


8TH EDITION



DYNAMIC PHYSICAL EDUCATION

FOR SECONDARY SCHOOL STUDENTS



DARST | PANGRAZI
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INSTRUCTIONAL ACTIVITIES

Instructional activities and skill experiences to be taught in the lesson are delineated in proper developmental sequence. Four parts of instructional activities (Introductory Activity, Fitness Development Activity, Lesson Focus Activities, Closing Activity) are integral to a successful plan. See next page for more details.

Lesson Focus (15–20 Minutes)

Partner passing:


Rally ball to partner continuously allowing ball to bounce on ground before returning 4' apart.
Increase distance.
Rally ball without a bounce 4' apart.
Increase distance.

Use Toe-to-Toe to make partners.
Scattered formation/ lines facing partner.

Serving:

Use underhand forehand stroke.
Do not bounce the ball first.
Contact ball at or below the waist.
Serve diagonally cross-court clearing the non-volley zone.
The Server must keep both feet behind the baseline during the serve with at least one foot on the court surface at the time the ball is hit.

Same partner.
Assign courts.
4 people per court.

 The server is decided with a coin toss, or a rally until a fault is made. A minimum of three hits must be made for the rally to be valid. The winner has the option of serving or receiving first. At the start of each game in doubles, the first serving team is allowed one fault before giving up the serve to the opponents. Thereafter, both members of each team will serve before the ball is turned over to the opposing team. In singles play the server's score will always be an even number when serving from the right court and an odd number when serving from the left court. Only one serve attempt is allowed, except in the event of a 'let' (the ball touches the net on the serve, and lands on the proper service court) then the serve is taken over.

Game (5 Minutes)

Bouncing Ball Relay Race

Run from one end of the relay area to the end and back while hitting the ball up and down on the paddle.
Pass paddle and ball to next person.
Sit when all in group have completed the relay race.

Use Whistle Mixer to make relay lines of 5–6.

Evaluation/Review and Cheer

What muscles were used today during the lesson?
What was the most challenging part of class today?
Explain serving rules of Pickleball.
What was the most challenging part of the relay race?

Cheer: We Love Pickleball.

TEACHING HINTS

Organization tips and important learning cues. How equipment is arranged, how students are grouped, and proper technique cues are examples of information placed in this column.

INSTRUCTIONAL PARTS OF THE LESSON PLANS

The four instructional parts of the lesson plan and major purposes of each are as follows:

Introductory Activity: Introductory activities change weekly and are used to physiologically prepare children for activity when entering the gymnasium or activity area. Activities used in this section demand little instruction and allow time to practice class management skills.

Fitness Development Activity: The fitness development section usually utilizes 7 to 8 minutes of a 30-minute lesson. The purpose of this section is to try to familiarize children with many different types of physical fitness activities. A second major focus for this part of the lesson is to develop positive attitudes toward physical activity. Discussion about the values of physical activity for a healthy lifestyle should be included here also.

Lesson Focus Activities: The purpose of the lesson focus is to teach toward global NASPE Physical Education Standards and specific lesson instructional objectives such as the development of eye-hand coordination, body management competency, and fundamental and specialized skills (e.g., folk dancing, shooting a basket, and catching an object). The lesson focus usually takes 15–20 minutes of the daily lesson depending on the length of the teaching period. Lesson focus activities are organized into units and vary in length depending on the developmental level of children. Lesson focus activities change weekly except when continuity of instruction demands longer units.

Content in each lesson is organized in a developmentally appropriate sequence, with the first activity being the easiest and the last activity the most difficult. This progression assures each student will begin with success, since all children are capable of performing the beginning activities. It offers a proper and safe sequence of activities for instruction.

Closing Activity: This part of the lesson plan takes place at the end of the lesson and utilizes the last 5–7 minutes of the period. The closing activity should help children feel positive about activity so they look forward to the next lesson. If a lesson has been physically demanding, a less active game or cooperative activity can be played and vice versa. When appropriate, a low key, relaxing activity can be used to help children unwind before returning to the classroom. At the end of the closing activity, it is appropriate to review and bring closure to what has been practiced and learned throughout the entire lesson.

OTHER RESOURCES:

FITNESS TESTS
www.cooperinst.org

STRENGTH TRAINING AND CHILDREN
www.acsm.org

YOUTH SPORTS
www.nays.org

PHYSICAL EDUCATION TEACHING AND
CURRICULUM INFORMATION
www.pecentral.com
www.pelinks4u.org
www.masterteacher.com

CLASSROOM MANAGEMENT
www.honorlevel.com

CHILDREN'S DISABILITIES INFORMATION
www.childrensdisabilities.info

ADAPTED NATIONAL STANDARDS
www.apens.org

EQUIPMENT
www.gophersport.com

PLAYGROUND SAFETY
www.playgroundsafety.org

EIGHTH EDITION

DYNAMIC PHYSICAL EDUCATION

FOR SECONDARY
SCHOOL STUDENTS



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In addition to co-authoring the previous edition of this text (*Dynamic Physical Education for Secondary School Students*, 7/e, Pearson, 2012) with Bob Pangrazi, and serving as its lead author, Darst also authored *Outdoor Adventure Activities for School and Recreation Programs* (Waveland Press), *Analyzing Physical Education and Sport Instruction* (Human Kinetics), and *Cycling* (Scott, Foresman and Company, Sport for Life Series). He has written many articles and made numerous presentations to teachers on new ideas in teaching and on working with students.

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PREFACE

This exciting new edition of *Dynamic Physical Education for Secondary School Students* continues to reflect the national concern for public health. The activity habits of middle and high school students have continued to receive attention from a wide range of health professionals, agencies, and experts. From top governmental agencies to state and local school boards, the physical activity of young people in the United States is being scrutinized; physical education programs are receiving national attention and many practitioners continue to call for major reforms in how and what physical education professionals offer students. We continue to maintain that physical education should be a basic component in every student's daily life and educational plan. Youth inactivity is a major problem that does not always receive the attention it deserves because of an often stronger focus from schools on issues related to being overweight, rather than being inactive.

This revision focuses on not only increasing the activity level of all students in physical education, but also promoting activity both inside and out of the school site, in culturally diverse settings, and with students of varying abilities. Because there are many factors that influence young people's activity levels and lifestyles, we have focused this edition on delivering knowledge, developing positive attitudes, and increasing the desire for daily physical activity in all students.

HIGHLIGHTS OF THE EIGHTH EDITION

The Eighth Edition of *Dynamic Physical Education for Secondary School Students* has been revised to reflect an emphasis of the core rudiments of quality curriculum and instruction in secondary physical education. This new edition includes a focus on current issues facing physical education instructors, including the effects of overweight on young people's physical participation and enjoyment, ways to help promote a healthy lifestyle beyond the school years and environment, and creating schools that actively support a culture of physical activity. Updated content on inclusion, diversity, and gender issues is intended to enhance the creation of effective learning environments, including specific ways to encourage students with different ability levels and in culturally diverse settings. We have also added content on the expanding role of physical educators outside of the school environment, such as in the role of activity coordinators for the whole school, and on ways to advocate for physical education within the school administration.

In appropriate sections we have added new activities and fitness routines that are increasingly found in health clubs and other settings, including kickboxing, stability balls, medicine balls, yoga, Pilates, CrossFit workouts for their centers, Pickleball, body bars, rock climbing and other innovative activities. All chapters have been updated to reflect current trends and developments in secondary school physical education.

Additionally, selected photos have been refreshed and updated to reflect new activities and current best practices. There are Learning Outcomes listed at the beginning of each chapter. We have also added the 2013 National Standards for Physical Education at the end of all chapters, highlighting chapter-specific standards, and now have included Study Stimulators and Review Questions at the end of most chapters in the text.

Pedagogy and Organization

Each chapter identifies which Essential Components of a Quality Curriculum are discussed, and which National Standards apply to its specific topic area. As we said above, most chapters close with a set of Study Stimulators and Review Questions that precede the References and Suggested Readings section. In addition, relevant Websites for each of the chapters are included, where appropriate, to help students find additional information and resources. All of these essential pedagogical components help to focus study and application on the most important concepts covered within the chapters.

Section 1: Justifying a Physical Education Program

Section 1 places emphasis on designing a program that will be appealing to students. Evidence shows that required daily physical education occurs only in about five percent of high schools. This means physical educators have greater pressure on them to create attractive elective programs. Many schools are now offering a "health club" approach, in which activities and instruction better meet the interests of students. When students are able to learn popular and current activities such as Pilates and kickboxing at school, the odds of them continuing active lifestyles increase. Programs should be dynamic and adaptable to the needs and preferences of a broad range of students.

With the continued and growing emphasis on accountability and test scores in school programs, it is important to determine what should be taught, what students should know, and what they should be able to

do when they leave the school environment. Chapter 1 contains a review of the NASPE content standards that offer direction to quality physical education programs. The standards identified in Chapter 1 encourage the development of a program that stresses lifetime activity, competency in a wide variety of physical skills, the need for strong social and personal responsibility skills, and the knowledge needed to maintain personal health and an active lifestyle.

Chapter 1 also discusses the essential components of a quality program. Across the country, a wide variety of curriculum approaches and instructional procedures characterize physical education. We believe that while differences may exist among programs, quality programs display many similarities. The essential elements of a quality physical education program have been delineated in this text so that teachers can add their own unique elements to a program while maintaining the essential elements for quality.

Section 2: Designing a Physical Education Program

Chapter 3 focuses on curriculum construction and how the characteristics of students affect the development of a meaningful curriculum; it includes information on new, flexible scheduling ideas and the need for teachers to factor varying lengths of class time into their lesson plans. Chapter 4, which is devoted to helping students and teachers understand different curriculum approaches, has been updated to include suggestions on how the approaches can be used in a middle school or high school setting. The strengths and weaknesses of each of the curriculum approaches are covered, and curriculum maps have been updated for teachers to give a clear overview of the approaches. Chapters 3 and 4 both focus on middle and high school, with an emphasis on students' growth and development characteristics and the impact those characteristics have on curriculum design. An understanding of these chapters gives teachers essential grounding in the philosophical framework that undergirds the curriculum. New activities have been added and evaluated by a large cadre of both new and practicing teachers.

Section 3: Teaching a Physical Education Program

In this section, Tim Brusseau and Heather Erwin contributed significantly to chapters 7, 8 and 10, encouraging teachers to perform their teaching skills in a manner that is technically correct and in line with current research. The chapters on pedagogy reflect a body of knowledge related to effective teaching and indicate the science involved in instruction.

Planning has always played an important role in effective teaching. Chapter 5 focuses on planning for success with daily lesson plans and unit plans within the curriculum. Information is provided on pre-instructional decision-making and the designing of instructional sequences for recommended parts of a lesson. Practical strategies are offered to help both beginning and experienced teachers organize meaningful and sequential learning experiences. Chapter 6 presents organizational material for improving the instructional atmosphere. Advice for effective supervision and communication with students is presented in a step-by-step approach. Important facets of teaching are presented, such as the development of instructional cues and the demonstration, observation, and maintenance of class performance. A large section of this chapter is devoted to helping teachers adapt instructional tasks to the individual needs of students. The effective use of instructional feedback is important for motivation and learning and much emphasis is placed on this topic. Diversity issues are extremely important for teachers, considering the growing number of cultures that are a part of the school population.

In Chapter 7, a positive and caring approach is offered for managing and disciplining students. This area is always a major concern of teachers and parents and is rarely covered in detail in physical education textbooks. Teachers are shown how to reinforce desired behavior and develop a positive, yet assertive, discipline style. Punishment, although discouraged, is discussed, and guidelines for acceptable use are presented. Chapter 8 on teaching styles has been updated with new ideas, particularly in the area of peer teaching ideas and analysis. New information on teaching styles and how they can be used to facilitate student learning is included.

Chapter 9 has been revised to feature new instruments and techniques for analyzing instruction. This chapter is up-to-date and offers new ways of examining the effectiveness of instruction. Chapter 10 has been updated by Heather Erwin and includes a broad and comprehensive examination of assessment, evaluation, and grading ideas for secondary schools. There is also a review of protocols with a focus on process, to help develop authentic assessment instruments. Directions and guidelines for implementing the latest "Fitnessgram" are given. New sections on portfolios and tactical game-playing assessments are also included. In addition, there is a presentation on the pros and cons of grading as well as different points of view on grading to help teachers make important decisions in this area.

Section 4: Developing a Total Program

New ideas in this section have been added by Tim Brusseau, particularly to Chapter 11, "Students with Disabilities," offering a step-by-step approach to the

development of an individualized education program (IEP) and the presentation of guidelines for screening and assessment. Criteria are offered to help place students in the least restrictive environment possible, with emphasis on a positive and constructive approach. Also available are practical ideas for modifying activities that assure inclusiveness to increase the effectiveness of a program.

The important aspects of legal liability are seldom covered in secondary school physical education textbooks, but legal liability continues to be a major concern of teachers. Because teachers are often in a supervisory situation, guidelines in this area are also covered. Chapter 12 provides a new set of liability scenarios for students and teachers to discuss and analyze. It also describes situations teachers should avoid, focuses on safety, and offers a checklist for analyzing possible situations that could result in a lawsuit. Chapter 13 has been updated with new ideas for getting students engaged in various after-school programs, including intramurals, sports clubs, and athletics. A strong case is made for making these programs an extension of the physical education program with the purpose of keeping students engaged in an active lifestyle.

Section 5: Implementing Instructional Activities

Chapter 14 on introductory activities has been updated with the addition of new activities in various categories to challenge students and get them warmed up for the fitness activities that follow. Many new games with variations for integrating academic concepts have been added.

Chapter 15 and 16 separate and define the differences between fitness and activity and explore how physical education programs can be successful in emphasizing both areas. The focus is on allowing students to select their primary purpose for being active. Emphasis in Chapter 15 is on teaching students self-management skills to increase their personal activity levels. A new and comprehensive section on pedometers discusses how to begin using them in a class setting and moves toward students independently monitoring their activity levels. Walking, the overwhelming activity choice of most adults, is discussed and a variety of class activities are offered. Chapter 16 includes new information on physical fitness as well as new fitness routines and activities that offer the widest possible range of fitness options for students. A new section on fitness activities found in the health club setting is included to help teachers prepare for activity outside of school. We feel schools should prepare students in a manner that makes it easy for them to join a health club when they are no longer in a school-based physical education setting.

Chapter 17 offers activities for maintaining health and developing an understanding of the basic components of

lifetime health and wellness. It is important that these concepts be incorporated into the physical education curriculum wherever possible.

The instructional units are packaged into three chapters: sports, lifestyle activities, and outdoor adventure activities. These chapters are designed to help teachers create meaningful units of instruction by focusing on skills, drills, and lead-up games. It is important that content knowledge be shared with students during the skill development stage. After they have learned a skill, drills are offered so students can practice in a constructive setting. Lead-up games isolate the skills and place them in a competitive setting so students can apply what has been learned. New activities such as inline skating, Pickleball and rock wall climbing have been added or updated. The references, suggested readings, and websites for each activity are updated so students and teachers can secure in-depth information from activity experts.

KUDOS

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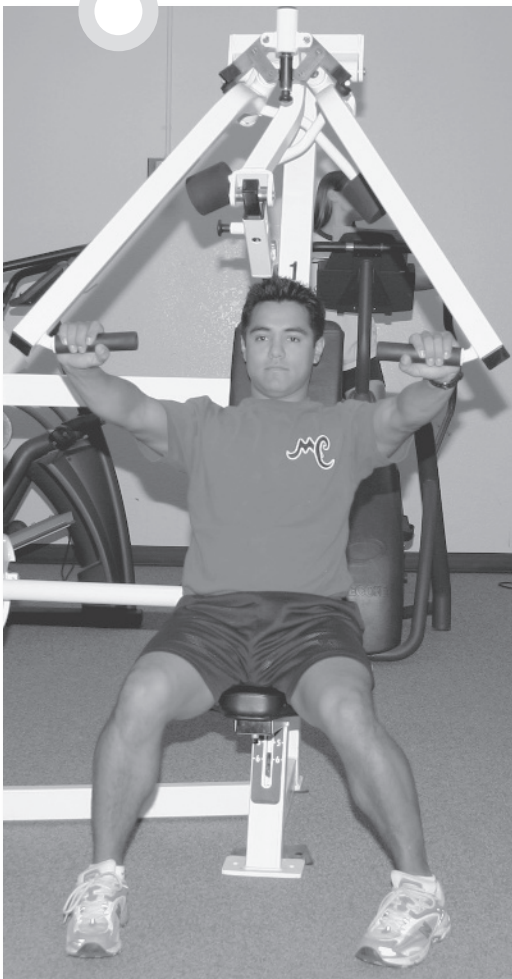
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1

Physical Education in the Secondary School



Learning Outcomes

After studying this chapter, you should be able to:

- Describe why people have misconceptions about physical education.
- Define physical education and describe how it functions as part of the secondary school experience.
- List program objectives and recognize the distinctive contributions of physical education.
- Cite the content standards of secondary physical education.
- Verbally portray how a variety of societal influences and federal mandates have impacted secondary school physical education.
- Describe various trends and issues in secondary physical education.
- Describe the educational reasons for including physical education as part of the school experience.
- Identify essential components of a quality physical education program.
- Describe the characteristics of successful physical education programs.
- Discuss the new common core standards and how they can impact physical education.

PHYSICAL education is that phase of the general educational program that focuses on movement experiences to contribute to the total growth and development of each student. Program objectives provide the framework and direction to the physical education curriculum. Systematic and properly taught physical education can help achieve the major content standards, such as movement competence including skills and knowledge; participation in physical activity and maintenance of physical fitness; exhibition of personal and social behavior that respects self and others; and a value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. Modern programs of physical education have been influenced by cultural and

educational factors, and many issues impact physical education programs. Quality programs include essential components and specific characteristics.

PHYSICAL education can be a positive and exciting experience for students. A quality program can offer the opportunity to choose between activities such as mountain bicycling, skating with rollerblades, golf, rock climbing, tennis, racquetball, group activities on a ropes course, and wilderness survival. Some high schools offer elective choices, including sailing, scuba diving, martial arts, Frisbee games, Pickleball, Sabakiball, Eclipse Ball, and water aerobics. Modern fitness centers with indoor climbing walls are becoming more common, providing access to a variety of machines and equipment for working on the various components of health-related physical fitness. Two- or three-week mini-courses as well as semester-long, in-depth units are being designed by creative teachers to meet student needs and desires. New program offerings include adventure and wilderness courses that teach caving, rock climbing, stream fishing, and backpacking as part of the physical education program. Middle schools are offering a variety of units—including cardio kickboxing, step aerobics, walking activities using pedometers, modified team handball, new games, initiative challenges, ropes course activities, modified lacrosse, Frisbee skills, bicycling, and orienteering—so students can explore and find activities they enjoy. Many of the physical activities are at times being integrated with academic concepts from math, science, writing, literacy, and geography.

Many programs are emphasizing a more positive and inclusive atmosphere. Strict dress codes have been relaxed to provide students with more choices. Instructional procedures include learning stations in which students work on different tasks at different ability levels. Teachers move around the gymnasium providing information and correcting, encouraging, and praising students. Students have more input about the type of activities they would like to see offered. Physical fitness activities include innovative visual materials and music. Choices may include work with large and small exercise balls; fitness scavenger hunts; rope jumping; circuit training; activity routines; partner resistance activities; use of stationary bicycles, rowing machines, or stair-climbing machines (**Figure 1.1**); or participation in orienteering courses with compass activities and math skills with bearings and angles involved. These activities are arranged and presented so all students can find personal satisfaction and success. Students at all ability levels are provided with challenging and successful activities that encourage them to expand their physical limits and develop a level of personal success and confidence.



FIGURE 1.1 Fitness center activities

So, is this how the public perceives physical education today? What is physical education? Ask this question and an infinite number of answers will result. People have varied images of the physical education environment. Some envision a class in which students dress in a required uniform and exercise in straight lines under the watchful eye of a regimental instructor. Accompanying this image is a negative atmosphere where running laps and exercise are used as punishment for dress code infractions or misbehavior. Others might view physical education as a subject to be avoided because of crowded classes, smelly locker rooms, forced showers, and a lack of time for changing clothes. Athletically inclined participants often remember physical education as a time for playing sports on a daily basis with little or no instruction.

These memories of physical education create a public perception package that might be described as follows: Students are hurried into their gym clothes only to wait at attention for dress inspection. Next, never-changing group calisthenics and stretching are followed by a lap around the track. Students then choose up sides and play the traditional team sport or game of the day (e.g., flag football, basketball, softball, or volleyball). The final activity of the day involves showering in four minutes, with a mandatory shower inspection to make sure that all students are wet. Curriculum variety, student input, activity choices, coed activities, and individualized instruction are seldom a part of the program most people remember.

Sadly, the public's perception of physical education often diminishes the importance of the program in the total

school curriculum. Even though physically active forms of sport and play can have a positive impact on students, many adults still hold a negative view of physical education. Even more unfortunate, unsatisfactory physical education classes still exist in some schools across the country. Physical miseducation is a dragon that rears its ugly head for various reasons, and it is extremely tough to slay. These negative programs create a situation where young adolescents never get the valuable opportunity to experience a quality physical education that could significantly impact their lives (Pangrazi & Beighle 2013).

Clearly, the term *physical education* implies widely differing experiences to the public. It is easy to see why many people have misunderstood physical education. Programs vary significantly from place to place and situation to situation. Knowledge, attitudes, and behaviors toward physical activity are strongly influenced by the type of physical education program students experience. Consequently, in developing an effective physical education program, teachers must have a clear understanding of what physical education is and what it should be doing in school settings.

WHAT IS PHYSICAL EDUCATION?

Physical education is a learning process that focuses on knowledge, attitudes, and behaviors relative to physical activity. Physically educating oneself can occur inside or outside the schools. It can be formal or informal. It includes a mother teaching her son or daughter how to play golf or a player receiving information from the coach of the youth soccer team. It can be a family walking together with pedometers and keeping track of their steps or a mother explaining pacing to her children during a K10K run. It can be a youth explaining the rules of football to his grandfather or a wife teaching her husband how to play racquetball. It is a group of seventh graders learning to play badminton in a middle school, or high school students learning the concepts of health-related fitness in a classroom setting. Physical education is the passing of information, attitudes, and skills from one person to another (**Figure 1.2**).

Physical education is an important component of the overall school program. It is an integral part of the total educational program that contributes, primarily through physical activity experiences, to the total growth and development of all students. Physical education programs make four unique contributions to the lives of students. The first is the achievement of **daily physical activity** for all students. The second is the achievement of a **personalized level of physical fitness**. Third is the development of **competency in a variety of physical skills** to ensure successful functioning in physical activities that can be used for the rest of their lives. The fourth contribution requires that students acquire **requisite knowledge for living an active and healthy lifestyle**. If these



FIGURE 1.2 Teacher and students working together with ropes course safety equipment preparing for climbing activities

contributions are not accomplished in physical education classes, they will not be realized elsewhere in the school curriculum. Physical education instructors have a responsibility to develop and teach a systematically organized curriculum for kindergarten through grade twelve that favorably influences **all** students and enhances their physical activity habits. Students deserve a thoughtful program of physical education that contributes to their quality of life and an active lifestyle. The transmission of knowledge, skills, and attitudes toward this end is physical education.

RATIONALE FOR PHYSICAL EDUCATION

There is certainly a need for quality physical education in the schools. The Youth Risk Behavior Surveillance System (YRBSS) is a nationwide survey conducted by the Centers for Disease Control and Prevention (U.S. Department of Health and Human Services [USDHHS]/Centers for Disease Control and Prevention [CDC], 2012). The 2011 survey showed that only 49 percent of youth were active at least sixty minutes a day on five or more of the past seven days. At the same time, the number of youth who attended daily high school physical education classes decreased to 27 percent for girls and 35.5 percent for boys. To further compound the lack of physical activity issue, students in eleventh and twelfth grade are rarely required to take physical education classes. A study by Ogden et al. (2006) showed that 31.7 percent of girls and 36.8 percent of boys, ages twelve through nineteen, were at risk of being overweight or were

overweight during the 2003–2004 time period. Unfortunately, studies show that adolescents who are overweight are more likely to be overweight as adults (Ferraro, Thorpe, & Wilkinson, 2003). It is becoming clear that the strong push for academic performance is surging while concern for the health of students is lagging. (See Chapter 2 for more information).

Schools are places where physical activity is often discouraged. A physical education class can provide 2,000 or more steps (nearly a mile) of moderate to vigorous physical activity for students (Morgan 2004). National health goals for 2020 (USDHHS 2010) are designed to increase daily levels of physical activity. Many of the goals directly target schools or programs that take place within the school setting. These goals emphasize reducing inactivity and increasing moderate to vigorous physical activity. The need is clear: physical education programs can teach youth how to live an active and healthy lifestyle. Currently, many studies offer a strong rationale for increasing the amount of physical education contact offered to students:

- ***The percentage of overweight youth has more than tripled in the past thirty years*** (USDHHS 2002). A recent study suggests that the prevalence of being overweight is more strongly related to decreases in energy expenditure than to increases in energy intake (Jebb & Moore 1999). The school environment discourages physical activity. Students are asked to sit most of the day and walk between classes, which results in decreased energy expenditure. A thirty-minute physical education class can offer 1,200 to 2,000 steps of moderate to vigorous physical activity to counteract the effects of an inactive day (Morgan, Pangrazi, & Beighle 2003). This is a substantial contribution to the daily energy expenditure of students, particularly those students who are inactive. For example, for a student who averages 8,000 steps a day, a quality physical education class could increase their number of steps by 20 percent, a substantial increase in physical activity.
- ***A positive experience in physical education classes can encourage young people to be active as adults.*** In a survey sponsored by the Sporting Goods Manufacturers Association (2000), 60 percent of respondents, ages eighteen through thirty-four, reported that a positive experience in physical education classes encouraged them to be active in later life. On the other hand, of those respondents who said they were sedentary, only 10 percent said their physical education classes encouraged them to be active. It should be added here that the high school years are usually the last contact students have with physical education. Their opinion of physical education will primarily be based on the type of experience they received.
- ***Overweight youth grow into overweight adults.*** Studies show that adolescent weight is a good

predictor of adult obesity (Deckelbaum & Williams 2001). A study by Whitaker et al. (1997) showed that the risk of obesity persisting into adulthood is much higher among adolescents than younger children. The chance for childhood overweight persisting into adulthood increases from 20 percent at age four to 80 percent by adolescence (Guo & Chumlea 1999). Considering a quality physical education program encourages active behavior, it makes sense that a program be in place to help young people understand the importance of proper weight management and an active lifestyle.

- ***A quality physical education program educates young people physically but does not detract from the academic performance of the school.*** An argument often made is that spending time on physical education will lower the academic performance of students because they have less time to study and learn. To the contrary, studies have shown that students who spend time in physical education classes do equally well or better in academic classes (Trost & van der Mars 2010). Two major studies that looked at this issue are the Three Rivers Study (Trudeau et al. 1998) and a SPARK (Sports, Play and Active Recreation for Kids) related activity program study (Sallis et al. 1999). In both cases, students received the health benefits of physical education without any negative impact on their academic performance. In fact, recent research suggests that physical education may have a positive influence on academic outcomes (Howie & Pate 2012; Rasberry et al. 2011).
- ***Physical education gives students the skills they need to be active as adults.*** One commodity that youth have—in contrast to adults—is the time to practice and learn new skills. Few adults learn an entirely new set of physical skills. More often than not, they practice and enhance skills they have learned in childhood. Considering many adults like to participate in activities that require a requisite skill level (golf, tennis, racquetball, and so on), learning such skills during their school years makes it more likely they will feel able and competent to participate in later life.
- ***Physical activity (which most often occurs in physical education classes) provides immediate and short-term health benefits for youth*** (Bar-Or 1995). For overweight students, increased physical activity results in a reduced percentage of body fat. Additionally, increased activity reduces blood pressure and improves the blood lipid profile for students with a high health risk. Finally, evidence shows that weight-bearing activities performed during the school years offer bone mineral density benefits that carry over into adulthood (Bailey, Faulkner, & McKay 1996).

- **Active youth tend to become active adults.** Telama et al. (1997) looked at retrospective and longitudinal tracking studies and concluded that the results “indicate that physical activity and sport participation in childhood and adolescence represent a significant prediction for physical activity in adulthood.” The relationship is weak but still indicates that activity during youth has an impact on adult activity levels. Another study (Raitakari et al. 1994) showed how strongly inactivity patterns track. In that study, the probability of an inactive twelve-year-old remaining sedentary at age eighteen was 51–63 percent for girls and 54–61 percent for boys. This clearly shows how we perpetuate the ongoing inactivity patterns of youth by placing them in an inactive school environment.

MAJOR OUTCOMES FOR PHYSICAL EDUCATION

Two words often used in education are outcomes and standards. Many use the terms interchangeably; however in this text, they have different meanings. **Outcomes** are defined here as lifetime behaviors that impact the lifestyles of individuals. In physical education, the two major outcomes that should override everything else are **physical activity** and **health**, particularly **healthy eating habits**. In other words, all the activities and content of a physical education program are targeted to improve health and increase the activity levels of students. Additionally, these outcomes are reached through behavior-based activities so that students live what they learn in school throughout life. If a physical education program can increase the amount of moderate to vigorous physical activity students achieve and improve their eating habits, more than likely the issue of being overweight in our society can be stemmed.

It makes sense to monitor and evaluate the success of a physical education program in terms of physical activity and healthy behaviors because they can be achieved by all students regardless of genetic limitations and ability levels. All students can learn to live an active lifestyle and increase the amount of activity they perform on a daily basis. Physical educators now have pedometers available that monitor total daily activity and the amount of moderate to vigorous physical activity students accomplish. Teachers can assign activity homework that can be monitored and logged into notebooks and Internet programs. In terms of healthy eating habits, schools and physical education programs can take a much more active role in helping students learn how to fuel their bodies. Eating to live rather than living to eat is an important distinction students must learn. Physical educators can spearhead efforts to improve the quality of food offered in school cafeterias, improve the quality of brown-bag lunches students carry to school, and monitor the types of celebratory foods offered to students. In addition, the current push to

offer healthy drinks and snacks in vending machines has not resulted in reduced funds for schools as once feared. Instead, students learn to choose from an assortment of attractive and healthy snacks. In short, if the physical education department successfully graduated students who were active and possessed healthy eating habits, few would doubt the worth of such a program.

PHYSICAL EDUCATION CONTENT STANDARDS

Content **standards** dictate the curriculum and what skills, knowledge, and behavior will be taught to students. They are the framework of a program; they determine the focus and direction of instruction. Standards specify what students should know and be able to perform, with the purpose of reaching the activity and health outcomes. Physical education teaches skills and behaviors taught nowhere else in the school curriculum. When these standards are not accomplished in physical education classes, students leave school without skills, knowledge, and attitudes related to an active lifestyle.

The National Association for Sport and Physical Education (NASPE) professionals have identified a set of standards that give direction to physical education. NASPE originally published six standards in a 2004 booklet that proved useful for teachers in designing, implementing, and evaluating physical education curricula. The updated 2013 standards were reduced to five key criteria, which are now in effect.

There is a general description of the standards and specific information for the standards according to the following grade-level ranges: kindergarten–second, third–fifth, sixth–eighth, and ninth–twelfth. Student expectations are delineated for each standard and show what students should know and be able to do at the end of each grade-level range. Examples of sample student performance outcomes are included to give teachers ideas about how their students should be progressing toward the achievement of each standard.

The standards not only give direction to instruction but also form the framework for assessment and accountability in the program. NASPE publications also offer an assessment series (see Chapter 10) with a range of strategies for assessing progress toward the standards. Recommended strategies include teacher observations, written tests, student logs, student projects, student journals, class projects, and portfolios. The assessment strategies show teachers examples of many forms of assessment, with the expectation that each teacher will modify and select assessment tools that are meaningful in his or her setting. The following sections show how the *Dynamic Physical Education for Secondary School Students* program addresses the NASPE National Standards for Physical Education.

Competency in Motor Skills and Movement Patterns

STANDARD 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

All people want to be skilled and competent in the area of motor performance. The secondary school years are an opportune time to teach motor skills because students have the time and the predisposition to learn. People tend to repeat activities they do well or find rewarding. Success is a great motivator. If students improve their volleyball bumps, Frisbee sidarm throws, or tennis serves, chances are great that they will repeat the activity and incorporate it into their lifestyles. Skill development does not occur overnight or in a three-week unit. Students should be counseled about how to find opportunities for developing physical skills outside the school program. Teachers provide a support system for students as their skills improve, and the positive benefits of physical activity begin to appear. Students change their attitudes toward physical activity when personal skill levels improve. Students expect instant success, and teachers can help them learn that physical skill development is not easy and demands long, continuous effort. The role of teachers is to help students find individual levels of success—success that is unique to each person.

The range of skills presented in physical education should be unlimited. Because students vary in genetic endowment and interest, it is important that they have an opportunity to explore and learn about their abilities in many types of physical skills. The hierarchy of skill development progresses from fundamental motor skills to specialized skills. Components of motor skill development and movement competence follow.

Fundamental Motor Skills

Fundamental skills are those utilitarian skills people use to enhance the quality of life. The designation *fundamental skills* is used because such skills are basic to a fully functioning individual. These skills help students to function in the environment around them. These skills are divided into three categories: locomotor, nonlocomotor, and manipulative. The majority of these skills should be learned during the elementary school years.

1. **Locomotor Skills** Locomotor skills are used to move the body from one place to another or to project the body upward, as in jumping and hopping. These skills also include walking, running, skipping, leaping, and galloping.
2. **Nonlocomotor Skills** Nonlocomotor skills are performed in place, without appreciable spatial

movement. They include bending, stretching, pushing and pulling, raising and lowering, twisting and turning, shaking, bouncing, circling, and so on.

3. **Manipulative Skills** Manipulative skills are developed through object handling. This manipulation of objects leads to hand—eye and foot—eye coordination, which are particularly important for tracking items in space. Manipulative skills form the important basis for many game skills and lifetime activities. Propulsion (throwing, striking, kicking), receipt (catching), rebounding, or redirection of objects (such as volleyball) are basic to this set of skills.

Rhythmic Movement Skills

Individuals who excel in movement activities possess a strong sense of rhythmic ability. Rhythmic movement involves motion that possesses regularity and a predictable pattern. The aptitude to move rhythmically is basic skill performance in all areas. A rhythmic program that includes aerobic dance, folk and square dancing, rope jumping, and rhythmic gymnastics offers a set of experiences that help attain this objective.

Specialized Motor Skills

Specialized skills are used in various sports, games, and other areas of physical education, including adventure activities, apparatus activities, tumbling, cooperative activities, swimming, dance, and so on. When developing specialized skills, such as tennis strokes, racquetball serves, or softball fielding techniques, progression is attained through planned instruction and drills. These skills have critical points of technique, and proper teaching emphasizes correct performance. In most cases, these skills are not well learned until the middle and high school years.

Understanding of Movement Concepts, Principles, Strategies, and Tactics

STANDARD 2: The physically literate individual applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.

A physical education program should provide students with range of knowledge about many areas. A knowledge component is intertwined with all objectives. Indeed, accomplishing any objective is difficult if students do not have a certain amount of knowledge. For example, getting students to enjoy tennis without understanding rules, strategies, and etiquette is difficult, and most people will not incorporate an aerobic activity into their lifestyle without understanding the possible health-related benefits.

Students need to learn about the classification of movement concepts, which includes body awareness, space

awareness, qualities of movement, and relationships. It is not enough to learn only the fundamental skills; students need to perform these skills in a variety of settings. For example, students are asked to run in different directions, at different levels, and along different pathways. They can learn to move slowly or quickly or to make a series of strong movements. Movement themes form the foundation of movement experiences necessary for developing specific fundamental skills. Through this process, students develop an increased awareness and understanding of the body as a vehicle for movement and for the acquisition of a personal vocabulary of movement skills. These skills are usually taught in elementary and middle school years. They are used in the secondary school years without instruction and practice; it is usually assumed they have been learned in the earlier grades.

The school years should be the years of opportunity—the opportunity to explore and experience many different types of physical activity. Students should be able to find physical activities that provide personal satisfaction and success. The curriculum should be expansive rather than restrictive. It should allow students to better understand their strengths and limitations and to establish the types of activities they prefer and dislike. Related to this experience is the opportunity to learn basic concepts of movement and physical activity. Students should leave school knowing about center of gravity, force, leverage, stability, and other factors related to efficient movement. Learning basic principles and concepts of physical activity, especially with reference to how physical activity contributes to good health and wellness, is important in this knowledge objective. Understanding the genetic diversity among people, such as body physiques, muscle fibers, cardiovascular-respiratory endurance, and motor coordination, is requisite for helping students evaluate their physical capabilities (see Chapters 2 and 16 for details). Specifically learning how to assess personal fitness and activity levels, how to plan activity levels, and how to make informed decisions about physical activity and fitness are all important objectives in this domain.

Related to understanding principles of human performance is knowing how to safely participate in activities. The school has both a legal and moral obligation to provide a safe environment. Safety must be actively taught, and activities must be conducted in a safe environment. Instructional procedures in activity must include safety factors, and active supervision is necessary to guide students in safe participation. Students must leave school with an understanding of safety principles of human movement.

Knowledge and Skills for Physical Activity and Fitness

STANDARD 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Physical Activity

An important objective of a secondary school physical education program is to help students incorporate physical activity into their lifestyles. This requires that curriculum, instruction, and teachers have a positive impact on students' knowledge, attitudes, and skill behaviors relative to physical activities. A successful physical education program is not measured by the current level of knowledge, the physical fitness level, or the physical skills of students, nor is it measured by the number of participants on the varsity athletic teams. Certainly it is not the number of victories the football or basketball teams accumulate. The ultimate measure of success is the number of students who participate in daily physical activities such as exercise, sports, dance, and outdoor adventure activities throughout their lives.

There are several basic considerations for lifetime activity. Sallis (1994) classifies the factors that influence people to be active in four categories: psychological, social, physical-environmental, and biological. Physical education programs should foster those factors often referred to as the determinants of active learning. Psychological determinants are among the most powerful. For example, students must derive enjoyment through activity so they will seek further participation. To this end, students must become proficient in a variety of motor skills. Also, most adults will not participate in activities unless they have an adequate level of perceived competence. Because learning new motor skills takes a great deal of time and repetition, everyday life often prohibits busy adults from developing a level of skill competence to ensure play without embarrassment. Students also need a rational basis for play. This can be established through activity orientations that can be transferred to other situations. Such activities should include a variety of games suitable for small groups and sport activities adapted to local situations.

Social influences include factors such as family and peer role models, encouragement from significant others, and opportunities to participate in activity with others in one's social group. Physical-environmental factors include adequate programs and facilities, satisfactory equipment and supplies, safe outdoor environments, and available opportunities near home and at school. Included are adequate school opportunities in physical education, intramural sports, and after-school recreation and sports programs. Biological factors include age, gender, ethnic, and/or socioeconomic status (Sallis 1994).

Without proper planning and systematic arrangement of the learning environment, the probability of developing positive student attitudes and physically active lifestyles is greatly reduced. Secondary curriculum plans and instructional strategies should be concerned with developing learning environments that help students enjoy physical activities for a lifetime.

Physical Fitness

Physical educators provide experiences for students that lead to successful encounters with exercise and regular

physical activity. Proper development in this area implies a focus on regular physical activity that results in a fitness level that motivation and heredity allow. This emphasis leads to improved health-related physical fitness (Corbin, Pangrazi, & Welk 1994). This includes cardiovascular efficiency, flexibility, body fat reduction, muscular strength, and endurance. Recent physical fitness test batteries focus on the development of criterion-related health standards associated with reduced health risk rather than skill-related fitness based on normative standards (Cooper Institute 2007).

Students need to experience activities that demonstrate the benefits of physical fitness firsthand. Student participation in activity choices and the opportunity to offer input about the fitness program help create a personalized program. Learning how to develop and arrange suitable fitness routines that positively impact health is an important higher-order objective. Physical fitness development is similar to physical skill development in that it requires time, energy, and self-discipline. Students need to be aware of the factors that influence fitness development. Eating habits, types of activities, heredity, and frequency of activity are just a few of the factors that students must learn. Physical education programs play an important role in helping students develop activity habits that will benefit their physical health.

Allotting a portion of each class to fitness activities helps students understand what is necessary for fitness enhancement. Learning about fitness is much more than facts; students need the participation experience to make fitness activities a habit. Many people know the facts about fitness but are not participating in regular physical activity. This is not to say that knowledge is unimportant, but rather that regular physical activity in a person's lifestyle is a top priority for a physical education program. A positive experience in fitness activities can help students develop attitudes that ensure active adult lifestyles. Programs are not successful if students leave school with a dislike for physical activity. Establishing a desire in students to maintain fitness and wellness throughout their adult years is the most important outcome.

Responsible Personal and Social Behavior

STANDARD 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others.

Responsible behavior involves behaving in a manner that doesn't negatively impact others. Hellison (2011) and others have developed methodology for teaching responsible behavior. It is generally accepted that if responsible behavior is to be learned, it must be taught through experiences where such behavior is reinforced on a regular basis. Accepting consequences for one's behavior is learned and needs to be valued and reinforced by responsible adults. Responsible

behavior occurs in a hierarchy of behavior, ranging from acting irresponsibly to caring and behaving in a responsible manner. Physical education classes are an excellent setting for teaching responsibility because most behavior is highly visible. Some young people in a competitive setting may react openly in an irresponsible fashion, offering instructors a "teachable moment" to discuss such unacceptable behavior. Additionally, students have to learn to win and lose in an acceptable manner and assume responsibility for their performances. Accepting the consequences of one's behavior is a lesson that arises regularly in a cooperative/competitive environment.

Cooperation precedes the development of competition, which makes it an important behavior to teach in physical education settings (**Figure 1.3**). Without cooperation, competitive games cannot be played. The nature of competitive games demands cooperation, fair play, and "sportsmanship," and when these are not present, the joy of participation is lost. Cooperative games teach students that all teammates are needed to reach group goals.

Physical activity environments provide a number of unique opportunities for students to experience and develop social-emotional skills. Getting along with other people, being part of a team, accepting an official's judgment, losing the final game of a tournament, dealing with peers who have varying levels of ability, or changing clothes in a crowded locker room are just a few of the many experiences that may occur in a physical education class. These are important experiences for students. Physical educators have a responsibility to help guide and direct students in understanding these various social-emotional behaviors.

All students need to understand and internalize the merits of participation, cooperation, competition, and tolerance. Good citizenship and fair play help define a desirable social atmosphere. A teacher who listens, shows empathy, and offers guidance can help students differentiate between acceptable and unacceptable ways of dealing with others and expressing feelings. Students need to develop an awareness



FIGURE 1.3 Students working cooperatively in a team-building class

of how they interact with others and how the quality of their behavior influences others' responses to them. If students do not receive feedback about negative behavior from teachers and peers, they may not realize that the behavior is inappropriate. Establishing reasonable limits of appropriate student behavior followed by consistent enforcement of those limits will help students understand the parameters of acceptable behavior.

Teachers help students develop positive attitudes toward learning by teaching an understanding of various student ability levels, the role of winning and losing, and the value of making an effort to succeed. Positive and concerned instruction has a powerful impact on students' attitudes and self-concepts. A positive teacher communicates to students that they are loved, capable, and contributing individuals. Not only must teachers understand students, but students should understand themselves because self-understanding has a powerful influence on human behavior. The self-concept that a student develops is vital to the learning process. If students believe they belong, that they are important people, and that their successes outweigh their failures, they are given momentum toward developing a desirable self-concept. Encouraging students to provide positive feedback to each other will help students feel positive about their efforts.

The ability to move with grace, confidence, and ease helps students perceive themselves in a positive manner. Achieving self-satisfying levels of skill competency and fitness can also make students feel confident and assured. The self-concept is related to perceived physical skill competence. If students perceive themselves as competent in a physical activity setting, they will want to participate in physical activity outside of the school environment. On the other hand, if they feel incompetent, they will avoid activity at all costs in an attempt to maintain their self-esteem and avoid embarrassment.

Valuing Physical Activity for Many Reasons

STANDARD 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction

This standard focuses on the development of students' awareness of the variety of benefits that can be obtained from leading a physically active life. The benefits can take many forms and be perceived differently by individuals. Students need to know about the variety of benefits and be able to look at all the options involved with different types of physical activity and how they relate to their personal interests. They need the knowledge necessary to make thoughtful decisions about which activities impact a person's health and wellness (see Chapters 2, 15, 16, and 17). They need to know which activities will be more fun for them. Some students will select

activities because of the challenge or the opportunity for self-expression. There are many, many activity opportunities for a lifetime of regular physical activity, and a quality program will help students value the activities that meet their own needs. As students develop this understanding of all the benefits of physical activity participation, they will pursue activities that are meaningful to them.

PERSPECTIVES INFLUENCING PHYSICAL EDUCATION

Though physical education programs vary widely across the United States, most endorse similar outcomes. Programs are greatly influenced by current social and professional perspectives. Most curricula are based on a range of goals and objectives emanating from a variety of sources. Nevertheless, some schools orient their programs more closely to one perspective than another. Therefore, an understanding of these perspectives will help the reader better understand how curricula reflect the social needs of a culture (see Chapter 4).

The Social-Historical Perspective

European gymnastics and highly organized and disciplined calisthenics programs dominated early physical education in the United States. Many of the early leaders were European immigrants, primarily from Germany and Sweden, who brought these formal programs with them and implemented them first in colleges and then in the public schools. These systems included formal and structured exercises centered on development of the body. Some have called this an *education of the physical focus*.

In the early 1900s, a major shift in perspective began to occur. As education in general altered its perspective based on the teachings of John Dewey and others, physical education shifted as well. Two of Dewey's cardinal aims of education stressed the promotion of health and a worthy use of leisure time. People became interested in using sports and games to foster these two aims. The school curriculum became a logical place to include these sports and games. Jesse F. Williams, whose text (1927) was published in numerous editions, was one of several leaders who did much to change the perspective of American physical education at this time. Williams and others championed democratic ideals and the concepts of sportspersonship and teamwork. Thus, the strong focus on team sports in physical education was started. This focus is called an "education through the physical" approach. This perspective did not negate the importance of physical fitness and "education of the physical," but it did place a strong emphasis on social development through physical education. This perspective was perpetuated by followers of these early leaders and continues to have currency in the secondary physical education field.