Chapter 10

Designing and Implementing Learning Experiences

# Summary

Chapter 10 provides the tools to complete the last phase in the instructional alignment process: choosing learning activities and instruction and practice strategies. Information from previous chapters all comes together as you choose activities that align with standards, assessments, and motor development concepts. Practice strategies are matched with the skill type and structured on the basis of concepts from motor learning. Instructional strategies are chosen based on learning goals within the framework of the Spectrum of Teaching Styles. In addition, in order to meet the need for inclusionary practices in designing the learning environment and tasks, the chapter introduces universal design. Finally, homework is addressed as a way to either reinforce what has been learned or introduce new concepts.

# Key Objectives

* Describing the process of instructional alignment
* Explaining how movement activities, practice conditions, and feedback are chosen
* Defining the term instructional strategies and describing how the Spectrum of Teaching Styles provides choices for planning and delivering instruction
* Describing the purpose and types of homework in physical education
* Describing the core principles of universal design and its relationship to the Spectrum of Teaching Styles

In standards-based instructional design, the key is alignment. In chapter 9, you learned how to align assessment with a psychomotor, cognitive, fitness, or affective learning goal. In this chapter, you will learn how to align instruction with assessment and with the learning goal. As a reminder, here are the steps in the alignment process (Wiggins & McTighe, 1998; Lund & Tannehill, 2010):

1. Clarify the goals of the standard.

* Enduring understanding: What is the big picture—the intent?
* Essential content: What should students know, perform, and behave like?

1. Determine the acceptable evidence for success. How will achievement be assessed and measured?
2. Determine the learning experiences for goal achievement. What instruction, activities, and practice will enable learning?

# Big Ideas

* Instructional alignment ensures that the essential content and the content standard of the lesson are addressed in the learning objective (or target or goal), the assessment method, and the instructional content (i.e., movement activities).
* The choice of movement activities to achieve the learning objective is based on the movement framework (see chapter 5) and on task progressions (chapter 6). Both the movement framework and task progressions are based on children’s phase and stage of motor development and level of movement skill learning.
* Practice conditions are based on children’s level of movement skill learning. The choice of constant or variable practice conditions depends on whether children are at the beginning, intermediate, or advanced level of movement skill learning and on whether they are learning a closed or open movement skill.
* Environment scaling and type of feedback also reflect children’s level of movement skill learning (see chapter 7).
* Instructional strategies provide teachers with a means of delivering lesson content. They connect the activities and practice conditions that enable children to meet the assessment criteria in order to achieve the learning goal.
* The Spectrum of Teaching Styles (i.e., Spectrum) is a framework enabling teachers to plan and implement instructional strategies that either engage students in duplicating movements or ideas explained and demonstrated by the teacher (reproduction cluster) or foster students’ discovery of movements, concepts, or principles (production cluster). The Spectrum is based on the proposition that teaching consists of a chain of decision making. These decisions can be categorized into the three phases of teaching: pre-impact (planning), impact (implementation), and post-impact (feedback).
* Mobility ability is the capacity to plan lessons that incorporate two or more teaching styles. Teachers can either plan lessons with two or more styles from the same cluster (i.e., reproduction or production) or plan episodes with one or more styles from each cluster. The choice of teaching styles always depends on the lesson objectives and formative assessments.
* Universal Design for Learning involves differentiating instruction so that all learners have full access to achieving the learning goal. Full access requires that content, instruction, and assessment be differentiated based on learner need and ability.
* Homework in physical education can be used either to reinforce a previously taught concept or to introduce a new concept that will be addressed in an upcoming lesson (i.e., to “flip” the classroom).

# Part 1: What Teaching Style Am I?

For each task, identify the style cluster (reproduction or production) and teaching style; give reasons for your answers.

**Task 1: Kick a stationary ball with force so that it travels up in the air.** Kick the ball up in the air toward a wall six times. Place a check mark in the correct column to show where the ball went for each kick. If the ball went up in the air, give yourself a thumbs-up, then kick again! If not, look at what you should do, then try again.

|  |  |  |
| --- | --- | --- |
| Where did it go? | Up in the air | Along the ground |
| Why? | Contacted under midline. | Contacted at midline. |
| What should I do? | Macintosh HD:Users:sznnmueller:Desktop:thumbs.jpg | Contact under midline. |

Cluster: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Teaching style: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Why:

**Task 2a: Choose where to send the ball.** In net games, your goal is to score by hitting the ball to a place on the court that makes it difficult for the opponent to return the ball. The following questions help you prepare to think tactically about where to throw the ball in order to challenge your opponent in a half-court game of throw tennis. Think about the first question and write your answer to it; the answer is given, but cover it up before you read the question. Then uncover the answer and check your work. Continue through the rest of the questions in the same way.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Backcourt | Frontcourt |  |  | You |

## Questions

1. What two main spaces are in the half-court for you to send the ball to?

*Answer: frontcourt and backcourt*

1. Where should you try to make your opponent move?

*Answer: back (by making the ball bounce close to the baseline)*

1. Why?

*Answer: It’s harder to return the ball from a deep position.*

1. When you get your opponent to move back, where is the open space now?

*Answer: in the frontcourt*

1. So, to make it hard for your opponent, where should you now send the ball?

*Answer: to the frontcourt*

Cluster: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Teaching style: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Why:

**Task 2b: Send deep and short.** With an opponent on the other side of the net, use throws that bounce on the opponent’s side. Take turns being the tactical player (TP) who tries to make it hard for the opponent to catch the ball. Use the following pattern:

* Throw long three times and then short; for each throw, the opponent moves to catch the ball and then returns it to you.
* Throw long two times and then short.
* Complete two more rounds, this time deciding on your own whether to make one, two, or three long throws before making a short throw.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Backcourt | Frontcourt |  |  | You |

Cluster: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Teaching style: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Why:

**Task 2c: Answer the recall question.** When the teacher uses two teaching styles in succession, this practice is called what?

**Task 3: Make an underhand throw.** One partner performs the underhand throw 10 times while the other observes and records check marks in the appropriate boxes. The observer addresses two criteria per throw and provides feedback to the performer.

|  |  |  |
| --- | --- | --- |
| Criteria: underhand throw | Yes | Needs work |
| Feet are together and shoulders square to target. |  |  |
| Swings throwing arm straight back. |  |  |
| Steps forward onto opposite foot. |  |  |
| Swings throwing arm forward. |  |  |
| Releases with arm outstretched toward target. |  |  |
| Scoring:  Proficient = yes for all  Developing = needs work for one or more | | |

Cluster: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Teaching style: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Why:

# Part 2: Instructional Alignment

## Activity 1

In each of the following K-2 scenarios, students are given the relevant standards, the essential content, and the learning goals. For each scenario, place the letter indicating the appropriate choice (see list after table) in the correct part of the table to demonstrate alignment of the assessment method, movement activity, practice conditions, and teaching style cluster.

|  |  |  |  |
| --- | --- | --- | --- |
|  | Scenario 1 | Scenario 2 | Scenario 3 |
| Standards | 1 and 2 | 1 and 2 | 2 and 3 |
| Essential content | Stability is affected by the size of the support base. | Accuracy is achieved by aligning steps and the release with the target. | Heart rate and breathing rate are affected by physical activity. |
| Learning goal | Know: Wide bases are more stable than narrow ones.  Do: Perform wide and narrow balances. | Know: Aim ahead of and toward the point where the ball and moving target will intersect.  Do: Send a ball accurately through a moving hoop. | Know: Heart rate and breathing rate increase with number of laps run.  Do: Run laps and recognize increase in heart rate. |
| Assessment method |  |  |  |
| Movement activity |  |  |  |
| Practice conditions |  |  |  |
| Teaching style cluster |  |  |  |

**Choices**

1. Circle the pictures showing wide bases of support.
2. Throw the ball through the hoop as it swings back and forth on the rope suspended from the pole. Throw five times as it swings up to the right and five times as it swings up to the left. Then throw left, right, left, right.
3. Perform as pictured on the task cards to make balances with wide and narrow bases of support. Make a pile containing all of the cards picturing balances that are easy to hold. Do these balances use wide or narrow bases of support? Use your hands, feet, and bottom to make balances with narrow and wide bases. Which were the harder to hold—those with wide bases or those with narrow bases?
4. Record the number of times that you threw and the number of times that the ball went through the target on the left and on the right. Describe what you should do to hit a moving target.
5. The more laps you run, the \_\_\_\_\_\_\_\_ (faster or slower) your heart beats.
6. You are going to feel your heart beating after each activity. We are trying to discover which activity makes our hearts beat the fastest: standing still, running one lap around the gym, running three laps, or running give laps.
7. closed skill, constant practice
8. open skill, variable practice
9. reproduction teaching styles
10. production teaching styles

## Activity 2

In each of the following scenarios for grades 3 through 5, students are given the relevant standards, the essential content, and the learning goals. For each scenario, place the letter of the appropriate choice (see list after table) in the correct part of the table to demonstrate alignment of the assessment method, movement activity, practice conditions, and teaching style cluster.

|  |  |  |  |
| --- | --- | --- | --- |
|  | Scenario 1 | Scenario 2 | Scenario 3 |
| Standards | 1 and 2 | 1 and 2 | 1 and 4 |
| Essential content | Combine gymnastics actions into flowing sequences. | Keep possession and attack the goal. | Partner relationships in movement (meeting, parting) are accurate and students engage positively in cooperation. |
| Learning goal | Know and do: For flowing combinations, use the end of one movement as the beginning of the next movement. | Know: Keep possession by moving forward to support the passer  Do: Move forward quickly, keep eyes on passer, and make target with hands. | Do: Meeting and parting, as well as canon and contrasting movements, are evident in the created dance. Students demonstrate listening, sharing ideas, and agreeing on a solution. |
| Assessment method |  |  |  |
| Movement activity |  |  |  |
| Practice conditions |  |  |  |
| Teaching style cluster |  |  |  |

**Choices**

1. Use a checklist or count of successful passes after a reception and of number of successful moves into position to receive a pass. Describe what teammates must do in order to support the passer.
2. Choose two of the combinations to perform: forward roll, walkout, front scale; skip, stork stand, step into forward roll; slide, side balance, pivot, backward roll. Practice so that each movement connects smoothly to the next.
3. Use a rubric for evaluating how well the criteria for the dance were met; use an observation checklist to assess how well students cooperated with partners in creating the dance.
4. Use a video of flowing sequences with a self-evaluation checklist.
5. Three offensive teammates pass the ball in a dynamic triangle to advance toward a goal line. Player with possession (player 1) remains stationary and passes forward toward player 2, then quickly moves forward in the direction of the goal line. Player 2 receives the pass, then quickly passes forward to player 3, who receives the pass and quickly passes to player 1.
6. With a partner, listen, share ideas, and agree on a solution to create a new circle dance that meets the following criteria: meeting and parting of all dancers twice during the dance; use of canon (dancers begin step on different counts); use of three contrasting movements (e.g., forward and backward, up and down).
7. closed skill, constant practice
8. open skill, variable practice
9. reproduction teaching styles
10. production teaching style

# Review Questions

1. Describe the order of all parts in the instructional alignment process.
2. Describe the difference between the goal of K-2 physical education and the goal of physical education for grades 3 through 5.
3. Indicate which standards form the foundation for K-5 physical education and explain why.
4. Describe the relationships between the learning level of the student (beginner, intermediate), the type of skill (closed, open), the type of practice (constant, variable, contextual interference), and the type of feedback (intermittent, faded).
5. Teaching behavior involves a chain of decisions that can be grouped into three sets: pre-impact, impact, and post-impact. Describe the key features of the following:
   1. Pre-impact decisions about time, communication, and environment
   2. Impact decisions about maintaining a positive learning environment and adjustment
   3. Post-impact decisions about assessing learning
6. Describe the purpose of the reproduction and production clusters of teaching styles.
7. Describe the distinguishing features of each style of teaching in the Spectrum of Teaching Styles.
8. Describe the core principles of Universal Design for Learning and how it relates to standards, assessment, and instruction.
9. Describe the value and types of physical education homework.