

DOUGLAS COLLEGE

BACHELOR OF PHYSICAL EDUCATION & COACHING

SPSC 2100 - FIELDWORK III

PLAR RESOURCE PAGES

BACHELOR OF PHYSICAL EDUCATION & COACHING (BPEC)

SPSC 2100 ASSIGNMENT #3

ACTIVITY PLANNING CHEAT SHEET - FIELDWORK

Adapted From Ed Lunn, SPSC Activity Methods Course Pack, 2007

TEACHING METHODS: the content that an instructor is delivering to participants can be organized in a variety of ways.

1. Learning Progression (part practice)

- 6-10 drills/activities that eventually leads an athlete to performing a skill under "game" conditions.
- Progresses from simple to complex.
- Teaches a "part" and then repeats that "part" and more, in the next progression.
- Very effective in skills where fear is an issue, i.e.: gymnastics, swimming etc.

2. Forward Chaining (part practice)

- Like building the "links of a chain".
- Break skill down into its component "parts"
- Practice 1st part of skill alone.
- Then practice 1st and 2nd part together.
- Then practice 1st, 2nd and 3rd part as a sequence and so on until the skill action is complete

3. Backward Chaining (part practice)

- Break skill down into its component parts
- Decide that the end of the skill is the most critical, therefore start teaching backwards.
- The athletes may be more motivated and the critical part is practiced maximally.
- Practice the last part of skill 1st.
- Practice the last and the 2nd to last part together, then the 3rd last and so on

4. Whole –part-Whole (whole practice)

- Teach and practice the "whole" skill.
- Then teach a part until it is learned and then return to practicing the whole, a part, then whole again.
- The "part" you choose to practice may be:
 - a) pre-planned based on common trouble spots.
 - b) not pre-planned and based on current observations and current difficulties.
 - c) teach and practice the most important part 1st.

5. Simplification (whole practice)

- Change the conditions under which the skill is usually performed.
- Some changeable conditions may include:
 - a) speed or difficulty of performance
 - b) sport implement(s) utilized
 - c) environment performing in
 - d) standard, goal, purpose or evaluation

6. Positive Transfer (whole practice)

- The positive impact one previously learned skill can have on a subsequent skill.
- Determine the similarities b/w skills and explain them to athletes.
- Practice "old" skill and "new" skill for maximum results.
- Very applicable to the teaching of common tactics and strategies across team sport.

Adapted from: Christina, R. & Corcos, D, (1994). *Coaches Guide to Teaching Sport Skills*.
Champaign, IL: Human Kinetics

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OBJECTIVES/ GOAL: state what you want to accomplish in that activity or practice. Goals should be specific and measurable (include a number).

DESCRIPTION OF AN ACTIVITY this section should include:

- Number of player e.g. 3 v 3; two lines of 5 players (account for all athletes)
- Play space e.g. basketball key area; ½ basketball court space
- Game start e.g. start with a free pass from out of bounds; coach feeds ball in
- Game finish e.g. play ends when one team earns 3 points; each athlete gets 10 attempts
- Player exchange e.g. replace winning team with waiting team; rotate lines and follow ball path
- Goal definition e.g. goals are awarded when ball contacts pylons
- Scoring limitations e.g. each player must contact the ball before a goal can be scored

TEACHING POINTS: For a skill, tactic or strategy, create 2-3 cues that will teach and remind participants of proper execution/performance. The cues should be short, memorable, age appropriate and clearly reinforce what is being taught

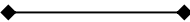
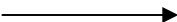
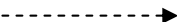
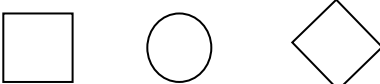
SCORING SYSTEM is a purpose given to an activity via an objective standard that participants strive for during the activity, i.e.: time? score?. The scoring system, outlined by the teacher prior to activity and recognized at the end of the activity, clearly reflects the objective and rewards the process.

Example: heading a lobbed soccer ball into a target, first pair to 10 points

- 1 point – leading with arm/leg
- 1 point - contacting hairline
- 1 point - hitting target

DIAGRAM: in planning activities and session use the symbols below:

- Accurately represent play space, goal/net/base orientations, and court lines
- Account for all athletes in activity
- Use the following standard symbols to illustrate the activity

- offensive player ○
- defensive player X
- goal (pick one of:)] ∪ ∅
- net 
- base □
- sport object ●
- movement path of sport object 
- movement path of player 
- play space 

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VARIATIONS/ADAPTATIONS can be added to any type of drill/activity with the purpose of making it easier or more difficult for individuals or the whole group; without disrupting the 'flow' of the existing activity or drill. Choices are to change environment or change participant:

Change 'Environment' by:

- Adjust equipment – change equipment i.e. bigger, lighter, wider, two balls, smaller court etc.
- Adjust environment – change where/when skill is performed i.e.: to music, no defense, with socks on, in game situation etc.

Change 'Participant' by:

- Adjust action – single move only, slow motion, standing on chair, add more decisions etc.
- Adjust expectation – touch it only, no time limit, increase personal best, must hit top corner, compare to others

Examples that simplify within activity: Skill: Lay-up in Basketball

- Adjust Equipment – remove the ball and have participant do the actions of the skill
- Adjust Task –make the target hula hoop held by a partner in the air, instead of basketball hoop
- Adjust Participant Action - remove two step running approach by starting under the hoop
- Adjust Expectation(s) of Participant – introduce a scoring system: 1 point hit backboard, 2 point hit rim, 3 points through hoop

Examples that challenge within activity: Tactic: Drop shot in Badminton

- Adjust Equipment –play on half of the court only
- Adjust Task –drop shots must land cross court
- Adjust Participant Action - drop shots must be backhand drop shots
- Adjust Expectation(s) of Participant – every other shot drop shot

Adapted from National Coaching Certification Program: Introduction to Competition Part A & B: Reference Material (2003).

FEEDBACK/QUESTIONING should be delivered in a variety of ways, to individuals and groups, verbal and non-verbal and always positive and specific (PSF).

1. Positive Specific Feedback (PSF)

- positive and supportive
- brief, direct, and informative
- in advance plan positive specific feedback (PSF) and questioning that you will use to reward and direct participants toward your objective.
- example in volleyball “the height of your ball contact was perfect, now focus on a downward motion after contact”.

2. Direct Questioning (also known as closed, or convergent)

- Used when answers are limited to a single or small number of correct responses.
- Assess lower level cognitive functions (i.e. remembering directions or instructions)
- Avoid direct questions that only require a 50/50 response (i.e. yes/no), such as in volleyball: Are you in the right defensive position?
- Instead, use a question that requires analysis, such as in volleyball: When the attacker is hitting from this position, where is the best place for you to be to see their hitting arm?

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3. Indirect Questioning (also known as open, or divergent)

- Used when many answers are possible, but not single best answer.
- Assess higher level cognitive functions (i.e. reasoning, problem solving, creativity), such as in volleyball: How can we predict where the hitter is going to hit, so that we can get to our defensive position before the ball is contacted?

REVIEW / DEBRIEF is a way of concluding class by checking for learning. This information can assist the instructor in future planning and adjusting teaching methods.

- no more than 1-2 minutes
- review and conclude what was learned in activity and/or practice.
- involve students by making them think: ask questions, demo skill , error detect & correct etc.

SELF EVALUATION & RECOMMENDATIONS immediately after leading, reflect on your and the participants performance during the session

- Ask yourself, was your objective met, why or why not?
- write down positives and challenges of activities/session and improvements
- make recommendations for future changes and direction for future activities

REFERENCES

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BACHELOR OF PHYSICAL EDUCATION & COACHING (BPEC)
SPSC 2100 ASSIGNMENT #4 – FALL 2008

EMOTIONAL INTELLIGENCE QUESTIONNAIRE

Due Date: Week 8 -Assignment #4

Emotional Intelligence Overview: Adapted from Daniel Goleman: Working with Emotional Intelligence, 2006

Success in the workplace takes more than intellectual or technical ability. Today's employee needs to demonstrate "portable skills", those personal and social qualities that make us and keep us employable. What was always referred to as "soft skills" or "character traits" or "competence abilities" have finally been documented and defined by Goleman in the research area of Emotional Intelligence.

In physical education, coaching and sport it is very important how you handle yourself, how you get along with people, how you lead and how you work in groups. Assignment #4 in ALL of your Fieldwork courses will teach you and challenge you to progress towards a new maturity level in all aspects of Emotional Intelligence (EI). If you want to make yourself employable, use the BPEC Degree to develop both your EI and your IQ!

1. Personal Competence - "Self-Assessment": Knowing one's strengths and limits. People with competence are:

- Aware of their strengths and weaknesses
- Reflective, learning from experience
- Open to candid feedback, new perspectives, continuous learning, and self-development
- Able to show a sense of humor and perspective about themselves

Sample of a person with high "Self Assessment" skills:

A teacher that divides a PE class into groups incorrectly and therefore students do not have enough equipment can show a high level of self assessment by 1st admitting to the error and finding humor in the mistake and then later reflecting that class organization could improve. Next class the teacher introduces 4 class groupings that students can get into quickly – "stork – work individually", "kangaroo – work in pairs", "tripod – work in threes" and "spider – work in groups of 6".

What made the teacher successful in her self assessment? She showed sense of humor at self, reflected and learned from situation, recognized weakness in self, showed self development as a teacher.

Quick Student Questionnaire: "Presently, at what level are your "Self Assessment" skills? (high rating = high skill)

a. When a friend, peer, or family member brings up a weakness of yours, are you already aware of it:

3	2	1
always	sometimes	never

b. I laugh at myself when I make a mistake:

3	2	1
always	sometimes	never

c. I learn from experiences (in other words I tend not to make the same mistakes over and over again):

3	2	1
always	sometimes	never

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EMOTIONAL INTELLIGENCE QUESTIONNAIRE (Page 2)
Due Date: Week 8 -Assignment #4

2. Social Leadership – “Leveraging Diversity”: Cultivating opportunities through diverse people. People with competence:

- Respect and relate well to people from varied backgrounds
- Understand diverse worldviews and are sensitive to group differences
- See diversity as opportunity, creating an environment where diverse people can thrive
- Challenge bias and intolerance

Sample of a person with high “Leveraging Diversity” skills:

A recently hired recreation programmer observed minimal programming for women with low fitness levels. He surveyed the membership and found the following: (1) interest in “women only” work-out times, (2) interest in pre-post pregnancy nutrition sessions and (3) interest in the removal of full body mirrors in some change areas. He speaks on behalf of the membership, at a department meeting complimenting the existing programming but making department aware of some new views. Suggested inclusive access to facility be put on agenda for next meeting.

What made the recreation programmer successful in leveraging diversity? He showed respect and sensitivity to this group of women and to his colleagues when suggesting new action, he respectfully challenged the way things were and he approached different as a positive thing.

Quick Student Questionnaire: “Presently, at what level are your “Leveraging Diversity” skills? (high rating =high skill)

a. Are you aware of people with differences in your environment?		
3	2	1
always	sometimes	never

b. When a person of different ethnic background is present or speaks on a topic, do you respect them and their viewpoint?		
3	2	1
always	sometimes	never

c. Do you look for opportunities to teach others or speak out against intolerance to differences (ie:body type,gender,race etc)		
3	2	1
always	sometimes	never