

DOUGLAS COLLEGE

BACHELOR OF PHYSICAL EDUCATION & COACHING

SPSC 1100 - FIELDWORK I

PLAR RESOURCE PAGES

BACHELOR OF PHYSICAL EDUCATION & COACHING (BPEC)
SPSC 1100 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



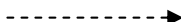
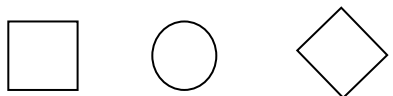
TEACHING POINTS: For a skill, tactic or strategy, create 2-3 cues that will teach and remind participants of proper execution/performance. The cues should be short, memorable, age appropriate and clearly reinforce what is being taught

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 O
 - defensive player X
 - goal (pick one of:)] ∪ Ø
 - 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 1100 ASSIGNMENT #4

EMOTIONAL INTELLIGENCE QUESTIONNAIRE

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 5 & 6 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 – "Emotional Awareness": Recognizing one's emotions and their effects. People with this competence:

- Know which emotions they are feeling and why
- Realize the links between their feelings and what they think, do, and say
- Recognize how their feelings affect their performance
- Have a guiding awareness of their values and goals

Sample of a person with high "Emotional Awareness" skills:

A student, who just had a minor car fender-bender enroute to class, arrived late. Because the student was late, the instructor told them they would lose ½ of their participation marks for that day due to his tardiness. The student's first reaction was to complain that it wasn't his fault for being late and that it wasn't fair to lose marks. But the student realized their anger and frustration was not due to the class rules or the instructor it was about what had happened to the car earlier in the day. The student accepted the consequences of being late, completed the class and after calming down went and explained what had occurred to the instructor, willing to accept the consequences but asking for special circumstances.

What made the student successful in his emotional awareness? He was in aware what he was feeling and why, he recognized anything he said while angry would not be rational and he was aware that in the big picture he valued the class "late" rules and was willing to take the consequences.

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

a. I am able to recognize my emotions (i.e.: when I am upset, sad, angry or confused) and know why I am feeling that way.		
3	2	1
always	sometimes	never

a. After an emotional situation you are able to put your feelings into perspective and think clearly and act appropriately		
3	2	1
always	sometimes	never

b. Your goals and values guide your actions, not your day to day ever changing emotions.		
3	2	1
always	sometimes	never

EMOTIONAL INTELLIGENCE QUESTIONNAIRE (PAGE 2)
Due Week 10 – Assignment #4

2. Social Competence –“Collaboration and Cooperation”: Working with others toward shared goals. People with this competence:

- Balance a focus on task with attention to relationships
- Collaborate, sharing plans, information, and resources
- Promote a friendly, cooperative climate
- Spot and nurture opportunities for collaboration

Sample of a person with high “Collaboration and Cooperation” skills:

A Grade 5 teacher regularly meets with the other Grade 5 teachers in the school to brainstorm and discuss their strengths, weaknesses and worries about the areas of Grade 5 PE, health and fitness. From these meetings teachers shared activities ideas and equipment and also have combined classes for one teacher to do a fun aerobic workout and another did a fitness class using the heart monitors.

What made the Grade 5 teacher successful in her collaboration and cooperation? He provided a friendly environment for teachers to share, grow and collaborate. Resources, time and expertise were all shared to benefit all Grade 5 students.

Quick student Questionnaire: “Presently, at what level are your “Collaboration and Cooperation” skills? (high rating = high skill)

a. When you and a friend/significant other complete a task together, do you pay equal attention to the relationship and the task?

3
always

2
sometimes

1
never

b. When, or if you were to lead a group/team, do you create a positive, sharing, welcoming climate for learning or practicing?

3
always

2
sometimes

1
never

c. In your work, school or life tasks, do you usually see opportunities for collaboration and/or nurture collaboration within the task?

3
always

2
sometimes

1
never