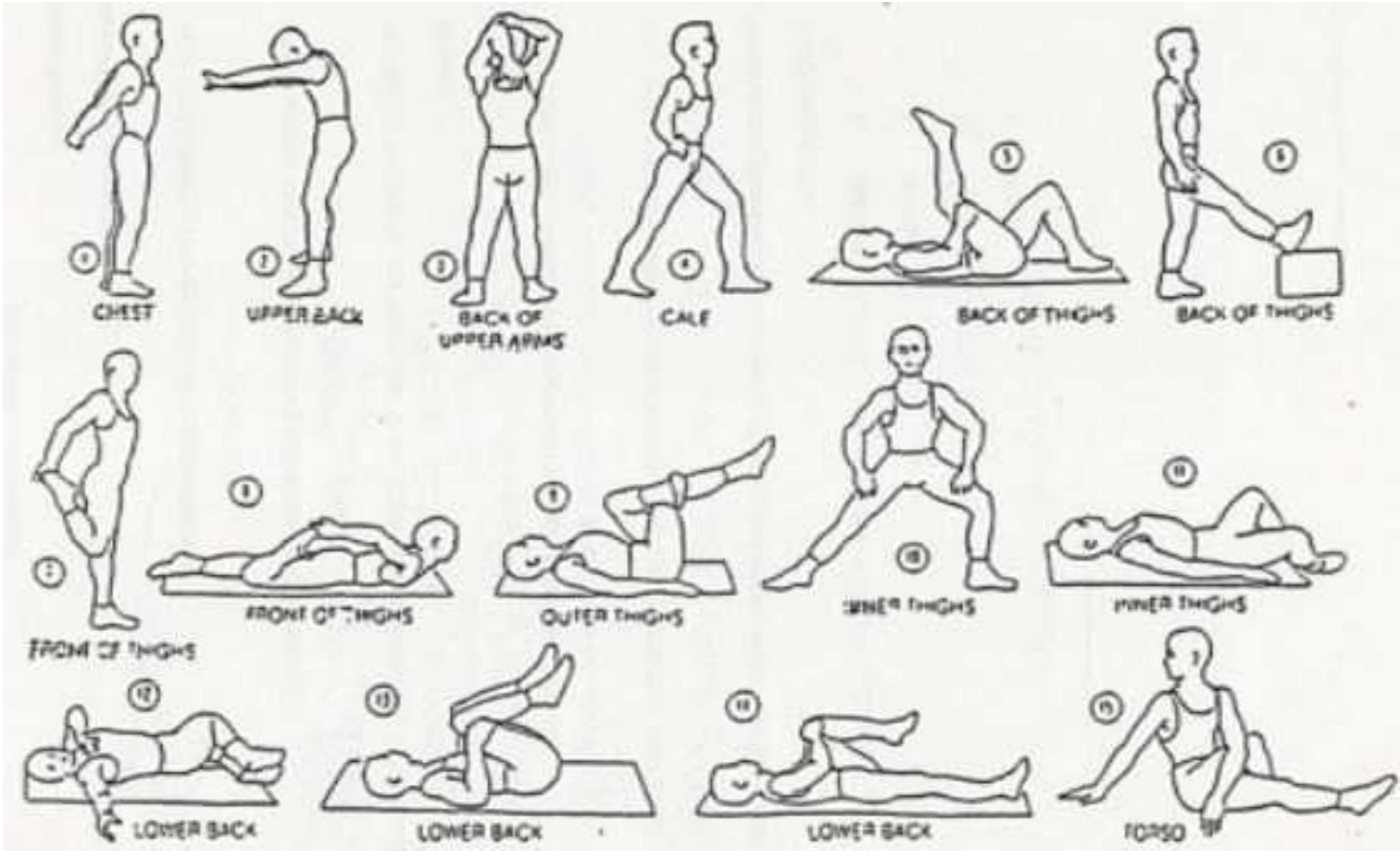
the left leg behind as shown. Move your hips forward and straight, keeping your buttocks pushed under; you should feel the stretch in your groin. Repeat with the opposite leg.

Groin stretch



Sit with the soles of your feet together, and rest your elbows against your knees as shown. Lean forward from the hips until you feel the stretch in the groin area. Keep your head up and do not be tempted to bend from the spine. Slowly return to the starting position.

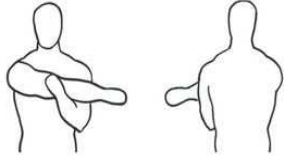
Resource 7D: Full Body Stretching Exercises



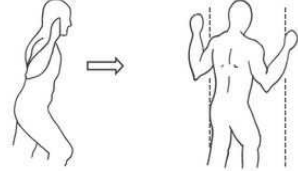
Resource 7E: Upper Body Stretching Exercises



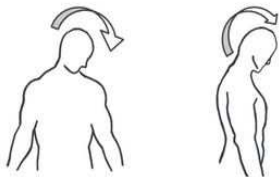
Shoulder blade



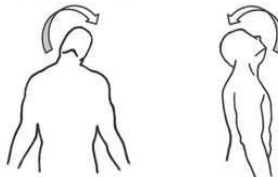
Chest



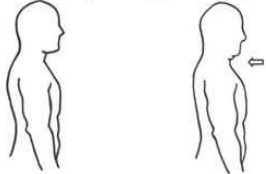
Back/side neck



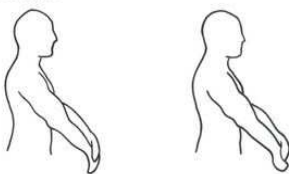
Front/side neck



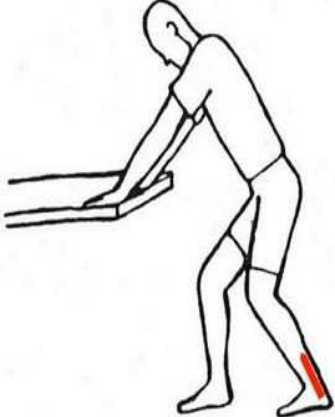
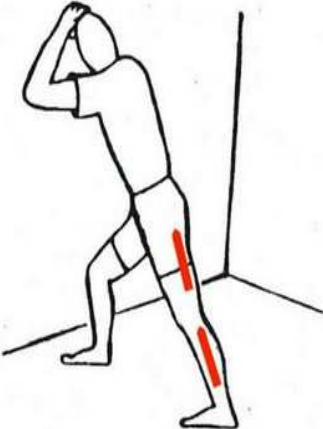
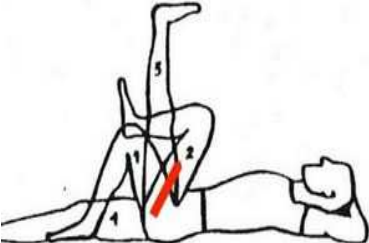
Suboccipital (back-upper neck)



Forearms



Resource 7F: Lower Body Stretching Exercises



Resource 7G: Yoga Stretching Exercises

Poses for Partners



Double Tree



Warrior Friends



Twin Dragons



Sailboat



Double Pretzel



Seesaw



Double Boat



Elevator



Double Dancer



Lean on Me



Huddle Pose



Back-to-Back Twist



Back-to Back Chair



Open Heart



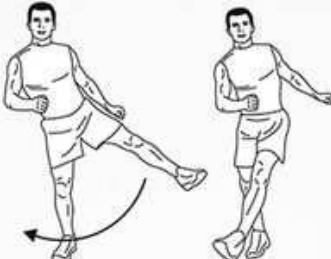
Double Dog



Resource 7H: Dynamic Stretching Exercises



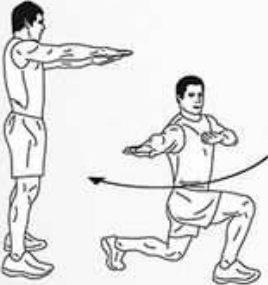
front swings



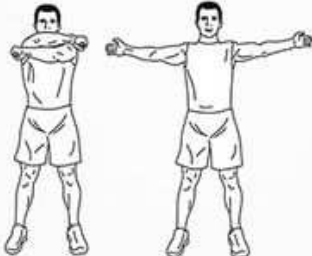
side cross swings



plank walk-outs



lunge torso twists



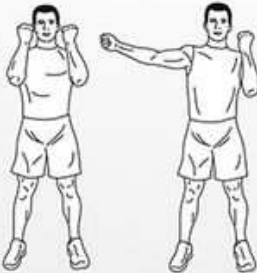
hug into chest expansion



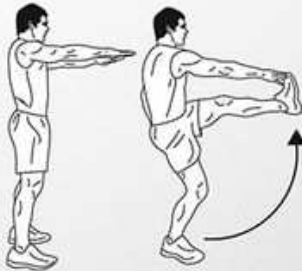
march & reach



arm push-back



backfist flings



front leg raise toe tap

TEG 07 Stretching and Balancing

Session 7:

Stretching and balance (90 Min)

Objectives:	By the end of the session participants will be able to	
	<ul style="list-style-type: none"> • Demonstrate the proper movement to stretch the major muscle groups. • Demonstrate the proper movement to balance on one foot with eyes closed. • Use observation protocols to list stretches for certain sports 	
Overview:	<p>PART A</p> <p>Considering materials from week 3 ST match stretching exercises with respective muscle groups, demonstrate them => peer teaching.45 minutes</p> <p>PART B</p> <p>Collect a number of stretching and balancing exercises for grades 1-3. 45 minutes</p>	
Materials:	<ul style="list-style-type: none"> • Students' Workbook • Worksheet 7A Games, Movements and Stretches 	
Resources:	<ul style="list-style-type: none"> • Resource 7A • Resource 7B • Resource 7C • Resource 7D • Resource 7E • Resource 7F • Resource 7G • Resource 7H 	<ul style="list-style-type: none"> Basic principles of stretching How Our Balance System Works Basic stretches for most sport activities Full Body Stretching Exercises Upper Body Stretching Exercises Lower Body Stretching Exercises Yoga Stretching Exercises Dynamic Stretching Exercises
Equipment:	Gym mat. Practical Session delivered in a gym	

Part A: Stretching techniques (45 Min)

Step 1: 15 Min

Distribute Resources 7A and 7B, ask STs to read and commence lecture. Ask questions to students about the content of the Basic Principles of Stretching and How balance works.

- What is the goal of stretching before exercise?
- Why is it important?
- Which parts of the body cannot benefit from stretching?
- What happens if we stretch too far?
- Why must young people learn to stretch early
- When is the right time to stretch?

Make sure the following points are covered:

- Stretching reduces pain and stiffness. Preventing soft tissue injuries because of greater joint mobility and increasing overall athletic ability can be very important. We each are different in terms of our natural flexibility; while some of us need to strengthen and stabilize our joints because we are too mobile, others need to increase mobility and strengthening the surrounding muscles is less important.
- Muscle tissue has tremendous capacity to stretch due to one of its components called elastin (think of elastic).
- Because both tendons and ligaments provide stability, they don't really benefit from being stretched.
- Muscle fibres contain stretch reflex receptors. These nerve receptors measure how far and how fast a muscle is stretching at any given moment. If a muscle is stretching too far and too fast, these receptors send the appropriate signal and tell the muscle to contract.
- Muscle contraction is counter to what we are trying to accomplish through stretching and needs to be avoided during this process. This is part of the reason why bouncing during the stretch process is universally discouraged.
- The best time to stretch is when your muscles and connective tissue are warmed up.
- Amongst young people it is important to develop a regular routine of stretching before exercise.

Part B: Peer coaching of stretching techniques (45 Min)

Step 1: 30 Min

In pairs participants practice stretching and give each other feedback, noting not to over-stretch and to avoid bouncing movements. TE observes and gives feedback on all stretching movements.

Step 2: 15 Min

Using Resources 7C to 7F demonstrate stretches to the group, noting which muscles are stretched and which movements are commonly associated with these muscles.

Step 3: 30 Min

Participants make groups of around 5. Distributes Resources 7C to 7F, and Worksheet 7A. Using the previous units around specific movements, their own experience of sport and exercise and the resources 7A to 7F, participants brainstorm games and sports. Using Worksheet 7A, they make a list of these games and sports, the integral movements involved, and appropriate stretches to use to warm-up the required muscles.

Monitor and give feedback at group level.

Reading passages and content adapted from material on the following websites:

http://web.mit.edu/tkd/stretch/stretching_3.html

<http://www.asha.org/public/hearing/How-Our-Balance-System-Works/>

<http://www.sportsscience.co/flexibility/whole-body-stretching-routine/>

<http://greatist.com/fitness/full-body-dynamic-warm-up>

<http://greatist.com/fitness/full-body-dynamic-warm-up>

<http://www.stretch-exercises.com/exercises/lower-body/>

Unit 8 Review

TEG 08 Review

Session 8:

Review of Term 1 (90 Min)

Objectives:	By the end of the session the participants will be able to: <ul style="list-style-type: none">• recall the basic movement skills and name an exercise to practice them with children• create a varied and competent lesson plan
Overview:	PART A Group review of the different topics of the first part of the semester. 60 minutes PART B Presentations, Q&A. 30 minutes
Materials:	none
Equipment:	Paper and pens to create posters. Theoretical session takes place in a classroom

Part A: Group Review of Topics of the First Semester (50 Min)

Step 1: 15 Min

Briefly run through the topics of the previous eight weeks:

- The possible risks to the safety of young people in a PE lesson, and appropriate techniques to manage a class adequately during such a lesson
- The appropriate structure and necessary categories of a PE lesson plan, and the appropriate expectations of physical and social development of young people in grades 1-3
- Theories of how children and young people learn to move, the major muscle groups and movements of the body
- Appropriate techniques and coaching, with the help of observation protocols, for:
 - Throwing (underarm and overarm) and catching
 - Kicking (punting, holding, passing)
 - Striking with a bat or racquet
 - Stretching and balance

Ask the class if there are any questions remaining on these topics, and reflect briefly on how much they are able to recall and which areas they are still unsure of.

Step 2: 35 Min

Participants work in pairs, review their own lesson plans from week two, identify weaknesses in them and discuss together, with reference to the games, movements and principles learned over the previous seven weeks. Using the blank form they received in week 2, participants re-write their lesson plans with the help of new games and approaches learned, including notes on specific movements and development expectations of their pupils. Pairs then swap lesson plans for peer feedback.

Part B: Presentation of Previous Units (40 Min)**Step 1: 40 Min**

Each individual presents their lesson plan, including all categories included on the form, briefly for the class. Give feedback on their understanding of the units and presentation of key points. After each presentation each individual answers the questions “why was this a well-structured, effective PE lesson plan?” and “Which challenges could present themselves while carrying out this lesson plan?” with a focus on the physical, but also mental and social, development of the children. Participants as a group are encouraged to give feedback on the importance and relevance of the individual weeks so far.

Lesson plans are handed in to be graded.

Unit 9 Cognitive and Social Development

Resource 9A: Piaget-Stages of Child Development

The stages of development according to Piaget are a blueprint that describes the stages of normal intellectual development, from infancy through adulthood. This includes thought, judgment, and knowledge. The stages were named after psychologist and developmental biologist Jean Piaget, who recorded the intellectual development and abilities of infants, children, and teens.

Piaget's four stages of intellectual (or cognitive) development are:

- First stage: birth to 18-24 months – movements
- Second stage: children at the age of 18-24 months to age 7 – language
- Third stage: ages 7 to 11 – able to change perspective, more developed imagination
- Fourth stage: 11 + yrs – abstract thinking

Piaget acknowledged that some children may pass through the stages at different ages than the averages noted above and that some children may show characteristics of more than one stage at a given time. But he insisted that cognitive development always follows this sequence, that stages cannot be skipped, and that each stage is marked by new intellectual abilities and a more complex understanding of the world.

First stage: Feeling and Movement (Sensorimotor) Stage

During the early stages, infants are only aware of what is immediately in front of them. They focus on what they see, what they are doing, and physical interactions with their immediate environment.

Because they don't yet know how things react, they're constantly experimenting with activities such as shaking or throwing things, putting things in their mouths, and learning about the world through trial and error. The later stages include goal-oriented behavior that brings about a desired result.

Between ages 7 and 9 months, infants begin to realize that an object exists even if it can no longer be seen. This important milestone -- known as object permanence -- is a sign that memory is developing.

After infants start crawling, standing, and walking, their increased physical mobility leads to increased cognitive development. Near the end of the Sensorimotor Stage, infants reach another important milestone -- early language development, a sign that they are developing some symbolic abilities.

Second stage: Trying to Move (Preoperational) Stage

During this stage, young children are able to think about things symbolically. Their language use becomes more mature. They also develop memory and imagination, which allows them to understand the difference between past and future, and engage in make-believe.

But their thinking is based on intuition and still not completely logical. They cannot yet grasp more complex concepts such as cause and effect, time, and comparison. Their thinking is

still very egocentric. They assume that everyone else sees things from the same viewpoint as they do.

Third stage: Social (Concrete Operational) Stage

At this stage, children are able to see things from different points of view.

Their thinking becomes less egocentric and they are increasingly aware of external events. They begin to realize that one's own thoughts and feelings are unique and may not be shared by others or may not even be part of reality.

During this stage, however, most children still can't think abstractly or hypothetically.

Fourth stage: Abstract (Formal Operational) Stage

Adolescents who reach this fourth stage of intellectual development are able to logically use symbols related to abstract concepts, such as algebra and science. They can think about multiple variables in systematic ways, formulate hypotheses, and consider possibilities. They also can ponder abstract relationships and concepts such as justice.

Although Piaget believed in lifelong intellectual development, he insisted that the formal operational stage is the final stage of cognitive development, and that continued intellectual development in adults depends on the accumulation of knowledge.

Resource 9B: An Islamic Perspective on Child Development

According to an Islamic point of view, human beings are always growing and they develop through different specific stages of growth. As God says in the holy Quran, God made you from dust, then from a drop of water and this transformed into flesh and blood. God put this in the womb of the mother and decided for humans to be born, grow up, age and die at his appointed time. This is all according to the wishes of God. The growing stages of a child are divided into two parts according to an Islamic point of view.

1. The stages of development before birth
2. The stages of development after birth

The first stage, before birth

God says in the Quran that he created Adam from dust, and through conception in a stable place, the womb, the human is formed. Within the womb the human develops muscles and bones.

The second stage, after birth

After birth the development of a human being is divided up into three specific stages. The first is childhood, the second is youth, and the third is old age. The most important stages are childhood and youth, because the body develops very fast and is significantly affected by the conditions of development through these stages.

The period up until the 21st birthday can also be divided up into three separate stages. During the first seven years the child is lovely and well behaved, and is free from responsibility. Between the ages of seven and fourteen the child goes through the stage of obedience, in which the parents are responsible for his or her welfare and the child becomes responsible for his or her actions. During the final seven years of this stage between the ages of 14 and 21 the child may act as an advisor to his or her family, and their decisions and views will be considered by the family.

Resource 9C: Play and Child Development

Developmental and cognitive scientists have emphasized the function of play in the social development of children. These scholars consider children's play the crucible of social development. As part of his work on the cognitive development of children- which of course is a part of their social development- Piaget analyzed play behavior. Piaget believed that play and cognitive development are inseparable, and that each cognitive stage exhibits a unique type of play form. More important, each play form in which children engage as they pass through the various developmental stages permits them to interact in unique ways with the environment and the social actors in it. Social development therefore occurs as the child assimilates various social roles. According to Piaget, the practice of rules, the consciousness of roles and the development of moral values, each of which is associated with play and games in the latter two developmental stages, are largely learned in the play environment and thus serve valuable functions in the larger social context.

To summarize, there is almost unanimous agreement among developmental scientists that play is important to social development. Social competence must be learned, and it is learned through social experiences; some experiences are richer in their potential for promoting social competence than others. Since much of it is social, play is particularly useful in enhancing social development. Through play, children learn how to relate to others; indeed, they learn a wide range of social skills. Play, then, is one of the keys to successful social adjustment during childhood, and it serves as a foundation for adult functioning within society.

Key factors for play in child development:

- *Freedom and choice*- players need to be able to make choices, and decide what they are doing within a field of possibilities
- *Changing roles*- in order to stimulate players, roles need to change regularly
- *Clear rules*- rules should be as clear as possible, and enforced coherently
- *Inclusivity*- everyone should be engaged in playing the game, if they are not involved they will not develop
- *Respect*- in order to engage all players and ensure their wellbeing, players should be respected at all times, and expected to respect other players
- *Interaction with others*- Interaction with others should be encouraged and facilitated. Lack of interaction with others leads to lack of social and emotional development.

TEG 09 Cognitive and Social development

Session 9:

Cognitive and Social Development (90 Min)

Objectives:	By the end of the session the participants will be able to <ul style="list-style-type: none">• Demonstrate an understanding of several different stage-based theories of child development and the role that physical activity and play has in them.
Overview:	PART A Introduction to several stage-based theories of child development in the form of an interactive lecture. 45 minutes PART B Group work: presentation of different stages of one theory in groups, demonstration of importance of structured and unstructured physical activity in each. 45 minute
Materials:	<ul style="list-style-type: none">• TE Resources• Students' Workbook
Resources:	<ul style="list-style-type: none">• Resource 9A Piaget- Stages of Child Development• Resource 9B Child Development from an Islamic Perspective• Resource 9C Play and Child Development
Equipment:	None. Theoretical session takes place in a classroom/ lecture hall

Part A: Introduction to theories of social and emotional development (45 Min)

Step 1: 15 Min

Put the class in groups of four by counting the students down from 1 to 4, so that the groups are random. Hand out resource 9A *Piaget- Stages of Child Development*. Use a Buzz Group Lecture to demonstrate the stages of social and emotional development of children as theorised by Piaget. After explaining each stage, let the students repeat and reflect in groups of four. Tell them to use the respective worksheets for making notes.

Step 2: 15 Min

Hand out resource 9B *Child Development from an Islamic Perspective*. Use a Buzz Group Lecture to demonstrate the stages of emotional and social development of children. After explaining each stage, let the students repeat and reflect in the same groups of four. Tell them to use their worksheets for making notes.

Step 3: 15 Min

Participants discuss in the same groups of four the similarities and differences between the two models. Ask the students the questions:

- What parts of Piaget's theories do you find useful?
- What parts of the Islamic perspectives on child development do you find useful?
- How can we apply these models to PE lessons?
- Do they apply better to social, emotional or physical development? Or all three?
- According to these theories, what kinds of non-physical skills and abilities, could we expect young people to develop as a result of Physical Education?

Part B: Importance of Structured and Unstructured Physical Activity in Different Stages of Social and Emotional Development (45 Min)**Step 1: 10 Min**

Hand out resource 9C *Play and Child Development*. Participants read the first part of the worksheet. They discuss and write down in pairs what they have learned and understood from the text.

Step 2: 30 Min

Participants split up into six groups. Each group has one of the key factors for play in child development. They discuss concrete strategies for facilitating child development through play in a PE lesson and make a list of possibilities.

Afterwards, they decide on one strategy they want to present to the group. Ways of presentation can be either a role-play or a short presentation.

Step 3: 5 Min

Participants reflect on the strategies and factors in groups. They also think about additional factors for play that support emotional and social development.

Reading passages and content adapted from material on the following websites:

<https://ehlt.flinders.edu.au/education/DLiT/2000/Piaget/stages.htm>

<http://www.simplypsychology.org/kohlberg.html>

<http://family.jrank.org/pages/371/Development.html>

Unit 10 Motivation

Resource 10A: What is Your Role?

It is important to get to know the students you teach. Each will be different in some way. Once you understand them, you will be able to encourage them and help them all to make the most of their abilities. The more you get to know about sport and how to help others improve their skills, the more you will progress with your groups. However, sport is not just about teaching complicated skills.

Your role includes acting as:

- a) Guardian to ensure sessions are fun, safe and fair
- b) Organiser to ensure every student gets the maximum opportunity and time in each session
- c) Motivator to generate a positive and enthusiastic approach in each student
- d) Teacher to help students acquire skills in a competitive and non-competitive environment

Understanding motivation:

Ensuring that children are motivated to participate in sports and physical activity is a key role of the coach. Perceptions of competence and self-esteem effect enjoyment and physical activity behaviours. Therefore, intervention strategies must focus upon maintaining and enhancing children's self-evaluations of physical ability to ensure continued interest and participation. Enjoyment and other positive emotional experiences associated with physical activity sustain commitment toward and actual levels of physical activity. The activities that kids do must be fun and more appealing than alternative unhealthy activities. Social support by teachers, coaches, and peers is essential to positive self-beliefs, enjoyment, and motivation to continue activity.

In practice, teachers and coaches must structure the frame of success, so that players feel competent and able, but are still challenged. This is in itself a major challenge, due to differing levels of ability and large class-sizes.

Provide optimal challenges:

An optimal challenge is one that matches the difficulty level of activities to the child's capabilities. Therefore, children's successful mastery of skills is within reach, but they must exert necessary effort and persistence to attain the goal. Think of an optimal challenge as "matching the activity to the child, and not the child to the activity". Skills that are too easy in relation to a child's talents are boring and do not allow for realistic goals. Skills that are too difficult invoke anxiety and frustration when persistent efforts are unsuccessful. Because children use mastery of skills, effort expenditure, and self-improvement as criteria for determining how physically competent they are, optimal challenges offer children a primary opportunity for developing and demonstrating competence that is at the cutting edge of their capabilities. Teachers, coaches, and coaches should ensure developmental progressions in skills and physical activities, collaborate with children in setting realistic goals for physical activity, and modify games or activities to allow for optimal challenges.

In practice this means being able to control and adapt games so that children are faced with real, but not unmanageable, challenges. For example, ensuring that targets in a throwing game are not so small and far away that players can almost never hit them, and are as a result demotivated, but also ensuring that there is a minimum distance that players must be from the target to throw, so that the skill of throwing is practiced, and aim improved. Having a clear minimum distance marked in chalk or with string means that the distance can be changed according to the progress of the class- there can even be different distances that all must throw from, in order to allow those of different abilities all to experience an optimal challenge. Emphasis here, however, must be put on ensuring that even the less-abled players understand that hitting the target from whatever distance is a victory.

Create a mastery motivational climate:

Coaches and teachers influence children's beliefs, affective responses and behaviors by shaping the learning environment or motivational climate in which activities take place. Motivational climate focuses upon how success is defined, how children are evaluated, what is recognized and valued and how mistakes are viewed. A mastery motivational climate is one that promotes learning, effort and self-improvement, and mistakes are viewed as part of the learning process. Success is self-referenced, and personal improvements are recognized, praised and emphasized. In contrast, a performance climate emphasizes norm-referenced modes of success, and evaluation for recognition that focus upon favourable comparison to peers. The motivational climate that is perceived by participants impacts their perceptions of ability, attraction toward physical activity and motivation.

TARGET

The acronym TARGET is used to identify effective strategies for structuring a mastery motivational climate in physical activity contexts.

TARGET stands for:

1. Task	<i>task variety and optimal challenges</i>
	For example, varying games and skills learned, and setting different levels of achievement within a game for a group of different abilities
2. Authority	<i>opportunities for choice and shared decision-making</i>
	Ask learners which games they enjoy, and which they would like to play again. Build their feedback to some extent into lesson plans.
3. Recognition	<i>recognition of effort and self-improvement</i>
	Reward improvement and effort, not ability.
4. Grouping	<i>partner and small-group problem-solving tasks, assign</i>

	<i>groups yourself to ensure mixed groups</i>
	Ensure to mix team games with games involving pairs and games in which individual problems need to be solved, for example ball-bouncing, dribbling or completion of an obstacle course.
5. Evaluation	<i>evaluation criteria focused on self-referenced standards</i>
	Focus on their improvement, and evaluate privately. Do not invite comparison between players.
6. Time	<i>adequate time for learning and demonstrating skills, even for those less skilled players</i>
	Ensure that all players have roughly equal time with the ball, or demonstrating a skill, or practicing, in order to ensure equal opportunities for development.

Teachers and coaches are charged with colouring the physical activity environment to achieve these "targeted" goals. Rather than focusing on performance outcomes, emphasizing peers' achievements, recognizing only the most talented youngsters, and using consistent ability-grouping (i.e., a performance climate), significant adults can instead cultivate children's view of physical activity through rose-coloured lenses (i.e., mastery motivational climate). Because a mastery climate emphasizes cooperative learning rather than competition, diverse ability grouping, and recognition based on individual improvement and not peer comparison. This environment is also most conducive for fostering positive peer relationships, enhancing peer acceptance, and creating opportunities for close friendship development.

Resource 10B: 10 Tips for Maximising Motivation

Tips for maximizing motivation

Focus on teaching and practicing skills: maximize equipment, facilities, and teachers; don't introduce competitive play too early; make sure it's fun and structured and provide variety.

Modify skills and activities: sequential progressions; modify space, equipment, rules; match the activity to the child, not the child to the activity.

Realistic expectations for each child: individual learning rates and goals.

Become an excellent demonstrator: lots of "show and tell"; repeated demonstrations; multiple angles.

Catch kids doing things correctly: compliment, instruct, and encourage; provide optimal challenge as a follow-up.

Reduce kids' fears of trying skills: provide an encouraging atmosphere performance errors are part of the learning process; reduce fears of getting hurt show how you've ensured safety; show empathy.

KISS: keep instructions short and simple, do not try to explain everything as completely as possible, give players the minimum needed to play in order to maximize practice and playing time.

Be enthusiastic: it's contagious! Smile, interact and listen

Build character by being a role model- demonstrate the behaviour you want from young people yourself. Identify and take advantage of teachable moments, when something happens which you can use to demonstrate why young people should be polite, attentive, listen, supportive of their fellow pupils.

Let children make some choices: involve them in the decision-making process; ask questions.

TEG 10 Motivation

Session 10:

Motivation (90 Min)

Objectives:	By the end of the session the participants will be able to: <ul style="list-style-type: none">effectively model motivation as a way of motivating students.demonstrate other factors that increase the motivation of young people to engage in a PE lesson.
Overview:	<p>PART A</p> <p>Outline of factors that increase intrinsic motivation of young people to take part in PE lessons. 60 minutes</p> <p>PART B</p> <p>Group work: application of different factors to one game- presentation of the ways in which the lesson can be adapted to fit the motivational needs of groups and individuals. 30 minutes</p>
Materials:	<ul style="list-style-type: none">TE ResourcesStudents' Workbook
Resources:	<ul style="list-style-type: none">Resource 9A What is your role?Resource 9B 10 Tips for maximizing motivation
Equipment:	None. Theoretical session takes place in a classroom

Part A: Discuss Motivation (60 Min)

Step 1: 40 Min

Hand out resource 9A *What is Your Role?* and explain the different roles the participants are expected to take as teachers, including creating a positive atmosphere during lessons in which children are motivated to participate and to learn. Make clear that participants understand that their role includes acting as a:

- Guardian to ensure sessions are fun, safe and fair
- Organiser to ensure every student gets the maximum opportunity and time in each session
- Motivator to generate a positive and enthusiastic approach in each student
- Teacher to help students acquire skills in a competitive and non-competitive environment

Outline the ways in which teachers can support young learners to see their successes, motivating them to learn more. Describe what an optimal challenge is, what teachers need to know in order to offer one and how they can be structured by teachers to increase

motivation. Talk through how teachers can create a mastery motivational climate, further increasing the motivation of learners to learn, and thus enabling teachers to focus on the content of their lessons, instead of pushing learners who aren't interested and dealing with discipline and other problems. Lead a discussion at the end of the talk around motivation. Ask participants:

- What motivated them to learn in school?
- In which subjects were they not motivated?
- Which factors made them feel like they wanted to learn more?
- Were the subjects they were motivated in also the most important subjects later in life?
- How would they motivate young learners?
- How can young learners who initially don't seem to be skilled or gifted in a certain discipline be motivated to work to attain competence?
- How can optimal challenges be structured in groups of children of different ability?

Step 2: 20 Min

Use a buzz group lecture to demonstrate the TARGET (See Resource 9A *What is Your Role?*) approach to creating a mastery motivational climate. Outline the following factors that constitute the TARGET approach:

1. Task	<i>task variety and optimal challenges</i>
2. Authority	<i>opportunities for choice and shared decision-making</i>
3. Recognition	<i>recognition of effort and self-improvement</i>
4. Grouping	<i>partner and small-group problem-solving tasks</i>
5. Evaluation	<i>evaluation criteria focused on self-referenced standards</i>
6. Time	<i>adequate time for learning and demonstrating skills</i>

After a description of the factor, ask groups to “buzz” about the general concept, as well as concrete ways in which they could manipulate this factor to increase motivation and achieve a mastery motivational climate.

Part B: Techniques for memorising and checking understanding (30 Min)

Step 1: 30 Min

Distribute **Resource 9B**, *10 Tips for Maximising Student Motivation*. Assign participants into groups, and give each group one approach, so that there are ten individuals or groups each with a different approach. Each group or individual develops a role-play in which they demonstrate the approach or principle- if there are enough participants and enough space, this could be an actual game. Other participants observe and provide motivational feedback to participants about their performance. They discuss the other techniques demonstrated- which ones worked very well? Which worked not so well? Which do they want to apply to a real life situation?

Monitor and give feedback at teaching practice group level.

Reading passages and content adapted from material on the following websites:

<http://www.ascd.org/publications/books/111001/chapters/Setting-Objectives-and-Providing-Feedback.aspx>

<http://www.behavioradvisor.com/CoopLearning.html>

<http://www.evidencebasedteaching.org.au/the-i-do-we-do-you-do-model-explained/>

Unit 11 Modelling Resilience

Resource 11A: Approaches to Building Resilience in Sports Lessons

Resilience is the ability to steer through serious life challenges and find ways to bounce back and to thrive.

We are born with the capacity for resilience. But resilience is not something we have or don't have. We work on it throughout our lives. And we need to start as early as possible. Coaches are the most important people to help build their children's resilience. Children learn a lot by watching their parents. When coaches cope well with stress, they are showing their children how to do the same.

Why is it important to develop resilience?

Resilience makes a big difference in people's lives. People who respond to hardships with resilience are:

- healthier and live longer
- happier in their relationships
- more successful in school and work
- less likely to get depressed

What builds resilience?

Many of the things that support healthy development in young children also help build their resilience. These things include:

- a secure bond with a caring adult
- relationships with positive role models
- opportunities to learn skills
- opportunities to participate in meaningful activities

What Do We Need to Know to Build Resilience?

We need both outside supports and inner strengths to build our resilience

- Outside supports include:
 - caring relationships
 - positive role models in families and communities
 - community resources such as community centres, parent-child drop-in centers, faith groups, or support programs for children with special needs

Inner strengths include:

- self-control
- thinking skills
- confidence
- positive outlook
- responsibility and participation

Outside supports and inner strength work together to develop our resilience.

Self-efficacy is the belief that you are capable of performing a task or managing a situation. A child with high self-efficacy believes they have the skills to help them steer through life and reach their goals. Perhaps most importantly, self-efficacy is about learning how to persevere during a challenge or setback.

There are many ways coaches can help nurture self-efficacy in a child.

Help your child to fail again and fail better: One of the biggest mistakes adults make is preventing a child from experiencing failure. Well-intentioned coaches want to protect their child from experiencing disappointment. But a child who never learns to face setbacks does not learn how to rely on internal strategies to cope with them. As a result, you weaken your child's ability to handle life's disappointments. Instead, teach your child how to fail better. A child learns persistence when, after experiencing a setback, they continue to try again. When facing a setback, tell your child each failed attempt is a learning experience. It is a 'step' to get to where they want. This helps redirect focus from the failed result to a more constructive question, like "What can I do differently next time I study for this test?" This way your child learns to adapt to failure or disappointment, not succumb to it.

Help your child set realistic, short-term goals: Teaching your child how to set realistic goals helps them prepare them to fail better. Short-term goals are more easily believable than goals that are much farther away. They make a task appear more manageable, and involve more frequent feedback. This encourages self-efficacy.

Praise effort, not ability: Nurture the belief that ability can always change. Encourage perseverance and persistence as a way to overcome hurdles. In a large-scale study from Columbia University involving over 400 children, psychologists found ability praises such as, "You are intelligent" induces a fear of failure. As a result, a child evades a challenging situation. It undermined both motivation and performance. In contrast, children in the study praised for effort and encouraged to try regardless of the outcome, were keener to tackle challenges. They also enjoyed it. Make a habit of praising sincere effort put in by the child, both at school and home.

Praise honestly: When a child faces a hurdle, it is natural to want to make them feel better. Well-meaning coaches often respond to failure by saying "you did great" or "you are the best". These words are soothing at the time, but eventually the novelty (and your credibility) wears off. Children are smart. They quickly identify empty praise and encouragement. When capable children accomplish competent work with little effort, strong praise sends the message that little effort is actually praiseworthy. A child who perceives praise as undeserved does not develop self-efficacy. In these situations, the child is likely feeling under-challenged. To instill strong self-efficacy, try raising your standards and expectations of the child so they feel more challenged.

Name the child's strengths: When the child experiences a setback, help her find her strengths. First acknowledge the setback or struggle by saying, "That must feel really disappointing. I understand why you are upset." Then identify specific strengths she can use next time. For example, "You sang the low notes very well," or "Your jump-shots were really

strong.” By naming their strengths, you also help your child refocus a negative situation into a constructive one. Identifying these skills or strengths helps your child rely on them when coping through a difficult situation: “You have a great ability to express your feelings. How can that help you here?” or “Your ball-passing skills are really strong. How could those skills help you at the next soccer match?” It takes practice to respond more specifically to your child. Coaches who develop this skill feel they communicate more honestly with their children. In the long run, the effort will pay off for both you and your child.

Model self-efficacy: Children are avid observers. They listen and watch what you say and do. The more similar a child feels to the person she is observing, the more strongly the person’s success and failure shapes the child’s beliefs about her own abilities. Coaches are a child’s primary role models. Share your own disappointments and willingness to work towards a goal. Continually express your belief in your own success. Watching you persevere to achieve a goal or overcome an obstacle tells a child they too can successfully manage their own environment.

Resource 11B: 7 Principles of Resilience Building

A child with high self-efficacy believes they have the skills to help them steer through life and reach their goals.
Self-efficacy is about learning how to persevere during a challenge or setback.
Experiencing setbacks and failure helps foster strong self-efficacy in children. Make sure your child is being challenged enough to experience setbacks, and teach them how to learn from the obstacles.
Help your child set realistic, short-term goals. These goals are more manageable, require frequent feedback, and help foster strong self-efficacy.
Praise effort and praise honestly. Praising ability rather than effort undermines motivation and performance.
Help your child see their strengths during a setback so they learn to rely on their abilities and persist.
Model self-efficacy to your child by sharing your own obstacles and efforts to work towards goals.

TEG 11 Modelling Resilience

Session 11:

Resilience, developing self-efficacy and overcoming fear (90 Min)

Objectives:	By the end of the session the participants will be able to <ul style="list-style-type: none">• understand how to support the development of self-efficacy of young people and model resilience in a PE lesson.• understand and demonstrate how to support young people overcome fear and anxiety in the context of physical activity.
Overview:	<p>PART A</p> <p>Introduction to the concepts of self-efficacy and resilience. Outline of their role within a stage-based theory of child development. 45 minutes</p> <p>PART B</p> <p>Discussion of self-efficacy, resilience and fear in small groups. List of approaches known to or thought to support young people to be able to independently take on challenges in sporting environment. Presentation to the group. 45 minutes</p>
Materials:	<ul style="list-style-type: none">• TE Resources• Students' Workbook
Resources:	<ul style="list-style-type: none">• Resource 11A Approaches to Building Resilience in Sports Lessons• Resource 11B 7 Key points to build resilience
Equipment:	None. Theoretical session takes place in a classroom

Part A: Demonstration of eliciting techniques (45 Min)

Step 1: 45 Min

Hand out resource 11A *Approaches to Building Resilience in Sports Lessons*. Proceed to work through the theory of resilience and the importance of a skills-based PE lesson that focuses on the needs and wants of school children. Let your students explain the basics of:

- Self-efficacy
- Learning to fail
- Goal setting
- Correct use of praise
- Strength-based learning

Part B: Self-efficacy, resilience and fear (45 Min)

Step 1: 30 Min

Hand out **resource 11B 7 Principles of Resilience Building**. Discuss the seven key points in pairs. Later two pairs of students come together into a group of four. Participants discuss and reflect on the scenarios to use the tips provided. Participants illustrate positive approaches to building resilience.

Ask participants:

- What are the challenges in these situations?
- How do their previous experiences with young people and in school relate to the tips given?
- How can participants put these ideas into practice in their teaching praxis?

Step 2: 15 Min

Participants write a list of the top five practical ways they can develop resilience and self-efficacy in PE lessons with their pupils in groups of four, and present to class, explaining reasoning.

Approaches must be concrete and applicable to PE lessons in Afghanistan. They should cover as many of the 7 principles as possible.

Monitor and give feedback directly during the presentation.

Reading passages and content adapted from material on the following websites:

<http://believeperform.com/performance/resilience-in-sport/>

<http://www.aboutkidshealth.ca/En/HealthAZ/FamilyandPeerRelations/life-skills/Pages/Self-efficacy-How-foster-children.aspx>

Unit 12 Teamwork 1- Fairplay

Resource 12A: Encouraging Fair Play

Sport plays an important role in the lives of children. Whether formally or informally sport is an activity every child engages in. Every child has the right to play. Every child has the right to be fully included regardless of disability, ethnicity, religion or gender. If a child makes a commitment to play formal sport, that child, regardless of their ability, must be offered full support and inclusion.

What is fair play?

In grades 1-3, fairplay in sports lessons means concretely:

- Taking turns
- Letting everyone play
- Helping one another
- Working together
- Being nice to each other
- Following the rules
- Playing the whole game
- Including everybody

Encouraging fair play

In sport, many people are motivated by their desire to win. This can be positive, providing they also show respect, for example towards opponents and officials, and behave in a sporting manner. Encourage your students to appreciate the importance of fair play. Let them know that simply taking part in a fair game has many rewards. For example, those who play fairly will be respected not just as good sportspeople but as fair people in general. Your influence as the teacher or person in charge of the session will have a noticeable effect on how good students begin to understand the importance of fair play and put it into practice.

You should try to:

- set standards of fair play- this means being very clear about what is fair play, and what is not (for example, writing a list and putting it on the wall, and referring back to it regularly)
- Maintain standards of fair play at all times- this means ensuring that decisions you make are clear and coherent- sanctions should be given when other people do not respect the rules or don't play fair, but should be always given when children don't play fair
- lead by example, which means following the rules of fair play yourself, being nice to children, following the rules and letting everyone have a turn
- emphasize the importance of participation
- be consistent in your approach and treat all students equally
- praise sporting behaviour as well as effort and improvement

- teach students to play by the rules, accept decisions and, if they are not playing fairly, always explain to them why their behaviour is unacceptable
- penalise unfair play

Demonstration:

Actions speak louder than words.

Most people find it easier to take in visual information rather than a long explanation. This means that demonstration is an extremely powerful teaching tool, although you must use it appropriately.

- Position the group so everyone can see the demonstration clearly and hear what you have to say, for example make sure no-one is behind you or looking directly into the sun
- Make sure the demonstration is simple enough for the group to copy
- Do not be tempted to tell the group everything at once; select one or two key points, for example 'watch my feet'
- Repeat the demonstration at least twice
- Let people have a go and give them sufficient time to practise
- Use students in the group (rather than yourself) to demonstrate whenever possible
- Encourage students to observe others and learn from their actions

Resource 12B: Communication

How to communicate:

Effective communication is vital in teaching sport. It involves giving information and receiving it; talking and listening. You need to send the correct messages to your groups, but also to give them a chance to tell you how they are doing. Here are some guidelines.

- It is important to ask questions and listen carefully to answers
- Make sure you have the attention of your group before you speak
- Try to gain and maintain eye contact
- Speak loud enough for everyone to hear but try not to shout
- Remember actions speak louder than words- act positively at all times
- Use simple words and do not give people too much information at any one time
- Consider the age, experience and skill level of the students you are teaching and adapt your words and manner accordingly
- Young students will feel more at ease if you kneel down to their level when you are talking with them. They may be more receptive if you let them sit down while you are talking.
- Encourage those you teach to ask if they do not understand
- Use one clear word, for example 'stop', to attract attention

- Use a short command, for example 'come around', once you have everyone's attention
- Make sure your groups know when to begin an activity after you have called them round, for example 'off you go'

How to give positive feedback: Students like to know how they are doing and will often look to you for feedback. Your comments will inspire them but you should also encourage them to use information from their senses, for example '*Does the action feel right? What does it sound like? Where do you feel tension in the muscles?*' Feedback helps the learning process as it can reinforce good practice and highlight how to improve further. Make sure your comments are positive.

- Too often people are inclined to focus only on what is wrong, which can be very demoralising. Here are some tips for giving students positive feedback:
- build on what is good and show them how they can improve further
- encourage them to have a go; help them to believe they can do it
- make sure feedback is accurate and frequent; this helps the learning process and reduces the likelihood of reinforcing bad practice
- give feedback when it is needed and when it seems appropriate within the session; please note, it is possible to overdo feedback, which can cause students to lack confidence
- give credit only when credit is due but always acknowledge effort
- encourage students to give themselves feedback and not always to rely on others

Resource 12C: Fair Play Games

BARAN-O-SHAGERD-E-CHALAK

Teacher picks one person to be the rain "baran". They stand in the middle of the room, all other students stand around them. The other students move in whatever way around the room. The student standing in the middle calls "aren't you afraid of rain?". The students answers: "No, we don't", while they run to cross the room to the other side. The student standing in the middle of the room tries to catch them by touching them. Those students caught by the student in the middle of the room join them in the middle to try to catch remaining players in the final round. The game ends when all players have been caught by the "rain", or after a defined amount of time.

BAZICHA-I-YANK LENGA

Students break up into two teams. The teacher draws a line of chalk through the centre of the room. The teams face each other from opposite sides of the room. One team member from each team comes to the centre point of the room and stand back to back. When the teacher gives a signal the two players try to hop on one leg back to their team as fast as possible. When they reach their team another team member runs to the centre point and begins hopping back to their team, in a relay style. When they reach the other side they must high-five a team member who has not yet run, in order for them to run to the centre and

continue the relay. The first team whose members have all hopped from the centre of the room to the side is the winner.

All players who are not currently hopping from the centre must remain hopping throughout the game, changing legs as necessary.

TEG 12 Teamwork 1 - Fairplay

Session 12:

Teamwork 1- Encouraging Fair Play (90 Min)

Objectives:	<p>By the end of the session the participants will be able to:</p> <ul style="list-style-type: none"> • demonstrate active learning strategies which strengthen the idea of fair play and appropriately penalise unfair play. • demonstrate active learning strategies which engage all learners.
Overview:	<p>PART A</p> <p>Discussion of the importance of games, team work and fair play in PE lessons with reference to theories of child development and motivation.</p> <p>Outline of important guidelines to teaching young people the importance of fair play, demonstrating and explaining rules, and adjusting rules to ensure all are challenged and included. 30 minutes</p> <p>PART B</p> <p>Teach traditional Afghan games to each other with focus on fair play, rules and inclusion including games:</p> <ol style="list-style-type: none"> 1. BARAN-O-SHAGERD-E-CHALAK 2. BAZICHA-I-YANK LENGA <p>60 minutes</p>
Materials:	<ul style="list-style-type: none"> • TE Resources • Students' Workbook
Resources:	<ul style="list-style-type: none"> • Resource 12A Encouraging Fair Play • Resource 12B Communication • Resource 12C Fair Play Games
Equipment:	None.

Part A: Introduction to the concept of fair play (30 Min)

Step 1: 15 Min

Hand out resource 12A *Encouraging Fair Play*, 12B *Communication*, and 12C, *Fair Play Games*. Introduce the concept of fair play as described in the resource in the context of PE lessons in grades 1-3.

- Taking turns
- Letting everyone play
- Helping one another
- Working together
- Being nice to each other
- Following the rules
- Playing the whole game
- Including everybody

Outline the way that PE lessons and sport can be used to train young people to act in a considerate, respectful and fair way. Make reference to theories of child development made earlier in the course- games in PE are a way for young learners to try out different ways of acting with each other- respect for the rules and for each other should be emphasised, in order to help them develop positive social attitudes towards each other in the future. Outline the concrete things teachers can do to ensure fair play is adopted by children:

- set standards of fair play- this means being very clear about what is fair play, and what is not (for example, writing a list and putting it on the wall, and referring back to it regularly)
- Maintain standards of fair play at all times- this means ensuring that decisions you make are clear and consistent- sanctions should be given when other people do not respect the rules or don't play fair, but should be always given when children don't play fair
- lead by example, which means following the rules of fair play yourself, being nice to children, following the rules and letting everyone have a turn
- emphasize the importance of participation
- be consistent in your approach and treat all students equally
- praise sporting behaviour as well as effort and improvement
- teach students to play by the rules, accept decisions and, if they are not playing fairly, always explain to them why their behaviour is unacceptable
- penalise unfair play
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Step 2: 15 Min

Ask the participants and engage them in discussion:

- Why do they think fair play is important?
- Why is fairplay important during games in which competition is involved?
- Why is fairplay important in making sure all children benefit from sport and exercise?
- How and what can children learn from playing games in a fair way, that they can use later in life?
- What does fairplay have to do with safety in PE lessons?
- What does fairplay have to do with discipline in PE lessons?
- What does the way children treat each other during games have to do with the way they treat each other outside of PE lessons?
- Why is it important that children learn respect towards one another?
- Why is it important that rules are clearly articulated and systematically upheld?

Part B: Teach traditional games with focus on fair play, rules and inclusion (60 Min)

Step 1: 50 Min

Delegate the following roles to participants or groups of participants:

- Setting standards of fair play (a list of rules on a poster, including sanctions)
- Maintaining standards of fair play (enforcing rules and giving sanctions)
- Demonstrating the games
- Leading the games, ensuring all are included and instructions are clear
- Giving feedback on the games

As a group play *Baran-a-Shagerd-e-Chalak* and *Bazicha-i-yank lenga*. Participants play the roles of children, apart from those fulfilling the specific roles above. Participants should feel free to act in a natural way- sometimes not playing fair, sometimes not being respectful, in order that the class can practice what approaches to use when this happens.

Monitor and give feedback at teaching practice group level. See Resource 12B *Communication* for effective communication.

Step 2: 10 Min

Lead a brief feedback discussion-

- What worked?
- What didn't work?
- What was hard?
- What should be done differently in the future?

Reading passages and content adapted from material on the following websites:

<http://ipaworld.org/childs-right-to-play/article-31/general-comment-17/>

http://www.science.smith.edu/exer_sci/ESS200/children/ChildrenR.htm

<http://www.humankinetics.com/excerpts/excerpts/good-communication-skills-are-key-to-successful-coaching>

UNIT 13 Teamwork 2- Cooperation

Resource 13A: Encouraging Cooperation and Teamwork

Teamwork requires people to work cooperatively with others towards a shared purpose.

For a team to work together effectively, it takes all members of the team to respect each other's abilities and opinions. Teamwork is a highly social activity and involves much interaction and exchanging of ideas and actions. Being part of a team enables a child to move from more intrapersonal (individual) ways of thinking to interpersonal (communicating with others). It will help a child in all areas of their learning, and help them to feel part of a community, too.

Working as part of a team will strengthen a child's social and emotional skills, help develop their communication skills and can improve confidence.

One of the best reasons for getting children into sports is to teach them at an early age how to be team players. While you may be proud of kids for just committing to a sport, you can help them understand that there's more to team activities than just sticking with it. Encourage the child to thrive in a group environment by sharing these tips.

Sacrifice

See the other trees, not just the "mes"

"There's no 'I', in 'team'" is a primary tenet of teamwork. Help children understand that what's best for the team as a whole may not always be best for a single player. For example, a common play in baseball is the sacrifice bunt, in which the batter bunts the ball with the goal of advancing his team's base runners in exchange for an out. Use the analogy of trees in a forest to reinforce this concept. It is important to see each individual as a tree that together make up the forest (i.e. the team), rather than focus on the tree that represents "me."

Responsibility

Take responsibility!

It can be difficult for kids to take ownership of their mistakes. When something goes wrong, it's often easier to point a finger at someone else than to own the mistake yourself. However, a key component of being a team player is taking responsibility for your own missteps. Reassure the child that everyone makes errors and suggest that it's better to admit them than to blame a teammate for something you know was fault.

Respect

Respect the value of each position.

Whether the child is the team captain or a third-string player, they must learn to see the value of each position on their team.

If the child becomes too arrogant about their skills, or demoralized about a lack of them, remind them that everyone's role is essential.

Unity

Promote team unity.

Children may be ahead of their teammates in their understanding of good sportsmanship and teamwork. Encourage them to stand as an example in promoting teamwork and leading other players towards harmony. Remind them that doing so now may pay off in the future: team players are often recognized for their model behavior and chosen as team captains.

Encouragement:

Encourage others.

It is easier for others to understand you if you attempt to understand them. Suggest that children try putting their teammates' needs ahead of their own and encourage their goals and efforts. They might find that their teammates start treating them the same way. This can help build a sense of camaraderie on the team.

Joy

Enjoy the game.

If details of who did what during the game become too central, it is easy to lose sight of the fun of playing. Try to help children keep a balanced perspective about their participation. Check in with them to make sure that they are still enjoying it. After all, teamwork is easier when you like what you're doing. Encourage children to find a sport they love. If their love for it fades over time, help them consider other extracurricular options.

TEG 13 Teamwork 2- Cooperation

Session 13:

Teamwork 2 – Cooperation and Responsibility (90 Min)

Objectives:	By the end of the session the participants will be able to: <ul style="list-style-type: none">• demonstrate active learning strategies that encourage cooperation and responsibility through games safely outside or in a gym.• demonstrate active learning strategies which engage all learners.
Overview:	<p>PART A</p> <p>Discussion of the importance of cooperation and responsibility within team sports. Outline of approaches to modelling and cultivating cooperation and responsibility through team games. Outline of techniques of clear and changing roles within games to support responsible play. 30 minutes</p> <p>PART B</p> <p>Further demonstration of instruction of team games with focus on cooperation and responsibility such as:</p> <ol style="list-style-type: none">1. Everyone with his/her own flag- خود رقیب با کسهر2. Ball between two legs- پا دو نیب در توپ
Materials:	None
Resources:	<ul style="list-style-type: none">• Resource 13A Encouraging Cooperation and Teamwork
Equipment:	None.

Part A: Introduction to cooperation and responsibility within team sports (30 Min)

Step 1: 15 Min

Introduce and discuss cooperation and responsibility within team sports. Go over the following essential points for successful teamwork in PE lessons:

- Shared purpose
- Sacrifice
- Responsibility
- Respect
- Unity
- Encouragement
- Joy

Hand out resource 13A *Encouraging Fair Play*. Outline the skills and competencies that are important for participants to highlight teamwork values.

Step 2: 15 Min

In groups of around four ask participants to discuss their own experiences concerning teamwork in sports, both positive and negative. Ask them to think about experiences they have had where they have worked well as a team, and when it has not worked so well. Ask representatives of each group to briefly outline discussion points. Using resource 13A, group brainstorm a list of factors that are most important in creating good teamwork and cooperation, with ideas of how they can be implemented in a PE lesson.

Part B: Demonstration with team games focusing on cooperation and responsibility (60 Min)

Step 1: 25 Min

Choose a game and play it with the focus on cooperation and responsibility (i.e. Everyone with his/her own flag). Reflect with ST on their individual experiences of cooperation and teamwork.

Step 2: 30 Min

Choose and play another game with the focus on cooperation and responsibility and play it (i.e. ball between two legs).

Step 3: 10 Min

Have students break into groups and identify ways to promote fairness and team spirit. Ask the questions: what are strategies to make games more fair for children? What are strategies to make games more inclusive of less aggressive players? What strategies can encourage cooperation and responsibility amongst young learners?

- Passing the ball
- Working on strategic teamwork
- No violence and grabbing balls
- Encouraging weaker players
- Respecting the other team
- Listening to the coach
- Following rules

Ask groups to report back on their discussions.

Monitor and give feedback at teaching practice group level.

Reading passages and content adapted from material on the following websites:

<http://www.healthline.com/health/teaching-your-child-be-team-player>

<http://www.momtastic.com/life/125536-3-ways-to-teach-teamwork-without-letting-your-kids-know-they-are-learning/>

Unit 14 Teamwork 3 – Adapting Inclusive Games

Resource 14A: Approaches to Adapting Games

<p><u>Equipment:</u></p> <p>Larger/lighter bat/stick Larger goal/target Mark positions on playing field Lower goal/target Vary balls (size, weight, color, texture)</p>	<p><u>Rules, Prompts, Cues:</u></p> <p>Demonstrate/model activity Working in pairs Adjust time limits Oral prompt Adjust space between students Eliminate outs/strike-outs Require ball to remain stationary Require batter to sit in chair</p>
<p><u>Boundary/Playing Field:</u></p> <p>Decrease distance Use well-defined boundaries Simplify patterns Adapt playing area (smaller, obstacles removed)</p>	<p><u>Actions:</u></p> <p>Change locomotor patterns Modify grips Modify body positions Reduce number of actions Use different body parts</p>
<p><u>Time:</u></p> <p>Vary the tempo Slow the activity pace Lengthen the time Shorten the time Provide frequent rest periods</p>	<p><u>Bowling:</u></p> <p>Simplify/reduce the number of steps Use two hands instead of one Remain in stationary position Use a partner Give continuous verbal cues</p>

<p><u>Throwing Games:</u></p> <p>Use various size balls (size, weight, texture) Allow travelling Allow two hand dribble Use larger/lower goal Slow the pace, especially when first learning If student uses wheelchair, allow him to hold ball on his lap while pushing wheelchair Allow players to catch ball instead of volleying Lower the net Reduce the playing court Stand closer to net on serve Allow ball to bounce first Hold ball and have student hit it</p>	<p><u>Hitting Games:</u></p> <p>Use larger or smaller bats Reduce the base distances Shorten the pitching distance Provide a peer to assist Use larger, lighter balls Use shorter, lighter racquets Use larger head racquets Slow down the ball Lower the net or do not use a net Stand closer to net on serve court</p>
<p><u>Kicking Games</u></p> <p>Use walking instead of running Have well defined boundaries Reduce playing area Play six-a-side soccer If student uses a wheelchair, allow him to hold ball on his lap while pushing the wheelchair Use a deflated ball or brightly colored ball Use a target that makes noise when hit</p>	

Resource 14B: Principles of Inclusive Games

The main principles try to spread action, possession of the ball, ability and value across a group or team of players, instead of focusing on those who because of talent or physical ability tend to dominate games. In this way all players may be more included in sports and games, and will have more motivation to train and become better players.

1. Divide the play area in zones in which only specific children can play

This way space is not dominated by those children who are already very good at the game or sport, and shares importance in the game out amongst all players regardless of ability.

2. Introduce alternative forms of catching and stopping the ball

This means that players must develop and adapt to new motoric skills, and cannot rely on physical or skill advantages that they have already developed.

3. Give players different technical roles, and switch these roles around

This ensures that gameplay and action, along with possession of the ball or other object is shared out more equally amongst players. If one player must defend and another attack, all players get the chance to develop these skills, not just those who are already very good.

4. More than one objective or goal per team

This encourages strategic approaches to goals, and puts value on teamwork. It also puts value on different skills within a game, so that different players may be seen to have different skills but to be equally valuable to the team.

5. Place the objectives or goals in the middle of the play area

If the goal is in the middle of the play area, play becomes more fluid and takes up more space, play becomes faster and passing occurs more often, and as a result more players will become involved in play.

6. Objectives or goals should be low down, flexible and small, and without a goalkeeper, nets should be high up

This way quality of shots will increase, and frequency will decrease. With decreased frequency, more focus is on the teamwork that leads to good shots.

7. Make very clear areas around the goal that are out of bounds

This way players avoid collecting in front of the goal, and play will be more intensive and involve more players directly.

8. Require indirect shots

Demanding a different skill from players means challenging those already good to work differently, and creating the possibility that others can play on a more level, or at least different, playing field.

9. Replace physically demanding defensive moves with symbolic ones

Instead of tackling, blocking or grabbing, introduce touching with a ball or a hand in order to reduce the level of aggression in the game and to include those who are physically intimidated by physically demanding defensive moves.

10. Reduce the possibility to move independently with the ball

This reduces the importance of individual players, encouraging players to pass and develop strategic approaches to moving the ball. It puts emphasis on teamwork instead of individual brilliance, and encourages those with reduced physical abilities to engage with the game.

TEG 14 Teamwork 3 – Adapting Inclusive Games

Session 14:

Team Work 3 – Designing and Adapting Activities Inclusively (90 Min)

Objectives:	By the end of the session the participants will be able to: <ul style="list-style-type: none">• demonstrate active learning strategies where all children participate according to their needs and abilities.• demonstrate an understanding of the factors that can be adapted within games to the needs and abilities of different groups of young people, including girls and disabled people.
Overview:	<p>PART A</p> <p>Discussion of the different needs of different young people within PE lessons, with a focus on different ages, genders, ability levels and disability. Building on previous weeks with a focus on psycho-social as well as motoric abilities and competencies. Outline of adaptive approaches to lesson and game design, breaking games down into components and factors. 45 Minutes</p> <p>PART B</p> <p>Further demonstration of instruction of team games including adaptation for specific needs specified by the teacher trainers. 45 Minutes</p>
Materials:	<ul style="list-style-type: none">• Worksheet 14A Approaches to Adapting Games• Worksheet 14B Principles of Inclusive Games
Resources:	None.
Equipment:	Footballs or similar, possibly further equipment for adapted games. Practical Session takes place in a gym.

Part A: Introduction to adapting games for different groups of young people (45 Min)

Step 1: 10 Min

In groups of around four, participants brainstorm external factors that make PE lessons difficult or impossible to teach on paper or flipchart or board. Possible factors include:

- Lack of space
- Lack of equipment
- Lack of sports clothing
- Very large groups of children
- Very small groups of children
- Limited time
- Lack of appropriate gymnasium or hall

Step 2: 10 Min

Groups of participants split up into two equal sized groups. One group remains with their brainstorm, the other moves clockwise around the room, so that the groups are mixed. Participants are now required to brainstorm individual children who may have difficulty and whose needs may not be met in traditional PE lessons. Possible examples include:

- Girls
- Children with physical disabilities
- Children with mental disabilities
- Young children in groups with older children
- Children who don't think they are good at sport
- Children with low self-confidence
- Children with slow mental or physical development

Step 3: 25 Min

Groups again split into two roughly equal-sized groups, with one remaining with the brainstorm and the other moving clockwise around the room. Using worksheet 14A *Approaches to Adapting Games* and worksheet 14B *Principles of Inclusive Games*, participants develop adjustments that could be made to games to accommodate all of the external factors and special needs that they have brainstormed.

Part B: Adapting Games (45 Min)

Step 1: 10 Min

Explain to the whole group the rules of five-a-side football or a similar simple ball game.

- Five players on each team
- Match lasts 10 minutes
- One goalkeeper, four other players
- No off-pitch- the entire floor is the pitch and bouncing off the wall is allowed
- Only the goalkeeper may touch the ball with her hands

Participants then work in three groups. Each group chooses either an external factor or a target group with specific needs. The groups then adapt the game to meet the needs of the young people- either through adapting to the current environment or adapting to the needs of specific members of the group.

Step 2: 30 Min

Each game is then immediately demonstrated in front of the class, for ten minutes each.

Step 3: 5 Min

At group level participants reflect on what worked well and what did not work so well, and make notes for their portfolio.

Reading passages and content adapted from material on the following websites:

<https://www.ncbi.nlm.nih.gov/books/NBK201497/>

<http://www.nhs.uk/change4life/Pages/disability-activities-kids.aspx>

<http://www.pecentral.org/adapted/adaptedactivities.html>

Unit 15 Feedback and Goal Setting

Resource 15A: Goal Setting in Physical Education

Goal Setting in Physical Education:

A positive relationship between the preparation for specific tasks and intrinsic motivation for participation among students lead to a greater goal commitment. To properly set goals specific to physical education students, teachers should focus on moulding the motivation of students when developing goals rather than just setting objectives to be reached.

Goal Mechanisms:

Goals affect performance through four basic ways.

- *First*, goals serve a direct function in that they guide attention toward goal-relevant activities and away from goal-irrelevant activities. Students with specific learning goals paid more attention to and learned more from goal-setting activities than did students who participated in learning activities with no set goals. For example, a student playing rugby in a physical education class may have the intention of impressing another member of the class. However, if the physical educator provides a goal relevant to the task, such as requiring a pass to every member of the team before scoring, the student is required to focus on the goal-relevant activity (passing) as opposed to the goal-irrelevant activity (impressing).
- *Second*, well thought-out and properly set goals have been shown to motivate students. Students who set high goals produce greater effort toward meeting those goals than do students who set easy goals. This has been shown to be the case with tasks that involve physical effort, such as in a physical education class, and setting high goals includes repeated performance of cognitive tasks or mentally walking through a performance before initiating. Self-evaluative and self-efficacy processes leading the motivational effects of goal systems. Goals also include physiological indicators of effort; for instance, a student may increase endurance while striving to reach a time goal when running a mile.
- *Third*, goals are shown to have a positive effect on persistence. For example, physical education students faced with a goal that is hard to achieve find that it is either possible to work more intensely for a short period of time or to work less intensely for a longer period of time. It is suggested that in a physical education setting, students learn to develop and set strict deadlines that will result in a faster work pace compared with loose.
- *Fourth*, goals can impact action indirectly by producing arousal, discovery, and the use of task-relevant knowledge. For instance, physical education students can discover a new passion for activities they did not know they had. This means that students may discover new sports or new methods of sport delivery that can lead to new goal-setting experiences and an increase in their task motivation and goal commitment.

Goal Commitment:

The goal—task motivation relationship is at its peak when students are fully committed to their goals. Commitment is more significant when goals are sensible and attainable. This is because goals that are attainable for students require increased effort, which is associated with higher success rates than goals that are too easy to achieve.

There are two key factors that facilitate goal commitment:

1. methods that make goal attainment important to students, including the importance of the outcomes that they expect as a result of working toward a goal; and
2. the student's belief that they can attain the goal

One effective method to relate to students that goal attainment is important is to require a public commitment to the goal or goals set, which can enhance their goal commitment. For example, a teacher may ask the students present their goals verbally to classmates, present their goals to a teacher, or provide a visible representation in the school such as writing their goals on a poster and hanging the poster on the wall. This display of public commitment has been shown to enhance goal commitment because it makes students' actions a matter of integrity in their own eyes and in the eyes of their classmates.

When implementing a goal-setting assignment, it is vital that teachers allow students to develop and set their own goals as opposed to assigning them, because this helps students to take personal ownership of their goals. However, there is an exception to the rule because students are more likely to “buy in” to a goal set by the teacher if there is a personal relationship. Thus, physical educators should be interested to foster a positive relationship with their students if they expect the goals set to be effective.

Resource 15B: Self Efficacy in Physical Education

Self-Efficacy:

Self-efficacy is one's belief that a specific behavior can be executed to achieve a desired outcome. It is a very broad skill that has many effects on an individual's likelihood of leading a fulfilling, happy and successful life. Self-efficacy enhances goal commitment. Physical education teachers can increase students' self-efficacy through several specific methods.

- First, teachers should provide adequate training or practice so that increased mastery will result in successful experiences. Doing so increases students' confidence that they can replicate the skills learned in training or practice. For example, teachers can have students practice catching a ball thrown from five yards away before moving on to catching one thrown from 10 yards away.
- Second, role models should be provided who are relatable to the students and ensure that the learning process of the overall skill is broken down into small, fundamental skills. For example, if a teacher wants to provide experiential rock-climbing experiences to a group of novice climbers, he or she might invite an expert to demonstrate. If the expert teaches skills that are too complex for students to replicate,

student self-efficacy is likely to decrease. Therefore, the expert should be encouraged to demonstrate more basic skills, which encourage success.

- Third, self-efficacy can be improved through positive feedback. The effect of feedback on goal setting and performance in a pushup task found that removing knowledge of results or feedback from a task limits skill performance. However, if feedback is given, performances continue to increase through the achievement of goals set in a linear way. A simple yet effective way to apply this to physical education is to provide students with up-to-date grades in frequent intervals throughout the year. Another example might be to track activity levels through a pedometer or accelerometer and to chart students' progress toward set goals. Further, simple comments on work submitted that reinforce positive achievements serve to inspire confidence in students.

Resource 15C: Feedback and Task Difficulty in Physical Education

Feedback:

For goals to have high value, students need to receive summary feedback that shows their progress in relation to their goals. If students do not know how well they are performing the skill, it becomes difficult for them to adjust the level of their performance to match what is required to achieve the goal. For example, if the goal is to make 30 basketball free throws, students have no way to tell if they are on pace unless they know how many free throws they have made or attempted and they track their progress. When students find that they are below target, they normally will increase their effort. Feedback directly affects performance. Therefore, teachers should practice positive constructive feedback comments.

Summary feedback is valuable to goal achievement in that the combination of goals plus feedback is more effective than goal setting alone. Students need to be made aware of their progress toward targets. For example, a teacher could provide daily logs or weekly objectives related to student goals, which help to track performance and allow students to see gains and losses toward their goals over time.

Task Difficulty:

Another factor that influences student goal achievement in physical education is task difficulty. In general, as the difficulty of the task increases and a higher skill level has yet to become mechanized, goal achievement relies on the ability to discover the appropriate task strategies. Setting goals based on a performance outcome could obstruct gaining the knowledge necessary to successfully perform the task. However, participants were more successful when they set goals based on a learning outcome. The effect of learning versus outcome goals on a simple versus a complex task. The type of goal set is vital to its success; a specific learning goal rather than a performance-based goal shows higher performance. Thus, when a student is shooting basketball free throws, for example, a teacher could help the student to formulate a goal that focuses on proper footing, squaring shoulders, and shooting techniques (i.e., process).

Resource 15D: Satisfaction in Physical Education

Goals are a set outcome for which to aim and a standard for judging accomplishment. To say that one is trying to attain a specific goal means that one will not be satisfied until one attains that goal. Thus, goals serve as the reference or standard for satisfaction. Students with challenging goals produce better results because they are dissatisfied with not fully achieving their goals. Because the bar for their satisfaction is set high, students are motivated to do more than are students who set easy goals.

Why would students be motivated to set high goals?

Students can expect many psychological and practical outcomes from goal setting and goal attainment. Performance goals as determinants of level of performance and boredom and assists students in discovering the pleasurable aspects of an activity.

Goal setting is an effective means for improving a variety of positive outcomes. However, setting goals incorrectly in physical education can lead to decreased student performance. For example, by not providing feedback that encourages goal commitment, measuring personal self-set goals, conveying task difficulty, and identifying satisfaction, teachers and students will discover that goals can deteriorate or dissolve before they are achieved.

Understanding how goal setting is and has been used in other educational or activity settings provides physical educators with strategies and methods that may be successful in their own physical education environment. Teachers are tasked with being able to provide proper guidance for students to develop strong and appropriate goals related to all activities, lessons and units taught in physical education. Therefore, if a teacher properly implements a goal-setting experience that utilizes each goal-setting type (i.e., outcome, performance and process) and incorporates the five key factors (i.e., goal commitment, self-efficacy, feedback, task difficulty and satisfaction), students' task motivation will increase. Students will be better able to set and achieve proper goals, and teachers will be more capable of evaluating and providing feedback toward those goals.

TEG 15 Feedback and Goal Setting

Session 15:

Feedback and Goal Setting (90 Min)

Objectives:	By the end of the session the participants will be able to: <ul style="list-style-type: none">demonstrate, with reference to motivation, self-efficacy and theories of child development, how to give feedback in PE lesson and how to work with the pupils to set appropriate goals.
Overview:	<p>PART A</p> <p>Outline of appropriate approaches to motivational feedback in PE lesson, goal setting within the context of theories of child development and motivational factors. 60 Minutes</p> <p>PART B</p> <p>Work in groups to give feedback based on movements demonstrated in weeks 2-5 and games demonstrated in weeks 10-12, building on previous feedback given. 30 Minutes</p>
Materials:	None.
Resources:	<ul style="list-style-type: none">Resource 15A Goal Setting in Physical EducationResource 15B Self-Efficacy in Physical EducationResource 15C Feedback and Task Difficulty in Physical EducationResource 15D Satisfaction in Physical Education
Equipment:	None. Practical Session takes place in a gym.

Part A: Introduction to the feedback and goal setting (60 Min)

Step 1: 25 Min

Hand out resources 15A *Goal Setting in Physical Education*, 15B *Self-Efficacy in Physical Education*, 15C *Feedback and Task Difficulty in Physical Education*, and 15D *Satisfaction in Physical Education*. Give a short overview of the different topics, and explain the way in which they are interlinked.

- Goal Setting in Physical Education:** A positive relationship between the preparation for specific tasks and intrinsic motivation for participation among students lead to a greater goal commitment. To properly set goals specific to physical education students, teachers should focus on moulding the motivation of students when developing goals rather than just setting objectives to be reached.
- Self-Efficacy:** Self-efficacy is one's belief that a specific behavior can be executed to achieve a desired outcome. It is a very broad skill that has many effects on an

individual's likelihood of leading a fulfilling, happy and successful life. Self-efficacy enhances goal commitment. Physical education teachers can increase students' self-efficacy through several specific methods.

- **Feedback and Task Difficulty:** For goals to have high value, students need to receive summary feedback that shows their progress in relation to their goals. If students do not know how well they are performing the skill, it becomes difficult for them to adjust the level of their performance to match what is required to achieve the goal. In general, as the difficulty of the task increases and a higher skill level has yet to become mechanized, goal achievement relies on the ability to discover the appropriate task strategies.
- **Satisfaction:** Goals are a set outcome for which to aim and a standard for judging accomplishment. To say that one is trying to attain a specific goal means that one will not be satisfied until one attains that goal. Thus, goals serve as the reference or standard for satisfaction.

Step 2: 35 Min

Separate the class into four groups and assign a theme to each group:

- Goal setting
- Self- Efficacy
- Feedback and Task Difficulty
- Satisfaction

Each group should present their understanding of the theme and engage the class in a role play demonstrating their topic within the context of a PE lesson to enhance the theme.

Part B: Group Work (30 Min)

Step 1: 30 Min

In the same four groups that performed the role-plays, ask each group to choose a game from the previous three weeks, or another simple game suitable for a PE lesson. Participants in the group take it in turns to give feedback and set goals for the other group members according to the principles discussed above, and receive feedback from the other group members on how well their feedback and goal setting has worked. Ensure that all participants have the chance to give feedback and set goals for the others.

Observe feedback and ensure participants are holding themselves to the discussed principles.

Reading passages and content adapted from material on the following websites:

<http://www.tandfonline.com/doi/full/10.1080/08924562.2014.980876>

<http://www.thesportdigest.com/archive/article/assessing-importance-building-self-efficacy-impact-motivation-performance-levels-and-team-e-0>

<http://www.asa3.org/ASA/education/teach/active.htm>

Unit 16 Review

TEG 16 Review

Session 16:

Review of Term 2 (90 Min)

Objectives:	By the end of the session the participants will be able to: <ul style="list-style-type: none">• Recall approaches to clear communication, inclusion of all learners, development of motivation and group discipline• Adopt these themes into a varied and competent lesson plan
Overview:	<p>PART A</p> <p>STs write lesson plans in pairs, give each other feedback and are assessed. 50 minutes</p> <p>PART B</p> <p>In short presentations STs should demonstrate the educational benefit of their lesson plans based on the content of previous seminars. 40 minutes</p>
Materials:	None.
Resources:	None.
Equipment:	None. Practical Session takes place in a gym.

Part A: Group Review of Topics from the First Semester (50 Min)

Step 1: 15 Min

Briefly run through the topics of the previous eight weeks:

- Social development of young people, including theories of child development from Piaget and an Islamic perspective on child development
- Approaches to ensuring motivation amongst pupils in a PE lesson
- Approaches to modelling resilience, developing feelings of self-efficacy and overcoming fear in PE lessons
- Coaching and improving teamwork amongst young learners, including:
 - Fair play
 - Cooperation and Responsibility
 - Adapting inclusive games
 - Feedback and goal-setting in order to increase performance, confidence and satisfaction

Ask the class if there are any questions remaining on these topics, and reflect briefly on how much they are able to recall and which areas they are still unsure of.

Step 2: 35 Min

Participants work in pairs. Using the lesson plan filled out during the second session, along with the lesson plan filled out in the eighth session, participants adapt their last lesson plan using the approaches they have learned in the past eight weeks. Here a focus should be on the psycho-social development of pupils, child development, motivation, resilience, teamwork, feedback and goal setting. STs focus on the fields in the form named “Inclusion and Motivation”, “Psycho-Social Goals” “Teaching Strategies” and “Activities”.

In pairs participants give each other peer feedback.

Part B: Presentation of Lesson Plan and its Educational Benefit (40 Min)

Step 1: 40 Min

Participants deliver feedback on their lesson plan and activity to the group, detailing challenges encountered, feedback received, changes made and ultimate goal. Participants answer the question *What is the educational benefit of your lesson?* to the class, with support from questions and answers from the group.