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A CURRICULUM MANUAL FOR TEACHING COURSES IN ELEMENTARY  
SCHOOL PHYSICAL EDUCATION

*Middle Tennessee State University*

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A CURRICULUM MANUAL FOR TEACHING COURSES IN  
ELEMENTARY SCHOOL PHYSICAL EDUCATION

Robert Michael Cutrer

A dissertation presented to the  
Graduate Faculty of Middle Tennessee State University  
in partial fulfillment of the requirements  
for the degree Doctor of Arts

May, 1985

A CURRICULUM MANUAL FOR TEACHING COURSES IN  
ELEMENTARY SCHOOL PHYSICAL EDUCATION

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## Abstract

### A CURRICULUM MANUAL FOR TEACHING COURSES IN ELEMENTARY SCHOOL PHYSICAL EDUCATION

by Robert Michael Cutrer

The concept of preparing elementary school teachers in the area of physical education is an important task, having received the support of many of the leading practitioners in the field of physical education over the last 35 years. In respect to that task, the purpose of this study was to develop a comprehensive curriculum manual that may be used effectively when teaching a course on elementary school physical education. "A Curriculum Manual for Teaching Courses in Elementary School Physical Education" is divided into four chapters. Chapter 1 provides an introduction, statement of the problem, justification of the study, delimitations, and basic assumptions. Chapter 2 is the review of related literature. Chapter 3 is the instructor's manual which includes goals, objectives, a general instructional plan, evaluation strategies, instructional units, suggested assignments, and annotated reading lists. Chapter 4 is the student syllabus which provides lecture outlines, suggested assignments, and reading lists.

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R.M.C.



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## Chapter I

### Introduction

In the spring of 1948, professionals from the field of physical education met for what has since been called the Jackson Mills Conference. It was the first meeting of its kind (Jackson Mills Conference, 1948), with the stated purpose to "improve undergraduate professional preparation in health education, physical education, and recreation" (p. 1). The members of the conference compiled a report detailing the results of their 12 days of concentrated effort. One of the suggestions for the use of this report (Jackson Mills Conference, 1948) was "to guide in the establishment of curricula" (p. 35) in the various areas of physical education. With specific respect to elementary school physical education, the report (Jackson Mills Conference, 1948) stated:

Since men and women teachers in elementary schools are confronted with the responsibility for teaching physical education, they should be as competent to give instruction in this area as in any other aspect of the curriculum. In the pre-service laboratory experience of the elementary classroom teacher,

special attention should be given to his personal enjoyment of physical recreation, an interest in continuing participation, and an increasing confidence in his ability to teach physical education activities. (p. 23)

Even though this idea was suggested in 1948, it is certainly appropriate today, especially in school systems where the elementary physical education specialist does not exist or where such a specialist has become a funding casualty. Further support for elementary school physical education was received at the professional conferences in Washington, D.C., in 1962 and in New Orleans in 1973, as well as having been continually championed by the national organization, the American Alliance for Health, Physical Education, Recreation, and Dance.

The concept of preparing elementary school teachers in the area of physical education would seem to be an important task, having received the support of many of the leading practitioners in the field of physical education over the last 35 years. In respect to that task, this dissertation will provide a usable tool.

#### Statement of the Problem

The primary purpose of this dissertation was to develop a comprehensive curriculum manual that may be effectively used when teaching a course on elementary school physical

education to undergraduates. The manual was intended to provide introductory and background information as well as a working knowledge of elementary school physical education for the prospective teacher.

#### Justification of Study

In 1977, Parks prepared a dissertation entitled, "Physical Education: The Profession, An Introductory Course." This dissertation consisted of two major parts: an instructor's manual and a student syllabus. Parks prepared her dissertation in such a way that it could easily be used by a professional physical educator to teach the course for which it was named. Prepared in this format, her work represents the organization of a body of knowledge that is readily applicable in the field of physical education today. Her finished dissertation is a usable curriculum tool, based on research from professional journals and organized in an effective and comprehensive manner.

Parks divided the profession of physical education into six areas of specific knowledge, researching each area using the Journal of Physical Education and Recreation and The Physical Educator as her references. One of these six areas was elementary school physical education, the importance and significance of which will be subsequently discussed. At this point, however, it is necessary to credit this particular area of Parks' dissertation as the seed from which this author's dissertation began.

Contributing to much of the early work for this manual was Dr. John Harris of Middle Tennessee State University. In the summer of 1980, in the Instructional Design class taught by Dr. Harris, a comprehensive course design for a college-level class on elementary school physical education was created as part of the class requirements. Throughout the development of this curriculum project, Dr. Harris continually provided support, revision, suggestions for improvement, and positive assessments as to the implementation of such a curriculum tool. Through Dr. Harris' class and his enormous contributions, the idea that began with Parks' dissertation started to take a direction and a form of its own.

The initial course design that was created for Dr. Harris' class was organized and structured according to Banathy's (1968) Instructional Systems. In his course syllabus Harris (1980) explains:

The instructor believes the "systems approach" to instruction is a particularly helpful way to assure "completeness" in arranging for instruction. It is also helpful for inspecting a program of instruction to determine its strengths and weaknesses. Nevertheless, this instructor has observed that a rational system without the artistry of an enthusiastic, insightful, and sensitive teacher is of little value.

So you as students are asked to assume a systems approach to the arrangement of instruction as a tool; you are not asked to adopt it as a complete theory.

In fact, you will be expected to demonstrate an informal and critical analysis of the "systems approach" as applied to collegiate instruction.

(p. 2)

With a systems approach clearly and specifically intended, the organization and structure of the course design followed the guidelines and advice set forth by Harris (1980) and Banathy (1968). The content material for the initial course design was derived primarily from two textbooks: Shurr's (1967) Movement Experiences for Children and Dauer's (1972) Essential Movement Experience for Pre-school and Primary Children.

One of the unique aspects of this dissertation was that, as an idea, it had its beginnings very early in the candidate's doctoral program and, therefore, was affected and influenced by each class professor. Changes and adjustments have been made due to the study of particular courses and the suggestions of various professors.

Of all the contributors to this dissertation, one of the most significant was Dr. Ralph Ballou of Middle Tennessee State University. During the summer of 1981, the



candidate chose Health, Physical Education, Recreation and Safety 380, The Elementary School Physical Education Curriculum, for his internship. Upon first meeting with his newly acquired intern, Dr. Ballou patiently and graciously listened, shared ideas, and offered suggestions for the implementation of the intern's own course design. The wise advice and counseling that began with that initial meeting and which continued throughout the course provided an opportunity for this dissertation to be field tested on exactly the course and students for which it was intended. Each day, at the conclusion of class, Dr. Ballou offered his suggestions for improvement and shared the wisdom of his experience in providing possible alternatives. This was done on a one-to-one basis with the intern in both written and verbal forms, thus providing immediate feedback for the particular section of the course design that had been employed. This feedback was used to revise the original course design so that it would reflect the effects of the field testing and the benefits of an expert's critique.

With the organization and structure of the original course design undergoing continual modification and revision, additional references were reviewed and utilized. These references were the text (Willgoose, 1979) and supplemental bibliography (Dauer & Pangrazi, 1979; Drowatzky, 1981; Hall, Sweeney, & Esser, 1980; Pangrazi & Dauer, 1975) selected by Dr. Ballou for the Elementary School Physical Education

Curriculum class. Although the addition of these references measurably improved the content area of the course design, of far greater importance was the advice and professional expertise of Dr. Ballou. His daily input and feedback had the effect of fine tuning the efforts and research presented within the course design.

The idea that began with Parks' dissertation has now become a work of its own. Many people have contributed to its present form, although their names are not to be found in the references. It is, however, a representative work, representing not only the candidate and his research, but also all those who influenced the direction of the project during the candidate's years at Middle Tennessee State University. In this manner, this dissertation represents not only the culminating experience of the candidate but also a synthesis of all the course work, research, professional relationships, and teaching experience presented throughout the Doctor of Arts program.

Although this would seem to be sufficient justification for a project of this type, there is yet another area of significance. Parks (1977), Harris (1980), and Banathy (1968) all indicated the need for instructional systems and tools to aid the teaching/learning process. Harris (1980) specifically addressed this need by saying: "The purpose for designing college instruction is to arrange the

instructional activities to have the optimal, desired effect on the changes in student behavior" (p. 1).

Manuals such as the one designed by Parks (1977), as well as this one, would seem to have that optimal, desired effect in purpose and intent. In specific reference to the justification for a manual on elementary physical education, Ballou (1981) expressed the need in his course outline introduction:

Since there seems to be a question as to the relevance or need for this course, I believe a short statement is desirable. State law requires elementary school children to have 30 minutes of a planned program in physical education daily. If you are working in a school that has a specialist then the need to prepare a program is removed. However, since many schools do not have specialists, the classroom teacher must assume this responsibility for the planning and executing of learning experiences through physical activities. This course is designed to assist future teachers in the development of these programs. (p. 1)

#### Definitions of Terms

Elementary school physical education--For the purpose of this manual, this term refers to the instructional program of physical education for children in grade kindergarten through grade six.

Internship--This refers to the teaching experience of the candidate under the supervision and observation of a graduate faculty member.

Manual--This refers to the instructor's manual and student syllabus, which are Chapters 3 and 4 of this dissertation.

### Delimitations

In the preparation of this manual, delimitations were made in certain areas in order to narrow and define the scope of the project. The major delimitation for this manual lies within its intended use. The manual was designed to be used toward teaching undergraduates to more effectively teach elementary school physical education.

Another delimitation was in the choice of professional journals instead of textbooks. Although there were numerous texts specifically addressing elementary school physical education, textbook selection was left to the individual instructor.

The area of testing and evaluation in this study was presented in terms of very general suggestions, the required specificity for comprehensive assessment being left to the individual instructor. These suggestions were offered merely as a guide for evaluation and were not intended to represent instruments of proven validity and reliability.

### Basic Assumptions

There were certain basic assumptions involved in the writing of this dissertation and its use as a curriculum tool:

1. It was a basic assumption that, as a curriculum design, the instructor's manual and student syllabus represent one way, among many, in which this subject matter may be presented. This dissertation was not intended to represent the only way or the right way to teach elementary physical education to undergraduates.

2. It was a basic assumption that the framework represented by this manual may and should be altered, revised, and amended to reflect updating and specific situations.

3. It was further assumed that requiring undergraduates to do research in professional journals not only provides them with current and widely varied information but also allows them the opportunity to develop research skills and increase library literacy.

4. It was a basic assumption that this curriculum manual was designed for a methods course for the preparation of elementary physical education teachers rather than a curriculum course.

## Chapter II

### Review of Literature

A review of related literature produced very little in the form of similar instructional manuals. Although there is an abundance of textbooks and articles from periodicals and journals concerning elementary school physical education, these most often address the actual teaching, methods, or curricular aspects of elementary school programs. The literature review uncovered very little research pertaining to instructional manuals or the specific area concerning the preparation of future teachers for instruction of elementary physical education.

The research most related to this dissertation was Parks' (1977) "Physical Education: The Profession, An Introductory Course." Parks (1977) expressed this concern for presenting her subject matter:

Personal experience indicates that orientation to physical education has proven to be a source of great dissatisfaction and concern for many individuals involved with the professional preparation of undergraduate major students. Primarily, problems have arisen with respect to two factors: (1) the amount of information which the students will be able to understand and apply; and (2) the appropriate level in

the curriculum at which this material should be presented. (p. vii)

To solve the first problem, Parks provided students with a feel for the profession, the personalities in the profession, and some of the issues within the profession by having them read selected articles from The Journal of Physical Education and Recreation and The Physical Educator. Rather than overwhelm the students with dates, facts, figures, lists, and an enormous body of knowledge that had taken years to accumulate, the intent of Parks' process was introductory in nature, but with the following possibility: "Hopefully, the experience of reading and analyzing the literature will serve to personalize physical education for the student and will stimulate his intellectual curiosity with respect to the profession" (p. viii). This concept and methodology has been selected for this dissertation.

In solving the second problem, Parks (1977) indicated that the introductory nature of the course made it most suitable for study during the first 2 years of the college experience, with the exception of the first term of a student's freshman year. "During the first term, the student is becoming oriented to all phases of college life, and efforts to introduce him to his profession may prove to be more beneficial at a later date" (Parks, 1977, p. ix). Based on this idea, the present dissertation would seem to be most effective in the later years of the college

experience when a chosen profession has been narrowed down or selected.

The need for elementary physical education has been generally supported by professional physical educators for many years. Champlin (1950) and Trimble (1972), although writing 21 years apart, expressed this common idea: "The importance of early motor learning experiences to optimize the potential for later learning has been reported rather extensively in the literature" (Trimble, 1972, p. 123).

In further support, Parks (1977) explained:

The importance of elementary school physical education programs is generally recognized and supported by the physical education profession. Among physical educators, there appears to be no controversy concerning the desirability of such programs. This topic is one on which there is widespread agreement. (p. 21)

Although elementary physical education is a widely supported program, there is, and has been, considerable argument over who should teach it. From some of the earliest writings in the professional journals, the controversy has been waged as to whether the classroom teacher or a physical education specialist should be charged with the responsibility for elementary physical education. Davis (1931), O'Keefe (1939), and Curtiss and Curtiss (1946), writing over a 15-year span, all supported the classroom



teacher with this responsibility, citing, among other reasons, the ability of the classroom teacher to better correlate physical education with other subjects (Curtiss & Curtiss, 1946).

In contrast to this view, Behrensmeyer (1931), Manley (1948), and Champlin (1950), writing over a 20-year span, presented strong arguments for the physical education specialist to be charged with this responsibility, noting the lack of sufficient training and already extreme demands placed on the classroom teacher. Yet another approach to this issue was presented by Humphrey (1961) and Saurborn (1950) who suggested that elementary physical education should be a shared responsibility, with both specialist and classroom teacher working together to provide a better total curriculum.

A more significant aspect of this argument, one in which all the previously mentioned writers were of one accord, is that, regardless of who does the teaching, there is a need for improvement in teacher preparation programs, specifically in the area of elementary school physical education. That need has been addressed and supported by members of the physical education profession at each of their major conferences.

As previously mentioned, the report from the Jackson Mills Conference (1948) specifically stated its purpose to improve undergraduate professional preparation in health

education, physical education and recreation by "developing recommended programs of professional preparation for general classroom teachers, teachers and leaders in health education, physical education and recreation" (p. 1).

The finished report from this conference was extensive, thorough, and detailed providing guidelines, suggestions, and competencies for teacher preparation programs. One of the consistent themes expressed in this report (Jackson Mills Conference, 1948) was the call for new and innovative curricula (pp. 8, 18-19). This was not only an important theme in 1948, but was just as important in 1962 at the Washington, D.C. Conference. Concerning curriculum the report (Washington, D.C. Conference, 1962) stated:

A curriculum designed to prepare professional personnel for a changing society must be responsive to change. Those charged with curriculum development must possess qualities of scholarship and leadership which constantly seek to find better ways of achieving stated purposes. Curriculum change can lead to modification of the behavior of people. Change should be based on experimentation and research directed towards improved ways of achieving desired goals. (pp. 23-24)

Twelve years later, at the professional conference of 1973, in New Orleans, the theme of the new curricula is still present, expressed in this manner: "The major

responsibility of institutions preparing teachers is to design and provide varied experiences which will enable individuals to develop . . . a particular combination of competencies based on background, capabilities, needs, and motivations" (Barrow, 1974, pp. 23-24).

This dissertation represents one attempt to meet the need for improvement in teacher preparation programs by suggesting new and innovative curricula. As such, this manual and syllabus was designed to provide a tool for the instruction of the aforementioned future teachers.

Chapter III  
Instructor's Manual  
Use of Manual

This manual was designed to be used as an entire course, complete with lectures, assignments, reading lists, and suggested activities. The material presented herein has been field tested in this manner, as an entire course, and in that way reflects the revisions suggested by the field testing process.

The lectures provided for each unit of instruction are intended to provoke the students' interest and curiosity rather than to saturate them with isolated facts (Parks, 1977). Used in this manner, the lectures serve to introduce a unit of study rather than passively providing students a given volume of information. The assignments and activities from the reading lists provide the true substance of the course. Through individual and collective investigation of the professional literature, students will have the opportunity and responsibility for a far broader study of the given topics. This form of active research by the students is designed to increase their tangential knowledge potential, providing an even greater range of learning experiences.

Given the variability of schools, programs, and instructors, an alternative method for usage is offered. Using the manual and syllabus as a framework or jumping-off place, each instructor would tailor the course to suit his or her needs, a particular program, or the direction of the students. The lectures may be used to introduce specific areas for further investigation and discussion. The reading lists may serve as the starting point for research rather than a definitive body of knowledge. From the class assignments and activities, specific areas of interest and/or desires for more thorough study of particular topics may arise, giving direction to the course as indicated by the students. The manual and syllabus still provide the framework for the course, but a multiplicity of variables would be in full play.

The flexibility of this manual in terms of variety of methods for its use is an intended design function. From the beginning, this research project was not intended to represent only one way of presenting elementary physical education. It is a synthesis of many people, many programs, and much research. It is intended to have the input of whomever chooses to use it, personalizing and customizing the design to fit the needs of the users. In this manner, such a curriculum design may be used by a wide number of instructors, at various schools, each being different, but all successfully employing the same tool.

## Organizational Material

### General Goals

This manual was designed to provide future physical educators and elementary classroom teachers with a working knowledge of some of the fundamentals necessary to teach elementary school physical education. The general goals of the course are for each student to demonstrate:

1. An understanding of terms, concepts, and ideas necessary to teach basic movements, fitness exercises, and game skills.
2. A level of performance of basic movements, fitness exercises, and game skills commensurate with individual ability.
3. An ability to evaluate the performance of basic movements, fitness exercises, and game skills.
4. The application of each of the above toward instructing elementary school children.

### Objectives

The process of formulating objectives is viewed as a gradually unfolding specification, refinement, and description of the expected output performance of the learner (Banathy, 1968). More precisely, objectives should specify:

1. What the learner is expected to be able to do.
2. How well the behavior is expected to be performed.

3. Under what circumstances the learner is expected to perform (Banathy, 1968).

The general goals call for students to demonstrate understanding, performance, ability to evaluate, and application toward instruction. Following the specificity outlined above, these goals will be accomplished through the following objectives:

1. On the final examination, given a list of terms, define each term. The minimum level of achievement acceptable will be 80% correct responses.

2. On the final examination, demonstrate an understanding of ideas and concepts by explaining in short answer outline form:

- A. Roles of elementary school physical education.
- B. Habits of fitness and activity.
- C. Readiness and motivation of the learner.
- D. Theories of play.

Answers will be evaluated based on completeness, explicitness, and clarity of expression. Eighty percent correct responses will be the minimum level of acceptable achievement.

3. On the final examination, in a comprehensive essay, describe and explain the relationship between elementary school physical education and the effective use of leisure time by children and adults. Answers will be evaluated by the instructor based on completeness, explicitness, and

clarity of expression. An evaluation of 80% will be the minimum level of acceptable achievement.

4. On a designated activity day, demonstrate the ability to evaluate the performance of a learner in the areas of basic movements, fitness exercises, and game skills. This evaluation should be in terms of safety and correctness of movement based on sound physiological principles. This ability will be evaluated by the instructor on a pass/fail basis.

#### General Instructional Plan

A general instructional plan (see Table 1) is included, listing the major areas of course content, to provide specificity in achieving objectives. The instructional units are designed to cover all the areas outlined in this general plan. As part of this general instructional plan, an accompanying description of expected teacher and student behaviors is offered (see Table 2), along with a sample check list for the major areas of performance and instructional skills (see Table 3).

#### Evaluation Strategies

The purpose of evaluation is to ensure the objectives of the comprehensive course design are being met during the execution and at the termination of the design. The course design will be evaluated by monitoring the system while in progress and by performance testing, including both formative and summative assessments of the learner.



Table 1

General Instruction Plan


---

I. Terminology	
A. Basic movements	M. Aerobic/anerobic
B. Movement education	N. Cardiovascular
C. Physical education	O. Strength
D. Physical fitness	P. Muscular endurance
E. Play	Q. Flexibility
F. Leisure activities	R. Body fatness
G. Motor skills	S. Agility
H. Psychomotor development	T. Balance
I. Games	U. Coordination
J. Relays	V. Power
K. Readiness	W. Reaction time
L. Motivation	X. Speed
II. Principles	
A. Roles of elementary physical education	
B. Habits of fitness and activity	
C. Readiness and motivation of learner	
D. Theories of play	
E. Dance and rhythmic activities	

(table continues)

---

III. Applications

- A. Theory of play to rewarding use of leisure time
- B. Theory of play for lifetime habit of fitness
- C. Lesson plans

IV. Performance Skills (those things the student will do)

- A. Basic movements
- B. Fitness exercises
- C. Game skills

V. Instructional Skills (those things the student will demonstrate how to do)

- A. Basic movements
  - B. Fitness exercises
  - C. Game skills
-

Table 2

Expected Behaviors


---

<u>Content Areas</u>	<u>Teacher Behaviors</u>
I, II, III	The teacher will lecture briefly, invite and answer questions, initiate discussion, and assign outside reading.
IV, V	The teacher will demonstrate skills and techniques by performing basic movements, fitness exercises, and game skills. The teacher will also initiate game play, provide practice time for students, and offer feedback on their instructional techniques.
<u>Content Areas</u>	<u>Student Behaviors</u>
I, II, III	The student will listen, discuss, record in written form (such as notes), respond verbally, and read.

(table continues)

---

<u>Content Areas</u>	<u>Student Behaviors</u>
IV	The student will observe demonstrations, perform the tasks, listen to the feedback which is offered, and make adjustments in performance based on feedback.
V	The student will demonstrate how to prepare a lesson plan and instruct an elementary physical education class in basic movements, fitness exercises, game skills, and/or dance activities.

---

Table 3

Sample ChecklistBasic Movements


---

walking	jogging	running	skipping
hopping	jumping	crawling	rolling
galloping	sliding	throwing	catching
striking	kicking	heading	dodging
turning	twisting	pulling	pushing

Fitness Exercises

sit-ups	push-ups	pull-ups	leg-lifts
hurdler stretch	curl-ups	windmills	toe touch
rocker	arm circles	calf stretch	burpee
sprinter	wood chops	trunk bends	jumping jacks

Game Skills

Game skills are those skills which would involve a combination or sequence of basic movements along with the techniques and strategies required of the game. Some examples are:

- (1) shooting a basketball
  - (2) striking a volleyball
  - (3) throwing/catching a frisbee/ball/object
  - (4) running and dodging a thrown object
  - (5) running and dodging another person
  - (6) kicking a moving object
-

System monitoring. The instructor will keep a log of each day's activity and record observations, criticisms, feedback, and general assessment of each class's relative effectiveness. To aid in this task, Banathy (1968), in Instructional Systems, suggests the following questions for consideration:

1. Were the objectives clearly stated for the period?
2. Did the learning tasks clearly identify what has to be learned?
3. Were any tasks superfluous?
4. Were the objectives measurable? Operational?
5. Were the best possible and economical components used?
6. Did they function effectively? If not, what would improve their function? (p. 80)

Performance testing. Evaluation in this area will consider the terms effectiveness, efficiency, and student perceptions.

Effectiveness is aimed at determining if the course does what it is supposed to do. That is, is the course meeting the objectives? Student performance on the summative evaluation would provide one indicator of effectiveness. The student would have to demonstrate mastery of the objectives in order to meet the exit requirements of the course. This measure would have to be considered in light of the results from the input assessment. In this way, it

could be determined whether the course was effective in closing the gaps between input and exit knowledge, or if the students knew it all at the beginning, in which case the course was probably not very effective.

The efficiency of the course relates to its cost in time and money in terms of being effective. These two terms are very much interrelated and should be considered in light of each other. The instructor's efficiency input could be determined by recording (in the previously mentioned log) the total time requirement for the course, including class time, preparations, research, trips, and so forth. This would be measured against any material costs borne by the instructor, such as books, hand-outs, trip expenses, and that portion of his salary received for the course. The student may monitor his time for the course, logging the total time spent in class, preparation, study, trips, and the material cost of books, hand-outs, and prorated tuition. A relationship could then be determined between the cost of the course (efficiency) and the level of mastery of objectives (effectiveness). This relationship may be used to make necessary changes in the system to increase the effectiveness and efficiency of the course.

Student perceptions refer to the students' likes or dislikes for the process in which they are instructed. One measure of these perceptions would be a questionnaire given the students at or near the end of the course. The students

would have the opportunity to assess the course, materials, methods, techniques, the instructor, their peers, and themselves. The questionnaire would be anonymous and designed for course evaluation and improvement and not grade related or as an instrument for teacher evaluation, tenure, or promotion.

The results from these evaluative processes would be used for the purpose of improving instruction and increasing the mastery of the objectives. The evaluation process is designed to make the course design more effective, efficient, and likable.

### Instructional Units

#### Unit 1--Terminology

This unit is introductory and intended to get students initially acquainted with the chosen text, various texts of their own choosing, and/or professional journals. The terminology list from the general instructional plan is included in the syllabus. Students will be assigned responsibility for defining three or more of the terms on the list, depending on class size, with overlapping of assigned terms being a desired occurrence. The instructor may choose to restrict the resources to be used for definitions to specific texts or journals, or this may be left to the discretion of the students. A brief time period should be allowed for this assignment and a day designated for its completion.



On the designated day, students should verbally present their definitions to the class. Having multiple definitions of the same term should provide for different interpretations and allow student interaction and discussion. Depending on the resources to be used, the instructor may guide these discussions toward the desired definition, that is, the definition used by the text or intended to be used by the instructor. If an exact definition is not required, the instructor may allow the students to arrive at their own definitions, based on their research and the appropriateness to the class. In either case, all students should record the definitions that are finally agreed upon, and this will give all students a working vocabulary for the course.

#### Unit 2--Roles of Elementary School Physical Education

The roles of elementary school physical education are many and varied. A random sampling of physical educators, educators, or prospective educators would produce a list of roles as numerous as those queried. An informative starting point from which to investigate such roles, as well as a significant historical perspective, is to be provided by the first two student reports.

The initial report concerns an article written by Manley (1948) in which she decried the inadequacy of present-day elementary physical education programs and asked

for a unified effort to improve them. The present-day programs she decried were those of 1948, but by the end of the presentation and subsequent discussion her positions, proposals, and key roles may not seem so antiquated.

(Student presents report on the Manley article.)

Another article, this one by Champlin (1950), provides additional support for the physical educators of that time in their efforts to justify elementary school physical education. (Student presents report on the Champlin article.)

Over 20 years after these two educators/writers identified the need for elementary physical education in its various roles, research continues to support their position. Trimble (1972), in a compilation of research findings, clearly identified "the importance of early motor learning experiences to optimize the potential for later learning" (p. 123). (Student presents report on the Trimble article.)

The research and professional support for elementary physical education is not a new phenomenon. Even the many roles identified by the articles presented have more commonalities than differences. For the purpose of summarizing the historical perspective of this issue, an article presented by the Elementary School Physical Education Commission (1971) provides a broad and inclusive value statement:

The values of an elementary school physical education program include the following: (1) it contributes to

the development of a favorable self-image, creative expression, motor skills, physical fitness, knowledge and understanding of human movement; (2) it may influence the degree of success the child experiences in his work and play; (3) it provides an important avenue for non-verbal communication; (4) it provides an opportunity for the child to develop into a fully functioning individual. (p. 42)

Having discussed the roles and values of elementary school physical education from a historical perspective, the next two reports offer some contemporary viewpoints. The taxonomies presented by Corbin (1981) and the constructs and parameters offered by Sanborn and Meyer (1980) once again show more similarities than differences. Not only did these authors identify similar kinds of roles and values for elementary physical education within the present educational system, but a comparison with their historical counterparts provides more than one common theme. (Student presents reports on the Corbin and Sanborn and Meyer articles.)

For the purpose of narrowing down an otherwise unwieldy discussion comparing past and present roles of elementary physical education, one aspect of the total program will be used as a focal point for this discussion. Educational gymnastics will serve as that focal point, although any number of other important curricular topics could as easily be used. The four reports by Kruger (1978), Parent (1978),

Standeven (1978), and Wiseman (1978) about to be given describe the views of contemporary educators who support and encourage the teaching of educational gymnastics as a vital part of any physical education curriculum. (Students present reports on the Kruger, Parent, Standeven and Wiseman articles.)

Although varied in style and detail, the common theme of these contemporary educators was one of strong support for educational gymnastics as an integral part of elementary physical education programs. A synthesis of their goals for educational gymnastics would include:

1. Physical fitness.
2. Posture.
3. Proper motor development.
4. Body management abilities.
5. Mastery learning.
6. Achievement of individual human potential.

By projecting the goals of this singular aspect of a total physical education curriculum onto the roles and values of the overall program, the importance of elementary physical education is clearly identified. A further comparison between the goals stated here and those presented from the earlier era convincingly shows that these values have endured the test of time. Physical education for elementary school children is not a new concept, but it is certainly one of lasting importance and significance for

prospective educators, and a subject in which they should be well prepared.

The presentations and discussions thus far have been centered around the physical education class. There are also, however, a number of important and significant roles for elementary physical education beyond the normal class setting. One such role is suggested in the next report dealing with an elementary school intramural program. (Student presents report of the Kidd and Pankau [1980] article.)

In contrast to the intramural program previously described, perhaps the more familiar alternatives are the youth sports programs sponsored by many communities. Although at first glance there may appear to be no relationship between youth sports programs and elementary physical education, the next report may offer evidence to the contrary. Bunker (1981) proposed a model which would result in a synergistic relationship between elementary physical education and youth sports programs. (Student presents report on the Bunker article.)

One of the roles of elementary physical education that may be viewed as having a multiplicity of purposes is the copartnership in movement suggested by the next article. By using elementary physical education programs as valid learning/teaching laboratories for teaching assistants, all

parties involved seem to benefit. (Student presents report on the Buschner [1980] article.)

Viewed in a much broader perspective, elementary physical education may have roles that are not as obvious, but certainly as important, as those previously identified and discussed. The next two articles suggested that elementary physical education may provide opportunities for children to develop positive behaviors while learning about themselves and others. (Students present reports on the Cole [1981] and Austin and Brown [1978] articles.)

Many roles, aims, goals, and objectives have been presented and discussed as a means of justification for elementary school physical education. The varied and diverse nature of these roles provides a wide spectrum of choices for establishing a multiplicity of physical education programs. Although there is not intent to summarize the findings of all the research that has been presented, or the ideas that may have been formulated through discussion, the final article in this unit may offer a unifying theme. Leonard (1977) suggested that "a form of physical education could revolutionize the way our children feel about sports and their own bodies" (p. 143). In discussing this final article, a personal philosophy regarding elementary physical education should be starting to develop, based on the research presented throughout the

unit and the challenge proposed by Leonard. (Student presents report on the Leonard chapter.)

#### Reading List

1. Manley, H. (1948). The plight of elementary school physical education. Journal of Health and Physical Education, 19, 335, 376-377.

Manley decried the inadequacy of present-day (1948) elementary physical education programs and asked for a unified effort to improve them. She strongly supported sound elementary physical education programs and listed several key roles such programs can offer children.

2. Champlin, E. (1950). Let's take first things first. Journal of Health and Physical Education, 21, 20.

The article supported the need for sound elementary physical education programs, trained specialists to provide them, and several important considerations for providing physical education opportunities to elementary school children.

3. Trimble, R. (1972). Selected research findings with implications for elementary school physical education. The Physical Educator, 29, 123-124.

"The importance of early motor learning experiences to optimize the potential for later learning has been reported rather extensively in the literature" (p. 123). Trimble discussed the implications of such research for elementary physical education programs.

4. Elementary School Physical Education Commission.

(1971). Essentials of a Quality Elementary School Physical Education Program. Journal of Health, Physical Education and Recreation, 42, 42-46.

"The values of an elementary school physical education program include the following: (1) it contributes to the development of a favorable self-image, creative expression motor skills, physical fitness, knowledge and understanding of human movement; (2) it may influence the degree of success the child experiences in his work and play; (3) it provides an important avenue for non-verbal communication; (4) it provides an opportunity for the child to develop into a fully functioning individual" (p. 42).

5. Corbin, C. B. (1981). First things first, but don't stop there. Journal of Physical Education, Recreation, and Dance, 52, 12-13.

Corbin presented several taxonomies for physical education along with some suggestions for achieving both the low order and higher order objectives.

6. Sanborn, M. A., & Meyer, C. L. (1980). Curricular constructs and parameters for today's elementary physical education. Journal of Physical Education and Recreation, 51, 42-43.

"Although some curricula in elementary schools today can be classified by model or theoretical construct, most



are a combination of the constructs described here" (p. 42). The constructs and parameters described provide a brief overview of some of the roles of elementary physical education.

7. Kruger, H. (1978). A focus on body management. Journal of Physical Education and Recreation, 49, 39-41.

Kruger proposed the use of educational gymnastics for the development of body management abilities. Gymnastic training presented in this fashion will help teachers provide and students acquire the skills necessary for the improvement of physical fitness, proper motor development and posture, and body management abilities.

8. Parent, S. (1978). Educational gymnastics. Journal of Physical Education and Recreation, 49, 31-34.

"In educational gymnastics perfection of the individuals' performance is paramount - excellence is demanded within the choice, range, and ability of each individual" (p. 32). Parent believed this type of gymnastics to be one of the most flexible and adaptable components of the physical education curriculum, lending itself to the wide variety of groups and individuals.

9. Standeven, J. (1978). More than simply movement experiences. Journal of Physical Education and Recreation, 49, 35-38.

The process which produced an educational gymnastic sequence moved from exploration through selection and rejection, into modification, repetition, and refinement, and, hopefully, to mastery learning. All stages were valuable and required equal attention.

10. Wiseman, E. (1978). The process of learning in gymnastics. Journal of Physical Education and Recreation, 49, 44-77.

"Educational gymnastics should result in the achievement of individual human potential in a way that other forms of gymnastics do not. The teacher of educational gymnastics will be less concerned with the end result of physical skills than with the progress which takes place as the individual performer acquires those skills" (p. 45).

11. Kidd, B., & Pankau, M. (1980). Extension of the elementary physical education class through an intramural program. Journal of Physical Education and Recreation, 51, 46-47.

The authors suggested a way to expand the normal physical education learning experience by offering an intramural program. "With an intramural program added to the physical education time, students can exercise their newly learned skills in an actual playing situation" (p. 46).

12. Bunker, L. K. (1981). Elementary physical education and youth sport. Journal of Physical Education and Recreation, 52, 26-28.

In describing the relationship between elementary physical education and youth sports, Bunker presented three goals: (a) provide varied opportunities to develop skills associated with many sports; (b) provide opportunities to practice wholesome competition; and (c) provide opportunities for social interaction. If these goals are pursued, a synergistic relationship between elementary physical education and youth sports may be fostered.

13. Buschner, C. (1980). Copartnership in movement. Journal of Physical Education and Recreation, 51 22-23.

Buschner described the copartnership that exists between the University of Southern Mississippi and three school systems, coordinating teaching assistants with the elementary physical education programs. "The schools are able to introduce a progressive and relevant curriculum with qualified and certified teachers at a minimal cost. The goal behind the program is to emphasize and develop movement skills, identify motor difficulties, and provide continuity in programming to lead students to lifetime sports skills during adolescent years" (p. 23).

14. Cole, P. (1981). Helping children gain control.  
Journal of Physical Education and Recreation, 52,  
14-16.

In this age of technological development and rapidly changing lifestyles, Cole suggested that physical education offers children a concrete way of learning about themselves and others. To learn the control of one's physical self is a prerequisite to control of broader arenas, such as work, family, state, country, and world.

15. Austin, D., & Brown, M. (1978). Social development in physical education: A practical application.  
Journal of Physical Education and Recreation, 49,  
81-83.

"Physical Education activities provide a multitude of opportunities to develop positive behavior" (p. 81).

The program presented in this article suggests an alternative way to provide for social interaction and development in the physical education class.

16. Leonard, G. (1977). The ultimate athlete. New York:  
Avon Books.

"Changes in physical education in secondary schools are needed and they are possible, but the roots of change go down to the early elementary grades. There, in innovative programs scattered throughout the nation, you will be introduced to a form of physical education

that could revolutionize the way our children feel about sports and their own bodies. It generally goes under the label of 'Movement and Education' and is strikingly different from what, if anything, is usually offered to our young children" (p. 143).

#### Suggested Assignments

Unit 2 is designed to produce a large amount of student interaction during class discussions. The role of the instructor is one of facilitator rather than information provider, this role having been delegated to the students assigned to each report. Since there is a great deal of information within this unit, it may require several class meetings to complete. With this in mind, the assignments have been divided into subgroups to allow for more flexible scheduling. In each case, the assignments should be completed prior to the discussion of the designated articles.

1. Assign Articles 1, 2, or 3 to six selected students, with two students collaborating on each article. Have each group prepare an outline summary of the article for all class members to accompany their oral report.

2. Assign Articles 5 or 6 to four selected students, with two students collaborating on each article. Have each group prepare an outline summary of the article for all class members to accompany their oral report.

3. Assign Articles 7, 8, 9, or 10 to each of four students. Have each one prepare to present orally the

findings, viewpoints, and major theme of their respective article.

4. Assign Articles 11, 12, or 13 to six selected students, with two students collaborating on each article. Have each group prepare an outline summary of the article for all class members to accompany their oral report.

5. Assign Articles 14, 15, or 16 to six selected students, with two students collaborating on each article. Have each group prepare an outline summary of the article for all class members to accompany their oral report.

#### Unit 3--Habits of Fitness

From the previous unit of study it was determined that one of the roles of elementary school physical education was to introduce the students to fitness activities. The question of what kind of fitness activities is dependent upon the type and definition of fitness. According to Plowman and Falls (1978), "now is the time to clearly differentiate physical fitness related to functional health from physical performance related primarily to athletic ability" (p. 22). The following student report should offer some insight into that important differentiation as well as set the stage for the ensuing panel presentation. (Student presents report on the Plowman and Falls article.)

Having now established the importance of physical fitness related to functional health, a panel of prospective teachers will present a collection of research supporting

physical fitness activities that can help attain that goal. The panel collectively supports the premise that habits of fitness are established early in life and that a primary vehicle for such development should be elementary school physical education programs. Those students not on the panel are encouraged to assume partisan or opposition roles, offering either support or challenge to the panel. (The panel will now begin the presentation.)

#### Reading List

1. Plowman, S., & Falls, H. (1978). AAHPER youth fitness test revision. Journal of Physical Education and Recreation, 49, 22-24.

In assessing the need for revision of the AAHPER Youth Fitness Test, the authors agreed that, "Now is the time to clearly differentiate physical fitness related to functional health from physical performance related primarily to athletic ability" (p. 23). Toward that end, they identified the various immediate-, short-, and long-range goals defined by the committee for revision.

2. Jenkins, D. (1978). Cardiovascular fitness education for elementary students. Journal of Physical Education and Recreation, 49, 59.

"The main goal of a cardiovascular fitness education program is to have children understand how exercise effects their body. This program is directed toward grades 5 and 6, because at this time children become

very body conscious and have an interest in how their body responds to various stimuli" (p. 59).

3. Pate, R., & Corbin, C. (1981). Implications for curriculum. Journal of Physical Education and Recreation, 52, 36-38.

Pate and Corbin discussed the importance and implications for curriculum of the newly developed Health Related Physical Fitness Test. They stressed the importance of achieving higher order objectives on their physical fitness taxonomy and concluded, "If our ultimate goal is to help people to be fit for a lifetime, ability to solve fitness problems seems essential" (p. 38).

4. Falls, H. B. (1980). Modern concepts of physical fitness. Journal of Physical Education and Recreation, 51, 25-57.

"Girls and boys need to learn about the importance of health related physical fitness and to become aware of their own status. As professionals we are derelict in carrying out our responsibilities if we do not provide each and every student an opportunity to learn about something that can have such a great impact on their lives, both now and in their future years" (p. 25).

5. Greene, L., & Osness, D. Sunflower project: Changing lifestyles of children. Journal of Physical Education and Recreation, 49, 28-29.



the Sunflower Project attempted to identify and reduce the risk factors associated with heart attacks in the students, parents, and faculty of Trailwood Elementary School. "Recognizing the prevailing evidence that risk factors related to atherosclerosis and subsequent coronary events and cerebral vascular accidents begin in childhood, and that these factors may be correlated between parent and child . . . " (p. 29), the project presented health education, fitness programs, and monitored school lunches for all participants.

#### Suggested Assignments

1. Prior to this class, assign one student to prepare a detailed oral report on Article 1. The report should include the authors' definition of physical fitness, the reasons for revision of the test, and the various goals identified by the committee.

2. Select a panel of four students, assigning one article, 2, 3, 4, or 5, to each. Students should prepare an oral presentation identifying their selected author's viewpoint, arguments, and recommendations. Students should be prepared to defend their author's position if challenged.

#### Unit 4--Developmental Readiness of the Learner

One of the most significant factors contributing to the success or failure of a teaching experience is the developmental readiness of the learner. Although the teacher can

do little, if anything, to alter this state of readiness, knowledge of the various developmental stages will prepare the teacher for more appropriate plans and strategies to effectively teach children in different developmental stages of readiness.

The first student report describes a classic example of a game not fitting the developmental readiness of some or possibly all of the participants. There are, however, some suggestions as to how this situation could be adjusted and improved. (Student presents report on the Morris [1981] article.)

The area of games modification seems to lend itself quite readily to those educators wishing to provide for developmental differences. Robertson (1977) describes several situations which are familiar to most physical educators and offers some sound educational theory which would turn those situations into positive learning experiences. (Student presents report on the Robertson article.)

The last student report in this unit on developmental readiness presents a list of facts which the teacher of physical education should consider when preparing lessons. These facts address quite specifically the developmental characteristics of elementary school children. (Student presents report on the Haywood and Loughrey [1981] article.)

The major premise of this final article would seem to be a particularly significant summary statement for this area of developmental readiness (Haywood & Loughrey, 1981):

Given the assumption, based on current findings, that body concept, teachers should plan learning experiences that help develop a positive or an improved body concept. A working knowledge of physical growth and motor development should aid the teacher in identifying activities that are appropriate to the participants' developmental level and that may help the participant define and accept an appropriate body concept. (p. 58)

#### Reading List

1. Morris, D. (1977). Let's give the games back to the children. Journal of Physical Education and Recreation, 48, 26-27.

Morris cited the example of a T-ball baseball game for children 8 years old and younger as a game which does not consider the developmental stages of the participants, specifically in the area of tracking a moving object. He designed a Games Analysis Model, which, if followed, allows the game designer to plan games and activities that are developmentally sound for the participants. "Finally, I dream of the day when folks have realized how to change the games children

play in ways that allow children of all abilities to play within one game structure" (p. 27).

2. Robertson, M. A. (1977). Developmental implications for games teaching. Journal of Physical Education and Recreation, 48, 25.

Robertson observed and expressed the wide variety of developmental stages generally experienced in elementary physical education classes. She suggested that physical educators should begin teaching for readiness, modifying games, activities, and equipment, and providing for the different stages of development of individual children. "Ensuring each child a chance for success at their present developmental level is the best way to promote further development. Teachers must make the games environment supportive for each child so they can successfully meet the challenges that will lead to continued growth in skill and confidence" (p. 25).

3. Haywood, K. M., & Loughrey, T. (1981). Growth and development--implications for teaching. Journal of Physical Education and Recreation, 52, 57-58.

Haywood and Loughrey presented a list of facts that supported their contention that there is a real and significant relationship between a person's body concept and self concept. These facts include: a) genetics and environment influence growth; b) growth rates vary; c) bone growth occurs at centers and requires a good blood

supply until growth in length and size ceases in late adolescence; d) the body's fat content is influenced by eating habits and exercise; and e) physical activity and exercise may improve physical appearance. "Given the assumption, based on current findings, that body concept figures prominently in the development of self concept, teachers should plan learning experiences that help develop a positive or an improved body concept. A working knowledge of physical growth and motor development should aid the teacher in identifying activities that are appropriate to the participants' developmental level and that may help the participant devise and accept an appropriate body concept" (p. 58).

#### Suggested Assignments

1. Prior to this class, assign one student to prepare a detailed oral report on Article 1. The report should include a description of the game scenario, suggested modifications, and an explanation of the Games Analysis Model.

2. Prior to this class, assign one student to prepare a detailed oral report on Article 2. The report should include an explanation of teaching for readiness, equipment and games modification, and expectations of this developmental approach.

3. Prior to this class, assign Article 3 to two students. Have them prepare an outline summary of the article for all class members to accompany their oral report.

#### Unit 5--Dance

The previous units of study have provided some essential background and theoretical information which should prove useful when teaching elementary school children. This unit on dance will serve as the first step in this course of study going from theory to practical application.

Four student presentations dealing with various elements of dance theory and its importance to elementary school physical education will be presented. The initial premise of studying theory is that it will enable the student to take ideas, often of a broad and general nature, and use and/or apply them to the specifics of a particular situation. The importance of dance as an integral part of physical education, and the essence of the theory behind this idea, is expressed in this statement by Hanson (1979): "Dance/movement is basic to development. The arts are a part of our world. Children denied experiences in the arts are denied a comprehensive basic education to prepare them for a full and rewarding life" (p. 42). (Student presents report on the Hanson article.)

This idea of dance being basic to development and education, particularly when viewed as one element of the

arts, is a widely supported and championed concept. According to Zirulnik and Young (1979), "Education in the arts is critical for survival in a humane and complex society and all children have the right to arts education as an intrinsic part of basic education" (p. 43). The next report offers some insight as to how dance may fulfill those arts education requirements. (Student presents report on the Zirulnik and Young article.)

The remaining two reports, while presenting strong theoretical arguments for dance education, seem to approach the issue from a movement perspective. While not denying the art nature of dance, these authors described the qualities of human movement which make dance so important to elementary school children. Poll (1979) expressed this idea in this manner:

Dance is one of the few disciplines within physical education which has the potential to create a free and open environment for both personal growth and skill acquisition. Dance can serve to develop kinesthetic acuity, teach competencies with a direct transfer to sport, and enhance the self concepts of the children in the program. (p. 64)

(Student presents report on the Poll article.)

The last article by Little (1977) suggested that a very beautiful, even poetic, relationship exists between dance and children.

One of the wonders of human movement, and specifically of the dance experience, is its changing, amorphous, and quicksilver nature. It is process, not permanent fixed product. The same is true of the child, a human changeling hung between being and becoming, suspended in being for a very brief and special time. It is beautifully apparent that dance and the child are natural companions. (p. 34)

(Student presents report on the Little article.)

Up to this point in the course, class time has been spent on reporting, reviewing, and discussing the theories behind various aspects of teaching children. It is now time to make practical applications of those theories in a teaching environment. As students have the opportunity to put theory into practice, they should consider the rationale for sound theory, its importance, and how it may help and assist them. This is true not only in the area of dance, but in all aspects of the educational process. The dance theorists presented here, however, have provided a strong and artistic imperative for dance/movement/arts education in the elementary school. The students' individual presentations should reflect their collective wisdom.

#### Reading List

1. Hanson, M. (1979). The right of children to experiences in dance/movement/arts. Journal of Physical Education and Recreation, 50, 42.



In a brief article based on testimony given before the Subcommittee on Human Resources of the National Commission for the International Year of the Child, Hanson strongly supported the values of dance. "Dance/movement is basic to development. The arts are a part of our world. Children denied experiences in the arts are denied a comprehensive basic education to prepare them for a full and rewarding life" (p. 42).

2. Zirulnik, A., & Young, J. (1979). Help them jump for joy. Journal of Physical Education and Recreation, 50, 43.

"Education in the arts is critical for survival in a humane and complex society and all children have the right to arts education as an intrinsic part of basic education. Dance and dance related activities in the formative years can provide a medium for the development of the whole child" (p. 43). The authors provided a list of objectives which may be accomplished through dance.

3. Poll, T. (1979). Dance, self esteem, and motor acquisition. Journal of Physical Education and Recreation, 50, 64-65.

Citing research that supported her contention that cooperation rather than competition should be stressed in elementary level physical education, Poll described some of the positive aspects of dance for this age child.

"Dance is one of the few disciplines within physical education which has the potential to create a free and open environment for both personal growth and skill acquisition. Dance can serve to develop kinesthetic acuity, teach competencies with a direct transfer to sport, and enhance the self concepts of the children in the program" (p. 64).

4. Little, A. (1977). The meaning of dance for young children. Journal of Physical Education and Recreation, 48, 34-38.

"One of the wonders of human movement, and specifically of the dance experience, is its changing, amorphous, and quicksilver nature. It is process, not permanent fixed product. The same is true of the child, a human changing hung between being and becoming, suspended in being for a very brief and special time. It is beautifully apparent that dance and the child are natural companions" (p. 35). It is this companionship that makes dance so unique and so essential to children.

5. Graham, G. (1978). Turning children on to creative dance. Journal of Physical Education and Recreation, 49, 45-46.

"To deprive children of opportunities to experience creative movement in their elementary school physical education program was no more logical than eliminating all opportunities to practice throwing and catching in

the same program because the teacher could neither throw nor catch with any degree of expertise" (p. 45). Graham provided seven ideas for the nondancer to help provide dance experiences. They included: a) do not call it dance; b) begin gradually; c) start with a cooperative class; d) use props whenever possible; e) vigorous, action-packed, fast, exciting movement experiences are effective initially; f) avoid "dance to music" as a task; and g) progress from movement to imagery.

6. Speakman, M. (1978). Teaching modern educational dance. Journal of Physical Education and Recreation, 49, 51-52.

Speakman supported the theories and philosophies of Rudolf Laban in the area of modern educational dance. She provided several guidelines for elementary school teachers to help them prepare effective and enjoyable educational dance lessons.

7. Ericson, J., Leiser, R., & Kafer, J. (1979). Innovative dance games. Journal of Physical Education and Recreation, 50, 22, 50.

"Old methods of review and testing tend to destroy the social atmosphere and develop tension and frustration among dancers. There is a need for new ways to help students learn and remember while sharing the joy of dance" (p. 22). The authors suggested a pair of dance games to remedy this situation.

8. Ericson, J., & Velasco, Y. (1979). Innovative dance games. Journal of Physical Education and Recreation, 50, 71-72.

A continuation of a previous article, part two offered two more dance games designed to be fun and offer the children dance experiences.

9. McColl, S. L. (1979). Dance as aesthetic education. Journal of Physical Education and Recreation, 50, 44-46.

In a practical article detailing the use of dance as aesthetic education, McColl identified five areas of the dance experience that focus specifically on aesthetic education. "They are (1) using the aesthetic elements that are present to some degree in all art forms such as choice of thematic material, form, texture, rhythm, contrast, accent, repetition, and dynamics, (2) the use of images, (3) the choreographic tools of composing dance studies, (4) the flow of movement or the joining of movement sequences, and (5) the problem-solving process itself" (p. 45).

10. Cogman, K. (1979). Teaching folk dance. Journal of Physical Education and Recreation, 50, 50-51.

"Folk dance is the embodiment of children's right to a satisfying movement experience, a right to understand themselves and the world they live in, a right to a complete education, the right to enjoyable recreation,

and many other principles" (p. 50). Codman explained some of the considerations necessary to teach folk dance.

11. Cox, C., & Burrough, J. (1979). Ethnic dance in the elementary school. Journal of Physical Education and Recreation, 50, 28-30.

"Folk dance is an exciting way to integrate the arts into the curriculum, provide an opportunity for children to compare and contrast cultures and appreciate the strengths to be found in this diversity, put them in touch with their own heritage, join boys and girls in a common artistic experience, and help them feel the beauty and joy of the dance" (p. 28).

12. Boucher, A. (1979). Dance: Its interdisciplinary potential in the elementary school. Journal of Physical Education and Recreation, 50, 55-57.

"Dance experiences at the elementary level should aim to preserve this spontaneity while at the same time enlarging each child's movement repertoire and mastery over the body. It should be a time for reactive activity. Dance need not be taught in isolation. Some suggestions regarding the integration of dance with other areas of the elementary curriculum will be presented in this article" (p. 56).

13. Arnow, M. (1981). Teaching dance through sports. Journal of Physical Education, Recreation, and Dance, 52, 39-41.

Arnow suggested that one possible reason for a lack of interest in dance by boys could be the stereotypes of dancers as "dying swans and ethereal Tinkerbells" (p. 39). "One way to work with boys in dance is to start with sports movements" (p. 40). He presented some ideas for presenting dance through sports movements, extending those movements into imagery, and effectively presenting dance to elementary school boys and girls.

14. Figley, G. (1981). A movement approach to teaching folk dance. Journal of Physical Education, Recreation, and Dance, 52, 54-57.

Figley presented a practical, step-by-step approach to teaching a particular folk dance through a movement emphasis.

#### Suggested Assignments

This unit begins with the presentations of several dance theories and arguments supporting dance in the elementary school curriculum. The unit concludes with different students trying to teach specific dances or dance activities to the rest of the class. The unit, therefore, goes from theory in a classroom setting to practical application in an activity period. If all students do not

get an opportunity to teach an activity class in this unit, they will have the opportunity in subsequent units.

1. Assign Articles 1, 2, 3, and 4 to four selected students. Each student should prepare an outline summary of the article for all class members to accompany their oral report. Each student should be prepared to defend the theory and position described by their particular author.

2. All students are assigned to read Articles 5 and 6 due to their general nature and practical guidelines for planning lessons.

3. Assign one or two students to each article, 7 through 14. Students will be responsible for studying their particular article and teaching the dance, dance game, or movement to the rest of the class. Students are also responsible for procuring whatever props, music, or aids they will need for the presentation of their lesson.

#### Unit 6--Lesson Plans

##### Suggested Assignments

There are no lectures or class presentations in this unit. There are three articles providing excellent guidelines and suggestions for developing lesson plans, also a sample outline of a lesson plan. Each student should use the outline and any or all of the articles to help develop the lesson plan for lessons they will teach in Unit 7. The outline and bibliographic information should be introduced prior to the students' choice of teaching assignments in Unit 7.

## Reading List

1. Boucher, A. (1978). Educational gymnastics is for everyone. Journal of Physical Education and Recreation, 49, 48-50.

Boucher provided a step-by-step process which, if followed, she believed would lead to effective lessons in educational gymnastics. Along with a number of considerations for teaching methodology and individualization, she also detailed several key factors in lesson planning.

2. Clumpner, R. A. (1979). Maximizing participation and enjoyment in the physical education classrooms. Journal of Physical Education and Recreation, 50, 50-62.

Clumpner suggested a number of considerations to plan more effective physical education lessons. Among them were: a) changing teaching methodologies; b) streamlining management techniques; c) analyzing behavior; d) measuring physical activity; e) modifying games and activity; and f) challenging students in the classroom.

3. Rink, J. E. (1981). The teacher wants us to learn. Journal of Physical Education and Recreation, 52, 17-18.

Rink suggested that, in order to improve students' motor performance, teachers should "use concrete



examples, give brief explanations, and carefully select a few telling movement cues" (p. 17). As an aid to lesson planning, this article proves some considerations and practical expectations for both teacher and student behavior. A guide for the development of a lesson plan is shown in Table 4.

#### Unit 7--Instructional Skills

In this unit, students will be expected to select a specific lesson from the list of research articles, study the lesson and prepare a lesson plan, teach the lesson to a group of elementary school children, and evaluate their performance. Each student should prepare the lesson plan according to the articles from Unit 6 and distribute copies of the plan to each class member and the instructor. The student-teacher will then present the lesson to the elementary school children with class members observing. At the conclusion of class, the student-teacher will meet with the instructor for evaluation and feedback.

The first two research articles are required reading for all class members, due not only to the quality of advice and general nature of the topics but also due to the overall applicability of Graham's (1977) suggestions to any teaching setting. The remaining articles are to be chosen and/or assigned based on class size, time limitations, equipment

Table 4

A Guide for the Development of a Lesson Plan

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A lesson is a logical subdivision of a unit to be used as a guide for one day's lesson. A lesson should include:

- I. The unit topic
- II. The situation
  - A. The class size
  - B. The time of the class
  - C. The lesson number
  - D. The previous experience of the student
- III. The objectives for this lesson
  - A. The objectives for the lesson are based upon the objectives of the unit
  - B. The objectives for the lesson relate to particular skill being taught
  - C. The objectives for the lesson should include:
    - 1. The skills to be learned
    - 2. The knowledges to be learned
    - 3. The attitudes to be developed
- IV. The procedure for the lesson
  - A. The organization of the class in terms of:
    - 1. Time
    - 2. Subject matter

(table continues)

- 
- 3. Procedure
  - 4. Outcome
  - B. Administration
  - C. Reviews
  - D. Introduction of new material including  
explanation, demonstration, and participation
  - E. Evaluation
  - V. Instructor's evaluation of lesson
    - A. Good points
    - B. Negative points
    - C. Possible changes
- 

Note. Table 4 is from "Syllabus for class entitled,  
'Elementary School Curriculum in Physical  
Education'" by Ralph Ballou, 1981, Middle  
Tennessee State University. Reprinted by  
permission.

and facility limitations, and availability of elementary school children.

#### Reading List

1. Graham, G. (1981). Acquiring teaching skills in physical education. Journal of Physical Education and Recreation, 52, 19-20.

Graham offered an excellent overview of some of the teaching skills necessary in physical education.

Although he used gymnastic teaching for his example, the skills required in this medium are easily transferable to other subject matter. "Absolutely perfect lessons are rare. If we viewed teaching as a series of skills to be practiced and eventually acquired, however, we can continually increase our teaching effectiveness even if we have to do it on our own" (p. 19).

2. Graham, G. (1977). Helping students design their own games. Journal of Physical Education and Recreation, 48, 35.

"The physical education teacher will continue to teach prestructured games, but it is becoming increasingly evident that the contemporary physical educator will also be expected to be competent in helping students design their own games" (p. 35). The article offers a list of considerations for teachers who are interested in helping students design their own games.

3. Rothstein, A. (1981). Basic stuff--Series I. Journal of Physical Education and Recreation, 52, 35-37.

This article is introductory in nature, describing the Basic Stuff series provided by the National Association for Sport and Physical Education. Rothstein explained the rationale behind the Basic Stuff series, and briefly details how the program is designed to operate. This article should be assigned with Article 4.

4. Trimble, R. T., & Mullan, M. (1981). Basic stuff--Series II. Journal of Physical Education and Recreation, 52, 38-39, 46.

Trimble and Mullan went beyond the introduction of the Basic Stuff series by Rothstein and provided excerpts from the Series II booklet, The Child. These excerpts are actual movement activities, with explanations as to how they should be presented within this program.

5. Wiseman, E. (1978). The process of learning in gymnastics. Journal of Physical Education and Recreation, 49, 44-47.

"Educational gymnastics should result in the achievement of individual human potential in a way that other forms of gymnastics do not. The teacher of educational gymnastics will be less concerned with the end result of physical skills than with the progress which takes place as the individual performer acquires those skills" (p. 45).

This article provides a very thorough, sequential process for teaching educational gymnastics.

6. Kruger, H. (1978). A focus on body management. Journal of Physical Education and Recreation, 49, 39-41.

Kruger proposed the use of educational gymnastics for the development of body management abilities. Gymnastic training presented in this fashion will help teachers provide and students acquire the skills necessary for the improvement of physical fitness, proper motor development and posture, and body management abilities.

7. Parent, S. (1978). Educational gymnastics. Journal of Physical Education and Recreation, 49, 31-34.

"In educational gymnastics perfection of the individual's performance is paramount--excellence is demanded within the choice, range, and ability to each individual" (p. 32). Parent believed this type of gymnastics to be one of the most flexible and adaptable components of the physical education curriculum, lending itself to the wide variety of groups and individuals.

8. Standeven, J. (1978). More than simply movement experiences. Journal of Physical Education and Recreation, 49, 35-38.

The process which produces an educational gymnastic sequence moves from exploration through selection and

rejection, into modification, repetition, and refinement, and, it is hoped, to mastery learning. All stages are valuable and require equal attention.

9. Strobel, J., & Bird, M. (1978). The health hustle: Fitness to music. Journal of Physical Education and Recreation, 49, 67-68.

The authors described a program, The Health Hustle, which they devised to provide fitness activities in an elementary classroom. They offered suggestions and advice for effective teaching and implementation.

10. Messick, J. (1977). Movement is the medium. Journal of Physical Education and Recreation, 48, 29-30.

In offering her suggestions for teaching various motor skills, Messick listed several principles which should be considered: a) practice specific skills while receiving constant feedback; b) practice is necessary to acquire a motor skill; and c) learners need to find the situation challenging. Messick used some basketball skills for examples.

11. Morris, A. M. (1981). Keys to successful motor skill performance. Journal of Physical Education and Recreation, 52, 49-50.

Morris suggested that since practice is necessary to the acquisition of skills, effective practice should have three elements: a) purpose;

b) progression; and c) feedback. She provided an excellent practice progression for learning to kick a ball.

12. Mignano, S. (1977). Soccer for first graders. Journal of Physical Education and Recreation, 48, 58.

This article provides several effective activities that may be introduced to young elementary school children allowing them to learn soccer skills and play soccer-type games.

13. Colfer, G. R. (1979). A movement approach for teaching soccer in the elementary school. Journal of Physical Education and Recreation, 50, 28-29.

"The unique aspect of teaching soccer by the movement approach is that the skills can be self-learned through problem solving, exploration, guided discovery" (p. 28). This article details an effective unit of soccer skills for elementary school children.

14. Klesius, S. E. (1979). Wide-width of acceptability games. Journal of Physical Education and Recreation, 50, 66-67.

"This article is more than a description of three games appropriate for elementary school and handicapped children in physical education or recreation settings.



The games apply sound principles of motor skill development and instructional design. Alert teachers can use these as variable game formats and apply their features to other predetermined game forms" (p. 66).

15. Werner, P. (1977). Inexpensive equipment for innovative games. Journal of Physical Education and Recreation, 48, 28.

"Children are quite capable of making up their own games. They are also ingenious in devising equipment for game implementation. The use of free and inexpensive equipment is in harmony with the principles of game modification for children" (p. 28).

16. Fredricks, D. (1980). Pelican handball. Journal of Physical Education and Recreation, 51, 88.

This article provides an excellent example of games modification for elementary school children. Fredricks explained in detail how to play pelican handball and some of the potential positive outcomes of this type of activity.

17. Barrett, K. (1977). Games teaching: Adaptable skills, versatile players. Journal of Physical Education and Recreation, 48, 21-24.

"To perceive game skills in this more open and dynamic way requires a rethinking of the entire games teaching process so that versatility and adaptability are key ideas that bind the process together and are not just

outcomes reserved for those children who seem to be naturally talented" (p. 22). Barrett proposed a three-phase process of games teaching involving: a) game skills; b) transition; and c) games playing. There are numerous examples and guidelines for presenting different game skills.

18. Orlick, T. (1977). Cooperative games. Journal of Physical Education and Recreation, 48, 33-35.

"Few of the games which children play in North America have been designed to elicit cooperation. Even when cooperation is promoted within competitive structures it is merely as a means to better compete, put down, or defeat" (p. 34). Orlick offered some cooperative alternatives.

19. Riley, M. (1977). Teaching original games. Journal of Physical Education and Recreation, 48, 30-32.

"Used in balance with traditional games in the games segment of the curriculum, original games have the potential for meeting the physical needs of children, for satisfying current educational concerns related to attitudes towards self and others, and for challenging children cognitively in their own learning. As a point of reference, an original game is defined as any game which is the creation of the teacher, the teacher and children together, or the children alone" (p. 31).

20. Akers, C. (1980). Movement education field day.  
Journal of Physical Education and Recreation, 51,  
72-73.

This article provides an excellent alternative to traditional field days in which only the talented few are rewarded. Activities, organizational tasks, and suggestions for implementation are provided.

## Chapter IV

### Student Syllabus

This syllabus is designed to be used for the entire course, providing goals, objectives, lecture/discussion outlines, reading lists, and assignments. Evaluation criteria and student expectations are clearly outlined in the goals and objectives.

#### General Goals

This course is designed to provide future physical educators and elementary classroom teachers with a working knowledge of some of the fundamentals necessary to teach elementary school physical education. The general goals of this course are for each student to demonstrate:

1. An understanding of terms, concepts, and ideas necessary to teach basic movements, fitness exercises, and game skills.
2. A level of performance of basic movements, fitness exercises, and game skills commensurate with individual ability.
3. An ability to evaluate the performance of basic movements, fitness exercises, and game skills.
4. The application of each of the above toward instructing elementary school children.

### Objectives

The process of formulating objectives is viewed as a gradually unfolding specification, refinement, and description of the expected output performance of the learner (Banathy, 1968). More precisely, objectives should specify:

1. What the learner is expected to be able to do.
2. How well the behavior is expected to be performed.
3. Under what circumstances the learner is expected to perform.

The general goals call for students to demonstrate understanding, performance, ability to evaluate, and application toward instruction. Following the specificity outlined above, these goals will be accomplished through the following objectives:

1. Given a list of terms on the final examination, define each term. The minimum level of achievement acceptable will be 80% correct responses.
2. On the final examination, demonstrate an understanding of ideas and concepts by explaining in short answer or outline form:
  - A. Roles of elementary school physical education.
  - B. Habits of fitness and activity.
  - C. Readiness and motivation of the learner.
  - D. Theories of play.

Answers will be evaluated based on completeness, explicitness, and clarity of expression. Eighty percent correct responses will be the minimum level of acceptable achievement.

3. On the final examination, in a comprehensive essay, describe and explain the relationship between elementary school physical education and the effective use of leisure time by children and adults. Answers will be evaluated subjectively by the instructor based on completeness, explicitness, and clarity of expression. An evaluation of 80% will be the minimum level of acceptable achievement.

4. On a designated activity day, demonstrate the ability to evaluate the performance of a learner in the areas of basic movements, fitness exercises, and game skills. This evaluation should be in terms of safety correctness of movement based on sound physiological principles. This ability will be evaluated by the instructor on a pass/fail basis.

#### Unit 1--Terminology

This unit provides the initial assignment, designed to get each student involved in preliminary research and provide a working vocabulary for purposes of this class. Each student will be responsible for defining three terms from the accompanying list. Definitions should be thorough and from professional research journals.

## Terminology List

A. Basic movements	M. Aerobic/anerobic
B. Movement education	N. Cardiovascular
C. Physical education	O. Strength
D. Physical fitness	P. Muscular endurance
E. Play	Q. Flexibility
F. Leisure activities	R. Body fatness
G. Motor skills	S. Agility
H. Psychomotor development	T. Balance
I. Games	U. Coordination
J. Relays	V. Power
K. Readiness	W. Reaction time
L. Motivation	X. Speed

Unit 2--Roles of Elementary School Physical Education

## Lecture/Discussion Outline

I. What were some of the key roles of elementary school physical education described by Manley?

II. What were some of the important considerations for providing physical education opportunities to elementary school children discussed by Champlin?

III. What general theme or themes can be identified by Trimble's research?

IV. The Elementary School Physical Education Commission of 1971 defined four values of a sound elementary school physical education program. What were they?

V. Identify some of the similarities between the three contemporary authors' research and those of Manley and Champlin.

VI. In what ways does educational gymnastics justify an elementary school physical education program? What would be the goals of such a program?

VII. Beyond the physical education class, what other roles or settings could provide justification for elementary school physical education?



VIII. Briefly summarize your personal philosophy regarding elementary school physical education.

#### Reading List

1. Manley, H. (1948). The plight of elementary school physical education. Journal of Health and Physical Education, 19, 335, 373-377.
2. Champlin, E. (1950). Let's take first things first. Journal of Health and Physical Education, 21, 20.
3. Trimble, R. (1972). Selected research findings with implications for elementary school physical education. The Physical Educator, 29, 123-124.
4. Elementary School Physical Education Commission. (1971). Essentials of a quality elementary school physical education program. Journal of Health, Physical Education and Recreation, 42, 42-46.
5. Corbin, C. B. (1981). First things first, but don't stop there. Journal of Physical Education, Recreation, and Dance, 52, 12-13.
6. Sanborn, M. A., & Meyer, C. L. (1980). Curricular constructs and parameters for today's elementary physical education. Journal of Physical Education and Recreation, 51, 42-43.

7. Kruger, H. (1978). A focus on body management. Journal of Physical Education and Recreation, 49, 39-41.
8. Parent, S. (1978). Educational gymnastics. Journal of Physical Education and Recreation, 49, 31-34.
9. Standeven, J. (1978). More than simply movement experiences. Journal of Physical Education and Recreation, 49, 35-38.
10. Wiseman, E. (1978). The process of learning in gymnastics. Journal of Physical Education and Recreation, 49, 44-47.
11. Kidd, B., & Pankau, M. (1980). Extension of the elementary physical education class through an intramural program. Journal of Physical Education and Recreation, 51, 46-37.
12. Bunker, L. K. (1981). Elementary physical education and youth sport. Journal of Physical Education and Recreation, 52, 26-28.
13. Buschner, C. (1980). Copartnership in movement. Journal of Physical Education and Recreation, 51, 22-23.
14. Cole, P. (1981). Helping children gain control. Journal of Physical Education and Recreation, 52, 14-16.

15. Austin, D., & Brown, M. (1978). Social development in physical education: A practical application. Journal of Physical Education and Recreation, 49, 81-83.
16. Leonard, G. (1977). The ultimate athlete. New York: Avon Books.

#### Suggested Assignments

This unit is designed to produce a large amount of student interaction during class discussions. The role of the instructor is one of facilitator rather than information provider, this role having been delegated to the students assigned to each report. Since there is a great deal of information within this unit, it may require several class meetings to complete. With this in mind, the assignments have been divided into subgroups to allow for more flexible scheduling. In each case, the assignments should be completed prior to the discussion of the designated articles.

1. Assign Articles 1, 2, or 3 to six selected students, with two students collaborating on each article. Have each group prepare an outline summary of the article for all class members to accompany their oral report.

2. Assign Articles 5 or 6 to four selected students, with two students collaborating on each article. Have each

group prepare an outline summary of the article for all class members to accompany their oral report.

3. Assign Articles 7, 8, 9, or 10 to each of four students. Have each one prepare to present orally the findings, viewpoints, and major theme of their respective article.

4. Assign Articles 11, 12, or 13 to six selected students, with two students collaborating on each article. Have each group prepare an outline summary of the article for all class members to accompany their oral report.

5. Assign Articles 14, 15, or 16 to six selected students, with two students collaborating on each article. Have each group prepare an outline summary of the article for all class members to accompany their oral report.

#### Unit 3--Habits of Fitness

##### Lecture/Discussion Outline

I. Briefly differentiate between physical fitness related to functional health and physical performance related primarily to athletic ability.

II. Identify some of the benefits to be derived from an elementary school cardiovascular fitness program.

III. Identify the components of the new Health Related Physical Fitness.

#### Reading List

1. Plowman, S., & Falls, H. (1978). AAHPER Youth Fitness test revision. Journal of Physical Education and Recreation, 49, 22-24.
2. Jenkins, D. (1978). Cardiovascular fitness education for elementary students. Journal of Physical Education and Recreation, 49, 59.
3. Pate, R., & Corbin, C. (1981). Implications for Curriculum. Journal of Physical Education and Recreation, 52, 36-38.
4. Falls, H. E. (1980). Modern concepts of physical fitness. Journal of Physical Education and Recreation, 51, 25-27.
5. Greene, L., & Osness, D. (1978). Sunflower project: Changing lifestyles of children. Journal of Physical Education and Recreation, 49, 28-29.

#### Suggested Assignments

1. Prior to this class, assign one student to prepare a detailed oral report on article 1. The report should include the author's definition of physical fitness, the

reasons for revision of the test, and the various goals identified by the committee.

2. Select a panel of four students, assigning one article, 2, 3, 4, or 5, to each. Students should prepare an oral presentation identifying their selected author's viewpoint, arguments, and recommendations. Students should be prepared to defend their author's position if challenged.

Unit 4--Developmental Readiness  
of the Learner

Lecture/Discussion Outline

I. From the Morris article, what were some of the reasons the game did not fit the developmental readiness of participants?

II. What were some of the suggestions offered by Robertson for dealing with the wide variety of readiness levels that is generally found in elementary school physical education classes?

III. List five facts identified by Haywood and Loughrey that show the correlation between a person's body concept and self-concept.

#### Reading List

1. Morris, D. (1977). Let's give the games back to the children. Journal of Physical Education and Recreation, 48, 26-27.
2. Robertson, M. A. (1977). Developmental implications for games teaching. Journal of Physical Education and Recreation, 48, 25.
3. Haywood, K. M., & Loughrey, T. (1981). Growth and development--implications for teaching. Journal of Physical Education and Recreation, 52, 57-58.

#### Suggested Assignments

1. Prior to this class, assign one student to prepare a detailed oral report on Article 1. The report should include a description of the game scenario, suggested modifications, and an explanation of the Games Analysis Model.

2. Prior to this class, assign one student to prepare a detailed oral report on Article 2. The report should include an explanation of teaching for readiness, equipment and games modification, and expectations of this developmental approach.

3. Prior to this class, assign Article 3 to two students. Have them prepare an outline summary of the article for all class members to accompany their oral report.

Unit 5--Dance

Lecture/Discussion Outline

- I. Briefly describe Hanson's position on dance in the educational setting.
- II. Compare or contrast Zirulnik's position on dance with that of Hanson.
- III. Describe some of the qualities of human movement which make dance so important to elementary school children.

Reading List

1. Hanson, M. (1979). The right of children to experiences in dance/movement/arts. Journal of Physical Education and Recreation, 50, 42.
2. Zirulnik, A., & Young, A. (1979). Help them jump for joy. Journal of Physical Education and Recreation, 50, 43.



3. Poll, T. (1979). Dance, self esteem, and motor acquisition. Journal of Physical Education and Recreation, 50, 64-65.
4. Little, A. (1977). The meaning of dance for young children, Journal of Physical Education and Recreation, 48, 34-38.
5. Graham, G. (1978). Turning children on to creative dance. Journal of Physical Education and Recreation, 49, 45-46.
6. Speakman, M. (1978). Teaching modern educational dance. Journal of Physical Education and Recreation, 49, 51-52.
7. Ericson, J., Lesser, R., & Kafer, J. (1979). Innovative dance games. Journal of Physical Education and Recreation, 50, 22, 50.
8. Ericson, J., & Velasco, Y. (1979). Innovative dance games. Journal of Physical Education and Recreation, 50, 71-72.
9. McColl, S. L. (1979). Dance as aesthetic education. Journal of Physical Education and Recreation, 50, 44-46.
10. Codman, K. (1979). Teaching folk dance. Journal of Physical Education and Recreation, 50, 50-51.
11. Cox, C., & Burroughs, J. (1979). Ethnic dance in the elementary school. Journal of Physical Education and Recreation, 50, 28-30.

12. Boucher, A. (1979). Dance: Its Interdisciplinary potential in the elementary school. Journal of Physical Education and Recreation, 50, 55-57.
13. Arnow, M. (1981). Teaching dance through sports. Journal of Physical Education, Recreation, and Dance, 52, 39-41.
14. Figley, G. (1981). A movement approach to teaching folk dance. Journal of Physical Education, Recreation, and Dance, 52, 54-57.

#### Suggested Assignments

This unit begins with the presentation of several dance theories and arguments supporting dance in the elementary school curriculum. The unit concludes with different students trying to teach specific dances or dance activities to the rest of the class. The unit, therefore, goes from theory in a classroom setting to practical application in an activity period. If all students do not get an opportunity to teach an activity class in this unit, they will have the opportunity in subsequent units.

1. Assign Articles 1, 2, 3, and 4 to four selected students. Each student should prepare an outline summary of the article for all class members to accompany their oral report. Each student should be prepared to defend the theory and position described by their particular author.

2. All students are assigned to read Articles 5 and 6 due to their general nature and practical guidelines for planning lessons.

3. Assign one or two students to each article, 7 through 14. Students will be responsible for studying their particular article and teaching the dance, dance game, or movement to the rest of the class. Students are also responsible for procuring whatever props, music, or aids they will need for the presentation of their lesson.

#### Unit 6--Lesson Plans

##### Suggested Assignments

There are no lectures or class presentations in this unit. There are three articles which provide some excellent guidelines and suggestions for developing lesson plans, as well as a sample outline of a lesson plan. Each student should use the outline and any or all of the articles to help develop their lesson plan for the lessons they will teach in Unit 7. The outline and bibliographic information should be introduced prior to the student's choice of teaching assignments in Unit 7.

##### Reading List

1. Boucher, A. (1978). Educational gymnastics is for everyone. Journal of Physical Education and Recreation, 49, 48-50.

2. Clumpner, R. A. (1979). Maximizing participation and enjoyment in the physical education classroom. Journal of Physical Education and Recreation, 50, 60-62.
3. Rink, J. E. (1981). The teacher wants us to learn. Journal of Physical Education and Recreation, 52, 17-18.

A guide for the development of a lesson plan is shown in Table 4.

#### Unit 7--Instructional Skills

In this unit, students will be expected to select a specific lesson from the list of research articles, study the lesson and prepare a lesson plan, teach the lesson to a group of elementary school children, and evaluate their performance. Each student should prepare the lesson plan according to the articles from Unit 6 and distribute copies of the plan to each class member and the instructor. The student-teacher will then present the lesson to the elementary school children with class members observing. At the conclusion of class, the student-teacher will meet with the instructor for evaluation and feedback.

The first two research articles are required reading for all class members, due not only to the quality of advice and general nature of the topics but also due to the applicability of Graham's suggestions to any teaching setting. The remaining articles are to be chosen and/or

assigned based on class size, time limitations, equipment and facility limitations, and availability of elementary school children.

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1. Graham, G. (1981). Acquiring teaching skills in physical education. Journal of Physical Education and Recreation, 52, 19-20.
2. Graham, G. (1977). Helping students design their own games. Journal of Physical Education and Recreation, 48, 35.
3. Rothstein, A. (1981). Basic stuff--series I. Journal of Physical Education and Recreation, 52, 35-37.
4. Trimble, R. T., & Mullan, M. (1981). Basic stuff--series II. Journal of Physical Education and Recreation, 52, 38-39, 46.
5. Wiseman, E. (1978). The process of learning in gymnastics. Journal of Physical Education and Recreation, 49, 44-47.
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9. Strobel, J., & Bird, M. (1978). The health hustle: Fitness to music. Journal of Physical Education and Recreation, 49, 67-68.
10. Messick, J. (1977). Movement is the medium. Journal of Physical Education and Recreation, 48, 29-30.
11. Morris, A. H. (1981). Keys to successful motor skill performance. Journal of Physical Education and Recreation, 52, 49-50.
12. Mignano, S. (1977). Soccer for first graders. Journal of Physical Education and Recreation, 48, 58.
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14. Klesius, S. E. (1979). Wide-width of acceptability games. Journal of Physical education and recreation, 50, 66-67.
15. Werner, P. (1977). Inexpensive equipment for innovative games. Journal of Physical Education and Recreation, 48, 28.
16. Fredricks, D. (1980). Pelican handball, Journal of Physical Education and Recreation, 51, 88.
17. Barrett, K. (1977). Games teaching: Adaptable skills, versatile players. Journal of Physical Education and Recreation, 48, 21-24.

18. Orlick, T. (1977). Cooperative games. Journal of Physical Education and Recreation, 48, 33-35.
19. Riley, M. (1977). Teaching original games. Journal of Physical Education and Recreation, 48, 30-32.
20. Akers, C. (1980). Movement education field day. Journal of Physical Education and Recreation, 51, 72-73.

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- Barrett, K. (1977). Games teaching: Adaptable skills, versatile players. Journal of Physical Education and Recreation, 48, 21-24.
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- Behrensmeyer, M. (1931). Who shall teach physical education in the elementary schools? The special teacher. Journal of Health and Physical Education, 2, 28, 59-60.

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