

“Health Education”.

In Section 1 of this course you will cover these topics:

- Introduction To Elementary Physical Education
- Creating An Inclusive Learning Environment
- Teaching Motor Skills To Children
- The Daily Physical Education Lesson Plan

Topic Objective:

At the end of the topic student will be able to understand:

- Clothing
- Physical education
- Aims Of Physical Education

Definition/Overview:**Physical education class**

In most educational systems, physical education (P.E.) class, also called physical training (PT) and Phys Ed in Australia, though each with a very different connotation, is a course in the curriculum which utilizes learning in the cognitive, affective and psychomotor domains in a play or movement exploration setting. The term physical education is most commonly used in this way; however, this denotes rather that "they have participated in the subject area, not studied it."

Key Points:**1. Physical education**

In most educational systems, physical education (P.E.) class, Phys Ed, is a course that utilizes learning in the cognitive, affective and psychomotor domains in a play or movement exploration setting. The term physical education is most commonly used in this way; however, this denotes rather that "they have participated in the subject area, not studied it."

The primary aims of physical education have varied, based on the needs of the time and place. Most modern schools' goal is to make students with the knowledge, skills, capacities, and values along with the enthusiasm to maintain a healthy lifestyle into adulthood. Some schools also require physical education as a way to promote weight loss in students. Activities included in the program are designed to promote physical fitness, to develop motor skills, to instill knowledge and understanding of rules, concepts, and strategies, and to teach students to work as part of a team, or as individuals, in a wide variety of competitive activities. In the United States, the physical education curriculum is designed to allow school pupils exposure to the education with the use of pedometer, GPS, and heart rate monitors. Some martial arts classes, like wrestling in the United States, and Pencak Silat in France and Malaysia, are taught to teach children self-defense and to feel good about themselves. This allows kids through 6th grade to be introduced to sports, fitness, and teamwork in order to be better prepared for the middle and high school age. In 1975, the United States House of Representatives voted to require school physical education classes include both genders. Some high school and some middle school PE classes are single-sex. Requiring individuals to participate in physical education activities, such as dodgeball, flag football, and other competitive sports remains a controversial subject because of the social impact these games have on young children. The primary aims of physical education have varied, based on the needs of the time and place. Most modern schools' goal is to make students with the knowledge, skills, capacities, and values along with the enthusiasm to maintain a healthy lifestyle into adulthood. Some schools also require physical education as a way to promote weight loss in students. Activities included in the program are designed to promote physical fitness, to develop motor skills, to instill knowledge and understanding of rules, concepts, and strategies, and to teach students to work as part of a team, or as individuals, in a wide variety of competitive activities. In Singapore, pupils from primary school through junior colleges are required to have 2 hours of PE every school week, except during examination seasons. Pupils are able to play games like football, badminton, 'captain's ball' and basketball during most sessions. Unorthodox sports such as tchoukball, fencing and skateboarding are occasionally played. In more prestigious secondary schools and in junior colleges, sports such as golf, tennis, shooting, squash are played. A compulsory fitness exam, NAPFA, is conducted in every school once every year to assess the physical fitness of the pupils. Pupils are given a series of fitness tests (Pull-ups/ Inclined pull-ups for girls, standing broad jump, sit-ups, sit-and-reach and 1.2 km for secondary/2.4 km for junior colleges run). Students are graded by gold, silver, bronze and fail. NAPFA for Year 2 males in junior colleges serves as

an indicator for an additional 2 months in the country's compulsory national service if they attain bronze or fail. In Scotland, pupils are expected to do two periods of PE in first year, one in second year and two in third and fourth year. In fifth and sixth year, PE is voluntary. Some countries include Martial Arts training in school as part of Physical Education class. In the Philippines, some schools have integrated martial arts training into their Physical Education curriculum. In England, pupils are expected to do two hours of PE a week in Year 7, 8 and 9 and at least 1 in year 10 and 11. In Wales, pupils are expected to do one hour of PE per fortnight. Nepal has passed through many educational changes recently. It has not gone very far in the sector of education because the educational history of Nepal is very short. Before 1951, it had a monarchy. The monarchy did not wish to provide education to the citizens as it did not wish them to be educated and therefore politically aware. Institution of democracy did not result in a modern educational system; what education there was walked like a lame turtle. After 10 years of democracy the country again plunged into an autocratic monarchy. In 1990 democracy was restored and the education sector started to flourish. Since then, Physical education became part of the school curriculum. At the primary level (1-5), some minor and local games are taught, like hide and seek and some athletic based local events. In lower secondary level (6-8), the students are taught general concepts on major games like football, volleyball, basket ball, Kho-Kho and Kabaddi. They also learn some athletics like 100m race 100*4m relay race and some other minor and lead up games. In class Nine and ten it is an optional subject where they specialize in some games like volleyball, basketball, handball, cricket, Kho Kho Kabaddi, Badminton, table tennis and some athletics are also taught. In college it is taught in the education stream. Even though it is included in school curriculum, Nepal is not able to produce any worthwhile products of games and sports for reasons ranging from poverty to decentralized government.

2. Clothing

The majority of schools require pupils to change into a different set of athletic shoes or go barefoot depending on the sport. Some schools allow students to change into athletic clothes of their own choosing while others require a uniform. A common uniform consists of a white t-shirt and shorts in the school color, but this is not a universal rule. At some Catholic schools, modest clothing is required. For safety, some schools require males to wear a jock strap as part of the physical education uniform. Some schools allow male students to go barechested when they are outside during a hot day. Most uniformed classes require the

student to label their clothes with their names. Certain activities require a special uniform. For example, some schools require swimming as part of the physical education curriculum. In this case, students have to wear a bathing suit in either the school color or black with a swimming cap of the same color. Also, in games with two or more teams, students usually have to wear colored jerseys or cape-like garments over the usual uniform as a way of identifying team member. Some schools are more lenient and pupils can wear tracksuit bottoms, three-quarter lengths or even shorts, with a t-shirt of their choice as long as there is no football, rugby etc colours. In Australia, students are often allowed to participate barefoot. Classes are also often held outside on the "oval" or playing field. Because of this, a large-brimmed hat is often a required part of the uniform to protect students from the Sun. Some gym classes in the U.S. have begun to restructure gym classes so that they can allow more time for academics. These new 'classes' only require that students log a certain amount of time spent doing physical activities (of which athletes are exempt). Once a student has logged enough time on school grounds in either a fitness center or in the gym itself, they gain a gym credit and don't have to take the class again. Proponents of this new system say it allows for more time to be allocated for academics. Those against this new gym class say that its not enough and that gym should occur as its own class over the four years a pupil is enrolled in the school. This new theory is most prevalent in northeastern states as it originated in Maine.

3. Aims Of Physical Education

The primary aims of physical education vary historically, based on the needs of the time and place. Often, many different types of physical education occur simultaneously, some intentionally and others not. Most modern schools' goal is to equip students with the knowledge, skills, capacities, and values along with the enthusiasm to maintain a healthy lifestyle into adulthood. Some schools also require physical education as a way to promote weight loss in students. Activities included in the program are designed to promote physical fitness, to develop motor skills, to instill knowledge and understanding of rules, concepts, and strategies, and to teach students to work as part of a team, or as individuals, in a wide variety of competitive activities.

Topic : Creating An Inclusive Learning Environment

Topic Objective:

At the end of the topic student will be able to understand:

- Principles
- Inclusion
- Inclusion compared to "full" inclusion
- Relationship to progressive education
- Arguments for inclusion

Definition/Overview:

Inclusion is about school change to improve the educational system for all students. It means changes in the curriculum, changes in how teachers teach and how students learn, as well as changes in how students with and without special needs interact with and relate to one another. Inclusive education practices reflect the changing culture of contemporary schools with emphasis on active learning, authentic assessment practices, applied curriculum, multi-level instructional approaches, and increased attention to diverse student needs and individualization. The claim is that schools, centers of learning and educational systems must change so that they become caring, nurturing, and supportive educational communities where the needs of all students and teachers are truly met. Inclusive schools no longer provide "regular education" and "special education". Instead, inclusive schools provide an inclusive education and as a result students will be able to learn together. In other words, it is open to all students, and that ensure that all students learn and participate. For this to happen, teachers, schools and systems may need to change so that they can better accommodate the diversity of needs that pupils have and that they are included in all aspects of school-life. It also means identifying any barriers within and around the school that hinder learning and participation, and reducing or removing these barriers. Inclusive education is a process of enabling all students, including previously excluded groups, to learn and participate effectively within mainstream school systems. Placing excluded students within a mainstream setting does not of itself achieve inclusion.

Key Points:**1. Principles**

- Every student has an inherent right to education on basis of equality of opportunity.
- No student is excluded from, or discriminated within education on grounds of race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, disability, birth, poverty or other status.
- All students can learn and benefit from education.
- Schools adapt to the needs of students, rather than students adapting to the needs of the school.
- The students views are listened to and taken seriously.
- Individual differences between students are a source of richness and diversity, and not a problem.
- The diversity of needs and pace of development of students are addressed through a wide and flexible range of responses.

2. Inclusion

Inclusion in the context of education is a term that refers to the practice of educating students with special needs in regular classes for all or nearly all of the day instead of in special education classes. Advocates of regular inclusion and full inclusion believe that students with special needs "belong" to the regular classroom. Consequently, special education services are delivered within the normal classroom. Inclusion advocates are opposed to students spending significant time in special education classes or being totally segregated from nondisabled students in specialized facilities.

3. Inclusion compared to "full" inclusion

In his textbook, Making Inclusion Work, Frank Bowe emphasizes the difference between regular inclusion and full inclusion. Under regular inclusion, students with disabilities may spend two-thirds or more of the school week in general classrooms. They need not be physically located there all of the time. Rather, they may be pulled out for occupational or physical therapy, speech/language pathology, or other related services. This is very similar to many mainstreaming practices. Under full inclusion, by contrast, students classified as

disabled remain in general classrooms virtually all the time. Related services are provided via "push in," meaning that professionals enter the classroom and deliver assistance there. Bowe argues that inclusion, but not full inclusion, is a reasonable approach for most students with special needs. He also cautions that for some students, notably those with severe autism spectrum disorders or mental retardation, as well as many who are deaf or have multiple disabilities, even regular inclusion may not offer an appropriate education. Stainback and Stainback (1995), by contrast, propose that placement in general classrooms is a civil right. These advocates believe that schools should be restructured so that full inclusion can be provided for all students with special needs. Criticism of full and partial inclusion include both educators, administrators and parents. Full and partial inclusion approaches neglect to acknowledge the fact students with special needs require individualized instruction. Thus, general education classroom teachers often are teaching a curriculum while the special education teacher is remediating instruction at the same time. The approach is viewed by some as a practice philosophically attractive yet impractical and studies have not corroborated the proposed advantages of full or partial inclusion. Moreover, "push in" servicing is both forced in many school districts and does not allow students with moderate to severe disabilities individualized instruction in resource rooms of which many show considerable benefit in both learning and emotional development.

4. Relationship to progressive education

Some advocates of inclusion promote the adoption of progressive education practices. In the progressive education or integrated classroom, everyone is exposed to a "rich set of activities," and each student does what he or she can do, or what he or she wishes to do and learns whatever comes from that experience. Maria Montessori's schools are one example of inclusive schools.

5. Arguments for inclusion

The key argument in favor of inclusion (although based on anecdotal observations) is that even partial exclusion is morally unacceptable. Even if the intention is that this exclusion is for their own good, the exclusion results in the lessening of their importance in social terms. This group is much more easily overlooked. In the long term, society comes to treat this group in a way that is in line with its status. Advocates assert that even if the mainstream of society benefits from excluding a group, that this is unacceptable behaviour. However, it

should be noted that many of these advocates are not teachers nor do they have any experience in education. A second key argument is that everybody benefits from inclusion. Advocates suggest that there are many children and young people who don't fit in (or feel as though they don't), and that an inclusive school feels welcoming to all. However, in a public school this philosophy is viewed as just that--impractical. Studies on the long-term impact of inclusion have not conclusively shown any benefit either academically nor socially to students with disabilities. Advocates for inclusion note that the long term effects of neurotypical students who are included with special needs students at a very young age are a heightened sensitivity to the challenges that others face, increased empathy & compassion, and improved leadership skills, which benefits all of society.

Topic : Teaching Motor Skills To Children

Topic Objective:

At the end of the topic student will be able to understand:

- Gross motor skills
- Fine motor skills
- Ambidexterity
- Developmental stage theories

Definition/Overview:

Motor skill: A motor skill is a skill that requires an organism to utilize their skeletal muscles effectively in a goal directed manner. Motor skills and motor control depend upon the proper functioning of the brain, skeleton, joints, and nervous system. Most motor skills are learned throughout the lifespan and can be affected by disabilities. Motor development is the development of action and coordination of one's limbs, as well as the development of strength, posture control, balance, and perceptual skills. There are two categories of motor skills:

Key Points:**1. Gross motor skills**

Gross motor skills include lifting one's head, rolling over, sitting up, balancing, crawling, and walking. Gross motor development usually follows a pattern. Generally large muscles develop before smaller ones. Thus, gross motor development is the foundation for developing skills in other areas (such as fine motor skills). Development also generally moves from top to bottom. The first thing a baby usually learns to control is its eyes.

2. Fine motor skills

Fine motor skills include the ability to manipulate small objects, transfer objects from hand to hand, and various hand-eye coordination tasks. Fine motor skills may involve the use of very precise motor movement in order to achieve an especially delicate task. Some examples of fine motor skills are using the pincer grasp (thumb and forefinger) to pick up small objects, cutting, coloring and writing, and threading beads. Fine motor development refers to the development of skills involving the smaller muscle groups.

3. Ambidexterity

Ambidexterity is a specialized skill in which there is no dominance between body symmetries, so tasks requiring fine motor skills can be performed with the left or right extremities. The most common example of ambidexterity is the ability to write with the left or right hand, rather than one dominant side. Ambidexterity is the state of being equally adept in the use of both right and left appendages (such as the hands). It is one of the most famous varieties of cross-dominance. People that are born ambidextrous are extremely rare. People that are made ambidextrous are called Penwald ambidextrous; they can also stop being both-handed. Although ambidexterity is rare, ambidextrous people may still gravitate towards performing certain types of tasks with a specific hand. The degree of versatility with each hand is generally the qualitative factor in determining a person's ambidexterity. In modern times, it is more common to find people considered ambidextrous who were originally left handed, and who learned to be ambidextrous either deliberately or during childhood in institutions such as schools where right-handed habits are often emphasized. Also, since many everyday devices are designed to be ergonomic only for right-handed people, many

left-handed people choose to use the device with the right hand (for example, can openers or scissors). As a result, left-handed people are much more likely to develop motor skills in their non-dominant hand than right-handed people (who are not subjected to left-favoring devices). Ambidexterity is often encouraged in activities requiring a great deal of skill in both hands, such as juggling, swimming, percussion or keyboard music, word processing, surgery, body boxing, and comba

4. Developmental stage theories

One of the major controversies in developmental psychology centres around whether development is continuous or discontinuous. Stage theories of development rest on the assumption that development is a discontinuous process involving distinct stages which are characterised by qualitative differences in behaviour . Stage theories can be contrasted with continuous theories, which posit that development is an incremental process . there are many stage theories in developmental psychology including:

- Jean Piaget's theory of cognitive development described how children represent and reason about the world
- Michael Commons' Model of Hierarchical Complexity.
- Erik Erikson's stages of psychosocial development expanded on Freud's psychosexual stages, he defined eight stages that describe how individuals relate to their social world
- James W. Fowler's stages of faith development theory.
- Sigmund Freud's Psychosexual stages described the progression of an individual's unconscious desires.
- Lawrence Kohlberg's stages of moral development described how individuals developed moral reasoning.
- Jane Loevinger, Stages of ego development.
- Margaret Mahler's psychoanalytic developmental theory contained three phases regarding the child's object relations.
- James Marcia's theory of identity achievement and four identity statuses .
- Maria Montessori's sensitive periods of development.
- Abraham Maslow's Hierarchy of Needs.
- Clare W. Graves' Emergent Cyclic Levels of Existence Theory.

While some of these theories focus primarily on the healthy development of children, others propose stages that are characterized by a maturity rarely reached before old age.

Topic : The Daily Physical Education Lesson Plan

Topic Objective:

At the end of the topic student will be able to understand:

- Assessment
- Closure
- Developing the Content
- Class Organization & Structure
- Set Induction
- Instant Activity
- Protocols
- Equipment & Materials
- Learnable Piece
- Skill Theme
- Grade Level
- Daily Physical Education Lesson Plan
- State Requirements and National Standards
- Qualities of Effective Planners
- Adapted Physical Education
- Infants and toddlers

Definition/Overview:

Students who qualify for adapted physical education include people with disabilities as specified in the Individuals with Disabilities Education Act (IDEA). This includes children who have mental retardation, deafness or other hearing impairment, speech or language impairment, blindness or other impairment, serious emotional disturbance, orthopedic

impairment, autism, traumatic brain injury, a learning disability, multiple disabilities or other health impairments that require special education or related services.

Key Points:

1. Infants and toddlers

Infants and toddlers who need early intervention services because of developmental delays in cognitive, physical, communication, social, emotional or adaptive development can also qualify for adapted physical education. The state can choose to include infants and toddlers who are under three-years old who are at risk for experiencing a developmental delay if early intervention services are not provided.

Students who qualify under section 504 of the Rehabilitation Act of 1973 can also receive adapted physical education. In section 504, a person with a disability is anyone who has a physical or mental impairment that limits one or more major life activities, has a record of impairment, or is regarded as having an impairment.

2. Adapted Physical Education

A fourth group of students who might qualify for adapted physical education are students who are recuperating from injuries, accidents, recovering from noncommunicable diseases, are overweight, have low skills levels, or have low levels of physical fitness. This group is not covered by legislation, but a school district can decide to develop a plan to meet these students physical education needs. Adapted physical education serves people of all ages.

3. Qualities of Effective Planners

- Patience
- Flexibility
- Persistence
- Self-knowledge

4. State Requirements and National Standards

Become familiar with physical education requirements and curriculum documents

Use documents to help plan developmentally appropriate sequential curriculum

5. Daily Physical Education Lesson Plan

A daily physical education lesson plan consists of the following steps:

- Focus of the lesson
- Preparation for the lesson
- Content Progression
- Ending the lesson

6. Grade Level

match your topic objectives and learning content to the developmental level of your class

7. Skill Theme

Elementary physical education is structured around skill themes

8. Learnable Piece

- The learnable piece is what you expect your students to know or be able to do by the end of the lesson
- Also, known as the learning objective or lesson outcome

9. Equipment & Materials

learnable piece and skill theme help determine what materials you may need as well as how many you will need for this lesson

10. Protocols

safety-related directions students need to follow in preparation for or during your lesson

11. Instant Activity

It occurs the moment students enter the physical education setting and used to prepare students for physical activity and to warm up their bodies for movement as well as prepare their minds for upcoming learning.

12. Set Induction

introduction of your lesson when you inform the students of what they will be learning and why it is important

13. Class Organization & Structure

There are 4 main parts of this step:

- Grouping patterns
- Performance Space
- Equipment
- Formation

14. Developing the Content

It consists of the following three steps:

- Extensions modification to help attain proficiency
- Applications measured quantitatively or qualitatively, perform task to a certain standard
- Refinements cues that focus on specific aspects of the task

15. Closure

- purpose is to remind the children of what was covered in the lesson
- benefit includes providing the children with time to gather themselves before returning to the classroom
- also a time when you can get the children excited about the lesson to come

16. Assessment

There are two main types of assessment.

- Formal assessment is document driven where evaluation data is recorded
- Informal assessment is observation driven but is not recorded

In Section 2 of this course you will cover these topics:

- Strategies For Instruction
- Strategies For Assessing Student Work
- Managing A Physical Education Class: Protocols, Rules, And Accountability Systems

Topic : Strategies For Instruction

Topic Objective:

At the end of the topic student will be able to understand:

- Instruction or Pedagogy
- Etymology
- Academic degree
- Pedagogues
- Criticism of the concept of pedagogy

Definition/Overview:

An instruction is a form of communicated information that is both command and explanation for how an action, behavior, method, or task is to be begun, completed, conducted, or executed.

Key Points:**1. Instruction or Pedagogy**

Pedagogy is also sometimes referred to as the correct use of teaching. For example, Paulo Freire referred to his method of teaching adults as "critical pedagogy". In correlation with those teaching strategies the instructor's own philosophical beliefs of teaching are harbored and governed by the pupil's background knowledge and experiences, personal situations, and environment, as well as learning goals set by the student and teacher. One example would be the Socratic schools of thought.

2. Etymology

The word comes from the Greek (paidagoge; from pas: child and g: lead; literally, "to lead the child"). In Ancient Greece, was (usually) a slave who supervised the education of his master's son (girls were not publicly educated). This involved taking him to school () or a gym (μ), looking after him and carrying his equipment (e.g. musical instruments). The Latin-derived word for pedagogy, education, is nowadays used in the English-speaking world to refer to the whole context of instruction, learning, and the actual operations involved therein, although both words have roughly the same original meaning. In the English-speaking world the term pedagogy refers to the science or theory of educating. The late Malcolm Knowles reasoned that the term andragogy is more pertinent when discussing adult learning and teaching. He referred to andragogy as the art and science of teaching adults.

3. Academic degree

An academic degree, Ped.D., Doctor of Pedagogy, is awarded honorarily by some American universities to distinguished educators (in the US and UK earned degrees within the education field are classified as an Ed.D., Doctor of Education or a Ph.D. Doctor of Philosophy). The term is also used to denote an emphasis in education as a specialty in a field (for instance, a Doctor of Music degree in piano pedagogy).

4. Pedagogues

A number of people contributed to the theories of pedagogy, among these are

- Benjamin Bloom
- John Dewey
- Celestin Freinet
- Paulo Freire
- Friedrich Frbel
- Gloria Jean Watkins (bell hooks)
- Jan Amos Komensky
- Janusz Korczak
- Maria Montessori
- William G Perry - Intellectual and cognitive development of college-age students
- Johann Heinrich Pestalozzi
- Jean Piaget - Cognitive development of children - Constructivism
- Simon Soloveychik
- Rudolf Steiner
- Lev Vygotsky
- Henry Giroux

5. Criticism of the concept of pedagogy

Some critics of today's schools, of the concept of learning disabilities, of special education, and of response to intervention, take the position that every child has a different learning style and pace and that each child is unique, not only capable of learning but also capable of succeeding. Children learn to mix colors at the Neighborhood House in Washington, D.C. Sudbury Model democratic schools assert that there are many ways to study and learn. They argue that learning is a process people do, not a process that is done to people; they affirm this is true of everyone and is a fundamental principle. The experience of Sudburymodel democratic schools, they adduce, shows there are many ways to learn without the intervention of a teacher being imperative. They maintain that in the case of reading, for instance in the Sudburymodel democratic schools, some children learn from being read to, memorizing the stories and then ultimately reading them. Others learn from cereal boxes, others from game instructions, and others from street signs. Some teach themselves letter

sounds, others syllables, others whole words. Sudbury model democratic schools adduce that in their schools, no one child has ever been forced, pushed, urged, cajoled, or bribed into learning how to read or write, and they affirm they have had no dyslexia. They also assert that none of their graduates are real or functional illiterates, and claim that no one who meets their older students could ever guess the age at which they first learned to read or write. They also claim that in a similar form students learn all the subjects, techniques and skills in these schools. The staff are minor actors, the "teacher" is an adviser and helps just when asked. Describing current instructional methods as homogenization and lockstep standardization, alternative approaches are proposed, such as the Sudbury Model of Democratic Education schools, an alternative approach in which they affirm children, by enjoying personal freedom thus encouraged to exercise personal responsibility for their actions, learn at their own pace and style rather than following a compulsory and chronologically-based curriculum. Proponents of unschooling have also claimed that children raised in this method learn at their own pace and style, and do not suffer from learning disabilities.

Topic : Strategies For Assessing Student Work

Topic Objective:

At the end of the topic student will be able to understand:

- Assessment
- Formative and summative
- Objective and subjective
- Bases of comparison
- Informal and formal
- Internal and external
- Standards of quality
- Reliability
- Validity
- Testing standards

- Evaluation standards
- Controversy
- No Child Left Behind
- High Stakes Testing Practices
- 21st Century Assessment
- Assessment in a democratic school

Definition/Overview:

Assessment is the process of documenting, usually in measurable terms, knowledge, skills, attitudes and beliefs. This topic covers educational assessment including the work of institutional researchers, but the term applies to other fields as well including health and finance.

Key Points:**1. Assessment**

Educational assessment is the process of documenting, usually in measurable terms, knowledge, skills, attitudes and beliefs. Assessment can focus on the individual learner, the learning community (class, workshop, or other organized group of learners), the institution, or the educational system as a whole. According to the Academic Exchange Quarterly: "Studies of a theoretical or empirical nature (including case studies, portfolio studies, exploratory, or experimental work) addressing the assessment of learner aptitude and preparation, motivation and learning styles, learning outcomes in achievement and satisfaction in different educational contexts are all welcome, as are studies addressing issues of measurable standards and benchmarks". It is important to notice that the final purposes and assessment practices in education depends on the theoretical framework of the practitioners and researchers, their assumptions and beliefs about the nature of human mind, the origin of knowledge and the process of learning. These different frameworks have given rise to interesting debates among scholars.

2. Formative and summative

Assessment is often divided into formative and summative categories for the purpose of considering different objectives for assessment practices.

- Summative assessment - Summative assessment is generally carried out at the end of a course or project. In an educational setting, summative assessments are typically used to assign students a course grade.
- Formative assessment - Formative assessment is generally carried out throughout a course or project. Formative assessment, also referred to as "educative assessment," is used to aid learning. In an educational setting, formative assessment might be a teacher (or peer) or the learner, providing feedback on a student's work, and would not necessarily be used for grading purposes.

Summative and formative assessments are often referred to in a learning context as assessment of learning and assessment for learning respectively. Assessment of learning is generally summative in nature and intended to measure learning outcomes and reports those outcomes to students, parents, and administrators. Assessment of learning generally occurs at the conclusion of a class, course, semester, or academic year. Assessment for learning is generally formative in nature and is used by teachers to consider approaches to teaching and next steps for individual learners and the class. A common form of formative assessment is diagnostic assessment. Diagnostic assessment measures a student's current knowledge and skills for the purpose of identifying a suitable program of learning. Self-assessment is a form of diagnostic assessment which involves students assessing themselves. Forward-looking assessment asks those being assessed to consider themselves in hypothetical future situations. Performance-based assessment is similar to summative assessment, as it focuses on achievement. It is often aligned with the standards-based education reform and outcomes-based education movement. Though ideally they are significantly different from a traditional multiple choice test, they are most commonly associated with standards-based assessment which uses free-form responses to standard questions scored by human scorers on a standards-based scale, meeting, falling below, or exceeding a performance standard rather than being ranked on a curve. A well-defined task is identified and students are asked to create, produce, or do something, often in settings that involve real-world application of knowledge and skills. Proficiency is demonstrated by providing an extended response. Performance formats are further differentiated into products and performances. The performance may result in a product, such as a painting, portfolio, paper, or exhibition, or it may consist of a performance, such as a speech, athletic skill, musical recital, or reading.

3. Objective and subjective

Assessment (either summative or formative) is often categorized as either objective or subjective. Objective assessment is a form of questioning which has a single correct answer. Subjective assessment is a form of questioning which may have more than one correct answer (or more than one way of expressing the correct answer). There are various types of objective and subjective questions. Objective question types include true/false answers, multiple choice, multiple-response and matching questions. Subjective questions include extended-response questions and essays. Objective assessment is well suited to the increasingly popular computerized or online assessment format. Some have argued that the distinction between objective and subjective assessments is neither useful nor accurate because, in reality, there is no such thing as "objective" assessment. In fact, all assessments are created with inherent biases built into decisions about relevant subject matter and content, as well as cultural (class, ethnic, and gender) biases.

4. Bases of comparison

Test results can be compared against an established criterion, or against the performance of other students, or against previous performance. Criterion-referenced assessment, typically using a criterion-referenced test, as the name implies, occurs when candidates are measured against defined (and objective) criteria. Criterion-referenced assessment is often, but not always, used to establish a person's competence (whether s/he can do something). The best known example of criterion-referenced assessment is the driving test, when learner drivers are measured against a range of explicit criteria (such as Not endangering other road users). Norm-referenced assessment (colloquially known as "grading on the curve"), typically using a norm-referenced test, is not measured against defined criteria. This type of assessment is relative to the student body undertaking the assessment. It is effectively a way of comparing students. The IQ test is the best known example of norm-referenced assessment. Many entrance tests (to prestigious schools or universities) are norm-referenced, permitting a fixed proportion of students to pass (passing in this context means being accepted into the school or university rather than an explicit level of ability). This means that standards may vary from year to year, depending on the quality of the cohort; criterion-referenced assessment does not vary from year to year (unless the criteria change). Ipsative assessment is self comparison either in the same domain over time, or comparative to other domains within the same student.

5. Informal and formal

Assessment can be either formal or informal. Formal assessment usually implicates a written document, such as a test, quiz, or paper. A formal assessment is given a numerical score or grade based on student performance, whereas an informal assessment does not contribute to a student's final grade. An informal assessment usually occurs in a more casual manner and may include observation, inventories, checklists, rating scales, rubrics, performance and portfolio assessments, participation, peer and self evaluation, and discussion.

6. Internal and external

Internal assessment is set and marked by the school (i.e. teachers). Students get the mark and feedback regarding the assessment. External assessment is set by the governing body, and is marked by non-biased personnel. With external assessment, students only receive a mark. Therefore, they have no idea how they actually performed (i.e. what bits they answered correctly.)

7. Standards of quality

In general, high-quality assessments are considered those with a high level of reliability and validity. Approaches to reliability and validity vary, however.

8. Reliability

Reliability relates to the consistency of an assessment. A reliable assessment is one which consistently achieves the same results with the same (or similar) cohort of students. Various factors affect reliability including ambiguous questions, too many options within a question paper, vague marking instructions and poorly trained markers. Traditionally, the reliability of an assessment is based on the following:

- Temporal stability: Performance on a test is comparable on two or more separate occasions.
- Form equivalence: Performance among examinees is equivalent on different forms of a test based on the same content.
- Internal consistency: Responses on a test are consistent across questions. For example: In a survey that asks respondents to rate attitudes toward technology, consistency would be expected in responses to the following questions:

- I feel very negative about computers in general."
- I enjoy using computers."

9. Validity

A valid assessment is one which measures what it is intended to measure. For example, it would not be valid to assess driving skills through a written test alone. A more valid way of assessing driving skills would be through a combination of tests that help determine what a driver knows, such as through a written test of driving knowledge, and what a driver is able to do, such as through a performance assessment of actual driving. Teachers frequently complain that some examinations do not properly assess the syllabus upon which the examination is based; they are, effectively, questioning the validity of the exam. Validity of an assessment is generally gauged through examination of evidence in the following categories:

- Content--Does the content of the test measure stated objectives?
- Criterion--Do scores correlate to an outside reference? (ex: Do high scores on a 4th grade reading test accurately predict reading skill in future grades?)
- Construct--Does the assessment correspond to other significant variables? (ex: Do ESL students consistently perform differently on a writing exam than native English speakers?)

A good assessment has both validity and reliability, plus the other quality attributes noted above for a specific context and purpose. In practice, an assessment is rarely totally valid or totally reliable. A ruler which is marked wrong will always give the same (wrong) measurements. It is very reliable, but not very valid. Asking random individuals to tell the time without looking at a clock or watch is sometimes used as an example of an assessment which is valid, but not reliable. The answers will vary between individuals, but the average answer is probably close to the actual time. In many fields, such as medical research, educational testing, and psychology, there will often be a trade-off between reliability and validity. A history test written for high validity will have many essay and fill-in-the-blank questions. It will be a good measure of mastery of the subject, but difficult to score completely accurately. A history test written for high reliability will be entirely multiple choice. It isn't as good at measuring knowledge of history, but can easily be scored with great precision. We may generalise from this. The more reliable is our estimate of what we purport to measure, the less certain we are that we are actually measuring that aspect of attainment. It

is also important to note that there are at least thirteen sources of invalidity, which can be estimated for individual students in test situations. They never are. Perhaps this is because their social purpose demands the absence of any error, and validity errors are usually so high that they would destabilise the whole assessment industry. It is well to distinguish between "subject-matter" validity and "predictive" validity. The former, used widely in education, predicts the score a student would get on a similar test but with different questions. The latter, used widely in the workplace, predicts performance. Thus, a subject-matter-valid test of knowledge of driving rules is appropriate while a predictively-valid test would assess whether the potential driver could follow those rules.

10. Testing standards

In the field of psychometrics, the Standards for Educational and Psychological Testing place standards about validity and reliability, along with errors of measurement and related considerations under the general topic of test construction, evaluation and documentation. The second major topic covers standards related to fairness in testing, including fairness in testing and test use, the rights and responsibilities of test takers, testing individuals of diverse linguistic backgrounds, and testing individuals with disabilities. The third and final major topic covers standards related to testing applications, including the responsibilities of test users, psychological testing and assessment, educational testing and assessment, testing in employment and credentialing, plus testing in program evaluation and public policy.

11. Evaluation standards

In the field of evaluation, and in particular educational evaluation, the Joint Committee on Standards for Educational Evaluation has published three sets of standards for evaluations. "The Personnel Evaluation Standards" was published in 1988, The Program Evaluation Standards (2nd edition) was published in 1994, and The Student Evaluation Standards was published in 2003. Each publication presents and elaborates a set of standards for use in a variety of educational settings. The standards provide guidelines for designing, implementing, assessing and improving the identified form of evaluation. Each of the standards has been placed in one of four fundamental categories to promote educational evaluations that are proper, useful, feasible, and accurate. In these sets of standards, validity and reliability considerations are covered under the accuracy topic. For example, the student

accuracy standards help ensure that student evaluations will provide sound, accurate, and credible information about student learning and performance.

12. Controversy

Concerns over how best to apply assessment practices across public school systems have largely focused on questions about the use of high stakes testing and standardized tests, often used to gauge student progress, teacher quality, and school-, district-, or state-wide educational success.

13. No Child Left Behind

For most researchers and practitioners, the question is not whether tests should be administered at all--there is a general consensus that, when administered in useful ways, tests can offer useful information about student progress and curriculum implementation, as well as offering formative uses for learners. The real issue, then, is whether testing practices as currently implemented can provide these services for educators and students. In the U.S., the No Child Left Behind Act mandates standardized testing nationwide. These tests align with state curriculum and link teacher, student, district, and state accountability to the results of these tests. Proponents of NCLB argue that it offers a tangible method of gauging educational success, holding teachers and schools accountable for failing scores, and closing the achievement gap across class and ethnicity. Opponents of standardized testing dispute these claims, arguing that holding educators accountable for test results leads to the practice of "teaching to the test." Additionally, many argue that the focus on standardized testing encourages teachers to equip students with a narrow set of skills that enhance test performance without actually fostering a deeper understanding of subject matter or key principles within a knowledge domain.

14. High Stakes Testing Practices

The assessments which have caused the most controversy in the US are the use of High school graduation examinations, which first appeared to support the defunct Certificate of Initial Mastery, which can be used to deny diplomas to students who do not meet high standards. They argue that one measure should not be the sole determinant of success or failure. Technical notes for standards based assessments such as Washington's WASL warn that such

tests lack the reliability needed to use scores for individual decisions, yet the state legislature passed a law requiring that the WASL be used for just such a purpose. Others such as WashingtonState University's Don Orlich question the use of test items far beyond standard cognitive levels for testing ages, and the use of expensive, holistically graded tests to measure the quality of both the system and individuals for very large numbers of students. High stakes tests, even when they do not invoke punishment, have been cited for causing sickness and anxiety in students and teachers, and narrowing the curriculum towards test preparation. In an exercise designed to make children comfortable about testing, a Spokane, Washington newspaper published a picture of a monster that feeds on fear when asked to draw a picture of what she thought of the state assessment. This, however is thought to be acceptable if it increases student learning outcomes. Standardized multiple choice tests do not conform to the latest education standards. Nevertheless, they are much less expensive, less prone to disagreement between scorers, and can be scored quickly enough to be returned before the end of the school year. Legislation such as No Child Left Behind also define failure if a school does not show improvement from year to year, even if the school is already successful. The use of IQ tests has been banned in some states for educational decisions, and norm referenced tests have been criticized for bias against minorities. Yet the use of standards based assessments to make high stakes decisions, with greatest impact falling on low-scoring ethnic groups, is widely supported by education officials because they show the achievement gap which is promised to be closed merely by implementing standards based education reform. Many states are currently using testing practices which have been condemned by dissenting education experts such as Fairtest and Alfie Kohn.

15. 21st Century Assessment

It has been widely noted that with the emergence of social media and Web 2.0 technologies and mindsets, learning is increasingly collaborative and knowledge increasingly distributed across many members of a learning community. Traditional assessment practices, however, focus in large part on the individual and fail to account for knowledge-building and learning in context. As researchers in the field of assessment consider the cultural shifts that arise from the emergence of a more participatory culture, they will need to find new methods of applying assessments to learners. "

16. Assessment in a democratic school

Sudbury model of democratic education schools do not perform and do not offer assessments, evaluations, transcripts, or recommendations, asserting that they do not rate people, and that school is not a judge; comparing students to each other, or to some standard that has been set is for them a violation of the student's right to privacy and to self-determination. Students decide for themselves how to measure their progress as self-starting learners as a process of self-evaluation: real life-long learning and the proper educational assessment for the 21st Century, they adduce. According to Sudbury schools, this policy does not cause harm to their students as they move on to life outside the school. However, they admit it makes the process more difficult, but that such hardship is part of the students learning to make their own way, set their own standards and meet their own goals. The no-grading and no-rating policy helps to create an atmosphere free of competition among students or battles for adult approval, and encourages a positive co-operative environment amongst the student body. The final stage of a Sudbury education, should the student choose to take it, is the graduation thesis. Each student writes on the topic of how they have prepared themselves for adulthood and entering the community at large. This thesis is submitted to the Assembly, who reviews it. The final stage of the thesis process is an oral defense given by the student in which they open the floor for questions, challenges and comments from all Assembly members. At the end, the Assembly votes by secret ballot on whether or not to award a diploma.

Topic : Managing A Physical Education Class: Protocols, Rules, And Accountability Systems

Topic Objective:

At the end of the topic student will be able to understand:

- Hearing Impairment
- Suggestions
- Adapted Physical Education
- Equipment

- Rules
- Instructions
- Environment
- Equipment

Definition/Overview:**Managing a Physical Education**

There are four basic ways to adapt or modify any activity for a student with a disability. By adapting any area or multiple areas, a student will have more success in class and the teacher will be able to provide a better learning experience for the student. The four modification areas are:

Key Points:**1. Equipment**

Easiest area to modify, options are almost unlimited. Objects should vary in size, shape, color, weight, and texture. Equipment should represent the present skill level of a student. A student with a visual impairment should use a brightly colored ball or other object during a striking unit. For some students, especially students with autism, it is important to have equipment which can be weight-bearing. Some students will need to wear backpacks to help with the stimulation process.

2. Environment

Limiting play area when movement capabilities are limited or restricted. Having a designated area for equipment when the activity is done (usually behind a mat) so students are not distracted during instruction or during the next activity. Having a certain area in the gymnasium, for students who have autism, helps if they need time to relax. Lighting and sound also play a vital role in the environmental setting for students with autism. Students with autism can observe minute changes which may be extremely distracting.

3. Instructions

Permitting the substitution or interchange of game and/or activity duties by determining positions in games that work with the abilities of the student. Using a variety of different instructional strategies such as verbal, visual, guided discovery and peer teaching are great ways to adapt instruction in APE. Using a variety of instructional strategies can give the students the opportunity to start learning on their own and to become more independent. Picture books are also very important in terms of instruction. Some students need to hear and see what they are supposed to do throughout the day. Students rely heavily on picture books and are thrown off if activities do not occur how they should.

4. Rules

rule changes will help to equalize competition. Rules can also be modified to challenge different skill levels within an APE class. If a student with a disability is in an inclusion class, adapting and modifying rules is important for the students' success. Changing rules for a game in an inclusion class can also help a student with a disability become more involved. For example, during game play the team scores one point if the student with a disability is not involved in the scoring process, two points if they help score the point. Another example for rule modification to create success for a student with a disability would be to give them extra attempt at a skill where general students have only a limited number of attempts, i.e. strikes in baseball. Another option for modification can be time; providing extra time or allowing a student additional rest. In each area a number of changes can be made for almost any activity. APE teachers do not need to reinvent the wheel when looking for activities or games for students with disabilities. APE teachers can take activities used in general physical education and modify or adapt these activities for students with disabilities. If the APE teacher makes the proper modifications, the inclusion or APE experience for the student with a disability and the students without disabilities will be more enjoyable and productive. Making these modifications will hopefully increase practice time and success in an inclusion or APE setting.

5. Equipment

Equipment such as standing frames and other assistive technology can make the environment more inclusive for children who ambulate with a wheelchair. For throwing and catching balls

it will be helpful to use a variety of balls. For throwing and shooting at a target smaller balls work best. For striking, kicking, and catching, bigger balls will create more success for students. These include yarn balls that do not bounce away and are easy to catch because students can grab onto the yarn. Wiffle balls are recommended because they are lightweight. Beach balls are useful because they are large and soft to catch. Giving the students the option of which ball to choose allows them the opportunity to create their own level of skill development. If a student seems to be struggling with a certain ball or a certain ball is not challenging enough, just suggest a different ball that you would like to see them try to use. For students with visual impairments, use multicolored balls and balls with bells in them that make sound as they roll. Placing a ball in a plastic grocery bag, placing a bell inside of a balloon, and attaching bells to student's shoes are simple ways to accommodate students with visual impairments. A catapult works great for students who may have cerebral palsy or limb limitations during throwing and aiming activities. This can help involve the students in activities they may have been limited in. Catapults are also great for arm and hand strength development for students who have cerebral palsy or limited mobility of their arms and hands. For kicking a variety of balls can also be used to benefit the students. For students who ambulate with a wheelchair, large balls bigger than soccer balls will be helpful. For students with cerebral palsy, a stationary ball can be used.

6. Adapted Physical Education

ADAPT-A-BAG: Adapted Physical Education (APE) teachers are always on the go and may be pressed for time to adapt an activity during APE, this is why it is important to develop or make an adapt-a-bag for these circumstances. An adapt-a-bag, is a bag an APE teacher can bring to each of his or her teaching areas, which can help modify or adapt an activity for a variety of disabilities. Some simple items to put in an adapt-a-bag are duck tape, velcro, string, dry erase board, bells (jingling bells inside a balloon), shiny objects, pvc pipe (large and small - one for guide line and one for ramp), plastic shopping bag, and straws. Other objects which may cost little money are blinking balls, bubbles, bubble wrap, horns, jingling bells inside a balloon, beep balls, and stimulating balls. It is important to remember there can never be too many items in an adapt-a-bag. House hold items are great for making modifications in APE, it is important to always be looking and searching for items which can be put into an adapt-a-bag. Along with these adaptations it is important to understand the individual's disability. For instance if a student has a Vestibular disability they may need an

object that is easier to track. A balloon or a larger ball would be a great adaptation for this student. These students may also be very unstable, so something as simple as a mat beneath them while performing an activity could be a valuable adaptation. Some tips for an individual with Spina Bifida could be adapting activities that can be played with the use of crutches, braces, or wheel chares. The use of a helmet may also be necessary in case the student has a shunt. This will help to prevent further head injuries. This may also be done with the use of a soft foam ball or balloons, but be sure the student is not allergic to latex, because this is a common problem with individual with this disability. Individuals with Spina Bifida do make great athletes, so it is important to modify and develop an assortment of games and activities for these individuals. These individuals can become very mobile and skilled in wheelchairs, so introducing these individuals to games such as tennis, basketball, and even racquetball can be great for this skill development and also social interaction in the community.

7. Suggestions

Some suggestions for an individual with CP or Cerebral Palsy are to do more stretching exercises. The disease causes their muscles to have tendency to become very tight so a slow stretch can be helpful to reduce the tone. You can also work on body positioning, and strength exercises to help the student gain enough strength to support their own body weight. Individuals with a visual impairment may be more successful in a well-lit room. It may also help to keep objects in a routine place so they can become accustomed to knowing where they are. The use of audio devices in equipment and different textured equipment may also be very beneficial. Using of guidelines and brightly colored boundaries can also help these individuals to be more successful in the physical education setting. Some safety concerns for these individual would be to let them wear protective goggles and keep the floor clear of any tripping hazards.

8. Hearing Impairment

Individuals with a hearing impairment may need to use a guide in class. It is also important to keep their learning environment free of excessive noise to include music while giving instruction. They may need a shorter more direct instruction when it comes to activities. Visual indicators are also more important for these students to understand the beginning and end of game play. Students with a hearing impairment also tend to perform better in small groups and understand better if the instructor speaks clearly.

Individuals with Muscular Dystrophy may tire quickly, are almost always in a wheel chair. Lifetime activities these individuals can perform in their chair can be beneficial to them. Activities that involve breathing practices can also be beneficial for these students. Remember these students will be losing strength increasingly as they grow older.

In Section 3 of this course you will cover these topics:

- Managing Equipment, Space And, Time
- Strategies For Managing Behavior During The Physical Education Lesson
- Creating A Physically Safe Learning Environment

Topic : Managing Equipment, Space And, Time

Topic Objective:

At the end of the topic student will be able to understand:

- Tools
- Space
- Time

Definition/Overview:

One definition of a tool applicable to its common usage in mechanical engineering, is a device or a piece of equipment that typically provides a mechanical advantage in accomplishing a task or enables the accomplishment of a task not otherwise possible. A broader definition of a tool is an entity used to interface between two or more domains that facilitates more effective action of one domain upon the other. The most basic tools are simple machines. For example, a crowbar simply functions as a lever. The further out from the pivot point, the more force is transmitted along the lever. A hammer typically interfaces between the operator's hand and the nail the operator wishes to strike. A telephone is a communication tool that interfaces between two people engaged in conversation at one level.

It is in the domain of media and communications technology that a counterintuitive aspect of our relationships with our tools first began to gain popular recognition. Marshall McLuhan famously said "We shape our tools. And then our tools shape us." McLuhan was referring to the fact that our social practices co-evolve with our use of new tools and the refinements we make to existing tools.

Key Points:

1. Tools

Tools that have evolved for use in particular domains can be given different designations. For example, tools designed for domestic use are often called utensils.

Observation has confirmed that multiple species can use tools, including monkeys, apes, several birds, sea otters, and others. Philosophers originally thought that only humans had the ability to make tools, until zoologists observed birds and monkeys making tools. Now humans' unique relationship to tools is considered to be that we are the only species that uses tools to make other tools. Most anthropologists believe that the use of tools was an important step in the evolution of mankind. Humans evolved an opposable thumb - useful in holding tools - and increased dramatically in intelligence, which aided in the use of tools.

2. Space different numbers of dimensions and with different underlying structures can be examined. The concept of space is considered to be of fundamental importance to an understanding of the universe although disagreement continues between philosophers over whether it is itself an entity, a relationship between entities, or part of a conceptual framework. Many of the philosophical questions arose in the 17th century, during the early development of classical mechanics. In Isaac Newton's view, space was absolute - in the sense that it existed permanently and independently of whether there were any matter in the space. Other natural philosophers, notably Gottfried Leibniz, thought instead that space was a collection of relations between objects, given by their distance and direction from one another. In the 18th century, Immanuel Kant described space and time as elements of a systematic framework which humans use to structure their experience. In the 19th and 20th centuries mathematicians began to examine non-Euclidean geometries, in which space can be said to be curved, rather than flat. According to Albert Einstein's theory of general relativity, space around gravitational fields deviates from Euclidean space. Experimental tests of

general relativity have confirmed that non-Euclidean space provides a better model for explaining the existing laws of mechanics and optics.

3. Time

Time is a component of the measuring system used to sequence events, to compare the durations of events and the intervals between them, and to quantify the motions of objects. Time has been a major subject of religion, philosophy, and science, but defining time in a non-controversial manner applicable to all fields of study has consistently eluded the greatest scholars. In physics and other sciences, time is considered one of the few fundamental quantities. Time is used to define other quantities such as velocity and defining time in terms of such quantities would result in circularity of definition. An operational definition of time, wherein one says that observing a certain number of repetitions of one or another standard cyclical event (such as the passage of a free-swinging pendulum) constitutes one standard unit such as the second, is highly useful in the conduct of both advanced experiments and everyday affairs of life. The operational definition leaves aside the question whether there is something called time, apart from the counting activity just mentioned, that flows and that can be measured. Investigations of a single continuum called space-time brings the nature of time into association with related questions into the nature of space, questions that have their roots in the works of early students of natural philosophy. Among prominent philosophers, there are two distinct viewpoints on time. One view is that time is part of the fundamental structure of the universe, a dimension in which events occur in sequence. Time travel, in this view, becomes a possibility as other "times" persist like frames of a film strip, spread out across the time line. Sir Isaac Newton subscribed to this realist view, and hence it is sometimes referred to as Newtonian time. The opposing view is that time does not refer to any kind of "container" that events and objects "move through", nor to any entity that "flows", but that it is instead part of a fundamental intellectual structure (together with space and number) within which humans sequence and compare events. This second view, in the tradition of Gottfried Leibniz and Immanuel Kant, holds that time is neither an event nor a thing, and thus is not itself measurable nor can it be travelled. Temporal measurement has occupied scientists and technologists, and was a prime motivation in navigation and astronomy. Periodic events and periodic motion have long served as standards for units of time. Examples include the apparent motion of the sun across the sky, the phases of the moon, the swing of a pendulum, and the beat of a heart. Currently, the international unit of

time, the second, is defined in terms of radiation emitted by caesium atoms (see below). Time is also of significant social importance, having economic value ("time is money") as well as personal value, due to an awareness of the limited time in each day and in human life spans.

Topic : Strategies For Managing Behavior During The Physical Education Lesson

Topic Objective:

At the end of the topic student will be able to understand:

- Infants and toddlers
- Adapted Physical Education
- Qualities of Effective Planners
- State Requirements and National Standards
- Grade Level
- Skill Theme
- Learnable Piece
- Equipment & Materials
- Protocols
- Instant Activity
- Set Induction
- Class Organization & Structure
- Developing the Content
- Closure
- Assessment

Definition/Overview:

Organizational Behavior (OB) is defined as "the study and application of positively oriented human resource strengths and psychological capacities that can be measured, developed, and effectively managed for performance improvement in today's workplace"

Key Points:**1. Organizational Behavior**

For a positive psychological capacity to qualify for inclusion in POB, it must be positive and must have extensive theory and research foundations and valid measures. In addition, it must be state like, which would make it open to development and manageable for performance improvement. Finally, positive states that meet the POB definitional criteria are primarily researched, measured, developed, and managed at the individual, micro level. The state-like criterion distinguishes POB from other positive approaches that focus on positive traits, whereas its emphasis on micro, individual-level constructs separates it from positive perspectives that address positive organizations and their related macro-level variables and measures. Meeting the inclusion criteria for POB are the state-like psychological resource capacities of self-efficacy, hope, optimism, and resiliency and, when combined, the underlying higher-order, core construct of Positive psychological capital or PsyCap.

2. Infants and toddlers

Infants and toddlers who need early intervention services because of developmental delays in cognitive, physical, communication, social, emotional or adaptive development can also qualify for adapted physical education. The state can chose to include infants and toddlers who are under three-years old who are at risk for experiencing a developmental delay if early intervention services are not provided.

Students who qualify under section 504 of the Rehabilitation Act of 1973 can also receive adapted physical education. In section 504, a person with a disability is anyone who has a physical or mental impairment that limits one or more major life activities, has a record of impairment, or is regarded as having an impairment.

3. Adapted Physical Education

A fourth group of students who might qualify for adapted physical education are students who are recuperating from injuries, accidents, recovering from noncommunicable diseases, are overweight, have low skills levels, or have low levels of physical fitness. This group is not covered by legislation, but a school district can decide to develop a plan to meet these students physical education needs. Adapted physical education serves people of all ages.

4. Qualities of Effective Planners

- Patience
- Flexibility
- Persistence
- Self-knowledge

5. State Requirements and National Standards

Become familiar with physical education requirements and curriculum documents

Use documents to help plan developmentally appropriate sequential curriculum

6. Daily Physical Education Lesson Plan

A daily physical education lesson plan consists of the following steps:

- Focus of the lesson
- Preparation for the lesson
- Content Progression
- Ending the lesson

7. Grade Level

match your topic objectives and learning content to the developmental level of your class

8. Skill Theme

Elementary physical education is structured around skill themes

9. Learnable Piece

- The learnable piece is what you expect your students to know or be able to do by the end of the lesson
- Also, known as the learning objective or lesson outcome

10. Equipment & Materials

learnable piece and skill theme help determine what materials you may need as well as how many you will need for this lesson

11. Protocols

safety-related directions students need to follow in preparation for or during your lesson

12. Instant Activity

It occurs the moment students enter the physical education setting and used to prepare students for physical activity and to warm up their bodies for movement as well as prepare their minds for upcoming learning.

13. Set Induction

introduction of your lesson when you inform the students of what they will be learning and why it is important

14. Class Organization & Structure

There are 4 main parts of this step:

- Grouping patterns
- Performance Space
- Equipment
- Formation

15. Developing the Content

It consists of the following three steps:

- Extensions modification to help attain proficiency
- Applications measured quantitatively or qualitatively, perform task to a certain standard
- Refinements cues that focus on specific aspects of the task
-

16. Closure

- purpose is to remind the children of what was covered in the lesson
- benefit includes providing the children with time to gather themselves before returning to the classroom
- also a time when you can get the children excited about the lesson to come

17. Assessment

There are two main types of assessment.

- Formal assessment is document driven where evaluation data is recorded
- Informal assessment is observation driven but is not recorded

Topic : Creating A Physically Safe Learning Environment

Topic Objective:

At the end of the topic student will be able to understand:

- Safe Learning Environment
- Expected Benefits
- Impact of Safe Learning Environments

Definition/Overview:

A virtual learning environment (VLE) is a software system designed to support teaching and learning in an educational setting, as distinct from a Managed Learning Environment (MLE) where the focus is on management. A VLE will normally work over the Internet and provide a collection of tools such as those for assessment (particularly of types that can be marked automatically, such as multiple choice), communication, uploading of content, return of students' work, peer assessment, administration of student groups, collecting and organizing

student grades, questionnaires, tracking tools, etc. New features in these systems include wikis, blogs, RSS and 3D virtual learning spaces.

Key Points:

1. Safe Learning Environment

It is difficult to create a balance between a safe school and a welcoming, caring environment. It is important to create a school climate that does not tolerate bullying, intimidation, and terrorism. Students who are afraid often stay away from school. A safe learning environment is focused on academic achievement, maintaining high standards, fostering positive relationships between staff and students, and encouraging parental and community involvement. Resolving conflict and preventing violence are important factors in creating a safe learning environment. Students respond to conflict by confronting it, usually in a violent manner, or avoiding it. Neither of these responses helps them to learn how to deal with conflict in an appropriate way. Students need to learn effective interpersonal skills to cope in group situations. It is important for students to know how to deescalate conflict, manage it, and resolve it. While originally created for distance education, VLEs are now most often used to supplement the face-2-face classroom, commonly known as Blended Learning. These systems usually run on servers, to serve the course to students Multimedia and/or web pages. In 'Virtually There' a book and DVD pack distributed freely to schools by the Yorkshire and Humber Grid for Learning Foundation (YHGfL) Professor Stephen Heppell writes in the foreword: "Learning is breaking out of the narrow boxes that it was trapped in during the 20th century; teachers' professionalism, reflection and ingenuity are leading learning to places that genuinely excite this new generation of connected young school students - and their teachers too. VLEs are helping to make sure that their learning is not confined to a particular building, or restricted to any single location or moment."

Safe school planning is an ongoing, comprehensive process which should involve the entire community. The plan should cover behavioral and property aspects of crime prevention.

There are seven basic steps in the planning process:

- Identify your safe school planning committee members;
- Assess data on school crime;
- Identify school safety strategies and programs;

- Ensure that school procedures comply with existing laws related to schools;
- Hold a public meeting before your school adopts the plan;
- Make the plan available for public review; and
- Amend the plan once a year, as needed

2. Expected Benefits

For students to learn, they must attend school. A welcoming and accepting environment motivates students to attend school. Research has shown that school violence also has an impact on the community. Forty percent of boys identified as bullies had three or more convictions by age 24.

3. Impact of Safe Learning Environments

Anti-bullying and anti-aggression programs have proven to be effective in reducing misbehavior, vandalism and general delinquency. Students dropout of school for many reasons, but violence and conflict are contributing factors to placing students at-risk.

In Section 4 of this course you will cover these topics:

- Non Locomotors And Locomotors Skills
- Manipulative Skills
- Strategies For Teaching Games

Topic : Non Locomotors And Locomotors Skills

Topic Objective:

At the end of the topic student will be able to understand:

- Gymnastic Terms
- Task Progression Balancing
- Three Main Balancing Skills

- Teaching the Concept of Balance
- Balance Terms
- Balancing
- Nonlocomotor Skills
- Task Progression Jumping and Landing
- Five Basic Ways to Jump
- Jumping and Landing
- Task Progression Chasing, Fleeing, and Dodging
- Developing Logical Skill Progressions
- Motor Skill Progression Trees
- Nonlocomotor Skills

Definition/Overview:

Locomotor skills move the body from one place to another within a vertical plane form the foundation of gross motor coordination & involve large muscle movements.

Key Points:

1. Nonlocomotor Skills

Nonlocomotor skills are performed without appreciable movement and do not incorporate objects into the movement.

2. Motor Skill Progression Trees

There are three stages to skill development

- Developing skill phase
- Expanding skill phase
- Mastering skill phase

3. Developing Logical Skill Progressions

Chasing, Fleeing, and Dodging these are the basic skills of developing skill proression:

- Chasing travel quickly to overtake or tag someone fleeing

- Fleeing travel quickly away from a pursuit
- Dodging abrupt shift of the body from one line of movement to another

4. Jumping and Landing

- spring off the ground by muscular force of the legs and feet

there are three parts of the skill:

- Takeoff
- Flight
- Landing

5. Five Basic Ways to Jump

- Hop take off from 1 foot and land on same foot
- Leap take off from 1 foot and land on alternate foot
- One foot take off, two foot landing
- Two foot take off, two foot landing
- Two foot take off, one foot landing

6. Nonlocomotor Skills

There are two goals to teaching nonlocomotor skills

7. Balancing

- Balancing keeping the body's center of gravity above its base of support
- Tensing muscles allows one to keep body positioned over center of gravity
- Relaxing muscles allows one to shift the body with respect to center of gravity

8. Balance Terms

- Base of support the part of the body that is in contact with the ground
- Stable balance resists gravity or force or cannot be pushed over easily
- Unstable balance is easily disrupted
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9. Teaching the Concept of Balance

Teach students the concept of base of support. Teach students the concept of stable and unstable balances. Stable balances are low and wide. Unstable balances are high and narrow. Inverted balance requires the hips to be above the head.

10. Three Main Balancing Skills

- Balance your own body
- Balance an object
- Balance another person

11. Gymnastic Terms

Gymnastics involves performing sequences of locomotor and nonlocomotor movements requiring strength, flexibility, and kinesthetic awareness. Educational Gymnastics focuses on helping children learn to use their bodies in safe, efficient, and creative ways

Equipment Safety Issues. Make sure that equipment is in good condition (focus on stability and cushioning). Position equipment to ensure that collisions (with walls, equipment, and people) do not occur. Develop safety protocols for teaching gymnastics when mats or benches/beams are used

Topic : Manipulative Skills

Topic Objective:

At the end of the topic student will be able to understand:

- Manipulative Skills
- Throwing Versus Catching
- Throwing
- Catching

- Task Progression Throwing
- Catching
- Task Progression Catching
- Kicking and Punting
- Task Progression Kicking
- Punting
- Task Progression Punting
- Dribbling
- Dribbling with Feet
- Task Progression Dribble with Feet
- Volleying
- Task Progression Volleying

Space is the boundless, three-dimensional extent in which objects and events occur and have relative position and direction. Physical space is often conceived in three linear dimensions, although modern physicists usually consider it, with time, to be part of the boundless four-dimensional continuum known as spacetime. In mathematics spaces with

Definition/Overview:

Complex cells, like protozoa or algae, show remarkable abilities to organise themselves in changing circumstances. Shell-building by amoebae, reveals complex discrimination and manipulative skills that are ordinarily thought to occur only in multicellular organisms.

Key Points:

1. Manipulative Skills

Even bacteria, which show primitive behavior as isolated cells, can display more sophisticated behavior as a population. These behaviors occur in single species populations, or mixed species populations. Examples are colonies of Myxobacteria, quorum sensing, and biofilms.

2. Manipulative Skills for Body

Manipulative skills require the use of the body to control an object are more difficult than locomotor and nonlocomotor skills can be used in a variety of sports, games, rhythmic dances, and other fitness-related activities

3. Throwing Versus Catching

It has been suggested that a bacterial colony loosely mimics a biological neural network. The bacteria can take inputs in form of chemical signals, process them and then produce output chemicals to signal other bacteria in the colony. The mechanisms that enable single celled organisms to coordinate in populations presumably carried over in those lines that evolved multicellularity, and were co-opted as mechanisms to coordinate multicellular organisms.

4. Throwing

A target skill aim is to propel an object away from the body with accuracy toward a target

5. Catching

A receptive skill aim is to receive and control a propelled object

6. Catching

Requires the student to visually track an object and move the body in position to receive the object. Catching can be performed:

- With 1 hand
- With 2 hands
- With an implement

7. Kicking and Punting

- Kick occurs when object starts on the ground either rolled or stationary
- Punt occurs when the object starts in the air

8. Punting

- Punting is more difficult to develop than kicking
- Punting requires timing, rhythm, and eye-foot coordination
- The height of the toss affects remaining movements made to contact the ball

9. Dribbling

Maintaining control of a moving ball while static or advancing with it the main goals:

- Maintain control without looking at the ball
- Move the ball in order to create space to shoot at goal or pass to a teammate to shoot at goal
- Task Progression Dribble with the Hand

10. Dribbling with Feet

Dribbling with the feet uses a constant tapping of the ball to move it forward or sideways. Students need to be taught to use both feet as well as different parts of the foot (e.g., inside, outside, heel, etc.)

11. Volleying

Striking an object with a body part while the object is in the air is one of the last manipulative skills to develop due to proximodistal development:

- must have the following skills:
- track objects at varying speeds
- can time when to strike the ball
- understand how much force to expend on the object

Topic : Strategies For Teaching Games**Topic Objective:**

At the end of the topic student will be able to understand:

- Gameplay elements and classification
- Tools
- Rules
- Skill, strategy, and chance
- Single-player games
- Types of game
- Sports
- Lawn Games
- Tabletop Games
- Dexterity/coordination games
- Board games
- Card games
- Dice games
- Domino and Tile games
- Pencil and Paper games
- Guessing games
- Video games
- Online games
- Role-playing games
- Simulation

Definition/Overview:

A game is a structured activity, usually undertaken for enjoyment and sometimes used as an educational tool. Games are distinct from work, which is usually carried out for remuneration, and from art, which is more concerned with the expression of ideas. However, the distinction is not clear-cut, and many games are also considered to be work (such as

professional players of spectator sports/games) or art (such as jigsaw puzzles or games involving an artistic layout such as Mah-jongg solitaire). Key components of games are goals, rules, challenge, and interaction. Games generally involve mental or physical stimulation, and often both. Many games help develop practical skills, serve as a form of exercise, or otherwise perform an educational, simulational or psychological role. The requirement for player interaction puts activities such as jigsaw puzzles and solitaire "games" into the category of puzzles rather than games. Attested as early as 2600 BC, games are a universal part of human experience and present in all cultures. The Royal Game of Ur, Senet and Mancala are some of the oldest known games.

Key Points:

1. Gameplay elements and classification

Games can be characterized by "what the player does." This is often referred to as gameplay, a term that arose among computer game designers in the 1980s but as of 2007 is starting to see use in reference to games of other forms. Major key elements identified in this context are tools and rules which define the overall context of game and which in turn produce skill, strategy, and chance.[clarification needed]

2. Tools

Games are often classified by the components required to play them (e.g. miniatures, a ball, cards, a board and pieces or a computer). In places where the use of leather is well established, the ball has been a popular game piece throughout recorded history, resulting in a worldwide popularity of ball games such as rugby, basketball, football, cricket, tennis and volleyball. Other tools are more idiosyncratic to a certain region. Many countries in Europe, for instance, have unique standard decks of playing cards. Other games such as chess may be traced primarily through the development and evolution of its game pieces. Many game tools are tokens, meant to represent other things. A token may be a pawn on a board, play money, or an intangible item such as a point scored. Games such as hide-and-seek or tag do not utilise any obvious tool. Rather its interactivity is defined by the environment. Games with the same or similar rules may have different gameplay if the environment is altered. For example, hide-and-seek in a school building differs from the same game in a park; an auto

race can be radically different depending on the track or street course, even with the same cars.

3. Rules

Whereas games are often characterized by their tools, they are often defined by their rules. While rules are subject to variations and changes, enough change in the rules usually results in a "new" game. For instance, baseball can be played with "real" baseballs or with wiffleballs. However, if the players decide to play with only three bases, they are arguably playing a different game. Rules generally determine turn order, the rights and responsibilities of the players, and each player's goals. Player rights may include when they may spend resources or move tokens. Common win conditions are being first to amass a certain quota of points or tokens (as in Settlers of Catan), having the greatest number of tokens at the end of the game (as in Monopoly), or some relationship of one's game tokens to those of one's opponent (as in chess's checkmate).

4. Skill, strategy, and chance

A game's tools and rules will result in its requiring skill, strategy, luck or a combination thereof, and are classified accordingly. Games of skill include games of physical skill, such as wrestling, tug of war, hopscotch, target shooting, and stake and games of mental skill such as checkers and chess. Games of strategy include checkers, chess, go, arimaa, and tic-tac-toe, and often require special equipment to play them. Games of chance include gambling games (blackjack, mah-jongg, roulette etc.), as well as snakes and ladders and rock, paper, scissors; most require equipment such as cards or dice. However, most games contain two or all three of these elements. For example, American football and baseball involve both physical skill and strategy while tiddlywinks, poker and Monopoly combine strategy and chance. Many card and board games combine all three; most trick-taking games involve mental skill, strategy and an element of chance, as do many strategic board games such as Risk, Settlers of Catan and Carcassonne.

5. Single-player games

Most games require multiple players. However, single-player games are unique in respect to the type of challenges a player faces. Unlike a game with multiple players competing with or

against each other to reach the game's goal, a one-player game is a battle solely against an element of the environment (an artificial opponent), against one's own skills, against time or against chance. Playing with a yo-yo or playing tennis against a wall is not generally recognised as playing a game due to the lack of any formidable opposition. It is not valid to describe a computer game as single-player where the computer provides opposition. If the computer is merely record-keeping then the game may be validly single-player. Many games described as 'single-player' are actually puzzles or recreations.

6. Types of game

Games can take a variety of forms, from competitive sports to board games and video games.

7. Sports

Many sports require special equipment and dedicated playing fields, leading to the involvement of a community much larger than the group of players. A city or town may set aside such resources for the organisation of sports leagues. Popular sports may have spectators who are entertained just by watching games. A community will often align itself with a local sports team that supposedly represents it (even if the team or most of its players only recently moved in); they often align themselves against their opponents or have traditional rivalries. The concept of fandom began with sports fans. Stanley Fish cited the balls and strikes of baseball as a clear example of social construction, the operation of rules on the game's tools. While the strike zone target is governed by the rules of the game, it epitomizes the category of things that exist only because people have agreed to treat them as real. No pitch is a ball or a strike until it has been labeled as such by an appropriate authority, the plate umpire, whose judgment on this matter cannot be challenged within the current game. Certain competitive sports, such as racing and gymnastics, are not games by definitions such as Crawford's (see above), despite the inclusion of many in the Olympic Games, because competitors do not interact with their opponents; they simply challenge each other in indirective ways.

8. Lawn Games

Lawn games are outdoor games that can be played on a lawn; an area of mown grass (or alternately, on graded soil) generally smaller than a "field" or pitch. Variations of many

games that are traditionally played on a pitch are marketed as "lawn games" for home use in a front or back yard. Common lawn games include horseshoes, sholf, croquet, bocce, lawn bowls and stake.

9. Tabletop Games

A tabletop game generally refers to any game where the elements of play are confined to a small area and which require little physical exertion, usually simply placing, picking up and moving game pieces. Most of these games are, thus, played at a table around which the players are seated and on which the game's elements are located. A variety of major game types generally fall under the heading of tabletop games. It is worth noting that many games falling into this category, particularly party games, are more free-form in their play and can involve physical activity such as mime, however the basic premise is still that the game does not require a large area in which to play it, large amounts of strength or stamina, or specialized equipment other than what comes in the box (games sometimes require additional materials like pencil and paper that are easy to procure).

10. Dexterity/coordination games

This class of games includes any game in which the skill element involved relates to manual dexterity or hand-eye coordination, but excludes the class of video games (see below). Games such as jacks, paper football and Jenga require only very portable or improvised equipment and can be played on any flat level surface, while other examples, such as pinball, billiards, air hockey, foosball/table soccer, and table hockey require specialized tables or other self-contained modules on which the game is played. The advent of home video game systems largely replaced some of these, such as table hockey, however air hockey, billiards, pinball and foosball remain popular fixtures in private and public gamerooms. These games and others, as they require reflexes and coordination, are generally performed more poorly by intoxicated persons but are unlikely to result in injury because of this; as such the games are popular as drinking games. In addition, dedicated drinking games such as quarters also involve physical coordination and are popular for similar reasons.

11. Board games

Most games that simulate war are board games (though a large number of video games have been created to simulate strategic combat; see "Video Games" below), and the board may be a map on which the players' tokens move. Virtually all board games involve "turn-based" play; one player contemplates and then makes a move, then the next player does the same, and a player can only act on their turn. This is opposed to "real-time" play as is found in some card games, most sports and most video games. Some games, such as chess and Go, are entirely deterministic, relying only on the strategy element for their interest. Children's games, on the other hand, tend to be very luck-based, with games such as Candy Land having virtually no decisions to be made. Most other board games combine strategy and luck factors; the game of backgammon requires players to decide the best strategic move based on the roll of two dice. Trivia games have a great deal of randomness based on the questions a person gets. German-style board games are notable for often having rather less of a luck factor than many board games. Board game groups include Race games, Roll-and-move games; Abstract strategy games; Word games and Wargames as well as the Trivia and German-style board games mentioned above. Some board games fall into multiple groups and even incorporate elements of other genres; Cranium is one popular example, where players must succeed in each of four main skills: artistry, live performance, trivia, and language skill.

12. Card games

Card games use a deck of cards as their central tool. These cards may be a standard Anglo-American (52-card) deck of playing cards (such as for bridge, poker, Rummy, etc), a regional deck using 32, 36 or 40 cards and different suit signs (such as for the popular German game skat), a tarot deck of 78 cards (used in Europe to play a variety of trick-taking games collectively known as Tarot, Tarock and/or Tarocchi games), or a deck specific to the individual game (such as Set or 1000 Blank White Cards). Uno and Rook are examples of games that were originally played with a standard deck and have since been commercialized with customized decks. Some collectible card games such as Magic: The Gathering are played with a small selection of cards which have been collected or purchased individually from large available sets. Some board games include a deck of cards as a gameplay element, normally for randomization and/or to keep track of game progress. Conversely, some card games such as Cribbage use a board with movers, normally to keep score. The differentiation between the two genres in such cases depends on which element of the game is foremost in

its play; a board game using cards for random actions can usually use some other method of randomization, while Cribbage can just as easily be scored on paper. These elements as used are simply the traditional and easiest methods to achieve their purpose.

13. Dice games

Dice games use a number of dice as their central element. Board games often use dice for a randomization element, and thus each roll of the dice has a profound impact on the outcome of the game, however dice games are differentiated in that the dice do not determine the success or failure of some other element of the game; they instead are the central indicator of the person's standing in the game. Popular dice games include Yahtzee, Farkle, Bunco, Liar's dice/Perudo, and Poker dice. As dice are, by their very nature, designed to produce apparently random numbers, these games usually involve a high degree of luck, which can be directed to some extent by the player through more strategic elements of play and through tenets of probability theory. Such games are thus popular as gambling games; the game of Craps is perhaps the most famous example, though Liar's dice and Poker dice were originally conceived of as gambling games.

14. Domino and Tile games

Domino games are similar in many respects to card games, but the generic device is instead a set of tiles called dominoes, which traditionally each have two ends, each with a given number of dots, or "pips", and each combination of two possible end values as it appears on a tile is unique in the set. The games played with dominoes largely center around playing a domino from the player's "hand" onto the matching end of another domino, and the overall object could be to always be able to make a play, to make all open endpoints sum to a given number or multiple, or simply to play all dominoes from one's hand onto the board. Sets vary in the number of possible dots on one end, and thus of the number of combinations and pieces; the most common set historically is double-six, though in more recent times "extended" sets such as double-nine have been introduced to increase the number of dominoes available, which allows larger hands and more players in a game. Muggins, Mexican Train and Chicken Foot are very popular domino games. Texas42 is a domino game more similar in its play to a "trick-taking" card game. Variations of traditional dominoes abound: Triominoes are similar in theory but are triangular and thus have three values per tile. Similarly, a game known as Quad-Ominos uses four-sided tiles. Some other games use

tiles in place of cards; Rummikub is a variant of the Rummy card game family that uses tiles numbered in ascending rank among four colors, very similar to Anglo-American playing cards. Mah-Jongg is another game very similar to Rummy that uses a set of tiles with card-like values and art. Lastly, some games use graphical tiles to form a board layout, on which other elements of the game are played. Settlers of Catan and Carcassonne are examples. In each, the "board" is made up of a series of tiles; in Settlers of Catan the starting layout is random but static, while in Carcassonne the game is played by "building" the board tile-by-tile. Hive, an abstract strategy game using tiles as moving pieces, has mechanical and strategic elements similar to chess, although it has no board; the pieces themselves both form the layout and can move within it.

15. Pencil and Paper games

Pencil and paper games require little or no specialized equipment other than writing materials, though some such games have been commercialized as board games (Scrabble, for instance, is based on the idea of a crossword puzzle, and tic-tac-toe sets with a boxed grid and pieces are available commercially). These games vary widely, from games centering on a design being drawn such as Pictionary and "connect-the-dots" games like sprouts, to letter and word games such as Boggle and Scattergories, to solitaire and logic puzzle games such as Sudoku and crossword puzzles.

16. Guessing games

A guessing game has as its core a piece of information that one player knows, and the object is to coerce others into guessing that piece of information without actually divulging it in text or spoken word. Charades is probably the most well-known game of this type, and has spawned numerous commercial variants that involve differing rules on the type of communication to be given, such as Catch Phrase, Taboo, Pictionary, and similar. The genre also includes many game shows such as Win, Lose or Draw, Password and \$25,000 Pyramid.

17. Video games

Video games are computer- or microprocessor-controlled games. Computers can create virtual tools to be used in a game between human (or simulated human) opponents, such as cards or dice, or can simulate far more elaborate worlds where mundane or fantastic things

can be manipulated through gameplay. A computer or video game uses one or more input devices, typically a button/joystick combination (on arcade games); a keyboard, mouse and/or trackball (computer games); or a controller or a motion sensitive tool. (console games). More esoteric devices such as paddle controllers have also been used for input. In computer games, the evolution of user interfaces from simple keyboard to mouse, joystick or joypad has profoundly changed the nature of game development. There are many genres of video game; the first commercial video game, Pong, was a simple simulation of table tennis. As processing power increased, new genres such as adventure and action games were developed that involved a player guiding a character from a third person perspective through a series of obstacles. This "real-time" element cannot be easily reproduced by a board game which is generally limited to "turn-based" strategy; this advantage allows video games to simulate situations such as combat more realistically. Additionally, the playing of a video game does not require the same physical skill, strength and/or danger as a real-world representation of the game, and can provide either very realistic, exaggerated or impossible physics, allowing for elements of a fantastical nature, games involving physical violence, or simulations of sports. Lastly, a computer can, with varying degrees of success, simulate one or more human opponents in traditional table games such as chess, leading to simulations of such games that can be played by a single player. In more open-ended computer simulations, also known as sandbox-style games, the game provides a virtual environment in which the player may be free to do whatever they like within the confines of this universe. Sometimes, there is a lack of goals or opposition, which has stirred some debate on whether these should be considered "games" or "toys". (Crawford specifically mentions Will Wrights SimCity as an example of a toy.)

18. Online games

From the very earliest days of networked and timeshared computers, online games have been part of the culture. Early commercial systems such as Plato were at least as widely famous for their games as for their strictly educational value. In 1958, Tennis for Two dominated Visitor's Day and drew attention to the oscilloscope at the Brookhaven National Laboratory; during the 1980s, Xerox PARC was known mainly for Maze War, which was offered as a hands-on demo to visitors. Modern online games are played using an Internet connection; some have dedicated client programs, while others require only a web browser. Some simpler browser games appeal to demographic groups (notably women and the middle-aged) that

otherwise play very few video games. The computer game is the most established of all sectors of the emergent new media landscape. The media is transformed from the traditional way of circulating in just one way to an interactive way. This is the phenomenon that is broadening around the world of videogame. It is an obvious example of the ways in which online and offline space can be seen as merged rather than separate. Media audiences characteristic has been changing in consequence of the social changes and development. They are becoming active and interact more than ever before. The players of the game in this phenomenon are just like the social formation in our society. They are both self-regulating, creating their own social norms and subject to regulation and constraint through the code of the game and sometimes through the policing of the game by those who run it. The values that are policed vary from game to game. Many of the values encoded into game cultures reflect offline cultural values, but games also offer a chance to emphasis alternative or subjugated values in the name of fantasy and play. The players of the game at the new century are now apparently expressing their profound self through the game. When they can play with their anonymous status, they are found to be more confident to express and to step out from the position they have never been out from. It offers new experiences and pleasures based in the interactive and immersive possibilities of computer technologies.

19. Role-playing games

Role-playing games, often abbreviated as RPGs, are a type of game in which the participants (usually) assume the roles of characters acting in a fictional setting. The original role playing games or at least those explicitly marketed as such are played with a handful of participants, usually face-to-face, and keep track of the developing fiction with pen and paper. Together, the players may collaborate on a story involving those characters; create, develop, and "explore" the setting; or vicariously experience an adventure outside the bounds of everyday life. Pen-and-paper role-playing games include, for example, Dungeons & Dragons and GURPS. Modern independent RPGs, however, often blur the line between the more traditional idea of the RPG and other traditional genres, or border on story-telling. [original research?] The term role-playing game has also been appropriated by the video game industry to describe a genre of video games. These may be single-player games where one player experiences a programmed environment and story, or they may allow players to interact through the internet. The experience is usually quite different than traditional role-playing games. Single-player games include Final Fantasy, Fable, The Elder Scrolls, and Mass Effect.

Online multi-player games, often referred to as Massively Multiplayer Online role playing games, or MMORPGs, include RuneScape, EverQuest 2, Guild Wars, MapleStory, Anarchy Online, and Dofus. As of 2008[update], the most successful MMORPG has been World of Warcraft, which controls the vast majority of the market.,

20. Simulation

The term "game" can include simulation or re-enactment of various activities or use in "real life" for various purposes: e.g., training, analysis, prediction. Well-known examples are war games and roleplaying. The root of this meaning may originate in the human prehistory of games deduced by anthropology from observing primitive cultures, in which children's games mimic the activities of adults to a significant degree: hunting, warring, nursing, etc. These kinds of games are preserved in modern times.

In Section 5 of this course you will cover these topics

- Strategies For Teaching Rhythmic Movement
- Strategies For Promoting Physical Activity And Fitness
- Interdisciplinary Strategies For Physical Education

Topic : Strategies For Teaching Rhythmic Movement

Topic Objective:

At the end of the topic student will be able to understand:

- Performing in front of others
- Teaching student-designed rhythmic movement dances
- How do I teach folk dances?

- How do I teach tinikling?
- Teaching line dance
- Teaching students to master rhythm
- Teaching students to expand rhythm
- Add complexity to a basic rhythmic movement
- Developing a basic rhythm
- Defining Terms
- Benefits from rhythmic movements

Definition/Overview:

In education, teachers facilitate student learning, often in a school or academy or perhaps in another environment such as outdoors. A teacher who teaches on an individual basis may be described as a tutor. The objective is typically accomplished through either an informal or formal approach to learning, including a course of study and lesson plan that teaches skills, knowledge and/or thinking skills. Different ways to teach are often referred to as pedagogy. When deciding what teaching method to use teachers consider students' background knowledge, environment, and their learning goals as well as standardized curricula as determined by the relevant authority. The teacher should also be able to deal with students with different abilities and should also be able to deal with learning disabilities. Many times, teachers assist in learning outside of the classroom by accompanying students on field trips. The increasing use of technology, specifically the rise of the internet over the past decade has begun to shape the way teachers approach their role in the classroom.

Objective

The objective is typically a course of study, lesson plan, or a practical skill, including learning and thinking skills. The different ways to teach are often referred to as the teacher's pedagogy. When deciding what teaching method to use, a teacher will need to consider students' background knowledge, environment, and their learning objectives. A teacher may follow standardized curricula as determined by the relevant authority. The teacher may interact with students of different ages, from infants to adults, students with different abilities and students with learning disabilities

Key Points:**1. Benefits from rhythmic movements**

Expansion of kinesthetic awareness of the body in motion and in stillness

Increase coordination, balance, and stamina. Develop multisensory integration through moving to percussive rhythms.

2. Defining Terms

- Rhythmic movement is movement in time to individual sounds
- Dance is a form of rhythmic movement, typically involves music and using set or spontaneous actions

3. Developing a basic rhythm

- Establishing a 4-count beat for children to follow (1-2-3-4, 1-2-3-4)
- Adding an accent = stress on a count (e.g., 1-2-3-4, 1-2-3-4)
- Actions in self-space to rhythm (e.g., reach -2-3-4, reach -2-3-4)
- Action words = expressive verbs (e.g., shake -2-3-4, or shake-shake-shake-shake)

4. Add complexity to a basic rhythmic movement

Introduce moving to a beat (walk-walk-walk-walk, hop-hop-hop-hop, etc.)

Include changing directions, levels, and pathways Revisit accents and add these to the movement sentence (e.g., spin-hop-hop-hop).

5. Teaching students to expand rhythm

- Moving rhythmically to a 3-count beat (1-2-3)
- Moving to one-half counts (1 & 2 & 3 & 4 &)
- First, nonlocomotor movements in self-space
- Next, skipping (step-hop) or galloping (step-together)
- Revisit expanding rhythms with music
-

6. Teaching students to master rhythm

- applying rhythmic skills to more formal forms of dance
- Line dances
- Tinikling
- Folk dances
- Student-designed dances

7. Teaching line dance

Students in self-space listening to music for the underlying beat. Students move (clap or stomp) in self-space to the beat, students learn steps in their self-space form lines, challenging the lines of students to move as a single unit.

8. How do I teach tinikling?

Teach students to move over static lines or poles. Teach students how to move the poles without dancer. Finally, teach students how to dance to a beat (first percussion and then music) with moving poles

9. How do I teach folk dances?

- Grass-roots origins and integration into the culture
- Teacher must learn the dances first
- Communicate the steps to the students

10. Teaching student-designed rhythmic movement dances

- Students apply their skills and use their imaginations
- Teachers can evaluate if students understand rhythm
- Use rhythmic dance scripts to guide students
- Allow students to use a familiar song
- Teachers must review music in advance to ensure that it is appropriate for a school setting

11. Performing in front of others

- Encouraged by McGreevy-Nichols
- Watching to discriminate the technical qualities of movement
- View aesthetic qualities of the dance
- Observers and dancers must be taught to respect performers by holding their concentration

Topic : Strategies For Promoting Physical Activity And Fitness

Topic Objective:

At the end of the topic student will be able to understand:

- Basic Jump Rope Progression
- Promoting cardiovascular fitness
- Projecting positive messages about physical activity and fitness
- Students With Disabilities
- Strategies that foster fitness-oriented physical activity
- Typical physical activity of children in U.S
- Role of teachers in promoting
- Two types of fitness
- Physical Activity And Fitness
- NASPEs Physically Educated Person
- Physical fitness

Definition/Overview:

Physical fitness is used in two close meanings: general fitness (a state of health and well-being) and specific fitness (a task-oriented definition based on the ability to perform specific aspects of sports or occupations).

Key Points:**1. Physical fitness**

Physical fitness is the capacity of the heart, blood vessels, lungs, and muscles to function at optimum efficiency. In previous years, fitness was defined as the capacity to carry out the days activities without undue fatigue. Automation increased leisure time, and changes in lifestyles following the industrial revolution meant this criterion was no longer sufficient. Optimum efficiency is the key. Physical fitness is now defined as the bodys ability to function efficiently and effectively in work and leisure activities, to be healthy, to resist hypokinetic diseases, and to meet emergency situations. Fitness can also be divided into five categories aerobic fitness, muscular strength, muscular endurance, flexibility, and body composition.

2. NASPEs Physically Educated Person

Has learned the skills necessary to perform a variety of physical activities is physically fit Participates regularly in physical activity knows the implications of and the benefits from involvement in physical activities values physical activity and its contribution to a healthful lifestyle.

3. Physical Activity And Fitness

- Physical activity is any action that requires you to move your body
- Fitness is a set of attributes that people have or achieve relating to their ability to perform physical activity.

4. Two types of fitness

Health-related fitness is considered to be functional fitness and the components are:

- Cardiovascular endurance
- Muscular strength and endurance
- Flexibility
- Body composition

Skill-related fitness is considered to be sport-related and the components include health-related fitness and:

- Agility
- Balance
- Coordination
- Power
- Reaction time

5. Role of teachers in promoting

Teacher help students to develop habits needed to remain physically active through their lifetime and demonstrate that physical activity that contributes to fitness can be fun.

6. Typical physical activity of children in U.S

- American children spend more time watching TV and playing video games than any other wake-time activity
- Children watch 25-27 hours of TV a week
- Children tend to spend less than 15 minutes in physical activity daily
- (COPEC) guidelines for daily physical activity for school age children
- Accumulate 30-60 min. of developmentally appropriate physical activity
- Activity bouts should last at least 10-15 min. and should be moderate to vigorous
- Extended periods of inactivity are inappropriate
- Engage in a variety of physical activities

7. Strategies that foster fitness-oriented physical activity

- Incorporate instant activities
- Provide activities for children who are waiting for a turn
- Intersperse fitness activities with skill activities
- Use pedometers to promote awareness of activity levels

8. Students With Disabilities

- An increase in sedentary activities leads to a decrease in fitness and may also negatively affect social interactions
- Lessons should focus on increasing the functional capacity of students with disabilities
- Lessons should also focus on increasing opportunities for students to engage in physical activities

9. Projecting positive messages about physical activity and fitness

- Stick to your physical education schedule
- Demonstrates that you value regular physical activity
- Present physical education lessons with enthusiasm and praise

10. Promoting cardiovascular fitness

- Cardiovascular fitness allows the heart and lungs to work together to supply oxygen to your body during physical activity
- Aerobic exercise is any physical activity that allows the body to use oxygen efficiently
- The risk of cardiovascular disease decreases with regular aerobic activity
- Aerobic exercise may also decrease the risk of some forms of diabetes

Topic : Interdisciplinary Strategies For Physical Education

Topic Objective:

At the end of the topic student will be able to understand:

- Aspects
- Process Of Transition
- Leisure activities,

- Transitioning
- Schools Curriculum
- Adapted Physical Educators

Definition/Overview:

Transition is the successful movement from a student in school to a productive, quality, and meaningful adult life. Effective transition is based on the individuals' needs, and consists of coordinated activities in the following areas: Education, Career, Community, Communication, Social Interaction, Recreation and Leisure. (Not every transition program will be the same; it is dependent upon the individual. Transition, as defined by IDEA 1997, is a coordinated set of activities for a student, designed within an outcome-oriented process which promotes movement from school to post-school activities, including postsecondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation. Furthermore, according to federal legislation, students 14 years and older are required to attain planning methods provided by the Adapted Physical Education Transition Model. All methods provide greater opportunity for students to transition into a more productive, and meaningful adult life.

Key Points:**1. Adapted Physical Educators**

Given their ever-expanding role, adapted physical educators must pay attention to this issue. As adapted physical educators it is important to provide students with experiences and resources during their time in an educational setting so the students have a better chance of staying physically active during and after the transition period. Expanding and exploring students ideas and knowledge about physical activity is essential for success outside of the education setting. Transition in adapted physical education helps students with disabilities move towards community involvement through healthy and independent lifestyles. The first crucial element in a successful transition is for the students IEP team to have a well developed and defined vision based on the students strengths, needs, and preferences.

2. Schools Curriculum

It is essential for transition to be part of the schools curriculum. Without transitioning a student into real life situations he or she may have a difficult time taking part in some of the lifetime activities they learned throughout their time in school and thus have a more sedentary lifestyle leading to more health risks and issues. By putting transitioning into a schools curriculum it will increase the overall learning experience for students in adapted physical education. The curriculum for APE in the school setting should focus on developing the students' fitness, motor skills, sport skills, social-skill training, community adjustment, and take part in a recreation and leisure survey. During the transition period more focus should be put on fitness, sport, disability sport, friendships, community participation, and recreation and leisure. If more focus is put in the curriculum during the years students with disabilities are in the school, the smoother the transition process will go.

3. Transitioning

Transitioning prepares students for life outside of school. Participation and experiences in leisure activities provides opportunities for skill and competency development needed to successfully participate in a variety of activities upon leaving school. As an adapted physical educator it is important to talk with the family and find some physical activities the family enjoys so you can help your student learn the knowledge and skills to participate with their family. Leisure activities may include, but are not limited to, the following:

- Aquatics
- Bowling
- Rock Climbing
- Water Skiing
- Gymnastics
- Golf
- Water Polo
- Canoeing
- Track and Field
- Horseshoes
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4. Leisure activities,

While teaching students leisure activities, it is critical to provide information of appropriate facilities. Community clubs, organizations, and parks provide many opportunities for students to remain active. Many community resources have programs specifically designed for individuals with disabilities. The adapted physical education teacher should be familiar with these programs and utilize them as a regular part of the students' transition program. The APE teacher should also stress functional transition skills, such as the proper use of fitness equipment or how to use an electronic identification card to sign in at a fitness center. Individuals with disabilities who have greater access to, and actively participate in recreation and leisure activities are more satisfied with their lives. In addition, when engaged in recreation and leisure activities, opportunities of success in communities increases for individuals with disabilities.

Transition related to the adapted physical education curricular area focuses on most of the previously listed areas. Students will not only learn how to do an activity, but the progressive skills it takes to have the opportunity to complete the activity in a community based setting. Such skills can include the following:

- Finding the information about the activity
- Finding time of operation for places
- Figuring out transportation
- Know how to perform the activity independently
- Finding a way to fit the activity into the individual's weekly schedule.

These all include social interaction and various means of communication. Students will need to be taught many skills beyond the normal adapted physical education curriculum in order to achieve lifetime physical activity. Some ideas for the student to find what interests him/her to help with transition 4-5 years prior to graduation:

- Take a community education class.
- Attend events to learn spectator or audience member skills.
- Learn how to plan recreation and leisure activities (where, when, cost, transportation).
- Establish exercise routines.
- Join a club or an organization in your community.

5. Process Of Transition

The process of transition can work very well with students, however this process does not happen overnight. Students will need the appropriate amount of time to learn all of the necessary skills. Transition services become a part of a student's education at the age of 14 or 16 depending on the school district and continue until the student is 22 years of age. At this time, an Individual Transition Plan is developed with goals and objectives written in person first language, specific to the individual student to ensure their abilities to function in the community when they graduate.

6. Aspects

As is true in most aspects of adapted physical education, the skills practiced during the transition process tend to be most successful when the students have an opportunity to contribute to the decision making process. Also, providing sufficient amounts of repeated trials will drastically improve the students' level of success. Making a Leisure Transition Plan (LTP) is a great way to help and aid an individual with a disability during the transition process. The purpose of the LTP is to develop the student's ability to select and participate in activities in the community during his or her free time. Specialists from the APE field must be aware of physical recreation opportunities available in the community; determine the student's activity interests, preferences, and needs; and then include these activities in the student's physical education curricula and LTP.