Technology Helps in PE!
Perkins physical education teacher Sue Moak learned about a really cool app called *Bust-a-Move Video Delay* or *BaM* for short, a few years ago at a PE conference.

Simply, the highly-rated sports app uses iPhones, iPads or iPod Touch device cameras to video someone doing some type of sports, dance or martial arts move, for example, and after a brief time delay, plays the video.

After buying her own iPad and the *BaM* app, Moak began using it in her classes, on a limited basis, when teaching students various athletic skills and moves to provide them a quick way to see themselves doing it and help them self correct, if need be, and improve.

But she was limited, time wise, because she only had one iPad that meant each student in the class would have to wait longer to be videoed and view the playback.

Before that she would occasionally use a video camera to record students to show them “*critical elements of a skill which may have been missing.*”

But Moak said that was not only time-consuming, but cumbersome and didn’t allow students to work and access their skill level independently.
But that’s all changed.
Since receiving six ipads for her classes to use last year, Moak has been using BaM as often as applicable.
Like January 16th when a second grade class of 18 students were practicing dribbling while jogging.
“They’d previously been taught and practiced six success criteria for dribbling — using a big hand, push pads, tummy high, yo-yo wrist/elbow, eyes forward and keeping the ball in control,” Moak explained.

“The success criteria is also the basis for their report grade. On Jan. 16th the students were checking to see if their dribbling had gotten better from the last time the ‘magic cameras’ were used. When asked if their skill improved, the students could tell me exactly what had improved. If they saw something in need of improvement, they could verbalize that to me as well. In future classes, the students will be asked what grade they would give themselves and why. This would not be at all possible if I didn’t have this technology.”
Moak said another plus with the BaM app is the ease of use that provides quick feedback. “The students see what they just did, so they can correct it, try again, look again, correct and so on. It’s instant feedback for students! Once it’s set up, it works hands free,” she said. “The BaM app allows the students to be independent and in charge of their learning and their success.”

On Jan. 16th, Moak had the six iPads set up on stackable plastic milk crates at the east end of the gymnasium. Three students were at each of the six stations and they took turns jogging and dribbling as the video camera in the iPads behind them would record their every move. Then they would run back and watch the replay and do it as many times as the 20-minute segment of the class would allow.
“The students were proud of their success,” Moak raved. “They could see their progress. They could tell you exactly what improved. One of my 1st grade students was having a difficult time mastering the skill. I had previously verbally explained what was correct and what needed to be corrected. But this wasn’t working for him. When he saw himself dribbling, something clicked! He saw what needed to be improved. He fixed it and was successful! He was so happy! His whole demeanor changed. Students will come up to me excited to show me how much they have improved after watching themselves.

“This app is a powerful teaching tool,” she continued excitedly. “The kids love to watch themselves and are so happy when they see themselves improve. That makes them want to participate even more. Students are more on task when we use BaM. It’s amazing.”