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Introduction to Physical Education, Summer 1998  
Assessment of Dr. Perry

I would have to say that I was a bit confused during the very first lecture. I started reading the material before the class and expected the lecture to be on that material; the lecture was about the functions of the brain. After I went home and looked through my notes again after the lecture I realized that the brain has different functions that coincide with health and wellness. After that first lecture Dr. Perry pretty much stuck with the book material and brought the brain back into the discussions often.

One thing that Dr. Perry stressed was that we understood the material and if we had any questions we should feel free to ask him. Dr. Perry checked for student understanding after each mini-lecture and would have us raise our hands or nod our heads if we understood.

I was new to Lakeland College this semester after transferring from U.W.M. and this was my first actual teaching course here. I felt that Dr. Perry had a good knowledge of curriculum that made me think about how to integrate physical education and wellness into curriculum such as reading, math, language arts and spelling. I agree with Dr. Perry that teaching should not be a bunch of subjects that are not related to each other; the goal of teaching is to transfer knowledge into different areas.

I felt that the most beneficial thing that I learned from this class was the construction of the unit plan. Dr. Perry encouraged the class to do two units; one on physical education activities and the other on health education and awareness. It's important for teachers to look ahead and do some long range planning and look at activities that are similar that can be integrated into other academic curriculum.

I felt that doing the lesson in front of the class was another valuable experience. Dr. Perry had a great idea when he encouraged the students to work with a partner and do a collaborative lesson. I think that as teachers we have to be collaborative because we have to be able to work successfully

with social workers, other teachers, school principals and parents in order to give that child the best education possible. I enjoyed watching the lessons and I plan on using some of these ideas in my own classroom.

I felt that Dr. Perry placed a strong emphasis on multiple intelligences. I agree with Dr. Perry and feel that it is important to accommodate all students by tapping into their various intelligences (or learning styles). Along with that Dr. Perry stressed the importance of teaching the children according to their developmental age.

I think that Dr. Perry would make a great teacher in an elementary school because he is very enthusiastic and has a great sense of humor.

Overall, I felt that Dr. Perry did an adequate job of teaching physical education and wellness. Most of the discussions focused more on the wellness part (brain, nutrition). After taking this class I realized that wellness can be the determining factor of a child's making it through school (if a child does not receive the proper nutrition or exercise or cannot effectively communicate with others it may effect their school progress). I think that Physical Education is an important subject that needs to stay in the curriculum because it involves components of communication, cooperation, mathematics, body maintenance and endurance and relaxation (rather than using drugs-exercise !!!). Kids need to learn how to do healthy things in their free time both alone and with their friends (and kids will continue to do these things on their own for years). *It is important to integrate phy-ed into our daily lessons because phy-ed is not taught on a daily basis* How can we show these fun activities without a Physical Education class?

The only improvement that I would make for this class would be to have more activities that are more teacher directed and that we visit health clubs, kids clubs (Milwaukee Boys and Girls Club) or better yet find a gym in which we can try out the different activities in the book. This class was not meant to be taught in a classroom in which everyone is sitting down.