

Chapter 3 Preparing a Quality Lesson

True or False

1. The direct style of teaching is an effective strategy for teaching physical skills.

ANS: TRUE

REF: 38

2. In a competitive situation, students perceive that they can reach their goals only if other students fail.

ANS: TRUE

REF: 42

3. The convergent guided discovery teaching style allows for multiple responses to the question.

ANS: FALSE

REF: 43

4. An acceptable alternative for limited equipment is to teach using partner or reciprocal grouping.

ANS: TRUE

REF: 42-43

5. Generally, the most effective method for distributing individual equipment is to place it in a central place such as the corner of the room.

ANS: FALSE

REF: 52

6. Cooperative learning is most successful when students switch roles often and when stated tasks proceed from simple to complex.

ANS: TRUE

REF: 42-43

7. The learning and development of motor skills varies little among children of similar chronological age.

ANS: FALSE

REF: 44

8. The "whole method" of teaching refers to breaking down a skill into a series of parts, followed by combining the parts into the whole skill.

ANS: FALSE

REF: 46

9. Skill progression involves moving the learning process through ordered steps from the least challenging to the most challenging.

ANS: TRUE

REF: 47

10. High anxiety results in a decrease in motor performance.

ANS: TRUE

REF: 45

11. Planning is a critical part of teaching that ensures the implementation of a quality lesson.

ANS: TRUE

REF: 37

12. One of the first steps to take when planning for instruction is to decide on the teaching styles that will

be most effective for each skill.

ANS: TRUE

REF: 37

13. The task style of teaching is the most teacher-controlled approach.

ANS: FALSE

REF: 38

14. Mastery learning is an instructional style that takes a general program outcome and breaks it into smaller parts providing a progression of skills.

ANS: TRUE

REF: 39

15. Gross motor movements such as running, skipping, and galloping are learned before the acquisition of fine motor skills such as catching, hitting a pitched ball, and jumping for distance.

ANS: TRUE

REF: 45

16. Developmental Level III activities are the least difficult and form the foundation for more complex skills.

ANS: FALSE

REF: 48

17. A stable base is necessary when a person applies force to a projectile or absorbs force.

ANS: TRUE

REF: 49

18. The focus of the lesson is the part that is designed to enhance health-related fitness to promote lifetime physical activity.

ANS: FALSE

REF: 57

19. A characteristic of introductory activities is that they engage in immediate activity when they enter the gym.

ANS: TRUE

REF: 54

20. The closing activity brings closure to the lesson through evaluation of the day's accomplishments.

ANS: TRUE

REF: 57

21. The physical activity and fitness part of a lesson is designed to teach youngsters the type and amount of activity necessary to maintain a healthy lifestyle.

ANS: TRUE

REF: 57

22. An effective rule of thumb when starting a lesson is to run and freeze your class three times in order to practice management skills.

ANS: TRUE

REF: 54

23. Preinstructional decisions are not as important as the content of the lesson.
ANS: FALSE
REF: 37
24. Effective teachers use more than one teaching style, even during one lesson.
ANS: TRUE
REF: 37
25. Using different teaching styles often improves the environment for students and teachers.
ANS: TRUE
REF: 37
26. Teaching using the task style is often unmotivating for students.
ANS: FALSE
REF: 38-39
27. Mastery learning is well suited for students with disabilities .
ANS: TRUE
REF: 39-40
28. Cooperative learning does NOT foster relationships among students.
ANS: FALSE
REF: 42-43
29. The inquiry style does NOT use a combination of questions, problems, examples and learning activities.
ANS: FALSE
REF: 43
30. The problem-solving style of teaching involves reflection and choice.
ANS: TRUE
REF: 44
31. Free exploration is the most child-centered style of teaching.
ANS: TRUE
REF: 44
32. When a teacher demonstrates during free exploration students will be more creative.
ANS: FALSE
REF: 44
33. When skill learning is in the early stages, stress can develop from competition.
ANS: TRUE
REF: 45
34. Most feedback in physical education should be product focused.
ANS: FALSE
REF: 45
35. Quality teachers find time to reflect on all factors related to their lessons.
ANS: TRUE
REF: 59

36. The lesson focus is designed to teach physical skills.

ANS: TRUE

REF: 57

37. The physical education learning environment has little or no effect on effective instruction and learning.

ANS: FALSE

REF: 51

Multiple Choice

1. All of the following are outcomes of well-planned lessons EXCEPT:

- A. more opportunity for teacher instruction.
- B. higher student activity levels.
- C. fewer behavior problems.
- D. mastery of skills by all students.

ANS: D

REF: 37

2. The continuum of teaching styles ranges from:

- A. direct teaching to teacher controlled.
- B. student controlled to teacher controlled.
- C. free exploration to direct teaching.
- D. direct teaching to free exploration.

ANS: D

REF: 38

3. Effective use of a direct teaching style:

- A. includes children spending time passively watching and listening.
- B. includes children waiting in line.
- C. involves children listening to the teacher lecture.
- D. minimizes time children spend passively watching.

ANS: D

REF: 38

4. When students are involved in the monitoring process:

- A. their understanding of the objectives is enhanced.
- B. students do not share in the learning responsibility.
- C. students are not mature enough to monitor learning.
- D. they tend to cheat.

ANS: A

REF: 40

5. Which of the following is NOT a step involved when using the individualized style?

- A. diagnosis
- B. prescription
- C. evaluation
- D. cooperative learning

ANS: D

REF: 40

6. When using cooperative learning style students are:

- A. assigned an independent task to complete.
- B. given the opportunity to work with each other regularly.
- C. does nothing to enhance psychological growth.
- D. emphasis is placed on individual outcomes.

ANS: B

REF: 42-43

7. Inquiry style enhances:

- A. listening.
- B. absorbing.
- C. understanding.
- D. complying.

ANS: C

REF: 43

8. Problem-solving style is useful when teaching:

- A. proper use of skills for specific solutions, fitness, and rules.
- B. proper use of skills for specific solutions, fitness, and strategies.
- C. proper use of skills for specific solutions, rules, and strategies.
- D. proper use of skills for specific solutions, concepts and strategies..

ANS: D

REF: 44

9. When using corrective feedback:

- A. begin with something positive.
- B. concentrate on more than one point.
- C. give it so others can hear and learn from it.
- D. never give corrective feedback.

ANS: A

REF: 45

10. Process-based practice:

- A. does not provide enough practice.
- B. is not as effective as product-based practice.
- C. encourages students to learn the skill correctly.
- D. does not allow students to take risks.

ANS: C

REF: 46

11. Alternatives to limited equipment include:

- A. complaining to the principal.
- B. adapting the teaching style to partner or peer-review approaches.
- C. playing a large game with one piece of equipment.
- D. allowing students to stand in long lines to wait for their turn.

ANS: B

REF: 51

12. Which of the following is NOT a variable that must be considered when selecting an appropriate teaching style?

- A. the objectives of the lesson
- B. the activities to be taught
- C. the size of the class
- D. the ratio of boys to girls

ANS: D

REF: 37

13. Which of the following teaching style involves the most teacher control?

- A. direct
- B. task
- C. individualized
- D. reciprocal

ANS: A

REF: 37-38

14. The partner or reciprocal teaching style is NOT:

- A. useful with large classes.
- B. useful with unlimited amounts of equipment.
- C. useful with activities where partners can time, count, and record each other.
- D. useful with activities that allow partners to analyze each other.

ANS: B

REF: 42-43

15. Cooperative learning is most successful when:

- A. students switch roles often.
- B. groups are not monitored.
- C. tasks proceed from complex to simple.
- D. students work independently.

ANS: A

REF: 42-43

16. Usually the most effective method of distributing individual equipment such as jump ropes, beanbags, and hoops is to:

- A. leave it in a box in the center of the teaching area.
- B. spread it out in a corner of the teaching area.
- C. place it around the perimeter of the teaching area.
- D. choose a student to distribute equipment.

ANS: C

REF: 51

17. Playing a game that uses skills developed in the lesson focus is an example of:

- A. the introductory activity.
- B. the fitness activity.
- C. the closing activity .
- D. the task analysis.

ANS: C

REF: 57

18. The part of the lesson that sets the tone for the rest of the lesson is the:

- A. introductory activity.
- B. lesson focus.
- C. closing activity.
- D. objective.

ANS: A

REF: 54

19. Development of motor learning skills progresses from all of the following EXCEPT:

- A. general to specific.
- B. gross to refined.
- C. large muscle groups to smaller muscle groups.
- D. the legs to the arms.

ANS: D

REF: 44-45

20. Developmental Level I activities are designed for children in grades:

A! K-2.

B! 3-4.

C! 2-3.

D! 5-6.

ANS: A

REF: 48

21. Developmental Level II activities are designed for children in grades:

A! K-2.

B! 3-4.

C! 2-3.

D! 5-6.

ANS: B

REF: 48

22. Developmental Level III activities are designed for children in grades:

A! K-2.

B! 3-4.

C! 2-3.

D! 5-6.

ANS: D

REF: 48

23. Which of the following reflects balance and equilibrium?

- A. stability
- B. force
- C. leverage and motion
- D. motion and direction

ANS: A

REF: 49

24. Which of the following formations is most appropriate for the reciprocal style of teaching?

- A. mass or scattered
- B. squad
- C. partner
- D. lane or file

ANS: C

REF: 52

25. Based on a 30-minute lesson, the introductory activity should last:

- A. 5-10 minutes.
- B. 2-3 minutes.
- C. 4-7 minutes.

D. 3-5 minutes.

ANS: D

REF: 54

26. The type of feedback that is internal and travels through the senses is:

A. intrinsic feedback.

B. extrinsic feedback.

C. knowledge of results.

D. general feedback.

ANS: A

REF: 45

Short Answer

1. Identify the variables used to select an appropriate teaching style.

ANS: A teacher must identify the lesson objectives based upon the skill level of the students, their knowledge and how they behave. The type of activity must be identified, such as body management, manipulative or rhythmic skills. A teacher selects an appropriate teaching style based on students' individual characteristics, interest, developmental levels, socioeconomic status, motivation and background. Class size, types and number of equipment, and facilities impact selection. Abilities, skills and comfort levels of the teacher are variables that need to be considered.

REF: 37-38

2. Describe the Cooperative Learning Style.

ANS: Cooperative learning is a style that focuses on the importance of people working together to accomplish common goals. Students are in groups where each member works to teach common goals. Individuals seek outcomes that are beneficial to themselves and to the group. Cooperative learning helps foster constructive relationships among students. Joint rather than individual outcomes are emphasized.

REF: 42-43

3. Identify the three developmental patterns that typify the growth of primary-grade children.

ANS: Primary-grade children develop from head to foot. Coordination and management occur in the upper body before being observed in the lower. Development occurs from inside to outside. Children control their arms before controlling their hands. They can reach for objects before they can grasp them. The third pattern of development proceeds from general to specific. Gross motor movements are learned before fine motor coordination and refined movement patterns.

REF: 44-45

4. Identify the four basic areas of a lesson plan and the four-part lesson plan.

ANS: The four areas of a basic lesson plan include the objectives, equipment, instructional activities, and teaching hints. The four part lesson starts with a 2-3 minute warm-up that sets the tone for the rest of the lesson. This is followed by the physical fitness and activity section. The second part is designed to enhance health-related fitness and promote lifetime physical activity. The lesson focus is designed to teach physical skills. The closing activity is the fourth part of the lesson and stresses and reinforces skills learned, revisits performance techniques, and checks for cognitive understanding.

REF: 54-57