

**Teaching methods may generally be classified into 2 categories or areas:**

- 1. Teachers Centered**
- 2. Students Centered**

The following are a few methods of teaching physical education:

1. **Lecture Method**
2. **Command Method**
3. **Demonstration Method**
4. **Problem-Solving Method**
5. **Task Or Project Method**
6. **Circuit Method**
7. **Guided Discovery Method**
8. **Reciprocal Method**
9. **Discussion Method**
10. **Individual Programme Method**
11. **Co-Operative Method**
12. **Felt- Need Method**
13. **Whole Method**
14. **Part Method**
15. **Part-Whole Method**
16. **Whole-Part-Whole Method**
17. **Inductive Method**
18. **Deductive Method**

## **1. Lecture Method**

- **Classroom corollary of the command style is known as the lecture style.**
  - But it allows adequate opportunities for the students to ask/probe questions.
- Inspection of the teacher continues to have full control of the classroom atmosphere.

## 2. Command Method

- **In this method, the learning process is completely dominated by the teacher.**
  - The teacher's role is all-pervasive and the student's role is limited to obedience only.
- **This method is useful in teaching**
  - *Drill,*
  - *Mass drills,*
  - *Hoops,*
  - *Wands,*
  - *Marching,*
  - *Set drills such as dumbbells,*
  - *Control of general assemblies,*
  - *Poles,*
  - *Rallies and parades.*

## 3. Demonstration Method

- **The demonstration method is based on the theory of learning by imitation.**
- A perfect demonstration of an activity or skill catalyzes mental processes and serves as a model for its practice.

## 4. Problem-Solving Method

- **This method provides maximum freedom of thought and action to the students.**
- Each student is provided with specific questions or tasks and is directed to seek out a variety of alternative solutions.
- It encourages the students to make their own decisions in tackling problems.

## 5. Task Or Project Method

- In this method, a [physical education](#) task is selected, a proposal is presented by the teacher to a student, the specific assignment is agreed upon and the task is completed.
  - The students then receive a previously prescribed level of credit.
- **The task assigned maybe**
  - *Attaining a certain score on the pentathlon or decathlon,*
  - *Demonstration on an agreed level of fitness,*
  - *A trip in the mountains,*
  - *Running a given distance in a specified time,*
  - *Organizing a short or long duration camp,*
  - *Organizing a picnic,*
  - *Organizing athletic meet or writing on a specific project.*

## 6. Circuit Method

- **The circuit method can be applied to many activities consisting of a number of stations arranged in a circuit.**
  - At each station, the participant performs the required task.
- A circuit may be set up in a gymnasium or in many other facilities.
- At each station, directions are provided for describing the task and indicating the next step.
- **This method has been used extensively for**
  - *Weight-training,*
  - *Physical fitness programs and for the administration of tests,*
  - *But it may also be used for daily classwork as well.*

## 7. Guided Discovery Method

- **This style uses the process of inquiry to lead the students to the discovery of desired end product.**
- In this method, the teacher makes certain statements on a few stimulating questions so as to present a clear background of the subject and to bring students to a common point of understanding.

## 8. Reciprocal Method

- In this method, one student acts as the performer while another student evaluates his/her performance as the teacher.

## 9. Discussion Method

- Discussion method is the **most democratic style of teaching**, which is useful for the interpretation of rules and regulations of *games, tactics, and techniques of performance, game strategies, and officiating.*

## 10. Individual Programme Method

- **In this method, there is an opportunity for self-motivated learning and decision-making over a more prolonged period of time.**
- The **chief objective** of the individual program style is to make the students self-reliant in monitoring and assessing their own performance.
- Each student is required to learn a separate unit of subject matter with self-directed efforts.

## 11. Co-Operative Method

- In this method, a **high degree of interaction between the students and the teacher** is observed and it requires a constant flow of information between the two and it will keep both of them active.

### There are 2 variants in the co-operative method,

- a. Movement Practice
- b. Discussion

#### **a. Movement Practice**

In **movement practice**, the movement is performed by the students an optimum number of times and is helped/supported/encouraged, and corrected by the teacher.

#### **b. Discussion:**

The second variation of the co-operative method is discussion.

- The discussion between the teacher and the taught is ***important means of education and motor learning.***
- The discussions should be planned and interestingly organized by stimulating the students to actively participate in them.
- Discussions can be held at any time.
- After a training session, a short discussion of 10-15 minutes is always advisable.

- The discovery by the students that better execution of fundamentals is needed to perform well and receive the most satisfaction from playing the game.
- The return to some instruction and drill on the basics of the game.
- **Actually**, playing the game, as skills become increasingly automatic and execution becomes more perfect.
- A constant return to fundamental drills to prevent deterioration in performance.

## 12. Felt- Need Method

- Reminiscent of the 'whole-part-whole' and traditional methods, this is commonly used in physical education classes, especially where highly organized team games constitute the content.

### Felt- Need Method Steps:

It consists essentially of the following steps.

- **The exposure of the students to the game**
  - *By participation,*
  - *By observing films,*
  - *By watching the experts and*
  - *By informal involvement outside the school.*

## 13. Whole Method

- In this method, the technique or skill is taught through demonstration and explanation and is practiced as a whole, where the learners are introduced to the movement/technique as a whole.
- **It aims at the perception of the skill as a whole in terms of developing rough coordination i.e.,**
  - The learner is able to do the complete movement but maybe with several errors and mistakes.

## 14. Part Method

- In this method, the technique/skill are taught, demonstrated, explained, and practiced by part.
- **This method starts with the acquisition of fine co-operation i.e.,**
  - the learner is able to do the movement nearly perfectly under normal conditions, but he/she is unable to do so under changed or difficult conditions.
- **This method is characterized by**
  - *high training volume,*
  - *increased amount of movement correction, and*
  - *erratic progress in motor learning.*
- The skill to be learned is divided into different parts and each is taught/learned separately.
- **Learning by this method** results in mastery of each part but lacks a joint/combined effort for performing the complete skill.



## 15. Part-Whole Method

- In this method, the skill to be learned is divided into different parts, each part is taught and learned separately, and afterward, all these parts are combined gradually to learn the skill completely.

## 16. Whole-Part-Whole Method

- In this method, the technique/skill is introduced by demonstrating and explaining it as a whole to the students in order to create and develop a rough image of the technique/skill and learned by the students in the same manner.
  - Then the skill is divided into different parts and each part is taught and learned separately i.e., part by part.

## 17. Inductive Method

- This method is a combination of other teaching methods, where the task method is followed by a presentation (*demonstration, explanation, and lecture*) and Co-operative method (*movement and discussion*).

## 18. Deductive Method

- In the deductive method too, the other methods of teaching are arranged in a particular sequence, in which, presentation method is on the priority (*demonstration, explanation, and lecture*) followed by the co-operative method (*movement practice and discussion*) and task method (*observation, assignment, project, etc.*)

- Here, the skill perceived as a whole is practiced in different parts of difficult situations and is corrected at each level for perfection and detailed learning.
- Once again, the skill is performed as a whole with the purpose of achieving fine coordination, mastery of the technique, and stabilization of movement execution under different and difficult situations.
- This method of teaching physical activities is considered the **best** among all particularly for learning the most difficult technique/skill.
- Teaching methods are really a way of organizing the class for instructions.
- **However**, a teacher may use any of these methods or a combination of two or more methods according to their requirements for best teaching outcomes.

## Direct Versus Indirect Teaching

How do you teach P.E.? Do you like to introduce a skill all at once or let the students explore it as they go? Let's go over some of the many ways to teach physical education classes.

**Direct teaching** is the common method in which the instructor stands in front of the class or group and lectures or advises, so as to teach a piece of information. This is also called teacher-centered teaching. **Indirect teaching** is a method in which the instructor assumes a more passive role and guides the student interactions. This is also called student-centered teaching.

Which method is the best? It's a debate! The advantages of direct teaching include the ability to allow for the introduction of new skills, plenty of practice time, and time efficiency. However, disadvantages include a lack of feedback and a lack of variety.

The advantages of indirect teaching include cooperation, improvement, and social skills, as well as the fact that students learn valuable teaching skills. The disadvantages include too little focus on the process, shyer students may be left out, and students may not handle responsibility well.

## Movement Exploration

One way to teach P.E. is through movement exploration. **Movement exploration** is a method of teaching that involves the use of aids. The aids may include:

- Bean bags: Have the students balance the bean bags on their heads, hands, and feet. Later they can hit the beanbag into the air.
- Benches: Have the students crawl and then walk forward across the bench, and then sideways and backwards when they are comfortable. Later they can jump on and off the bench.
- Hoops: Have the students circle the hoops around their arms, legs, and bodies.
- Ropes: Have the students practice jumping rope. They can also practice making different shapes with the rope.

## Cooperative Activities

Another way of teaching P.E. is through cooperative activities. There are three main goals to be achieved when using **cooperative activities**, or activities students work together to perform. The goals include:

1. Students work together to reach a consensus as a group.
2. Students can structure the learning experience.
3. Students can learn problem-solving skills.

One of the favorite methods of cooperative teaching involves the use of a tarp. For example, the students can figure out how to work in conjunction to fold the tarp in half without the aid of the teacher. Increase complexity by folding the tarp into a geometric shapes such as a triangle.