

Competency #6 Reflection

The artifact that I believe demonstrates my competency in promoting and instilling high expectations for a physically active lifestyle is a video of me teaching physical education to my second grade class. The video has been discussed in a couple of other competencies, but I feel is a good illustration of this proficiency for this one as well.

During the planning of the lesson, I wanted to ensure that the students would be exposed to all six of the NASPE standards. This would guarantee that students were getting challenged physically, mentally, and affectively. I also believe that if students are learning these skills in a safe and nurturing environment that they would be more apt to try these same skills and games outside of the classroom setting, thus creating an active lifestyle that they can continue to build upon for years to come. To do this, I consulted with Jerry Smith to see where the students are in the curriculum. He informed me that whatever I wanted to do would be fine with him as he trusted my judgment, my intuitiveness, and my abilities as a physical education teacher. With his vote of confidence, I decided to teach the skills of throwing and catching, and then implemented these skills into a game.

To start the lesson, and to try and ensure the comfort of my students, I placed them into teams. They were to figure out a team name and cheer, thus promoting a sense of unity and trust. After we completed this task, the students were given the throwing cues. They practiced these cues with a partner, and then were summoned back to a whole group setting for review. This experience allowed the students to explore the movements, but then I facilitated it using the instructional strategy of questioning to help

them understand the errors that they may have made, and for them to continue building upon the foundation that had been created. The students were encouraged to use their prior knowledge, as well as their newly acquired knowledge, to complete the tasks.

The students were all engaged in the activity and some were challenged to use various objects during the lesson. All students were encouraged to challenge themselves by taking steps back to complete passes with their partners after they had learned the proper catching cues. All of the students were asked to review what they had learned in a non-threatening group session before playing the game.

After the game had been introduced, the students were separated back into their respective teams, and asked to play the game. As problems arose, I was able to deal with them both individually and as a whole group to guarantee that every student stayed engaged, motivated, and felt a sense of success.

Following the game, the students reconvened to discuss their experience with the lesson. I was impressed by how much they had gained in such a short time period (forty minutes). They all were able to verbalize the cues and when asked if this was something they could do outside of school, at home or in the park, with a friend or relative, they all seemed genuinely enthused about the possibilities.

One student came to me later in the day and had expressed his delight with the lesson. Apparently, he had been playing catch with his father and his father had become upset that he did not understand the proper throwing technique. He confided that his father's frustration had made him sad and he did not want to play catch with his dad. However, having learned the cues and being able to practice in a non-threatening

environment had given him the confidence to tell me how excited he was to go home and ask his father to play catch with him.

This powerful anecdote has made me realize the power that we as educators wield. At the risk of sounding cheesy, I believe that it was the Spiderman movie that used the quote, “With great power comes great responsibility.” We owe it to our students to give them opportunities to grow, learn from their mistakes in a non-threatening environment, while keeping our expectations high. The ability to allow students choice in their education does, and will continue to pay vital dividends. These are the reasons that I feel I have mastered this competency and understand the power behind it.