**Differentiated Instruction in Physical Education**

**Defining Differentiated Instruction**

Differentiated instruction is a framework or philosophy for effective teaching that involves providing different students with different avenues to learning (often in same classroom) in terms of: acquiring content; processing, constructing, or making sense of ideas; and developing teaching materials and assessment measures so that all students within a classroom can learn effectively, regardless of differences in ability. Students vary in culture, socioeconomic status, language, gender, motivation, ability/disability, personal interests and more. Teachers must be aware of these varieties as they plan curriculum. By considering varied learning needs, teachers can develop personalized instruction so that all children in the classroom can learn effectively. Differentiated classrooms have also been described as ones that respond to student variety in readiness levels, interests and learning profiles. It is a classroom that includes all students to successful. To do this, a teacher sets different expectations for tasks completion for students based upon their individual needs.

Differentiation is not an initiative, a program or the latest innovative teaching strategy. Differentiation begins with the student at the center of learning, respecting that students have diverse learning needs and planning lessons in response to those needs. “While it is true that differentiated instruction is responsive to the individual learner, it does not involve individual lesson plans. Rather it may mean a teacher offers individuals choice from a limited range of options, or clusters students according to their learning preferences and provides a few different ways to process new material.” (Start Where They Are: Differentiating for Success with the Young Adolescent, Karen Hume, 2008)

**Understanding Differentiated Instruction in Physical Education**

Students have different ability levels when they come into a physical education class (just like any other class) and that varies depending on the activity. For example, one student may excel during a basketball unit. That same student, later in the year, could be the worse swimmer in the class during the swimming unit. Being able to differentiate the physical education lessons will allow students to improve on the ability level they have when they walk into the class. They shouldn’t have to feel the pressure to perform at a level that they can’t reach, or get discouraged because their abilities are not at the same level of the more advanced student in the class during those particular units or lessons.

**Links to Differentiated Instruction in Physical Education articles**

<http://www.gophersport.com/blogentry/increasing-differentiation-choice-in-physical-education>

<http://www.aph.org/physical-education/articles/using-differentiated-instruction-in-physical-education/>

**Shooting Sensations**

**Objectives:**

1. To demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities. (NASPE standard #1)
2. To achieve and maintain a healthy-enhanced level of physical fitness. (NASPE standard #4)
3. To identify and engage in moderate to vigorous activities that contributes to physical fitness and health. (10.4.6A PDE Academic Standards for Health, Safety and Physical Education)
4. To identify and apply the concepts of motor skill development to a variety of basic skills. (10.5.6B PDE Academic Standards for Health, Safety and Physical Education)

**Equipment:**

* a set of weighted jump ropes
* 4-6 weighted hoola hoops
* 4 large fitness balls
* 80-100 rubber dots
* 30 cones
* 6 basketballs
* Radio

**Procedure:**

1. Establish 3 exercise area around the perimeter of the gymnasium with the cones.
2. Place 6 cones evenly across one of the baseline of the basketball court.
3. Spread the 100 rubber dots around the shooting areas in front of the hoops on both sides of the court. (short, intermediate, and long shots)
4. Split the class into 6 equal groups doing your best to make the groups as equal as possible with strong and weaker shooters.
5. Give each group 1 basketball.
6. Once the class is divided explain the rules.

**Rules:**

* Students must dribble to a dot they want to shoot from, dribbling with the hand told to them by the teacher. Which hand to dribble with can be change periodically during the activity (right hand, left hand, alternating dribble back and forth from right hand to left hand)
* Once at the dot the student will shoot a jump shot. If they make the shoot they need to pick up the dot, then dribble back to their starting cone, give the basketball to the next person in line, put the dot under their cone, and go to the end of the line.
* If they miss the shoot they leave the dot there, then dribble back to their starting cone, give the basketball to the next person in line, then jog to the exercise area, completing the task at that area before returning to the end of their line.
* Example of exercise tasks – 10/20 jump ropes, 10 revolutions with the hoola hoops, 10/20 jumps on the exercise balls.

\* The exercises done in the exercise areas are up to the individual teacher.

* Once all of the dots are earned by made jump shots, have the students return to their starting groups.
* At the starting groups have the student count how many dots they got and put themselves in order from most made to least.



