



# Physical Education the Child and the Curriculum.

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# Introduction.

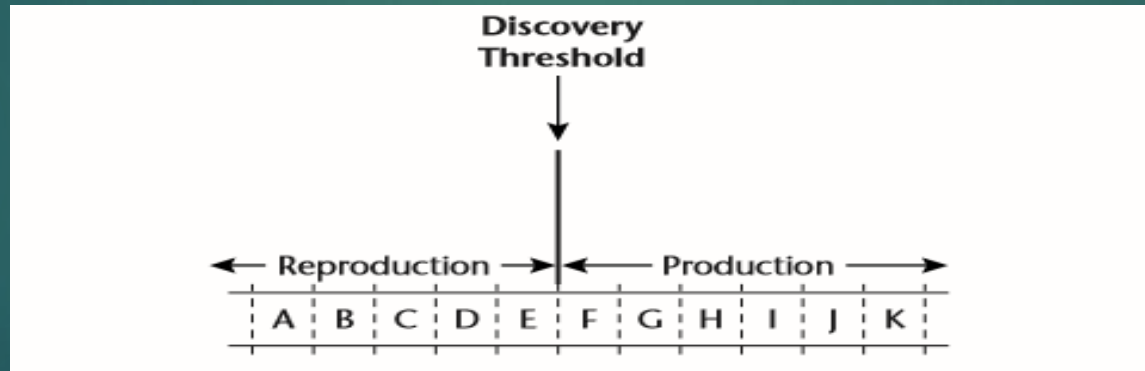
- ▶ Physical Literacy
- ▶ Health and well being
- ▶ The curriculum
- ▶ Teaching styles

# Physical Literacy and Health and well being.

- ▶ “As appropriate to each individuals endowment, physical literacy can be described as the motivation, confidence, physical competence, knowledge and understanding to maintain physical activity throughout the life course” (Whitehead, 2010).
- ▶ “Health and well-being is made up of four factors, physical, intellectual, emotional and social. These are the factors that help us through the day and keep us going. health and well- being is where an individual is achieving and maintaining a healthy lifestyle by being physically fit and having good mental health. The individual regards the things they can do well such as walking, running, having an active life and feeling well as an indicator of good health and well-being”

# Teaching Styles.

- ▶ Variety from Teacher being in control to the student/learner being in control depending on outcome to be achieved.
- ▶ Each Teaching style should be considered through , health and safety, number of student, age of students and disabilities or abilities.



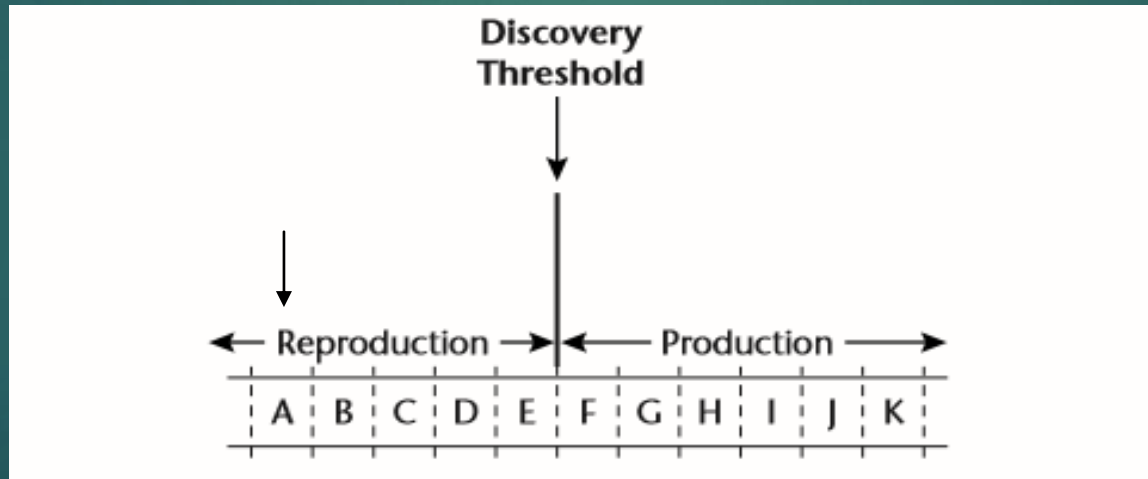
Mosston, M., & Ashworth, S. (2002) Teaching Physical Education, 5th Edition. San Francisco: Pearson Education, Inc

# Anatomy of Teaching styles

- ▶ (Mosston and Ashworth, 2002) – 3 sets of all teaching events.
- ▶ 1. Pre-impact – “The pre-impact set defines the intent—planning and preparation decisions”.
- ▶ 2. Impact – “The impact set defines the action—the face-to-face implementation of the pre-impact decisions (the transaction, task engagement, or performance)”.
- ▶ 3. Post-impact – “The post-impact set defines the assessment—including feedback about the performance during the impact and overall evaluation of the congruence between the intent and the action of the learning experience”

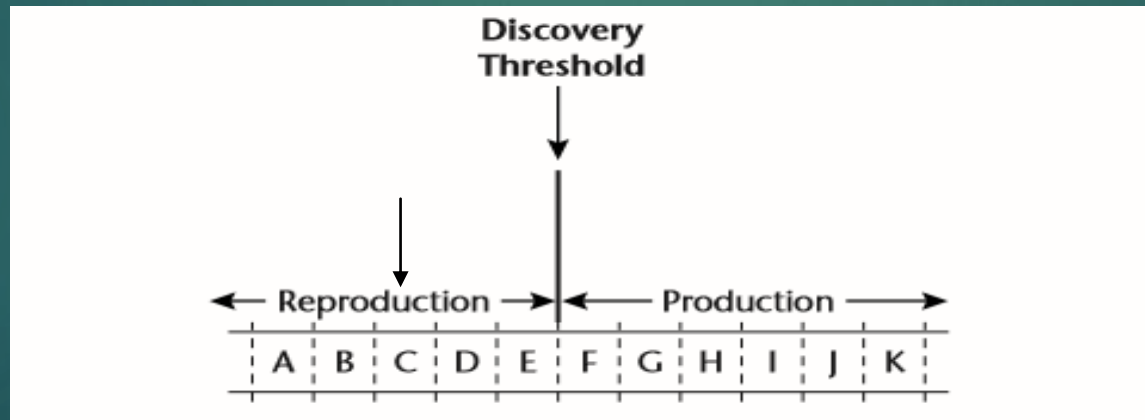
# Command.

- ▶ “The defining characteristic of the Command style is precision performance—reproducing a predicted response or performance on cue” (Mosston and Ashworth, 2002).



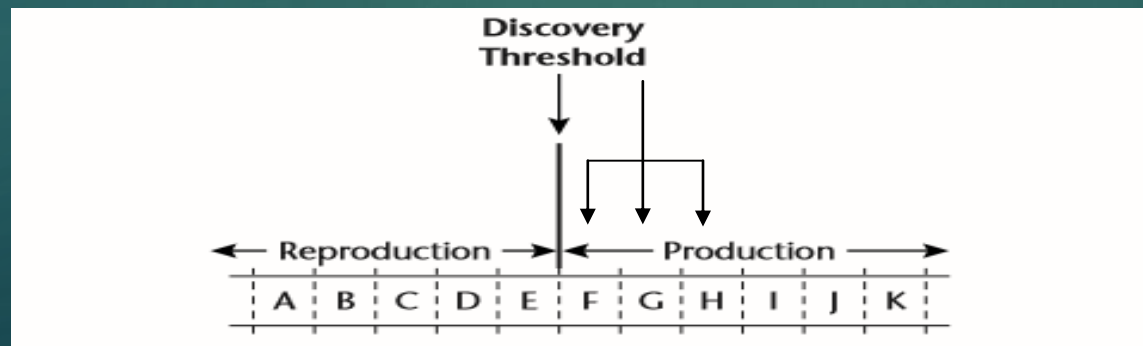
# Reciprocal.

- ▶ “The defining characteristics of the Reciprocal style are social interactions, reciprocation, receiving and giving immediate feedback (guided by specific criteria provided by the teacher )” (Mosston and Ashworth, 2002).



# Guided Discovery, Convergent Discovery and Divergent Discovery.

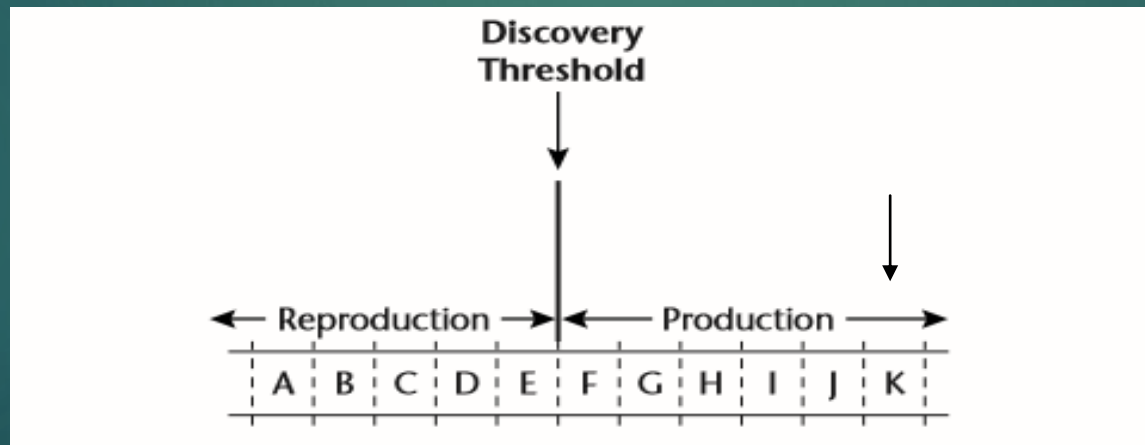
- ▶ Guided Discovery – “The defining characteristic of the Guided Discovery style is the logical and sequential design of questions that lead a person to discover a predetermined response”.
- ▶ Convergent Discovery – “The defining characteristic of the Convergent Discovery style is to discover the correct (predetermined) response using a convergent a process”.
- ▶ Divergent Discovery – “he defining characteristic of the Divergent Discovery style is to discover divergent (multiple) responses to a single question/situation, within a specific cognitive operation”.



(Mosston and Ashworth, 2002)

# Self Teaching.

- ▶ “The defining characteristic of the Self-Teaching style is individual tenacity and the desire to learn”. (Mosston and Ashworth, 2002).



# Conclusion

► In Conclusion...

Thankyou for listening, are there any questions?

# References

- ▶ *The different ways of thinking about health and well being*, [resources.hwb.wales.gov.uk/VTC/2012-13/22032013/hsc/eng/unit-4/u4-rthawb49/u4-rthawb51.htm](http://resources.hwb.wales.gov.uk/VTC/2012-13/22032013/hsc/eng/unit-4/u4-rthawb49/u4-rthawb51.htm). (Accessed: 11 of January).
- ▶ Mosston, M., & Ashworth, S. (2002) *Teaching Physical Education*, 5th Edition. San Francisco: Pearson Education, Inc.
- ▶ Whitehead, M. (2010) *Physical literacy throughout the life course*. 1<sup>st</sup> Edition. New York: Routledge.