

Methods of Teaching
PHYSICAL
& HEALTH
EDUCATION
IN NIGERIAN SECONDARY SCHOOLS

8. 44-50

Edited by

Prof. A. A. Adesoye, Prof. O. O. Obiyemi,
Prof. E. A. Ogunsakin & Dr. R. A. Shehu

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TEACHING PHYSICAL EDUCATION

BY

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GUIDING PRINCIPLES FOR SELECTION OF TEXTBOOKS IN PHYSICAL EDUCATION

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Introduction

Textbooks play an important role in supporting teaching and learning in schools. They enable students to learn how to make use of different ways of learning independently and the teachers to present their instructions methodically. Although, students can learn in different environments and through different ways, textbooks still play an important role in students learning. Textbooks are not only teaching materials for teachers, but also students' self-directed learning materials for preparation and revision purpose. Physical Education Textbooks like every other subject textbook are written in accordance with the specific requirements of the curriculum.

At the end of this chapter the user should be able to:

- (a) Identify the criteria to be considered while selecting a good textbook for Physical Education;
- (b) Explain the unique roles of photographs, pictures, and graphs in a Physical Education textbooks;
- (c) Describe explicitly why the Learning Aims and Objectives of the subject should specially be considered when selecting a Physical Education textbook.
- (d) Understand the place of a Physical Education textbook in the general education process of a child.

The following requirements should therefore be considered while selecting quality Physical Education Textbooks aimed at helping teachers to teach and students to learn:

1. It is expected that any learning material to be selected should have the ability to enrich and support the curriculum, taking into consideration the diversity of interest and the variety of abilities, learning styles and maturity levels of the learners. The resources should stimulate growth in factual knowledge, literary appreciation, aesthetic values and knowledge of societal standards. Quality Physical Education Textbooks should contain the core elements of the curriculum; as well as learning strategies useful for the study of the

subject. A curriculum- based Physical Education textbook should aim at helping teachers and students:

- demonstrate the motor skills and movement patterns needed to perform a variety of physical activities;
- demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities;
- assess and maintain a level of physical fitness to improve health and performance;
- demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance;
- demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity;
- develop motor skills and acquire necessary knowledge through physical activities and cultivate positive values and attitudes for the development of an active and healthy lifestyle;
- acquire good health, physical fitness and body coordination through an active lifestyle; and
- develop locomotor movement skills, stability movement skills and manipulative movement skills through fundamental movement activities and physical play. (<http://www.edb.gov.hk/>, 2016)

2. The text book should be interactive. Interactivity is the ability to arouse the interest of both the teacher and students, and the capacity to actively engage and involve them in the learning process. The cover page should be attractive, containing the pictures or photographs of sporting activities such that students would like to carry them and keep them especially at the primary school level. It could also motivate the Teacher to use the textbook.

3. The content of a Physical Education Textbook should be self-contained and sufficient to address effectively the learning targets of the curriculum without requiring additional supplementary materials associated with the textbook. A good content- based text book should have the following qualities:

- the content must be current;
- information should be relevant and accurate;
- concepts should be are correct and precise;
- ideas should be coherent;
- examples and illustrations are adequate, interesting and relevant to students' experience. Physical education is a time

that students look forward to each day. It is a time to move, interact with classmates, and feel good about themselves. Every student comes to class ready to be active and to learn. A good textbook will help the teacher exploit the situation to achieve all these.

- The text book should provide standard-based instructions designed to ensure a successful learning experience for all students with specific equipment indicated for practice. The students' previous knowledge and learning experience should be put into consideration so that there can be continuity in the development of concepts and skills from one level to another.
 - The textbook should provide a balance between competitive and non-competitive activities. Incorporating some elements of competition can benefit the student as he/she progresses towards the achievement of his/her potential. A balance should therefore be sought between provision for competitive and noncompetitive activities as well as providing a balance between contact and non-contact activities. The needs of the individual learner should be considered when selecting suitable activities. A balance should be sought which, for example, allows the learner who favours non-contact activities to enjoy those activities and yet be able to engage in contact activities, where possible modified to suit his/her needs.
 - The whole book should be handy and not too bulky, especially for junior levels. Jack, (1995).
4. Text books of high quality must cover the cognitive, affective and psychomotor domains of learning. It must be able to facilitate information gathering, remembering, organizing, integrating, analyzing, and generating and so on. The strategies and activities on teaching, learning and assessment allow for flexible use in order to cater for students' ability and learning styles. Learning activities should be designed to facilitate students to actively integrate, practice and apply new knowledge. Tasks and exercises should be appropriate; activities should be clearly stated focusing on the learning goals.
 5. A Physical Education Textbook should convey factual materials. These materials are necessarily selective, involving choices about what relevant historical data to include and exclude. Users should be able to assess the validity of the choices and also have some awareness of potential gaps. Factual coverage should be balanced in several senses. It should deal with several groupings (class, race, gender) in order to convey both shared and diverse reaction to key developments. Physical Education textbooks should encourage critical

thinking, with sections that help users understand how different kinds of arguments and interpretation can be assessed. A good textbook should also take advantage of research findings about key students learning patterns and sequential development in learning capacities. For example, presenting the importance of enjoying physical activities to the students. The learner who associates fun and enjoyment with physical education lessons and who gains a sense of achievement will develop the positive attitudes that is necessary for continued participation in physical education lessons and physical activity. The textbooks should be accurately presented. They should present the subject matter in such a manner that there is no fault in them. The subject-matter should be made up to date.

6. The organization and structure of the textbook should be considered. The content sequence should be appropriate and logical. Activities and lessons should be arranged in progression. Progression involves learners moving from simple tasks to more difficult tasks, from natural movements to skillful and artistic ones, from dependence to independence in learning, from performing given tasks to being able to structure their own, from using given criteria to judge performance to developing their own criteria to evaluate performance.

Progress has two elements and they are 'Difficulty and Quality'. A good Physical Education Text book should be able to identify and distinguish them.

- Progress in the level of difficulty of performance may be achieved in a variety of ways. For instance, the use of smaller targets at which to aim a ball when playing games, or combining movements to create increasingly complex sequences in gymnastics, increase the levels of difficulty.
- Progress in the quality of performance can be identified through a variety of activities, some requiring better poise, others requiring increased control of the body, better footwork in basketball, or improved tension in gymnastics.
- Key words and concepts should be identified and highlighted. The structure of the content should be made apparent by means of functional devices including tables of content, chapter titles, headings and outlines.
- An overview can be put at the beginning and a summary at the end of each unit of study or chapter or module. A simple student's guide should be put in an introductory section to teach the users how to apply the textbook. Education Bureau (2014)

7. The text should be of high quality and facilitate students to learn directly and independently from them, and construct meaning on their own. The level of language used should commensurate with the ability of the target students, with new vocabulary progressively introduced in context at appropriate times. Familiar and interesting language should be used to motivate learning and understanding. It should include analogies and examples that are familiar to students' next experience. The language should be accurate and precise. Students should be provided with help in understanding and using the vocabulary and specific patterns of discourse of the subject.
8. The layout of the book should be logical and consistent. The materials should be well organized with appropriate use of space and margin for ease of reading, but avoiding unnecessary use of blank space. Illustrations such as pictures and graphs should be accurate, appropriate, effective and suitable annotated to stimulate and facilitate teaching and learning rather than distract their attention from it. The font size should be consistent throughout the textbook. Large size fonts are recommended, especially for lower levels in order to avoid eye strain, for legibility and for more comfort reading.
9. Assessment and evaluation are integral part of the teaching and learning process in physical education, as in other areas of the school curriculum. Assessment provides the teacher with information which helps to enhance the experiences of the students in physical education. It can help the teacher to discover what learner can do and what they know and understand. It can indicate the different rates of progress that learners are making and help to monitor the learner's achievements related to the objectives of the physical education programme. Assessment can help teachers in the planning of future work in physical education especially teaching of skills and techniques and identify difficulties which learners may have, thus helping the teacher to adapt activities for the individual learner. There should be certain questions at the end of every chapter that may be used for the revision of the subject-matter. The textbook will not be useful without these questions. The book may give a substance of the chapter at the end of each lesson. Such a provision will help the students to grasp the subject-matter properly. Carroll, (1994)
10. The textbook should be chronologically arranged as to contain all necessary and relative materials required for a particular stage of Education. The textbook of different stages should be complementary to each other. Textbooks that are used in Lower Basic classes should have some bearing and connection with the textbook that will be used by the students in the Upper Basic classes and similarly, have

relationship with the one selected for the Senior Secondary School classes. This is because Physical Education activities move in progression from simple to complex. For example, Learners who have little or no dance or swimming experience have to begin at a level suitable to their needs and age, gradually building up skill and confidence with an experience which every child enjoys.

11. A quality Physical Education Textbook should be related to other subject areas of the school curriculum. Many of the broad objectives of physical education, such as the development of self-esteem, confidence and initiative, are shared with other subjects. Within physical education it is through learning opportunities provided in the various aspects of movement that the achievement of these objectives can be enhanced. Physical education can be integrated with English, Geography, Art, Music, Mathematics and especially Social, Personal and Health Education. The development of other curricular areas can be enriched through a programme of physical education which is broad and balanced. Planning for the transfer and reinforcement of learning from one area of the curriculum to another is essential to ensure success. It is important therefore for such books to consider the links that exist between physical education and other subjects at each class level.

Conclusion

Textbooks play an important role supporting teaching and learning in schools. They should therefore enable teachers and students to learn how to make use of different ways of learning. They should also provide an appropriate amount of quality text for students to "read to learn" independently. It is also important to ensure that no excessive information is covered, in order to leave room for students to learn. It will then afford the students the opportunity for developing diverse skills of learning according to their interest, needs and abilities. The focus should therefore be on students learning and the needs of the learner. It should be user-friendly. Good textbooks should be of great assistance to the teacher in leading the students to learn. High quality textbooks should have the structures, subject matter to be presented, achievement of target, illustrations and exercises at the end of the lesson.

Review Questions

1. Identify five criteria that should be considered when selecting quality textbook for physical Education.
2. Explain the roles of photographs, pictures and graphs in a physical Education textbook.
3. Why should curriculum aims and learning objectives be considered when writing a physical education textbook?

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