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Community Service Learning Within Kinesiology: An Extraordinary Program for Future Physical Education Teachers



Community service learning hours in Kinesiology provide CSUSM students with real life teaching experience *before* entering the teaching credential program.

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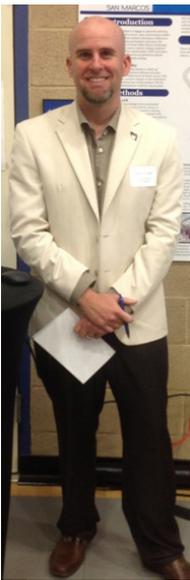
June 2013

Community Service Learning Within Kinesiology

At California State University San Marcos

Office of Community Service Learning
And Kinesiology Department

“Working together to produce highly trained, skilled, and experienced physical education teachers”



Dr. Paul Stuhr

Dr. Paul T. Stuhr has been studying/working within the teaching-learning paradigm of physical education (PE) since 1995. He is currently the lead and only tenure track faculty member for the PE option in Kinesiology at California State University San Marcos; thus, he has the privilege and responsibility of training future PE teachers and creating instructional activities that will provide undergraduate students with the necessary skills and experiences to pursue their career goals.

The PE option within Kinesiology is one of only two such programs in San Diego County, and the only program that provides pre-service physical education teachers with 90 hours of supervised teaching experience, as part of a community service learning collaboration with local K-12 schools. Please contact Dr. Stuhr for more information or how to donate.

Introduction

Most people are aware that obesity and diabetes are on the rise. As a matter of fact, childhood obesity has tripled in the last three decades, prompting the American Medical Association in June 2013 to officially recognize obesity as a disease and a continuing crisis. Put into perspective, nearly a third of young people are overweight or obese, that's more than 23 million youth and teens! Think about the consequences: an obese four-year old has a 20% chance of becoming obese as an adult, and an obese teen has an 80% chance of becoming an obese adult. Research indicates that our children are in danger of developing a life of sickness and one that could shorten their life expectancy.

Children need physical activity. Sedentary living is a serious health problem in our society. Physical inactivity places children at risk of being overweight, developing obesity, and other chronic diseases. Quality physical education provides students with opportunity to develop motor skills with high rates of success within a positive and supportive learning environment. A quality program is one where students are physically active for at least 50% of their allotted physical education time - totalling at least 150-minutes per school week. When implemented correctly, a quality physical education program can help children to perform better academically.

However, in order to have quality physical education in our schools in North San Diego County, we must be able to train highly-qualified physical education teachers. Being that only two such teacher-training programs exist in San Diego County, it becomes extremely important that:

- (a) the viability of this physical education teacher education program continues, and
- (b) the community stakeholders (parents, schools, and community partners) *demand adherence to state*

mandated requirements for physical education – which includes having highly trained and certified physical education teachers within the schools providing a minimum 200-minutes of PE for elementary children every 10 days; essentially 20 minutes per day, and 400-minutes of PE for secondary students every 10 school days.

In 2010, the California Court of Appeals ruled that California public elementary schools must comply with the state law but, in fact, elementary schools continue to disregard the ruling, citing the need to raise test scores are more urgent, even though evidence indicates that PE promotes higher test scores and reduces the probability of elementary children becoming obese.

The time has come to focus on our next generation and ensure that elementary and secondary schools provide quality PE to produce well-rounded children. Children who stay healthy and do their best in school and life. Starting young will help lay the foundation that makes exercising and eating healthy a life long experience.

Darci Strother

Val Knox

Community Service Learning and Kinesiology: A Perfect Fit

Community service learning (CSL) is a teaching method that promotes student learning through active participation in meaningful and planned service experiences in the community that are directly related to course content. Through reflective activities, students enhance their understanding of course content, general knowledge, sense of civic responsibility, self-awareness, and commitment to the community. Basically, students enhance their learning with hands-on experiences, and the non-profit community (and its clients) benefit from the students' service. At CSUSM, service learning courses are on the rise resulting in more than a quarter of a million service hours counted in the most recent academic year!

Kinesiology (KINE) is a perfect fit for learning by serving. For instance, Dr. Stuhr has designed/taught seven upper division pedagogy courses that are specifically for CSUSM students interested in a PE teaching career. Each course contains a 1-unit lab where students practice and demonstrate their knowledge of the content being taught. To clarify, KINE 400 students learn how to create and deliver California standards-based elementary PE lessons that include the demonstration of appropriate instructional content, managerial skills, and the use of authentic assessment. To the best of our knowledge, CSUSM undergraduate students are the only students in San Diego County to have the experiences of KINE PE supervised teaching.

Creating labs with off-campus field experiences also creates fantastic service learning opportunities in KINE 307, 308, and 309, which are offered on a 3-semester rotation. These courses provide CSUSM students with a total of 90 service learning hours of supervised teaching to public school students.

The service learning impacts three groups: (a) the middle school students (e.g., meeting state educational standards and promoting physical health), (b) the middle school teachers by providing a 4 to 1 student-to-teacher ratio in the classroom, and (c) our CSUSM pre-service teachers who gain valuable teaching experience prior to going into a CSUSM credential program.

The benefits to college students and the youth are impressive as writes the chair of the PE department at San Marcos Middle School (SMMS):

I'm writing to express my thanks to CSUSM and specifically to you [Paul Stuhr] and your students. My students rarely get the individual instruction they deserve because of our large classes, usually 40-50 students. Your program is so valuable to our students because they receive individual instruction and personal positive feedback that they may not have ever received before, and sadly may never experience again while in public schools. The personal attention your students have given SMMS 13 & 14 year olds enhances our kids' educational experience and will likely be the highlight of their year.

Additionally, students in KINE 308 were honored with the “2011 Outstanding Community Service Learning Group Award” for their exemplary work at San Marcos Middle School.

Dr. Stuhr is expanding the service learning experience to include partnering with other school districts and has designed and is implementing a new pedagogy course, KINE 310: “Adventure, Teambuilding, and Experiential Education.” This course will be required of all KINE students exposing ~700 undergraduate students to some of the salient tenets of what quality physical education is all about.

Service Learning: Supervised and Structured Opportunities to Apply Academic Coursework



Upon graduating, students from the CSUSM KINE program with an option in PE will know and have demonstrated several characteristics associated with effective physical education teaching:

1. Using standards-based instructional content and delivery supported by the Physical Education Framework for California Public Schools;
2. Incorporating developmentally appropriate sequencing of curriculum consistent with California State Standards;
3. Providing multiple opportunities for K-12 students to demonstrate learning of content;
4. Using authentic assessment and documentation of meeting state adopted standards;



Service learning enhances learning by teaching others

5. Providing students with adequate amounts of moderate to vigorous physical activity (i.e., minimum 50% of allotted class time), and

6. Creating supportive and caring learning environments that allow K-12 physical education students maximum opportunity to think, feel, and flourish as physically educated individuals.



This program is the only program that provides pre-service physical education teachers with 90 hours of supervised teaching experience, as part of a community service learning collaboration with local K-12 schools.

The Quality Indicators

KINE students will be able to understand and demonstrate quality indicators of teaching physical education.

Focus Area 1: Scope of the PE Program

Quality Indicator 1.1:

Lesson planning and implementation that reflect a developmentally-appropriate sequence of instruction. Elementary school students perform physical activities involving movement concepts such as locomotor/nonlocomotor, and manipulative skills, (not individual or team sports); 6th graders are not taught the same lesson as 7th graders; 9th graders play individual and dual sports, not team sports.

Quality Indicator 1.2:

Student learning outcomes, instructional strategies, and assessment tools are in alignment, based on the CA PE Content Standards (e.g., evaluate individual cooperation within a group through Adventure Based Learning using Student Journal Reflection). Another example would look like: evaluate passing and trapping skills for

soccer through Play Practice or Sport Education using Checklist or Peer Assessment Form.

Quality Indicator 1.3:

The teacher has a deep and enduring understanding of the subject-matter and can create a written lesson plan with the CA PE Content Standards clearly stated and aligned to the lesson objectives (e.g., the student will be able to change direction quickly and maintain space between two opposing players – content Standard 1.2 for grade 4). The teacher also can provide students with what they will be learning, why they are learning it, and how it will be learned.

Focus Area 2: Managing a Community of Learners

Quality Indicator 2.1: PE/activity/exercise is never referred to or assigned in a punitive/negative manner (e.g., no push-ups for punishment, no “take a lap” for punishment).

The Quality Indicators continued

Quality Indicator 2.2:

Teacher employs and reinforces class rules, routines, and expectations to support student learning (e.g., students must make up missed work when absent, students must handle equipment with care, students will hustle during transitions to maximize practice time).

Quality Indicator 2.3:

Equipment to learner ratio is adequate to maximize time on task/opportunities to respond (e.g., at least one piece of equipment per two students, no large team games where one ball is being used with 8-12 students).

Quality Indicator 2.4:

Transitions (i.e., students/teachers exiting locker room) are seamless and optimize instructional minutes (e.g., students jog vs. walk to field).

Focus Area 3: Instructional Effectiveness

Quality Indicator 3.1:

Assessment is based on

mastery of learning objectives aligned with CA PE Content Standards (e.g., explain and demonstrate advanced offensive and defensive strategies in badminton). Academic grading is based exclusively on assessment of student learning, not student compliance (e.g., attire, attendance, participation, effort, etc.).

Quality Indicator 3.2:

The lesson provides for maximum engagement and participation of each student, regardless of ability or gender (e.g., small-sided teams of four or less, rules promote ability and gender equity, no elimination games such as dodge-ball) – Teacher strives for students to be engaged in moderate to vigorous physical activity for at least 50% of class time, reduces wait-time (i.e. organized with lesson flow and smoothness).

Quality Indicator 3.3:

Teacher provides many positive-corrective feedback statements during entire lesson (i.e., specifically explains

to students what was done correctly for each skill or what needs improvement, uses effective pinpointing and calling across space). Demonstrates proper movement around the gym floor – does not stand in one place for too long but is constantly moving around and scanning room/student. Teacher models and reinforces/praises appropriate student behaviors and social skills (e.g., sportspersonship, respect for individual differences, sharing, helpful comments, active listening).

Quality Indicator 3.4:

Teacher makes accommodations (e.g., adjusts difficulty level), modifications (e.g., sets alternate goals), and employs multiple teaching modalities (e.g., visual demonstration, kinesthetic manipulation, etc.) to promote inclusion of students with varying abilities and learning styles.

Quality Indicator 3.5:

Students are engaged in relevant and meaningful moderate to vigorous physical activity during appropriate instructional tasks that allow

for high rates of success (e.g., not just running to run – what are students learning?)

Adventure Based Learning: All About Relationships

Adventure Based Learning (ABL) is an example of one unit of instruction taught in KINE 310. This course teaches students how to increase social inter- and intra-personal relationships through physical activity. The premise of ABL is that an increased level of self-awareness is brought about by the positive change experienced through participation. Learning how to design and facilitate adventure/experiential activities with proper participant-centered reflections helps heighten affective attributes of self and others.

Key points to successful activities:

- Appropriately sequenced
- Properly facilitated
- Correctly processed

Adventure Based Learning

The activities move a group through:

- Challenge
- Communication
- Cooperation
- Trust
- Problem solving



Inter-personal relationships are related to how individuals function in a group situation, and include elements such as communication, cooperation, trust, problem-solving, leadership and conflict resolution among others.



Intra-personal relationships are related to how the individual functions within himself or herself, and includes constructs such as self-concept, self-efficacy and spirituality among others.



ABL group activities focus on building community

The Importance of Reflection

One of the most powerful aspects of community service learning is the subsequent processing or reflecting on the experience.

“Critical reflecting” activities encourages individuals to step outside of the familiar and to re-frame questions and conclusions about the experience more effectively (Eyler, Giles, Schmiede, 1993) by encouraging individuals to plan, reflect, describe, analyze, and communicate about their experiences. A successful critical reflection process is:

- **Continuous** (before, during, and after the experience to promote developing new ways to see the world)
- **Connected** (links real world experience with academic course)
- **Challenging** (engaging individuals in a more critical way)
- **Contextualized** (reflection method corresponds in a meaningful



Reflection discussions

way to topics and experiences)

Reflective thinking, according to John Dewey, is the key to making experience educative: Therefore, the greater the understanding of the experience, the more informed the action.

Additionally, reflection impacts how individuals intra-personally (themselves) and inter-personally connects with others and the community.

Reflections take many shapes including reading literature and written materials; completing written exercises; doing projects and activities; engaging in oral exercises; creating videos and art posters.

Research supports the notion that pre-service physical education teachers who have the opportunity to study and teach the content they intend to use in the teaching profession have increased chances of success.

Student Reflections

Reflection by Tony (Alum)

I really enjoyed and appreciated the learning and experience that I received as an undergrad by having the opportunity to teach to middle school

kids.

I was able to immediately see what I have learned in the classroom in a real life scenario. This relayed to me the importance of trying to learn as much as possible

in the classroom so that I have more tools to use in a real world setting.

This experience also solidified my desire to become a physical educator. To be able to go out and teach my focus of study so quickly was a great way to make sure I really wanted

to do this as a career. The ability to practice classroom management and introduce the curriculum to a smaller size class was very important.

It allowed me to grow in steps instead of being faced with doing this with a class of 40+ students all at once.

I saw immediately that my knowledge of human anatomy,

nutrition, and biomechanics was going to be needed for me to be an effective physical education teacher. During the soccer unit, I was able to instruct the students on the bio mechanics of the kick and how to use certain muscles, the quadriceps, and abdominals more than the hip flexors and

“Overall, I trust in this service learning program and really appreciated the benefits that it provided me and the students that I worked so closely with.”

the tibialis anterior.

This was great to see all my studies come together while I was still an undergrad. It made me really appreciate my education more and motivated me to keep trying my best in my academics knowing now how important and pertinent it really is as a physical educator.

I view my participation in service learning to be beneficial to the students because they received more one-on-one instruction than they normally get, and they were motivated and taught by college students. I also believe that this acts as a role model program for higher education, like an advertisement for California State University San Marcos (CSUSM). These local students are seeing how fun and exciting college can be and introduces them to CSUSM. This could be a way to motivate students to go to college, specifically CSUSM.

Overall I trust in this service learning program and really appreciated the benefits that it provided me and the students that I worked so closely with.



Service learning helps students understand the importance of academic learning and how it ties to the real world

More Student Reflections

Reflection by Mike (Alum)

These teaching experiences provided me with an opportunity to apply my content knowledge and pedagogical skills in an authentic setting. The courses allowed me an opportunity to practice writing lesson plans, implementing the lesson plans, and making modifications to the activity to make them more developmentally appropriate for the students.

For example, when I was teaching badminton, some students in my group had a lot of trouble with just being able to hit the shuttle. Instead of having them continue participating in a drill or activity that was too difficult for them, I had them practice a drill that was easier and allowed them to be more successful. The experiences allowed me to be able to work with students with skill levels ranging from low, medium, and high, which is what it will be like when I start teaching. Overall, these experiences benefited me because they

gave me an opportunity to gain experience teaching. I felt very confident going into my student teaching because I had these previous experiences.

The service-learning experience made the kinesiology courses more relevant because I was able to take the theories and the content that I learned in class and apply them to real students in a real class. It is much different to teach the content to other college students compared to middle school students.

For example, when we were learning about Adventure Based Learning, the theories sound great. Then, when you teach the activities to your peers, it goes really well. So, you have this feeling that it is going to work out really well with the middle school students. However, that was not always the case, but the good thing about that was I was able to reflect on the lessons and determine what

worked well with the students and what needs improvement. I feel that this is very valuable because when I have my own teaching position, I will have a better idea of what modifications I should make to certain activities and lessons so that the students have a better learning experience.

Reflection by Ross (Alum)

I found my experience at the middle schools to be beneficial mostly because it allowed me to gain experience teaching students in a comfortable environment that set me up for success. I enjoyed teaching because I was comfortable with the content that we had learned all semester, and I felt well-prepared for the experience.

We were also able to teach small groups of students that ranged from 4-15 at the various school sites. Having small groups of students and often another classmate to co-teach with made the management aspect easy with the students. This gave us valuable experience teaching to small groups of students



Service learning provides students with opportunities to develop their teaching styles

without having to worry much about the classroom management and other issues involved in teaching a full class. It was a great introductory experience and was valuable in preparation for the teacher credential program. The content that we taught at the middle schools has also provided me with more content knowledge and experience teaching that I would not have had prior to entering the credential

program.

The experience at the middle schools also made the course material more relevant by providing us with a real audience to teach. We gained some experience by teaching the content to classmates prior to the middle school experiences, but it was not authentic because our classmates were much more mature and many were experienced athletes. This was most important in learning the appropriate timing for implementing progressions.

When teaching our classmates, we were able to speed through many of the drills and progressions because they were not challenging to us. With the middle school students, however, we saw that many students were beginning with no prior knowledge or experience with the content and more time had to be spent on fundamental skills. We

learned that it was sometimes necessary to spend multiple days on a single skill and that it was important to be very clear with instructions. Usually, our classmates did not require much instruction to understand the tasks. The students needed step-by-step instructions with demonstrations to understand the tasks, and sometimes it was needed multiple times.

The experience was also valuable for the middle school students because it provided a unique small group experience. They were able to get extra attention and instruction that they would not be able to get in a regular PE class with one instructor and many more students. The young students also seemed to enjoy working with young college students and some had questions about college. That was nice to see because students seemed to be excited about PE and college from the experience. They were also able to progress

“**The experience at the middle schools also made the course material more relevant by providing us with a real audience to teach.**”

much faster and learn the content in depth because of the small groups that we taught.

Reflection by Jill

While teaching at San Elijo Middle School, I continued to improve my effective teaching skills. Teaching rugby was different than teaching soccer because for me, my content knowledge is not as strong. I got a lot out of teaching these students because it not only gave me more experience out in the field, but the experience also allowed me to teach a variety of students.

The students at San Elijo were very well-behaved, and because of this, there were days when I had to think on my feet to come up with more progressions and how to make things more challenging.

I became flexible and realized how important it is to know the content and plan for more activity just in case. I continued to grow in my corrective and positive feedback as I taught students a new sport, which they really enjoyed.

Not only did I get a lot out of

the experience, the students also got a lot out of it as well. My students had never played rugby before, so they were very willing and eager to learn the sport when we came out to teach. Even though we were only there for four days, the students had so many opportunities to respond and learn the skills we gave to them.

The progress that was shown over the four classes was tremendous. Students who couldn't even make a lateral pass the first day were coming up with switch pass plays and fakes by the end of the experience. I had one girl say to me, "I like rugby better than football because I feel like both genders can play and be good." That comment made me really happy because our goal was to get everyone excited and develop at least a little bit of



San Elijo students certainly benefited from KINE service learning students

knowledge of the sport.

Overall it was a great experience, and it benefited both the students and me.



Dr. Stuhr provides CSU San Marcos students with positive feedback on peer-to-peer teaching skills



Service learning provides the opportunity to work with young students in small groups



Strong teaching skills motivate students to participate

Reflection by Neal

Throughout my educational journey at CSUSM I have learned a significant amount of content. For example, I know that when a muscle contracts it uses ATP; I know how glucose is broken down through glycolysis, and I know where the tensor

fasciae latae muscle is located. I know how to develop content in a progressive manner; I know how to properly check for understanding, and I know how to throw a rugby ball. But I have never applied all of this knowledge, which makes it no different from stored

data in a computer. It is only when I apply this knowledge that I can achieve something extraordinary and have impact on those around me.

I have been privileged enough

to receive this opportunity to apply my knowledge in my Kinesiology 308 class. However, instead of writing or testing my knowledge, I had to now apply it, which I previously had never experienced in my other

Kinesiology classes. This was a significant moment, an opportunity, and I was extremely excited for this experience. I received the opportunity to teach tag rugby to a group of students at a middle school. Most of these students had no experience with tag rugby or possessed the

skills to achieve success.

From the very start, I could tell that I would need to break down the skills of tag rugby and apply and use my knowledge of effective

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pedagogy. My very first lesson at the middle school did not play out in the same way I had read and studied. In fact, the students seemed rather disengaged and unmotivated. However, I continued to break down the rugby skills by listing the critical elements, demonstrating them, checking for understanding and giving positive corrective specific feedback, all of which were techniques I have learned throughout my class.

After implementing these quality teaching techniques I had learned, as well as keeping

a positive attitude, my students began to become interested in the sport of tag rugby. Later in the week, my students seemed entirely different and were excited to learn new rugby skills—as a result of my implementing quality pedagogies and maintaining a positive attitude. In fact, many of the students thanked me and wanted to continue to learn new rugby skills when it was time for me to leave.

This was a great experience for me; no book or test could have come close to this experience.



Service learning impacts learning by teaching others what you've learned

“This was a great experience for me; no book or test could have come close to this experience.”

Reflection by Ryan

Having the opportunity to teach at San Elijo and San Marcos Middle School was a great experience for me as a future teacher. During the college classes you read about the different teaching strategies and what to teach but actually

getting out there with all the students is something that you just can't read about. The interaction with the students was a great experience and showed

me as a teacher the areas in which I am proficient and which areas I still need to improve on.

Having a group of 6 to 7 students was a great way to see what is working and what isn't so we are prepared for the eventual 40 students that we experienced with student teaching. The students were

ready to participate and eager to learn all the material that we had to share.

Some of the materials were very new to me and were a great platform to try the new materials out and see how well

I could teach them. I think the students were a little apprehensive at first but their body language improved over time.

I knew I was beginning to make a difference

when I was able to hear the sadness in their voices once we told them we were done teaching at their site. The energy and enthusiasm that the students provided is a great feeling as a teacher and really confirmed why I wanted to get into the profession.

Not only was the experience good for me as a future teacher, but it was great for the students

“ During the college classes you read about the different teaching strategies and what to teach but actually getting out there with all the students is something that you just can't read about. The interaction with the students was a great experience and showed me as a teacher the areas in which I am proficient and which areas I still need to improve on. Having a group of 6 to 7 students was a great way to see what is working and what isn't so we are prepared for the eventual 40 students that we experienced with student teaching. The students were

as well. Having the interaction with the teacher in a smaller setting than they are use to allowed the students to learn so much in such a short time.

Our lessons were full of opportunities to respond and allowed the students to develop many skills in sports they otherwise would not experience. Allowing the students the opportunity to participate in constant activity during school will hopefully open their eyes to physical activity and provide them the motivation to continue their physical activity outside of the classroom. These classes not only confirmed the fact that *I knew this is what I wanted to do, but gave me the confidence to know that I could do it.*

Reflection by Bradley

I had the privilege of visiting San Marcos Middle School where I taught students the rules and regulations of badminton, a world-wide known team and individual court sport.

Interestingly, our teachings went beyond the critical and pedagogical analysis of

badminton. I felt like we not only shared our knowledge of the sport, but helped individuals gain and retain social connections, life long learning skills and important behaviors needed for students to succeed beyond the boundaries of school.

Kids who came into the class more individualized than others learned to adapt through participation and physical activity. Others who had few connections within the group left with new acquaintances, received needed social reinforcements, and left with overall better behavior.



The KINE service learning project is a win-win for everyone

In addition to these life-long learning skills, the children picked up knowledge of a new sport and also received an education on physical activity. Hopefully this sticks with them

for the rest of their lives.

Physical education is something much needed in modern day school systems, especially in areas of lower socio-economic status where obesity and juvenile diabetes are sometimes more common.

Surprisingly, I learned more about badminton through this service learning experience because of the application and teaching process of the sport. I appreciated this opportunity so much and felt like I grew with the kids in more ways than I originally imagined.

I have found a whole new acceptance for who I am. I obtained the patience required to teach children, which coincides with how awesome kids are, especially when you get the opportunity to teach.

I also gained much needed life long learning skills and important behaviors, and realized that I may have even needed it more than the young children I was teaching. Thank you San Marcos Middle School, and thank you, Dr. Stuhr, for this wonderful opportunity.



Service learning promotes critical thinking and self confidence

Additional Comments from Student Reflection Papers

“The opportunity to interact with students in an intern context has increased my knowledge, experience, understanding, and insight into the minds, attitudes and efforts of this student population group. This opportunity allowed me to make application of content we have not used previously in a real student environment and further reinforced my knowledge base in a way that will certainly enhance my ability to engage in reflective teaching skills more effectively.” *by Kevin*

“Being a Kinesiology pre-physical therapy major at CSUSM, I never thought I would be participating in any form of teaching, not to mention teaching a sport that I had little knowledge of. With this being said, the content covered in Kine 307 and the guidance of our teacher prepared me well for the task of teaching; a task that I was unprepared for. This teaching experience has been an amazing opportunity. It felt good seeing how the students responded to the content we were teaching them and the enjoyment they received from the time spent with us learning a new sport. This experience has also opened up my eyes to the difficulties that teachers are faced with everyday.” *by Derek*

“Working with OCSL for the past three semesters has given me a background in teaching early on in my experience as a potential teacher candidate. I have gained insight and my own teaching dispositions that other future teacher candidates do not have. I feel as though this experience greatly prepared me to pursue my goal of becoming a physical education teacher.” *by Morgan*

“By having Dr. Stuhr use lecture time to verbally explain the ways to coach students and lab to physically show us different skills it takes, I was fully prepared to be the one in charge and be the teacher for the class periods I had.” *by Renee*



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creation**