

# Application of Mosston's Spectrum of Teaching Styles of Physical Education in Lesson Plan Preparation

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## INTRODUCTION

The primary aims of Physical Education very historically based on the needs of the time and place. The needs and the demands of Physical Education are ever changing with the change of the society and the different other influential factors. Once it was considered as extracurricular activities, later enters as a co-curricular and at present got its importance as a regular and essential academic discipline. It has own body of knowledge, having base of research and exploration about future profession. Physical Education is a process through which an individual obtains optimal Physical, Mental, Emotional and Social skill through physical activity. It is a planned, sequential and progressive programs that promotes and instigate the lifetime physical movement with beauty and vigour. The aim of Physical Education is to bring the wholesome development through Organic development, Neuro-muscular development, Intellectual development and emotional development considering the four major domains of Physical Education, which are physical development objectives, motor development objectives, mental development objectives and social development objectives.

## PHYSICAL EDUCATION PEDAGOGY

Physical Education is the academic stream of study, which is an integral part of general education. As an education discipline, physical education pedagogy is concerned with teaching, learning of theoretical aspects and different types of practical instruction in sports and related areas of physical activity. Physical Education pedagogy is also an integral part of general educational pedagogy and its theoretical and practical aspects is also interlinked with the different other disciplines of educational curriculum. Physical Education includes sports as the two opposite sides of a same coin. In recognition of the fact that humans are lifelong learners and also potentially engaged in lifelong physical activity, current definitions of sport pedagogy favour a broader view of the context in which sport pedagogy is located. To reflect this, the term sport pedagogy is used more holistically to include pedagogies that relate to adult learning and participation in sport and physical activity across all age ranges. Physical Education trends have developed recently to incorporate a greater variety of activities besides typical sports. Introducing students to activities like minor games, playing some games, bratachary, adventure sports, yoga at an early age can provide motivation to the students to develop good active lifestyle for the future. Studies have shown that physical activity with

varying intensity enhances muscular strength and endurance, cardiovascular endurance, and provides many other physical benefits. New technology in Physical Education is playing a big role in classes. The use of tape recorder, video recorder, education software, internet facilities etc. became the most influential factors in the physical educational pedagogy. In case of research in Physical Education the modern scientific equipments and gadgets plays an important role.

Constructing the Physical Education curriculum Muska Mosston's teaching physical education (1966) remains one of the most influential pedagogical texts in Physical Education. In USA and the United Kingdom it has also been receptive to discussion strongly advocating the teaching styles logic with a special feature dedicated to the subject in 1993 (Mawer, 1993; Williams, 1993; Goldberger & Howarth, 1993). The development of the 'versus' logic of the teaching styles Spectrum the original Spectrum of teaching styles was made up from a collection of eight commonly observed teaching approaches or styles: (1) teaching by command; (2) teaching by task; (3) reciprocal teaching; (4) small group; (5) individual programme; (6) guided discovery; (7) problem solving; and (8) creativity (the next step). The first version of the Spectrum of teaching styles was based on a versus notion of teaching in which those styles categorized as reproductive (i.e. command style, teaching by task and reciprocal teaching) were considered in opposition to another category of styles termed productive/discovery (i.e. guided discovery and problem solving). Furthermore, the versus notion also relates to oppositions between the teaching styles within these broader categories. Therefore, for example, command and task styles are seen as simultaneously reproductive yet oppositional and similarly, problem solving and creativity styles are both seen as productive yet remain oppositional as they were based on quite different assumptions about learning and teaching. These multi-layered categorical oppositions in Mosston's (1966) original Spectrum were a theoretical attempt to construct a coherent linear developmental learning and teaching framework. From here we can assumed that learning Physical Education had an idealized end point, independent decision-making ability, an open mindedness towards knowledge and it considered teachers as pivotal participants in this process. Mosston developed two directions in case of Pedagogy of Physical Education, the individualized learning process and the independence in decision-making in one and the identification of each style and its design on the other. Thus the structure of teaching styles helps to cover the gap between the structures of all substantive subject matter, in Physical Education on the one hand, and the structure of learning, on the other. The original versus notion of the Spectrum contained within it, a universalist conception of the ultimate goal for teachers and teaching (fostering independent thinking and decision-making).

Manuscript received Dec 24, 2015

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The non-versus notion as paradigm shift have been a number of new editions of Teaching in Physical Education since the 1980s (Mosston, 1981; Mosston & Ashworth, 1986, 1994, 2002). All these editions have steadily revised the spectrum, gradually increasing its scope to include up to 11 teaching styles. Most of these changes to the Spectrum were intended to go beyond the 'The Discovery Threshold' and this threshold clearly distinguishes between groups of differentiated styles 'in terms of their objectives, the behaviours of the teacher, and the expectations of the learner's behaviour' (Mosston & Ashworth, 1986, p. 233). Mosston (1992), and Mosston and Ashworth (1994) gave at least four reasons for accepting the non-versus notion within the Spectrum of teaching styles: '1) personal; 2) the diversity of the student population; 3) the multiple objectives of education; and 4) the need for a coherent, comprehensive and integrated framework for teaching' (Mosston, 1992, p. 27; Mosston & Ashworth, 1994, p. 6). Firstly, the non-versus notion means the teacher should not become anchored in a particular method of teaching and that he/she should explore new forms beyond the styles in which he/she is already proficient. Secondly, by using different styles, the teacher can adapt to the diversity of learning abilities among his/her students and can reach out to a greater number of students. Thirdly, teaching PE involves a wide-ranging set of objectives. According to Mosston & Ashworth (1994) 'teachers who are willing to expand their teaching repertoire beyond their personal styles and wish to reach more objectives and more students are ready to learn additional teaching styles'. Finally, if meeting the aims is the most important aspect of teaching, we must ascertain which style is appropriate for reaching the objectives of a 'given episode', so that 'every style has a place in the multiple realities of teaching and learning' (Mosston & Ashworth, 1994, p. 7).

The replacement of the versus logic in styles by the non-versus logic has undoubtedly had a significant impact on the advancement of Spectrum research for education generally (Byra, 2000). The non-versus notion of teaching styles bases itself on knowledge predominantly generated through quantitative empirical research over the last few decades. As Byra stated (2000), 'a decade or more of experimentation resulted in the understanding that each style of teaching was not inherently better or more effective than the others, but rather that each style met a specific set of unique objectives or goals'. This perspective reinforces the idea that given a well-defined learning outcome, one can determine the most appropriate teaching style to meet that outcome in that given situation (Goldberger & Howarth, 1993). In this way, classroom interaction is systematically and strategically simplified in order to construct an irreducible 'objective' set of causal relationships between teaching styles and learning outcomes. Furthermore, attempts to present these relationships in a generalized form only further compound the reductionism and depersonalization of teaching styles (Sicilia, 2001). Similar concerns have also recently been voiced by Cushion et al. (2006) in relation to the development of coaching models. Around the same time, Goldberger (1992) also conceded that little work had been done with styles in the 'productive' cluster and 'before setting forth in this area we must first more clearly define terms such as discovery, divergent, production, and self-teaching, and devise instruments to measure these constructs'. More

recently, Byra (2000) has expressed rather more circumspection, suggesting that at this time, Spectrum research has only uncovered the tip of the iceberg. As recently suggested by Cothran et al.'s (2005) cross-cultural study, physical education teachers, influenced by demands of teaching guidelines and national curricula, often report using a wide variety of teaching styles whereas in practice, in the classroom, there is a tendency to rely on a core of reproductive styles (Curtner-Smith et al., 2001; Sicilia & Delgado, 2002). In practice the classes are likely to happen on the same day, with the teacher radically changing styles, based on quite different underlying theoretical assumptions that stand in total contradiction to those used to support his/her teaching just one hour/day/class before (Dillon, 1998). While it is complicated enough to change teaching styles from one day to the next, or from one class to the next on the same day, it is even more complicated to combine styles in a single session. It might not be surprising that as Curtner-Smith et al.'s (2001) empirical work demonstrates, some teachers have preferred styles that they gravitate towards, presumably engrained through socialization and regular practice. This was particularly the case in relation to how particular teaching styles were relied upon to enhance the maintenance of discipline and control over children. Moreover, some of these styles appear to be actively encouraged by their particular institutional and gendered socio-cultural environments (Brown, 2005).

More recently, Sicilia and Delgado's (2002) empirical work revealed something of dialectic in the negotiated process of selection and implementation of teaching styles used by the teacher. The conclusion that Sicilia and Delgado (2002) reached, is that teachers do not exclusively select a teaching style, rather they negotiate their selections with individual and groups of pupils and this process of negotiation can be seen as an implicit dialectic, in which a synthesis or agreement reached often restrains innovations intended by the teacher.

### TO CONSIDER A **QUALITY PHYSICAL EDUCATION PROGRAM** THERE ARE SEVERAL CONSIDERATIONS AS FOLLOWS: CURRICULUM

A comprehensive physical education curriculum should be based on the State's Content Standards, Benchmarks, and percentage/Grade Level Content Expectations. It should be sequential and developmentally appropriate. Outcomes for each class should be identified and assessed. A comprehensive program consists of movement, sport, and physical fitness skills including thinking and reasoning abilities and social and emotional skills. Through a child-centered, developmentally-based approach responsive to the safety and welfare of all students, the physical education curriculum contributes to self-esteem, responsible behavior, and group cooperation. There are many ways to promote physically active lifestyles and incorporate physical activity throughout the school day. In conjunction with Physical Education, there are a number of additional physical activities which incorporate movement throughout the school day and can help bridge the gap between traditional movement times and the academic classroom.

**Inside the Classroom:** Cross-curricular integration of lessons will help students to see connections among the

subject areas and provide opportunities for teachers to work together.

**Staff Physical Activities:** By offering recognition and stimulating interest through announcements, school newspapers and community newsletters, students can observe staff accomplishments and interest in maintaining good physical fitness.

#### **Activity Before and after school programs**

A quality before and after school program will include structured physical activity in which students learn values such as teamwork, cooperation and reap the benefits of being physically active. Some resources such as the following may help to incorporate physical activity into a before or after school program:-

**Intramurals:** Traditionally, this term refers to team and individual activities, tournaments, meets, and/or special events that are limited to participants and teams from within a specific school or institutional setting.

**Sports:** Participating in school or community sports provides students with opportunities to extend their physical education experience maintain or improve their physical fitness and develop valuable personal social skills. Parents can help their child choose fun, age and developmentally appropriate sport activities.

#### **Community Sports Opportunities**

##### **Community Education and recreation in Parks**

##### **School Sports**

##### **Youth Sports Camps**

#### **Activities for Family and Community**

**Active Communities:** Active Community Environments are places where people are able, comfortable and inspired to use their feet to get them places.

**Active Families:** Families play a critical role in shaping a child's physical activity experiences.

#### **Parents**

- Encourage children to be active on a regular basis.
- Be physically active role models.
- Set limits on the amount of time your children spend watching television and playing video or computer games.
- Plan and participate in family activities that include physical activity (e.g., walking or bicycling together instead of driving, doing active chores like vacuuming and mowing the lawn, playing outside) and include physical activity in family events such as birthday parties, picnics, and vacations.
- Use the buddy system for more fun and encouragement. Be your child's activity buddy.
- Facilitate participation by their children in school and community physical activity and sports programs.
- Advocate for quality school and community physical activity programs.

#### **Special Events:**

- Family Fitness Night
- Field Day

- Field days such as Crazy Olympics, Team Competitions, Track and Field day offer the opportunity to experience various skills introduced in Physical Education during the school year.
- Field Trips
- Fitness Fair/Family Fitness Night Tips
- Survey parent to see what their interests are: weight loss? Fitness? Strength training? etc.
- Booth Topics: Athletic Trainer, Community Education, CPR/First Aid, Family Physical Activities, Fitness, Physical Education, Staging injuries/heart attacks – how to treat, Fitness Trainer, Weight loss
- Local doctors and nurses, Local hospitals for dieticians and wellness centers, Orthopedic rehabilitation center, Rehabilitation centers, Rescue personnel, School's athletic trainer
- Miscellaneous Events such as All Children Exercising Simultaneously (ACES) day, Hoops for Heart, Jump Rope for Heart, National Physical Education & Sport Week, Walk to School Day
- Recent studies show that the:
  - Academic achievement improves even when physical education classes reduce the time for academics.
  - A recent study has shown a positive correlation between fitness assessments and achievement test results.
  - Intense physical activity programs have positive effects on academic achievement, including increased concentration, improved mathematics, reading, and writing test scores; and reduced disruptive behavior.
  - Exercises may strengthen particular areas of the brain and oxygen intake during exercise may enhance greater connections between neurons.
  - Safety and safety prevention fall into two broad categories: facility safety and student safety.
  - Providing safe and sufficient equipment, conducting the activity in a safe environment; utilizing best practices in planning, managing and supervision, having procedures and the proper communication in place to respond to any emergency, having the necessary knowledge to respond to individual medical and special needs.
- Safe and Sufficient Equipment in All Areas and Playground Safety Checklist
- Access to Facilities and Education for the Disabilities: Guidelines for facilities, Features of outdoor facilities for physical education, Outdoor facilities for recess and other activities, Features of indoor facilities, Equipment storage, marking and inventory

#### **Resources for Physical Education & Physical Activity:**

##### **Administration**

- School, college, university, panchayat, Municipality, Club, association, Government
- **Advocacy**
- Action for Healthy Kids, Active Youth, Centers for Disease Control and Prevention (CDCP), Eat Smart. Play Hard, Educational Materials Center, Healthy School Action Tool, Internet Resources for Special Children (IRSC), National Association for Sports and Physical Education (NASPE)
- **Classroom Teachers**

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- Public Broadcasting System (PBS): Teacher Source: This resource is focused on health and fitness information for K-12 teachers and includes free lesson plans for health and physical education, teacher planning guides, and classroom physical and nutrition activities.
- **Community**
- Increase physical activity through community design, public policies and communications strategies.
- **Curriculum, Instruction, Activities**
- Adapted Physical Education, Promoting healthy lifestyles through high quality programs Fitness Finders, Moving into the Future, National Diabetes Education Program, Rules Central: Thousands of rules for board games, card games, hunting, fishing, women's sports, youth sports, and a comprehensive sports resource, Sports Media, The Body Positive: Through videos, workshops and consulting, the creators of Body Positive teach young people how to have a positive body image and a healthy relationship with food.
- **Grants:** Funds for Youth Nutrition and Fitness Programs, Grant and Educational Program, Liberty Mutual Supports Community Projects in Education, Health and Safety
- **Parents:** Brochures to Promote Physical Activity Among Youth, Centers for Disease Control and Prevention (CDC), Fitness and Kids
- **Amateur and Professional Alliances:** WBCIPE, AAHPERD

### MODEL LESSON PLAN (age 2-3 years)

Number of classes in one year	:	40
Duration of each class	:	45 minutes
Arranging and assembling time	:	05 minutes
Trainer's instructions	:	10 minutes
Effective time for class	:	30 minutes

### DAY-1

**Activities:** Warm up, walking      **FOCUS -** To cooperate with others

**Infrastructure:** Indoor Arena/ Hall/ Open Ground

**Props and Equipments:** Chalk/ marker to draw lines or arrange ropes, hoops

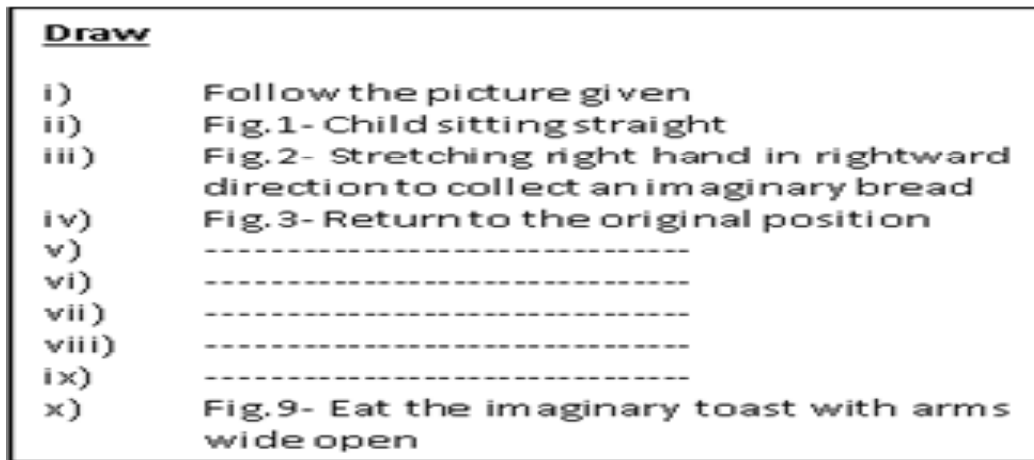
**Class Size:** 40/50

#### Activity 1: Warm up (10 minutes)

##### Offer a toast to your friend

**Objectives:** Stretching, twisting and turning with different efforts and to develop friendship among the children





**Maintain:** Upright postures while stretching and twisting

#### ACKNOWLEDGEMENTS

1. ‘Mosston’s Spectrum of teaching styles in physical education’, Physical Education and Sport Pedagogy, Vol. 13, No. 1, January 2008, pp. 85–108. Corresponding author: Universidad de Almería, Facultad de Humanidades y Ciencias de la Educación, 04120 La Canãada de San Urbano, Almería, Spain. Email: asicilia@ual.es

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