



PHYSICAL EDUCATION DEPARTMENT

The People's Choice

Introduction:

The principle factor in successful game leadership is an *energetic, dynamic, enthusiastic* leader. The class will invariably reflect your *attitude* whether it is enthusiastic or not. *Enthusiasm is contagious*, but a player can not catch it unless it is present. A *hustling, aggressive spirit* on the part of the leader is the first requirement for effective game leadership.

Confidence is another essential of successful game leadership. The lack of confidence on the part of the leader creates indecision and hesitation which can be fatal! There is no substitute for *careful preparation*. Players are not fooled by the individual who attempts to bluff their way through games with which they are not thoroughly acquainted. Mastery of the subject matter is the first step to developing *confidence, assurance and poise*.

Assignment:

- You are going to lead the class in *a week of class* of the game or sport you selected. Some units will take place off campus for the classes. You may need to call the facility to find out additional info.
- See Mr. Chung regarding each unit.
- You will hand in a *detailed outline* of your planned activities prior to presenting your unit. Make sure to include what you are doing for how long.

Within ONE WEEK following the end of the unit you must submit a ONE PAGE double spaced reflection on the classes taught. Include things such as areas of improvement, things that went well, frustrations working with a partner and some overall well thought out insights. (EACH PERSON HANDS IN THEIR OWN WRITE-UP)

Steps to Follow:

1. Research your sport and explain it from memory. DO NOT JUST READ HISTORY & RULES from a paper.
Instructions:
A) Make them clear B) Make them precise C) Make sure they are useful
2. A *warm-up* needs to warm up the whole class...ie. DO NOT play Red Rover because there are too many standing around!
3. Be *creative* in promoting team effort and cooperation.
4. *Explain* all that you need to explain and get the game underway. You can give sections of rules and place some drills and repeat this method.
5. *Anticipate difficulties*, tough to explain rules and potential problems.
6. *Correction* of rules and how to play are permitted during the game. Have all equipment ready PRIOR to start CLEAN UP afterwards.

Period 1:

- Introduction and a brief history on your sport (2-3 min) *Be creative!
- Go through some basic rules for the game (1-2 min) *Visuals always work...video.
- Do a fun and unique warm-up (5-10 min)
- Play some drills to help develop some of the essential skills. *Bulk of the class
- Give individual correction and teaching during these drills.
- Keep an eye on the time and adjust your lesson plan as needed. (1-2 min)

Period 2 - 5:

- Review the key rules for the game. (2-3 min) *Be creative—games or videos.
- Have a fun warm-up (5-10 min) *Maybe do a warm-up drill.
- Play the game and referee. *Bulk of class.
- Modify rules if needed
- Stop and coach if needed
- You need to ref and not just play unless needed. Take turns if you both want to play.



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This will reflect 20% of your final grade!

Evaluation:

Day 1

<u>Introduction/History</u>	/5
<u>Rules & Scorekeeping/Game explanation</u>	/5
<u>Warm-up</u>	/5
<u>Drills/Skill Developments & Conclusion</u>	/10
Corrections	
Individual Teaching	

Day 2-5

<u>Review key rules</u>	/5
<u>Warm-up/Drills</u>	/5
<u>Game Play/Format</u>	/10
Correction	
Individual Teaching	

Overall:

Outline/Lesson Plan	/10
Overall Class Control	/5
Quiz and Answer Key	/10
Preparedness for Class	/5
Attire	
Equipment ready	
Clean-up	

<u>Creativity:</u>	/5
<u>Leadership:</u>	/10

- Energetic Dynamic
- Enthusiastic
- Confidence
- Preparation

<u>Reflection:</u>	/10
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- 1 page (double spaced)
- Areas for improvement
- What went well?
- Working with a partner
- Overall thoughts

<u>TOTAL</u>	/100
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