

Checklist for improving classes (PE)

Process	Items	Self-assessment
Plan (before class)	<ul style="list-style-type: none"> ● Things to be confirmed at the stage of instructional planning. (1) Goals <ul style="list-style-type: none"> · Are the goals clearly indicating the physical abilities and attitudes that you want the children to acquire? · Are the goals appropriate for the actual conditions of the children? · Are the goals set based on the "Learning Outcomes" in the Teacher's Guide? (2) Grasping the actual situation <ul style="list-style-type: none"> · Are the actual conditions of the children grasped in accordance with the goals? (3) Measures <ul style="list-style-type: none"> · Are effective measures in place to achieve the goals? <p>(Measures must be devised to close the gap between the goals and the actual situation.)</p>	
Introduction (in class)	<ul style="list-style-type: none"> ● At the introduction, confirm the goal and motivate the children. (1) Explanation of activities <ul style="list-style-type: none"> · Did you explain the content of the activity briefly so that the children could have an idea of what to expect in the class? (2) Confirmation of goals <ul style="list-style-type: none"> · Did you present the goals of the class in short and easy-to-understand sentences? (3) Confirmation of children's attire and health observation <ul style="list-style-type: none"> · Did you confirm that the children were dressed appropriately for exercise and that they were in good health for exercise? <p>(Check that the children wearing comfortable clothes for exercise and that they do not have anything in their pockets, etc.)</p>	
Warm up (in class)	<ul style="list-style-type: none"> ● The warm-up has a role in preventing injury, facilitating a smooth transition to the main exercise, and improving athletic performance more effectively. (1) Were the warm-up and stretching exercises performed at a load appropriate to the individual's ability? (Stretching should always be done in the same way to avoid omissions.) (2) Were the participants able to perform preliminary exercises with systematic content leading to the main exercise? (It is recommended to use slightly easier exercises than the main exercise, exercises that lead to the main exercise, and activities from the previous session.) 	

<p>Main activity (in class)</p>	<ul style="list-style-type: none"> ● Devise methods to meet learning challenges. <ol style="list-style-type: none"> (1) For children who are not good at exercises, have you set up a specific place where they can return to an easier level? (2) For children who are good at exercise, have you set up specific opportunities for them to move on to the next task or more advanced stage? (3) Did you prepare and utilize necessary materials, teaching aids, and teaching tools to deepen children's knowledge and understanding (to improve their physical strength and skills)? (4) Did you devise ways to improve the children's ability to think and make judgments during the activities or during breaks, without reducing the amount of performance? (e.g., opportunities for children to reflect on their own performance, opportunities to obtain hints for solving problems from their peers, opportunities to have strategy meetings with their peers for victory, etc.) (5) Did you devise ways to enhance the children's ability to express themselves while performing without reducing the amount of performance? (e.g., opportunities to set up learning opportunities based on children's ideas, opportunities to implement better performances based on reflections and strategy meetings, etc.) (6) Did you devise ways to enhance students' cooperative skills while engaging in activities without reducing the amount of performance? (Setting up opportunities for pair activities, group activities, team games, discussions, learning together, etc.) ● Guide the children in a way that fosters their social skills. <ol style="list-style-type: none"> (1) Were specific words given to each child to increase his/her sense of self-esteem? (Do not praise them when they can do something but praise them when they try to do something. (To praise them for their ability to do so, it is essential to give them deliberate and systematic guidance.) (2) Were you able to intentionally set up opportunities for children to interactively learn from each other, help each other, encourage each other, and praise each other? (Teachers should always serve as role models for children, watching them closely and proactively offering concrete and positive words.) 	
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	<ul style="list-style-type: none"> ● Prepare opportunities to effectively improve physical strength, knowledge and skills. <p>(1) Was the order and content of the activities appropriate to improve physical strength? (Based on the teacher's guide, it is advisable to select, add, or substitute activities.)</p> <p>(2) Were you able to use what you considered most effective based on the teachings of specialized books, the Internet, and your colleagues, instead of sticking to your own style of teaching?</p> <p>(3) Did the students get enough exercise to make them sweat and catch their breath? (About 2/3 of the class should be spent exercising.)</p> <p>(4) Was the teacher in a position to see the whole class at all times? (Even during individual instruction, the teacher should stand in a position where he/she does not turn his/her back to the whole class.)</p> <p>(5) Were the instructions given in a way that would enable the exercise to be carried out efficiently?</p> <ul style="list-style-type: none"> · Were the children lined up in an appropriate place and in an appropriate manner? (It is recommended that hand signs, whistle signals, etc. be decided in advance and shared with the children.) · Were the instructions on how to wait appropriate? (e.g., sit and wait, find the best part of a peer's performance, etc.) · Were the activities explained clearly? · Was the method of grouping the children appropriate? (e.g., dividing in lines, dividing through games to gather the number of people, etc.) 	
<p>Summary (in class)</p>	<ul style="list-style-type: none"> ● In the summary of this class, confirm the degree of achievement of the goals and reflect on the results for the next class. <p>(1) Were the objectives of the lesson achieved? (Confirmation will be made through the students' behavior during class, individual feedback sheets, and a simultaneous survey by raising hands.)</p> <p>(2) Based on the children's self-evaluation and mutual evaluation among themselves, have the children become more proactive in their learning, for example, by seeking new tasks? (If children do not have a firm grasp and understanding of the objectives of the period, appropriate evaluation cannot be expected, and children's independence will not be enhanced.)</p>	
<p>Self-assessment (after class)</p>	<ul style="list-style-type: none"> ● Improve the class for the next time based on feedback from the children and the teacher's self-assessment. <p>(1) Were the measures taken by the teacher to achieve the objectives effective?</p> <p>(2) Based on the children's feedback, were the teacher able to find effective measures and points to be improved for the next class? (Teachers who can properly self-evaluate and improve their classes will surely improve</p>	