

# Contemporary Scheduling and Planning of Physical Education Lessons in the Polish Education System

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## ABSTRACT

Polish's education system introduces many significant changes in the area of scheduling and planning of didactic and educational activity. The primary advantage of contemporary concept of scheduling is the possibility of creating one's own – authorial teaching programs and plans. In this way, the physical education teacher has full influence on all elements of the praxeological model of physical education. Model of scheduling and planning in the area of physical education includes the following elements: core curriculum, teaching program, detailed plan of didactic and educational work, and thematic unit and lesson plan or scenario. The problem with the contemporary model of physical education lies in realization and execution of the approved teaching programs and lesson plans. Lack of uniform and comparable system of evaluation for achievements of the students in their individual improvement and in acquiring new motor abilities causes a situation where the school physical education contains a lot of randomness, selectivity, school sport alone and random realization of the program governed by immediate needs, possibilities, interests and good will of the teacher instead of there being real goals for physical education fit for the 21st century.

**Key words:** Polish's education system, praxeological model of physical education

## INTRODUCTION

The reform of the Polish education system introduced many significant changes in the area of scheduling and planning of didactic and educational activity. Those transformations concerned also physical education process. The primary advantage of contemporary concept of scheduling is the possibility of creating one's own – authorial teaching programs and plans. The process is subject to certain formal, organizational and procedural requirements. In this way, the physical education teacher has full influence on all elements of the praxeological model of physical education, starting from diagnosis through prognosis, scheduling, realization to evaluation.

Modern model of scheduling and planning in the area of physical education includes the following elements: core curriculum, teaching program, detailed plan of didactic and educational work, and thematic unit and lesson plan or scenario.

### Core curriculum in physical education

Writing about crucial changes in scheduling of the process of physical education, I had in mind, first and foremost, innovations in quality, and these involve, among other things, introduction of the core curriculum for general education in all teaching subjects, including physical education.

I propose to define the core curriculum in physical education as compulsory set of goals and tasks, teaching contents and achievements of the student,

regarding his attitudes, knowledge and skills at a given level of education.

In comparison with the previous system of education, it constitutes a kind of an outline of a physical education program (1). Characteristic feature of the core curriculum – at every level of education – is that it does not indicate any specific, individual or team oriented forms of physical activity. In other words, the physical education teacher, depending on the circumstances, needs and interests of the children and young people, can choose freely any form of physical activity (2). Therefore, there was created a possibility of using the entire variety of the program related contents, mainly of recreational nature.

### Physical education program

Contemporary physical education program can be described as ordered, sufficiently detailed and consistent set of goals, contents, didactic situations and desired achievements in the process of physical education at least one stage of education.

Creating a modern physical education program includes:

- Goals of physical education
- Teaching contents
- Desired achievements of the students
- Ways and methods of realization of the goals, tasks and contents included in the program

- Program evaluation

### Plan of didactic and educational work

Plan of didactic and educational work is a thought through selection of specific teaching contents consistent with the physical education program and serving the purpose of realization of goals at every stage of the process of physical education in a given class.

Among basic features of a “good” plan, one can distinguish (3):

- Purposefulness – providing the possibility of realization of the goals of every stage of physical education,
- Feasibility – the contents of education included in the plan should not meet with obstacles of objective nature
- Internal consistency – in the plan, there cannot be any internally contradicting, mutually exclusive contents,
- Maximum efficiency – providing the ability of effective actions.
- Flexibility – enabling making changes and adjustments of the plan to the changing external and internal circumstances,
- Detailed form – the tasks included in the work plan should be detailed, specific and precise,
- Timeliness – allowing to set certain time limits, for realization of every part of the schedule,
- Room for alternatives – giving the possibility of introduction of alternative teaching contents,
- Completeness – ensuring realization of the widest possible range of team-oriented and individual forms of physical activity,
- Optimal length – meaning, long enough cycles of realization of the teaching content,
- Communicativeness – the tasks included in the plan should be understandable and clear to people using the plan.

Developing a detailed work plan requires also the use of a specific methodological workshop. It cannot be merely mechanical copying and approving of already existing plans devoid of deeper reflection and thought (3).

Plan of didactic and educational work is developed for one semester or a year of school education, for a specific class, with consideration for the gender of the participating students. Having in mind the features of a good plan presented above, every schedule for the

physical education material should include: the name of the particular form of physical activity, name of the teaching cycle together with the number of hours, tasks in the area of motor fitness, motor skills, educational information and actions, and a realization dates.

### Thematic unit

On the basis of the work plan of a teacher will prepare a *thematic unit* which should be understood as an plan of realization of a specified subject cycle (4). Thematic unit should consist of 2 to 8 lessons. Work in subject cycles can bring very good effects both in the area of improving the fitness of the students and in teaching and perfecting of the motor skills, passing on knowledge or shaping the proper attitudes and beliefs.

Elements of a thematic unit:

- The subject of the cycle including: teaching, perfecting and improving,
- Particular goals concerning the entire cycle,
- The task for realisation during the individual methodical units,
- Methods, forms and means of didactic and educational work,
- Time limits for performance of individual motor tasks,
- Ways of control and evaluation as well as self-control and self-evaluation.

### Plan and scenario of a physical education lesson

Written plan for performing a particular methodical unit (physical education lesson) is called a lesson plan or, increasingly, a lesson scenario (5). The technical structure of a thematic unit, lesson plan or scenario in physical education should, first and foremost depend on the ingenuity, inventiveness and creativity of the teacher.

Basic issues presented in this article and connected with scheduling and planning of the process of physical education are very significant in terms of assuming a specific approach and model in physical education in accordance with the developmental needs of children and young people (6). It should be emphasized that the theoretical and methodological achievements in this area are very and varied. Every stage of school education, in the area of physical education, has many programs and plans, in which their authors offer ways of completing specific tasks connected to development of physical fitness, teaching and perfecting motor abilities, passing on knowledge of physical education, developing hygienic and healthy habits, all-round development of personality etc.

On the other hand, the problem with the contemporary model of physical education lies in

realization and execution of the approved teaching programs and lesson plans. Lack of uniform and comparable system of evaluation for achievements of the students in their individual improvement and in acquiring new motor abilities causes a situation where the school physical education contains a lot of randomness, selectivity, school sport alone and random realization of the program governed by immediate needs, possibilities, interests and good will of the teacher instead of there being real goals for physical education fit for the 21<sup>st</sup> century.

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