Contact Information:
Dr. David Kahan
619-594-3887
ENS Building 315
dkahan@mail.sdsu.edu
Office hours: Wednesdays, 2:00-3:00 pm and by appointment

Purpose of the Course:
The purpose of this course is to provide a basic overview of physical education activities for elementary school children. Because this class is the only required physical education course for Liberal Studies students, it is rigorous and intended to maximally engage students in the subject matter. The course emphasizes experiential learning. Students will participate in the games, sports, movement, and dance activities of children; plan lessons; teach, and observe peers. Because the scheduled laboratory experiences cannot be replicated, your attendance and active participation are imperative.

Course Overview or Description:
This course will present many practical strategies for Liberal Study majors to increase their comfort level and knowledge of teaching physical education in grades K-6. Upon completion of this class, students will be able to effectively teach physical education lessons that address issues concerning age-appropriateness of activities, development of social skills, equipment needs, and classroom management and safety.

Course Learning Objectives:
Students should be able to:

1. Program implementation (how to teach physical education): Through the exposure to and practice of sound instructional methodology students will learn how to:
   • Organize and manage students efficiently
   • Foster enjoyment of physical education and improve children's self-esteem
   • Develop competent movers and instruct useful, sports-related skills as well as motor skills for all
   • Instruct needed safety skills and habits

2. Program evaluation (determining teacher effectiveness and student improvement): By examining various student and teacher outcomes course participants will learn how to:
   • Facilitate high levels of physical activity for students during class
   • Teach to peers, observe and analyze others; provide positive feedback to peers

Course Materials:
• Same as ENS 241A
Assessment & Grading:
The grading scale in ENS 241B is based upon a point system. A total of 120 points is possible. The grading scale is as follows:

**Grading scale:**

<table>
<thead>
<tr>
<th>Grading</th>
<th>90-100% = A</th>
<th>108-120 (108-111=A; ≥112=A)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>80-89% = B</td>
<td>96-107 (96-99=B; 100-104=B; 105-107=B+)</td>
</tr>
<tr>
<td></td>
<td>70-79% = C</td>
<td>84-95 (84-87=C-; 88-92=C; 93-95=C+)</td>
</tr>
<tr>
<td></td>
<td>60-69% = D</td>
<td>72-83 (72-75=D-; 76-80=D; 81-83=D+)</td>
</tr>
<tr>
<td>Below 60% = F</td>
<td>71 or below</td>
<td></td>
</tr>
</tbody>
</table>

Student Grading Summary:

<table>
<thead>
<tr>
<th>EVALUATION FOCUS</th>
<th>MAXIMUM POINTS</th>
<th>EARNED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lab Participation</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Best Practices Comparison Paper</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Teach 1: Lesson</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Teach 1: Self-evaluation</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Teach 2: Lesson plan</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Teach 2: Lesson</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Teach 2: Self-evaluation</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Teach 3: Lesson plan</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Teach 3: Lesson</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Teach 3: Self-evaluation</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Teach 4: Lesson plan</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Teach 4: Lesson (pair)</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Teach 4: Lesson (individual)</td>
<td>10</td>
<td></td>
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<tr>
<td>Teach 4: Self-evaluation</td>
<td>5</td>
<td></td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>120</strong></td>
<td></td>
</tr>
</tbody>
</table>

Expectations and Class Policies:

**Attire:** Proper gym shoes (non-scratch, rubber-soled, and firmly attached to the foot) must be worn during activity periods. Comfortable and loose fitting clothing (shorts and casual shirt, warm-up suits, sweat suits) are necessary.

**Food and drink:** It is recommended that you bring water to class. Chewing gum or consuming food and/or beverages is not permitted during class or during off campus visitation.

**Participation:** Full participation credit is given for completing the appropriate in-class assignments, participating in class activities, and dressing according to class standards. One point is deducted from the daily participation score for each of the following: incomplete or inaccurate work, improper attire, minimal participation, and excessive tardiness or premature departure (i.e., ten minutes or more.) It is the student's responsibility to notify the instructor of absences and missed assignments in a timely manner (within two weeks). Students with documented medical excuses will not receive point deductions. Work missed during documented illnesses may/or may not be made up depending upon time constraints.

**Student Responsibilities:** It is your responsibility to be prepared and complete all required assignments by their due date (or communicate with the instructor prior to) in order to receive credit for a particular assignment.
Student Add Policy (per ENS policy):

Students must be enrolled simultaneously in ENS 241B to be enrolled in the A section. Space permitting, and allowed by the ENS Department, students with the following criteria will be added first:

- 1st: Graduating Liberal Study majors for whom the course is required.
- 2nd: Liberal Study majors for whom the course is required for the major and in order of total number of units completed in the major.
- 3rd: Undergraduate non-majors seeking a specialization or minor for whom the course is required and in order of total number of units earned at or transferred to SDSU.
- 4th: Any other students the instructor wishes to add in order of total number of units earned at or transferred to SDSU.

Statement on Cheating and Plagiarism:

Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one’s grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term ‘cheating’ not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one’s own work. Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F for the course, to expulsion from the University. For more information on the University’s policy regarding cheating and plagiarism, refer to the Schedule of Courses (‘Legal Notices on Cheating and Plagiarism’) or the University Catalog (‘Policies and Regulations’).

Students with Disabilities: Americans with Disabilities Act (DA) Accommodation:

The University is committed to providing reasonable academic accommodation to students with disabilities. The Student Disability Services Office provides university academic support services and specialized assistance to students with disabilities. Individuals with physical, perceptual, or learning disabilities as addressed by the Americans with Disabilities Act should contact Student Disability Services for information regarding accommodations. Please notify your instructor so that reasonable efforts can be made to accommodate you. If you expect accommodation through the Act, contact the Student Disability Services Office (http://www.sa.sdsu.edu/dss/dss_home.html) at (619) 594-6473.

Religious Observances:

University Policy on Absence for Religious Observances includes the following statements: “By the end of the second week of classes, students should notify the instructors of affected courses of planned absences for religious observances. Instructors shall reasonably accommodate students who notify them in advance of planned absences for religious observances.” Please notify the instructor in a timely manner and a reasonable accommodation will be reached.

Statement that Syllabus is Subject to Change:

This syllabus and schedule are subject to change in the event of extenuating circumstances. If you are absent from class, it is your responsibility to check on announcements made while you were absent.
### Course Schedule (Tuesday Section):

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Lab Topics</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8/30</td>
<td>Class Introduction, B.A.S.I.C.S., Classroom Management Techniques, Icebreakers</td>
<td>ENS 241B Syllabi</td>
</tr>
<tr>
<td>2</td>
<td>9/6</td>
<td>Pedometer applications; interdisciplinary PE</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>9/13</td>
<td>Overview of Teach 1; instructor demonstrations of Teach 1</td>
<td>Teach 1 Sign Ups</td>
</tr>
<tr>
<td>4</td>
<td>9/20</td>
<td><strong>TEACH 1</strong> (Management and Fitness Activity)</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>9/27</td>
<td><strong>TEACH 1</strong> cont. (Management and Fitness Activity)</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>10/4</td>
<td>Overview of Teach 2; instructor demonstrations of Teach 2</td>
<td>Teach 2 Sign Ups</td>
</tr>
<tr>
<td>7</td>
<td>10/11</td>
<td><strong>TEACH 2</strong> (Manipulative Skill)</td>
<td></td>
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<tr>
<td>8</td>
<td>10/18</td>
<td><strong>TEACH 2</strong> cont. (Manipulative Skill)</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>10/25</td>
<td>Overview of Teach 3; instructor demonstrations of Teach 3</td>
<td>Teach 3 Sign Ups</td>
</tr>
<tr>
<td>10</td>
<td>11/1</td>
<td><strong>TEACH 3</strong> (Game or Dance)</td>
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</tr>
<tr>
<td>11</td>
<td>11/8</td>
<td><strong>TEACH 3</strong> cont. (Game or dance)</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>11/15</td>
<td>Overview of Teach 4; instructor demonstrations of Teach 4</td>
<td>Teach 4 Sign Ups; Best Practices Paper DUE</td>
</tr>
<tr>
<td>13</td>
<td>11/22</td>
<td><strong>TEACH 4</strong> (Mini Lesson)</td>
<td></td>
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<tr>
<td>14</td>
<td>11/29</td>
<td><strong>TEACH 4</strong> cont. (Mini Lesson)</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>12/6</td>
<td><strong>TEACH 4</strong> cont. (Mini Lesson)</td>
<td>Last class</td>
</tr>
<tr>
<td>12/13</td>
<td></td>
<td><strong>8-10 am (Final exam slot)</strong></td>
<td>To be used if needed</td>
</tr>
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</table>

### Course Schedule (Thursday Section):

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Lab Topics</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>9/1</td>
<td>Class Introduction, B.A.S.I.C.S., Classroom Management Techniques, Icebreakers</td>
<td>ENS 241B Syllabi</td>
</tr>
<tr>
<td>2</td>
<td>9/8</td>
<td>Overview of Teach 1; instructor demonstrations of Teach 1</td>
<td>Teach 1 Sign Ups</td>
</tr>
<tr>
<td>3</td>
<td>9/15</td>
<td><strong>TEACH 1</strong> (Management and Fitness Activity)</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>9/22</td>
<td><strong>TEACH 1</strong> cont. (Management and Fitness Activity)</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>9/29</td>
<td><strong>RELIGIOUS HOLIDAY</strong></td>
<td>NO CLASS</td>
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<tr>
<td>6</td>
<td>10/6</td>
<td>Overview of Teach 2; instructor demonstrations of Teach 2</td>
<td>Teach 2 Sign Ups</td>
</tr>
<tr>
<td>7</td>
<td>10/13</td>
<td><strong>TEACH 2</strong> (Manipulative Skill)</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>10/20</td>
<td><strong>TEACH 2</strong> cont. (Manipulative Skill)</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>10/27</td>
<td>Overview of Teach 3; instructor demonstrations of Teach 3</td>
<td>Teach 3 Sign Ups; Best Practices Paper DUE</td>
</tr>
<tr>
<td>10</td>
<td>11/3</td>
<td><strong>TEACH 3</strong> (Game or Dance)</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>11/10</td>
<td><strong>TEACH 3</strong> cont. (Game or dance)</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>11/17</td>
<td>Overview of Teach 4; instructor demonstrations of Teach 4</td>
<td>Teach 4 Sign Ups</td>
</tr>
<tr>
<td>13</td>
<td>11/24</td>
<td><strong>THANKSGIVING</strong></td>
<td>NO CLASS</td>
</tr>
<tr>
<td>14</td>
<td>12/1</td>
<td><strong>TEACH 4</strong> cont. (Mini Lesson)</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>12/8</td>
<td><strong>TEACH 4</strong> cont. (Mini Lesson)</td>
<td>Last class</td>
</tr>
<tr>
<td>12/13</td>
<td></td>
<td><strong>8-10 am (Final exam slot)</strong></td>
<td>To be used if needed</td>
</tr>
</tbody>
</table>
Class Activities

BEST PRACTICES Comparison Paper (20 points)

Read the NASPE statement “Appropriate Instructional Practice Guidelines for ESPE” posted on Blackboard for ENS 241A. In a 2-3-page single-spaced paper, compare and contrast your early physical education experiences (elementary school preferred) with 10 of the 65 appropriate practices listed under Sections 1-4. Please use bullets or numbers to differentiate each practice. Evaluate your physical education experiences relative to the “model” or appropriate practices.

Excellent work includes thoughts and opinions in addition to basic comparisons.

TEACHING (70 pts.)

Overall Notes: (a) All lesson plans are due on the date of your assigned teach; (b) all self-evaluations are due by the following class meeting or 1 week later, whichever is first; (c) points for teaches 1-3 will be apportioned as follows: teach 1 (peer, 75%; instructor, 25%); teach 2 (peer, 50%; instructor, 50%); teach 3 (peer, 25%; instructor, 75%).

Teach 1. Management and Fitness Activity (10 points) 5-6 Minutes

Introduce a physical fitness concept and then move the class “outdoors.” Arrange your students in an appropriate formation and have the students engage in a brief activity that reinforces the concept taught. End the activity and bring the students back to the “classroom.” Full credit is given to those who complete the assigned tasks. Total points earned are divided as follows: 5 points for the lesson, 5 points for the self-evaluation.

Teach 2. Manipulative Skill (15 points) manipulative skill 7-9 min.

Conduct instructional activities to teach a SPARK assigned manipulative skill to a portion of the class. Full credit is given to those who instruct clearly, provide feedback, manage efficiently, engage learners in high rates of practice, and complete the necessary paperwork. Lack of pre-class planning, unsafe conditions, inactive teaching, and incomplete paperwork results in point deductions. Total points earned are divided as follows: 5 points for the lesson plan, 5 points for the self-evaluation.

Teach 3. Game/Dance (20 points) 10-15 min.

Teach (i.e., present and play) a SPARK game/dance to a portion of the class. Your choice should reflect the grade level you foresee teaching. Do not conduct relay or elimination activities. (Full credit is given to those who engage the learners in high rates of activity, provide feedback and teaching cues, and complete the necessary paperwork.) Lack of pre-class preparation, unsafe conditions, and planning results in point deductions. Total points earned are divided as follows: 5 points for the lesson plan, 10 points for the lesson, 5 points for the self-evaluation.

Teach 4. Mini Lesson (25 points) Physical Education Lesson (16-20 min). Team-teach an abbreviated (but entire) SPARK physical education lesson to a portion of the class. The lesson will include an introductory Type I (or Starter) activity and a Type II (or lesson focus/culminating activity). Teachers will be responsible for all aspects of the lesson; moving students to and from their “classroom,” teaching the lesson, setting up, and taking down equipment. Prior to the lesson, each student will submit a brief hand or typewritten outline of the equipment needed and the activities and organization portion of their lesson. Total points earned are divided as follows: 5 points for the lesson plan, 5 for the entire taught lesson (pair), 10 points for the individual component taught, and 5 points for the self-evaluation. Individuals will identify the contribution(s) of their “team” member(s).
Criteria for Successful Teaches

1. Paperwork is accurate and submitted on time.
2. Activities are appropriate for their stated age/grade level.
3. Activities are conducted in a safe environment.
4. There is a minimum of 40% Active Learning Time.
5. Students are not used as targets or eliminated from participation.
6. Teachers provide high rates of positive and specific feedback.
7. Teachers avoid using lines, relay-type activities, and/or elimination games.
8. Minimal time is spent in management.
9. Directions are stated clearly.
10. Teachers facilitate equipment set-up and takedown in an efficient fashion.
11. Teachers demonstrate enthusiasm in their presentation of the lesson.
12. Teachers complete written self-evaluation.

Frequent Planning Errors

1. Not matching activities with unit and lesson objectives.
2. Trying to cover too much in one unit.
   a. (e.g., introducing all skills of volleyball in an 8-lesson unit.)
3. Establishing an inappropriate progression.
   a. Teaching a more difficult skill before students master a prerequisite one (e.g., a lay-up before a set shot).
   b. Teaching defense before offense.
   c. Moving from simple skill drill to the “real game” (complex one) without increasing the performance difficulty systematically.
   d. Not providing for learners of different skill levels.
4. Inappropriately selecting class content
   a. Not providing any instruction and “drill” practice.
   b. Using the same introductory activity each day (e.g., calisthenics).
   c. Not providing for movement diversity (e.g., doing forward rolls for 25 minutes; doing dribbling relay for entire class period.)
   d. Providing too many different tasks in one class (different tasks take management time; students have no opportunity to master any skill).
   e. Not providing an opportunity for students to apply the skill in some type of game play.
Preparing for Teaching

1. Identify a task or skill you would like your students to learn.

2. If you do not know the skill well, your students will be limited to knowing only what you know.

3. To learn about a skill, what can you do? Seek:
   a. A text or search on-line (careful!)
   b. Peers/collleagues
   c. Experts
   d. Videos/media
   e. Classes/workshops/seminars/conferences

4. Once you have learned about the skill you need to communicate the information to your learners. You can:
   a. Show them how to do it (demonstrations, pin point, bring in an expert, or use a video or film)
   b. Tell them how to do it
   c. Have them read about it
   d. Manipulate their bodies to move into proper position to perform
   e. Have them discover how to do the skill

5. For students to learn the skill they must have:
   a. Plenty of opportunities to try the skill
   b. Some level of success in their attempts
   c. Feedback about their performance, including these types: Positive, Corrective, Negative, Specific, General

6. The teacher/student must make choices about the types of equipment used to learn or practice the skill. Safety is a primary concern. Some considerations include:
   a. Amount of available equipment
   b. Size and shape of the equipment
   c. Softness
   d. Skill level of the learner
   e. Sport or game being played
   f. Location of the skill practice—outdoors/indoors

7. Teachers must decide how much responsibility students will have in the learning process. What style of teaching will you use?
   a. Command
   b. Task
   c. Reciprocal
   d. Guided discovery
   e. Problem solving
   f. Unlimited exploration

8. When learners are practicing, the teacher needs to deal with the fact that students are not all at the same level. When practicing, the teacher might choose to teach by invitation or use intra-task variation. They may also want to use the following ways to increase performance of the skill:
   a. Extend
   b. Refine
   c. Apply

9. Finally, the teacher must decide when to stop the activity and go on to something else.
   a. Class time is over
   b. Students become disruptive and off-task
   c. Students have mastered the skill
   d. Activity appears dangerous
### Teacher’s Name:  
Teacher used last name to introduce self | YES | NO  
Teacher could be easily heard by all students | YES | NO  
Teacher appeared organized | YES | NO  
Teacher appeared enthusiastic about teaching | YES | NO  
Fitness topic was defined clearly | YES | NO  
Activities taught were appropriate to the topic assigned | YES | NO  

**Positive Comments:**

**Area(s) for improvement:**

**OVERALL SCORE:**

<table>
<thead>
<tr>
<th>Needs Improvement</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

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Teacher’s Name: ____________________ Topic: ____________________

Positive Comments (list at least 3): Be as specific as possible and provide examples from your lesson.

Areas for improvement (list at least 3): Be as specific as possible and provide examples from your lesson.
Teach 2 Skill
Lesson Plan

Name:______________________________Class Time: ____________

REFERENCE FOR YOUR PLAN:

SPARK PAGE # __________

Skill to be taught:

Exact equipment needed:

Organization of the activity (what exactly will the students be doing?) Elaborate if different from SPARK material.

<table>
<thead>
<tr>
<th>Activities</th>
<th>Formation</th>
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</thead>
<tbody>
<tr>
<td>1.</td>
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<td>3.</td>
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<td>4.</td>
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<td>5.</td>
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</tr>
<tr>
<td>6.</td>
<td></td>
</tr>
</tbody>
</table>
Safety considerations (what will help the learner be injury free?):

1.

2.

3.
Teacher’s Name: ___________________________ Skill Taught: ___________________________

1. List instructional cues you heard during the lesson:

2. How many times did the teacher use students’ names?

   0-1   2-3   4-5   6-7   more

3. How many times did you actually attempt the skill being taught?

   0-1   2-5   6-9   10-15   16-20   more

4. List praise statements you remember hearing. (“Good job! Excellent. Way to go.”)

5. Was the teacher easy to hear and understand? Comments?

6. Comments/suggestions for improvement: (Was the lesson safe? Organized? Was the teacher well prepared? Would the lesson work with elementary school children?)

OVERALL SCORE:

Needs Improvement  Good  Excellent

1-------------------2-------------------3-------------------4-------------------5
Teach 2 Movement Skill

Teacher Self-Evaluation

Teacher’s Name: ___________________________ Class Day: ___________________

Skill Taught: _____________________________

After reviewing the remarks of your classmates and the teacher.

List three things you learned from comments you received.

1. ______________________________________

2. ______________________________________

3. ______________________________________

What, if anything, did you learn about yourself as a teacher from doing this experience?
For your next teaching experience, what do you plan to work on (identify 3 specific teaching behaviors)?

What do you intend to do the same (identify 3 specific teaching behaviors)?
Teach 3 Game/Dance Lesson Plan

Teacher: ________________________________

Date of Teaching Assignment: ________________________________

Grade Level of Activity: ________________________________

List equipment needed:

Physical skills to be practiced in the game/activity: (List at least 2).

1. 

2. 

3. 

Brief description of the rules/steps of the activity.

Variations (Identify at least 3 ways the activity can be made easier or harder).

1. 

2. 

3.
Safety Considerations (what will help students be injury free).

1.

2.
Teach 3 Game/Dance Lesson Peer Evaluation

PRINT OUT 10

Teacher: ____________________________________________

Date of Assignment: ________________________________

Grade Level for Activity: ____________________________

The teacher:

Gave ample time for active participation       YES    NO

Checked for student understanding            YES    NO

Stated the goals of the activity              YES    NO

Gave clear directions                         YES    NO

Could be heard by all                         YES    NO

Initiated activity quickly                    YES    NO

Gave feedback during the activity             YES    NO

Moved around the area                         YES    NO

Interacted positively                         YES    NO

The game/dance was:

Appropriate for the age group                 YES    NO

Conducted in a safe manner                    YES    NO

Non-elimination                              YES    NO

Designed for high rates of activity          YES    NO

Helpful comments:

OVERALL SCORE:

Needs Improvement       Good       Excellent

1----------------2--------3-----------------4---------5---------6---------7---------8---------9---------10
Teacher's Name: ___________________________  Class Day: ___________________________

Skill Taught: ___________________________

After reviewing remarks of your classmates and the teacher.

List three things you learned from the comments you received.

1. 

2. 

3. 

What did you learn about yourself as a teacher in doing this experience?
For your next teaching experience, what do you plan to work on (identify 3 specific teaching behaviors)?

What do you intend to do the same (identify 3 specific teaching behaviors)?
Teach 4

Mini-Lesson Instructions

Team-teach a 16-to-20 minute physical education lesson with another classmate. The lesson content should be on skill development, not physical fitness. Your team should set up the instructional area before the lesson begins. You will be responsible for all aspects of the lesson, including set-up, gathering students, conducting the lesson, and takedown.

Divide the lesson into two segments. Each instructor teaches for 8-10 minutes.

**Teacher 1 duties:**

Moves students from the “classroom” in an organized fashion and conducts a highly active introductory activity (SPARK Starter or Type 1). Ends the activity and introduces the skill focus. Places students in a proper formation with the appropriate equipment and begins some activity. Instruct students in learning one skill from your goals. Conducts skill learning and drill practice.

**Teacher 2 duties:**

Enters the lesson during the skill practice (Lesson focus or Type 2) and extends and refines the single skill taught. Continues to give feedback to the learners. Stops the drilling, removes any extra equipment. Introduces a game or dance and has students participating in it. Ends the game, collects equipment, and returns students in an organized fashion back to the “classroom.”

**Prior to presenting your lesson:**

Each teacher must turn in a brief lesson plan listing the following from their portion only.

- Subject taught
- Equipment needed
- Step by step listing of the activities, task challenges, and organization of their lesson portion
- Three safety considerations

**After teaching the entire lesson, evaluate the lesson independently addressing the following questions:**

- List at least two positive elements.
- What elements would you change?
- Identify your partner’s strengths and limitations.
- Identify your strengths and areas for improvement.
- Complete the relative work assessment.
Teach 4  Mini-Lesson Self-Evaluation

Name: ____________________________  Partner’s Name ____________________________

Evaluate the lesson independently addressing the following questions:

1. Identify at least two positive elements of the lesson. Do not mention students “having fun,” but do focus on student behaviors, outcomes.

2. What elements of the lesson would you change? Do not address space, # of students, time constraints.

3. List your partner’s strengths and limitations.

4. List your strengths and areas for improvement.

5. Does your partner deserve a similar amount of credit for preparing and conducting this lesson as you do? Why or why not?
**Teach 4 Team Taught Whole Lesson Instructor Evaluation**

Teachers: #1 _________________________________________ #2 _________________________________________

Date of Assignment: ____________________________

Grade Level for Activity: _____________

<table>
<thead>
<tr>
<th>Behavior</th>
<th>TEACHER #1</th>
<th>TEACHER #2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gave ample time for active participation</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Stated goals of activity</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Checked for student understanding</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Gave clear directions</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Could be heard by all</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Initiated activity quickly</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Moved around the area</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Gave feedback during the activity</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Interacted positively</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Transitions students quickly</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Proper formations used</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Appropriately managed equipment</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

**Activity features**

<table>
<thead>
<tr>
<th></th>
<th>TEACHER #1</th>
<th>TEACHER #2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appropriate for the age group</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Conducted in a safe manner</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Non-elimination</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Designed for high rates of activity</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

**OVERALL SCORE:**

- Needs Improvement
- Good
- Excellent

1 ———— 2 ———— 3 ———— 4 ———— 5 ———— 6 ———— 7 ———— 8 ———— 9 ———— 10