What were your school experiences of PE?

What are some of the issues confronting PE pedagogy from your perspective?


Currently, the standard of PE teaching in NSW primary schools is questionable, particularly as the classroom teacher often experiences inadequate pre-service education and lacks confidence to teach PE. Teachers’ levels of confidence may contribute to the implementation and quality of PE programs and practice and to the level of outcome achievement of students.


Taking Personal and Social Responsibility in PE

Creating and Developing Games

Sport Education in Physical Education Program

Teaching Games For Understanding

Fundamental Motor Skills
Skills, Strategies, Sport and Social Responsibility:
Reconnecting Physical Education

Australia Curriculum Studies Association
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Taking Personal and Social Responsibility in PE

TPSR


Taking Personal and Social Responsibility in PE

The levels are a loose teaching progression enabling lesson planning.

Levels 1 & 2, respect and effort, are essential for establishing a positive learning environment.

Levels 3 & 4, self direction and helping, extend the learning environment by encouraging independent work, helping roles and leadership roles - freeing the teacher to work with children who need more help.

Level 5 involves exploring the previous four levels in other contexts.

Taking Personal and Social Responsibility in PE

How do you do it?

Counseling Time
Awareness Talk
TPSR built into the Lesson
Group Meeting
Reflection Time

Creating and Developing Games

CDG


Creating and Developing Games

Our pre-occupation with major team games has constrained our thinking in such a way that we have given our pupils little opportunity to devise and develop their own games.

• Construct a game that is theirs, something that they have made and created
• Find out for themselves why rules are important and what purposes they serve
• Be involved in their own learning
• Share their ideas and work cooperatively
• Communicate and explain how their game developed
• Teach others including the teacher

(Almond, 1983 p. 32)
Skills, Strategies, Sport and Social Responsibility: Reconnecting Physical Education

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**Sport Education in Physical Education Program**

**SEPEP**


**How sport education differs from sport**

- Full participation at all points in the season by ALL students - large teams not appropriate (no eliminations)
- Forms of sport used need to be developmentally matched to experience and abilities of students to allow success for ALL
- Students are assigned more roles than in typical - students learn to be coaches, referees and scorekeepers

**Teaching Games For Understanding**

**TGFU**


**Sport Education in Physical Education Program**

**Competition**

1. It is first of all a festival
2. It has a deeply important meaning related to the pursuit of competence - focus is on playing well.
3. It refers to various states of rivalry

**Teaching Games For Understanding**

1. GAME

2. Game Appreciation

3. Tactical Awareness


5. Skill Execution

6. Performance

John Quay - The University of Melbourne
Jacqui Peters - ACHPER
Teaching Games For Understanding

<table>
<thead>
<tr>
<th>Contrasts</th>
<th>Technique based session</th>
<th>Game based session</th>
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</thead>
<tbody>
<tr>
<td>1. Warm-up</td>
<td>1. Warm-up</td>
<td></td>
</tr>
<tr>
<td>2. Drill (technique)</td>
<td>2. Game</td>
<td></td>
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<tr>
<td>3. Game</td>
<td>3. Questioning and challenging</td>
<td></td>
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<tr>
<td>4. Warm-down</td>
<td>4. Game</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5. Further questions and challenges</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6. Progression of game</td>
<td></td>
</tr>
<tr>
<td></td>
<td>7. Repeat cycle</td>
<td></td>
</tr>
<tr>
<td></td>
<td>8. Warm-down</td>
<td></td>
</tr>
</tbody>
</table>

Fundamental Motor Skills

FMS


Fundamental Motor Skills

The Fundamental Motor Skills

Catch: Leap
Kick: Dodge
Run: Punt
Vertical Jump: Forehand Strike
Overhand Throw: Two-Hand Side-Arm Strike
Ball Bounce: Strike

Why are these 11 the fundamental motor skills? What are they fundamental to?

Fundamental Motor Skills

[Diagram showing the relationship between fundamental motor skills and specific sport skills]


Fundamental Motor Skills

[Diagram showing the effects of fundamental motor skills on the performance of sport-specific skills]

Skills, Strategies, Sport and Social Responsibility: 
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John Quay - The University of Melbourne
Jacqui Peters - ACHPER
### RECONNECTING PHYSICAL EDUCATION

**Skills, Strategies, Sport and Social Responsibility: Reconnecting Physical Education**

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Task 1:</th>
<th>Introduce TPSG</th>
<th>Introduction to GD</th>
<th>GD</th>
<th>What is a team?</th>
<th>(LSM)</th>
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</thead>
<tbody>
<tr>
<td>Task 2:</td>
<td>TPSG</td>
<td>Making/Playing games in teams</td>
<td>Teaching games across teams</td>
<td>GD</td>
<td>Reviewing games</td>
<td>(LSM)</td>
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<td>Task 3:</td>
<td>TPSG</td>
<td>Improving games</td>
<td>Teaching games across teams</td>
<td>GD</td>
<td>Reviewing games</td>
<td>(LSM)</td>
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<tr>
<td>Task 4:</td>
<td>TPSG</td>
<td>2 games:</td>
<td>Teaching games across teams</td>
<td>GD</td>
<td>Reviewing games</td>
<td>(LSM)</td>
</tr>
<tr>
<td>Task 5:</td>
<td>TPSG</td>
<td>2 games:</td>
<td>Teaching 2 Net games</td>
<td>GD</td>
<td>Reviewing/Improving games</td>
<td>(LSM)</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Week 1</th>
<th>Task 1:</th>
<th>TPSP</th>
<th>Playing 2 Net game</th>
<th>GD</th>
<th>Reviewing/Improving game</th>
<th>(LSM)</th>
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<tr>
<td>Task 2:</td>
<td>TPSP</td>
<td>Playing a Net game</td>
<td>Reviewing games</td>
<td>GD</td>
<td>Reviewing basic rules</td>
<td>(LSM)</td>
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<tr>
<td>Task 3:</td>
<td>TPSP</td>
<td>Reviewing games</td>
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<td>Reviewing/Improving game</td>
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<td>Task 4:</td>
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<td>(LSM)</td>
<td></td>
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</tbody>
</table>

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**EXAMPLE UNIT PLAN:**

**School Term 1**

**Weeks 1-5**

- **Week 1:** Reviewing rules
- **Week 2:** Fractional/Less-Op games
- **Week 3:** Reviewing game skills
- **Week 4:** Fractional/Less-Op games
- **Week 5:** Fractional/Less-Op games

---

**EXAMPLE UNIT PLAN:**

**School Term 2**

**Weeks 1-5**

- **Week 1:** Fractional/Less-Op games
- **Week 2:** Fractional/Less-Op games
- **Week 3:** Reviewing game skills
- **Week 4:** Fractional/Less-Op games
- **Week 5:** Fractional/Less-Op games

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**EXAMPLE UNIT PLAN:**

**School Term 1**

**Weeks 6-10**

- **Week 6:** Reviewing/Improving game
- **Week 7:** Reviewing/Improving game
- **Week 8:** Reviewing/Improving game
- **Week 9:** Reviewing/Improving game
- **Week 10:** Reviewing/Improving game

---

**EXAMPLE UNIT PLAN:**

**School Term 2**

**Weeks 6-10**

- **Week 6:** Fractional/Less-Op games
- **Week 7:** Fractional/Less-Op games
- **Week 8:** Fractional/Less-Op games
- **Week 9:** Fractional/Less-Op games
- **Week 10:** Fractional/Less-Op games

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**RECONNECTING PHYSICAL EDUCATION**

Boys interested in base-ball as a game thus submit themselves voluntarily to continued practice in throwing, catching, batting, the separate elements of the game. Or boys who get interested in the game of marbles will practice to increase their skill in shooting and hitting. Just imagine, however, what would happen if they set these exercises as tasks in school, with no prior activity in the games and with no sense of where they were about and for, and without such appeal to the social, or participating impulses, as takes place in games!


---

**RECONNECTING PHYSICAL EDUCATION**

Boys who are at first interested in skill in playing marbles or ball simply because it is a factor in a game which interests them, become interested in practicing the acts of shooting at a mark, of throwing, catching, etc., and so ardously devote themselves to the perfecting of skill. The technical exercises that give skill in the game become themselves a sort of a game.


---

John Quay - The University of Melbourne
Jacqui Peters - ACHPER
When education is based in theory and practice upon experience, it goes without saying that the organized subject-matter of the adult and the specialist cannot provide the staring point. Nevertheless, it represents the goal toward which education should continuously move.


It is possible to find problems and projects that come within the scope and capacities of the experience of the learner and which have a sufficiently long span so that they raise new questions, introduce new and related undertakings, and create a demand for fresh knowledge.


A calling is also of necessity an organizing principle for information and ideas; for knowledge and intellectual growth. It provides an axis which runs through an immense diversity of detail; it causes different experiences, facts, items of information to fall into order with one another. The lawyer, the physician, the laboratory investigator in some branch of chemistry, the parent, the citizen interested in his own locality, has a constant working stimulus to note and relate whatever has to do with his concern. He unconsciously, from the motivation of his occupation, reaches out for all relevant information, and holds to it. The vocation acts as both magnet to attract and as glue to hold…


… Such organization of knowledge is vital, because it has reference to needs; it is so expressed and readjusted in action that it never becomes stagnant. No classification, no selection and arrangement of facts, which is consciously worked out for purely abstract ends, can ever compare in solidity or effectiveness with that knit under the stress of an occupation; in comparison the former sort is formal, superficial, and cold.