

**“His Physical Education Class Runs Itself”**

**Steve Geiman** is a high school physical education teacher in Virginia. Steve shares the following reflections on his effectiveness as a teacher.

“For years, I have heard the complaints of physical education teachers. Their classes are not like others. They can’t use all of the normal management ideas to teach, and they move all over the place, so their classes can’t stay as organized as a regular classroom.

**“Physical education teachers can be just as effective in the gym as other teachers are in a classroom.** Good classroom management must be an integral part of a physical education program. Physical education is unique, but basic management and good planning can create an awesome teaching opportunity!

“Years ago, I used the Wongs’ ideas to change my health-classroom teaching. I started with a few procedures and routines. I created a discipline plan and a classroom management plan and taught both during the first days of school. Each year I added new procedures and routines. I adjusted the procedures to suit changing needs. The transformation in my classroom was astounding! **The class could literally run itself.**

**“My classroom effectiveness was tremendous, but I had not made that transition to the gymnasium. I was still teaching physical education the old way.**

“Physical education presented a different set of challenges, but I knew after looking at my needs in the gym that a good management plan would create an atmosphere just like the classroom. I designed procedures and routines and a discipline plan that are conducive to a physical education atmosphere.

“In the classroom, students were responsible for coming into the class and getting to work immediately. They were given a bellwork assignment that was posted in the same place every day.

“In the gym, I created the same idea with something called ‘instant activity.’ To do this, there needed to be a little more management in place. I bought portable whiteboards and placed them against the gym wall in the same place every day.

“On the whiteboard, I post the instant activity assignment as well as the daily plan. When the students come to the gym, they check the whiteboard for the assignment, get dressed, come out, and start the activity immediately. I provide a basket full of equipment and choices for activity.

“Every day, in the past, I heard the same questions, ‘Are we doing anything today?’ or, ‘What are we doing today?’

“Now, everything is posted on the whiteboard, and the students know the daily plan from the very beginning of class. **They also know they are responsible for starting to work and that the teacher does not start class.**

## “His Physical Education Class Runs Itself” (continued)

“I meet the students at the gym doors every day for the first two weeks. I greet them and remind them to check the whiteboard for the assignment, get dressed, and start work immediately.

**“After a week, the repetition kicks in and the procedure becomes an automatic routine.**

**“The class is structured around routines and procedures.**

“The procedures and routines in the gym are based on my need to facilitate effective teaching. **A procedure is created for whatever needs to be done in the gym to move efficiently and maximize instructional time.**

**“Prior to the changes in the gym, my classes were difficult. I was working myself to death reminding students every day of things I needed them to do.** I did all of the work. I set up games, moved equipment, and handled paperwork. It was exhausting! I did not enjoy physical education, nor did the students.

“Since I have implemented the new management plan and made some changes with all-inclusive games and music, participation levels are near 100 percent!

“The students are now responsible for all paperwork, equipment, and set-up—leaders are assigned and activities are much more organized. Classes run themselves and I can teach much more effectively. Students can’t wait to get to class!

“Because of the success we are having in our health and physical education program, I now conduct seminars for other teachers on classroom effectiveness. **I thank the Wongs for all of the ideas and for helping me make a difference!”**

### Effective Teaching Is Rewarding

As testaments to his years of teaching high school physical education, **Steve Geiman has been selected as the high school Teacher of the Year at Wilson Memorial High School in Augusta County, Virginia, and Physical Education Teacher of the Year for the state of Virginia.**

Steve shares his expertise with other educators in Virginia, Maryland, and North Carolina. His seminars focus on management, motivation, credibility, assessment, grading, effective teaching techniques, and lesson planning. All his seminars feature extensive handouts and easy-to-implement ideas; they are interspersed with new games and ideas for motivation.

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