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**Order Number 8905091**

**Seventh, eighth, and ninth grade physical education curriculum  
experiences: A series of three videotapes**

**Woolard, Donna L., D.A.**

**Middle Tennessee State University, 1988**

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SEVENTH, EIGHTH, AND NINTH GRADE PHYSICAL  
EDUCATION CURRICULUM EXPERIENCES:  
A SERIES OF THREE VIDEOTAPES

Donna L. Woolard

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

December 1988

SEVENTH, EIGHTH, AND NINTH GRADE PHYSICAL  
EDUCATION CURRICULUM EXPERIENCES:  
A SERIES OF THREE VIDEOTAPES

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## ABSTRACT

### SEVENTH, EIGHTH, AND NINTH GRADE PHYSICAL EDUCATION CURRICULUM EXPERIENCES: A SERIES OF THREE VIDEOTAPES

Donna L. Woolard

The purpose of this dissertation was to produce a series of videotapes for use in undergraduate classes studying the physical education curriculums of grades seven, eight, and nine. The planning process involved gaining the cooperation of the David Lipscomb University Campus School and the technical assistance of the Middle Tennessee State University (MTSU) Learning Resource Center. The production stage involved live videotaping of seventh, eighth, and ninth grade physical education classes. In postproduction, raw videotape footage was edited, scripted, dubbed, and titled to create a separate videotape on the curriculum of each grade.

The written portion of the dissertation describes the methods and procedures followed in producing the videotape series and documented versions of the final scripts. Suggestions for utilizing the videotapes, and recommendations for further study were also included in the

Donna L. Woolard

written material. It was suggested the videotapes be used:

(1) for the study of curriculum but not instructional methods, (2) as audiovisual teaching aids in undergraduate curriculum classes, (3) for public presentations, (4) for review by graduate students and inservice teachers, and (5) for inservice instruction by state and local education agencies. Recommendations for further study included: (1) a study to determine the effectiveness of the series as an instructional tool and (2) the production of videotapes on physical education curriculum in the tenth, eleventh, and twelfth grades.

The MTSU Learning Resource Center retains final copies on both three-quarters inch and one-half inch VHS videotape for the purposes of checkout and distribution within the University. The videotapes are copyrighted by the writer and MTSU. However, MTSU Health, Physical Education, Recreation, and Safety Department is responsible for the distribution of copies for instructional purposes.



## ACKNOWLEDGMENTS

Sincere gratitude is extended to Dr. Glen P. Reeder for his guidance in directing this dissertation and for his generosity, warmth, and professionalism. His support and influence will be long remembered. Sincere appreciation is also expressed to Dr. Jon L. MacBeth, Dr. Charles W. Babb, Dr. A. H. Solomon, and Dr. Guy Penny for their valuable assistance with this dissertation.

The writer is grateful to David Lipscomb University Campus School for granting permission to videotape the physical education classes. A heartfelt thank you goes to Jacquelynn Shumate and Kerry Risley, the physical education teachers who participated in this project; Richard Jones, Director of the Campus School; and Ed Slayton, Coordinator of the Middle School.

Special thanks are extended to Pat Jackson, Manager of Television Services, for his technical assistance and narration. His help was priceless. Grateful acknowledgment is extended to Frank Forgette, Chris Failla, and the other staff members of MTSU Engineering and Technical Services for their assistance.

Loving appreciation is extended to the writer's family. Their love, support, and encouragement remain her greatest treasures.

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## CHAPTER 1

### Introduction

The purpose of this dissertation was to produce a series of videotapes for use in undergraduate classes studying the physical education curriculums of grades seven, eight, and nine. In order to produce the videotapes, the planning process involved gaining the cooperation of a school system and the technical assistance of the Middle Tennessee State University (MTSU) Learning Resource Center. The production stage involved live videotaping of seventh, eighth, and ninth grade physical education classes. In postproduction, raw videotape footage was edited, scripted, dubbed, and titled to create a separate videotape on the curriculum of each grade.

The written portion of the dissertation contains a description of the methods and procedures used in the production of the videotapes. Final versions of the scripts, suggestions for using the videotapes, and recommendations for further study are also included in the written material.

The project resulted in the production of a series of three videotapes. For purposes of identification, the series as a whole was designated Seventh, Eighth, and Ninth

Grade Physical Education Curriculum Experiences: A Series of Three Videotapes. The individual videotapes were designated Seventh Grade Physical Education Curriculum Experiences, Eighth Grade Physical Education Curriculum Experiences, and Ninth Grade Physical Education Curriculum Experiences respectively.

### Need

The purpose of the dissertation was to produce videotapes which could be utilized in the undergraduate study of physical education curriculum in the seventh, eighth, and ninth grades. Seventh, Eighth, and Ninth Grade Physical Education Curriculum Experiences: A Series of Three Videotapes was designed to be used in sequence, in isolation, or in conjunction with an existing series of videotapes on the physical education curriculum in grades one through six. Elementary Physical Education Curriculum Experiences: Grades 1-3<sup>1</sup> and Elementary Physical Education Curriculum Experiences: Grades 4-6,<sup>2</sup> are currently utilized as teaching aids in the study of physical education curriculum at MTSU and by the Tennessee Department of Education for inservice instruction in physical education curriculum. The elementary videotapes are also used by other education officials around the United States. The dissertation produced videotapes to meet a need for similar materials concerning grades seven through nine.

### Basic Assumptions

The dissertation was based on the assumption undergraduate physical education curriculum classes may contain a variety of students and may not be a homogeneous group of physical education majors. It was assumed the intended audience may have experienced a wide range of physical education programs. It was not assumed undergraduate students have completed preliminary courses beneficial to the study of physical education curriculum. Therefore, an assumption was made that undergraduate students may profit from an audiovisual presentation on physical education curriculum.

### Limitations and Delimitations

The dissertation was limited to the audiovisual representation of physical education curriculums in the seventh, eighth and ninth grades. The dissertation was not unduly concerned with the instructional methods employed. The selection of a school system was limited to one within commuting distance of MTSU. The project was limited to the production of three videotapes, each no more than fifty minutes in duration.

The characteristics of the physical education program videotaped are delimitations of the study. Efforts were made to obtain the cooperation of a school system which possessed a quality physical education program and curriculum. The curriculum represented in the videotapes

was affected by the facilities and equipment available to the cooperating school system and by the physical education class schedules. The quality of the video and audio was affected by the general environment in which the videotaping took place.

The equipment and personnel involved in the production and postproduction of the videotapes were also delimitations of the study. Efforts were made to utilize the best equipment available and to gain the cooperation of persons skilled in audiovisual production and postproduction.

## NOTES

<sup>1</sup> Reeder, Glen P., and Lee Allsbrook, prods.,  
Elementary Physical Education Curriculum Experiences: Grades  
1-3, (Murfreesboro, TN: Middle Tennessee State University  
Learning Resources Center, 1981). Videotapes.

<sup>2</sup> Reeder, Glen P., and Lee Allsbrook, prods.,  
Elementary Physical Education Curriculum Experiences: Grades  
4-6, (Murfreesboro, TN: Middle Tennessee State University  
Learning Resources Center, 1982). Videotapes.



## CHAPTER 2

### Methods and Procedures

The dissertation was divided into three stages:

(1) preproduction, (2) production, and (3) postproduction. During the preproduction stage, permission to videotape was obtained from the cooperating school, the cooperation of persons skilled in audiovisual production was sought, and equipment for videotaping was procured. The production stage was characterized by on-site videotaping and the development of working scripts. In postproduction, the final scripts were prepared and the videotapes edited, dubbed, and titled.

#### Preproduction

David Lipscomb University Campus School, Nashville, Tennessee, agreed to cooperate with the production of the videotapes. The Director of the Campus School and the Coordinator of the Middle School were contacted initially. The cooperation of the physical education teachers was sought once the project received approval from the Director and the Coordinator. After permission to videotape was granted and informed consent was obtained, a schedule for videotaping was set.

Concurrent with the arrangements for videotaping at David Lipscomb Campus School, an effort was made to obtain the cooperation of the MTSU Learning Resource Center. Initial contact was made with the Director of University Media Services and the Director of Engineering and Technical Services. Subsequently, arrangements were made with the Manager of Engineering and Technical Services to obtain the use of videotaping equipment and the Production Manager of Television Services granted assistance in the postproduction editing, dubbing, and titling of the videotapes.

#### Production

The production phase involved making weekly visits to the David Lipscomb Campus School to videotape physical education classes. The videotaping started in September and continued throughout the school year.

David Lipscomb University Campus School is a church-related private school which usually segregates physical education classes according to sex. A total of fifty-three physical education classes were videotaped. Of those fifty-three classes, eight were seventh grade boys' physical education classes, ten were seventh grade girls' classes, one was a seventh grade co-ed class, eight were eighth grade boys' classes, ten were eighth grade girls' classes, two were eighth grade co-ed classes, thirteen were ninth grade boys' classes, and one was a ninth grade girls' physical education class. The disparity in the number of

boys' and girls' classes and the differences in the number of seventh, eighth, and ninth grade classes were due to conflicts in the physical education class schedules.

As the videotaping progressed, working scripts were developed. The working scripts were lists of videotape sequences desirable for inclusion in the final videotapes. The working scripts were developed gradually and were revised many times until they were developed into the final scripts.

The raw footage was shot by the writer with a Panasonic camera/recorder on one-half inch VHS videotape. Selected sequences were transferred to three-quarters inch videotape in order to facilitate editing and to prolong the shelf-life of the videotape. A lavalier microphone was initially utilized for the audio track. However, the lavalier microphone proved to be undesirable and the camera's external microphone was utilized thereafter. On occasions where the original audio track was undesirable a new sound track was dubbed when feasible.

#### Postproduction

Postproduction was the stage in which the final videotapes were assembled in accordance with the working and final scripts. Postproduction was also the stage in which the final audio was dubbed and the narration added. In postproduction, special effects, graphics, and titles were shot on three-quarters inch videotape. The selected

videotape sequences were edited, titled, and special effects added until the final videotapes were completed. In essence, postproduction consisted of methodically moving from working scripts to final scripts through the process of editing, dubbing, and titling.

Just prior to the completion of postproduction, a panel reviewed the working scripts and videotapes. The panel consisted of two MTSU physical education professors and a public school physical educator. The professors routinely taught undergraduate physical education curriculum classes, and the physical educator had taught physical education in the seventh, eighth, and ninth grades. The panel made recommendations for improvements which were implemented in the final scripts and videotapes.

The graphics which appear on the videotapes were produced by the writer utilizing an Apple IIc computer, an Apple ImageWriter printer, and commercially available software. The Newsroom<sup>1</sup> and The Newsroom Clip Art<sup>2</sup> computer programs were used to produce the graphic illustrations, while The Print Shop<sup>3</sup> and The Print Shop Companion<sup>4</sup> programs were utilized to produce the graphic lettering. These graphics are represented in Figure 1 on page 13, Figure 2 on page 28, and Figure 3 on page 43.

The titles and special effects were produced on professional equipment by MTSU Television Services. The

editing and dubbing were also performed on professional equipment by MTSU Television Services.

#### Storage and Distribution of Videotapes

Written versions of the final scripts appear in the third, fourth, and fifth chapters of this dissertation. The Appendix contains materials which may be duplicated for use as handouts to supplement the videotapes. The MTSU Department of Health, Physical Education, Recreation, and Safety retains the raw footage and final versions of the three videos on one-half inch VHS videotape. The MTSU Learning Resource Center retains final copies on both three-quarters inch and one-half inch VHS videotape for the purposes of storage and checkout within the University. Copies of the final VHS tapes have also been distributed to David Lipscomb Campus School.

Seventh, Eighth, and Ninth Grade Physical Education Curriculum Experiences: A Series of Three Video Tapes is copyrighted by the writer and MTSU. However, the Chairman of the MTSU Health, Physical Education, Recreation, and Safety Department will determine the manner in which copies are to be distributed for instructional purposes.

## NOTES

- <sup>1</sup> The Newsroom, computer software (Minneapolis: Springboard Software, 1985). Disk.
- <sup>2</sup> The Newsroom Clip Art, vol. 3, computer software (Minneapolis: Springboard Software, 1985). Disk.
- <sup>3</sup> The Print Shop, computer software (San Rafael, CA: Broderbund Software, 1985). Disk.
- <sup>4</sup> The Print Shop Companion, computer software (San Rafael, CA: Broderbund Software, 1986). Disk.

## CHAPTER 3

### Seventh Grade Physical Education Curriculum Experiences

#### Introduction

The following material is the script for the videotape Seventh Grade Physical Education Curriculum Experiences. The expression "point of view" refers to the images a viewer sees on the television or monitor screen. Timing cues for narration and changes in point of view are placed in parentheses.

#### Point of View

The picture on the screen is a close-up on the center of Figure 1, revealing Seventh Grade Physical Education Curriculum Experiences. The point of view does not include the four quadrants subtitled Lead-Up Games, Team Sports, Individual and Dual Sports, and Fitness and Rhythmic Activities.

#### Narration

Boys and girls in the seventh grade are entering a period often referred to as early adolescence. "Individual differences in the rate and pattern of growth are more striking during this period than at any other time in life."<sup>1</sup>

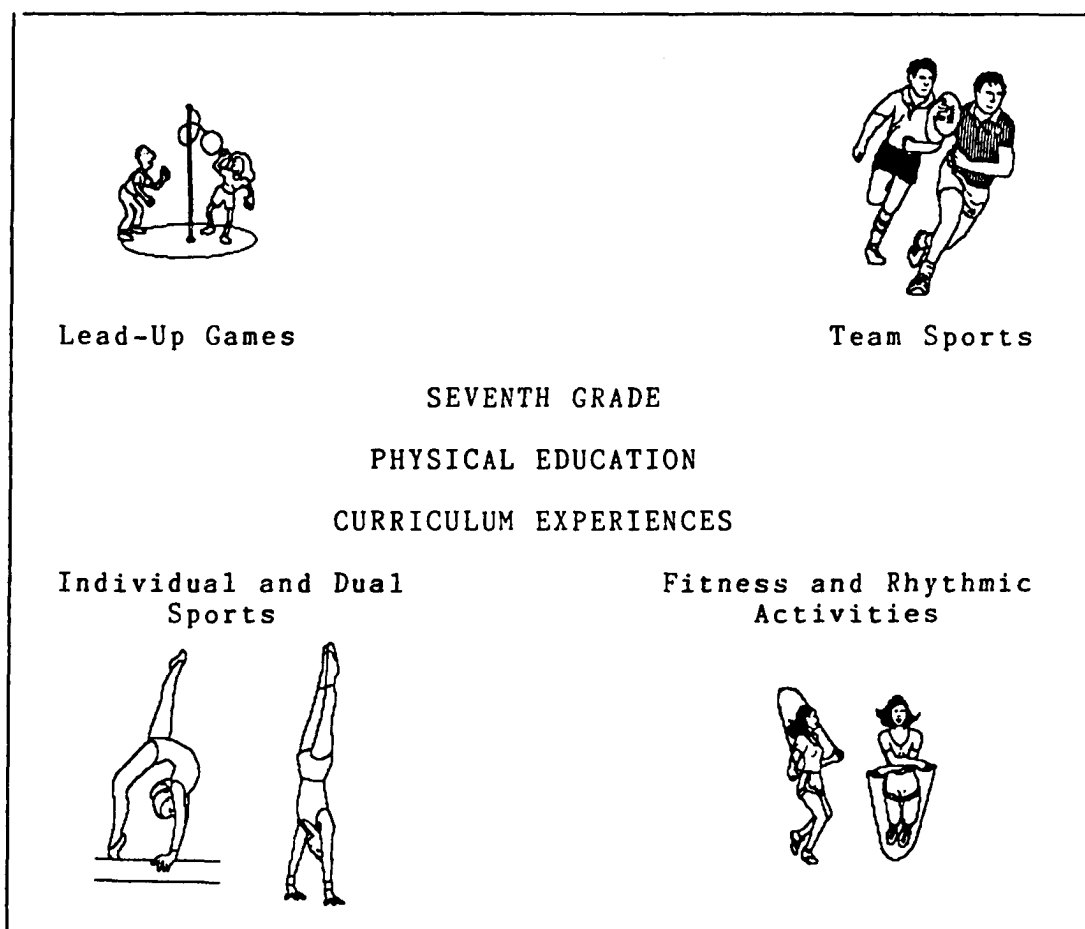


Figure 1

Seventh Grade Physical Education  
Curriculum Experiences



At this stage of development, boys are faster and stronger than girls,<sup>2</sup> but both boys and girls are experiencing rapid gains in height and weight.<sup>3</sup> Despite frequent bouts of awkwardness, students are developmentally ready for sports skills. They have a deep desire to learn skills and enjoy practicing to improve. Generally, seventh graders are curious, adventurous, and emotional.<sup>4</sup> They crave athletic competition,<sup>5</sup> and because of their deep desire for group status,<sup>6</sup> often strive for recognition by being the best.<sup>7</sup> Despite periods when the "show-off" attitude is still present, students are often shy, self-conscious, and lack self-confidence. The combination of these conflicting feelings may make youngsters moody, unstable, restless, and resistant to authority.<sup>8</sup>

Early adolescents are concerned about themselves, struggling for independence and autonomy; in other words, trying to grow up. The change from an individualized approach in elementary school to a departmentalized junior high school program compounds the inability of some youngsters to make personal and social adjustments.<sup>9</sup>

A varied and broad physical education curriculum provides opportunities to refine fundamental skills developed in six years of elementary school and provides a background for the acquisition of more complex sports skills.<sup>10</sup> Physical education in the seventh grade should continue to offer many opportunities with emphases on

all-around athletic ability rather than on specialized skills.<sup>11</sup>

#### Point of View

In the following section, just before the narrator speaks the title of each category, the point of view changes to reveal the appropriate quadrant of Figure 1. For example, as the narrator says, "Lead-Up Games" the upper left quadrant of Figure 1 is revealed. The point of view remains isolated on the appropriate quadrant for a few seconds. When the title Team Sports is indicated, the upper right quadrant is revealed. The lower left quadrant is displayed for Individual and Dual Sports, and the lower right quadrant is shown for Fitness and Rhythmic Activities. Each is followed by an appropriate pause. When all four titles have been indicated, the center of the diagram is shown, revealing Figure 1 in its entirety.

#### Narration

A well-balanced physical education curriculum, rich in a variety of lead-up games (display of upper left quadrant and pause), team sports (display of upper right quadrant and pause), individual and dual sports (display of lower left quadrant and pause), and fitness and rhythmic activities (display of lower right quadrant and pause), can help channel the loyalties, interests, and needs of these students (display of Figure 1 in its entirety).<sup>12</sup>

### Lead-Up Games

#### Point of View

The monitor's display contains a close-up on the upper left quadrant of Figure 1, entitled Lead-Up Games. The picture does not include the center or the remaining three quadrants.

#### Narration

In the seventh grade, some time should be allotted to lead-up games, such as cageball, tetherball, keep-away, tug-of-war, and many running and dodging games. These simple games permit personal and collective enjoyment, contribute to the development of motor skills, and lead-up to more complex activities.<sup>13</sup>

#### Point of View

In the following 2 minutes and 54 seconds, seventh grade girls are shown participating in Circle Catch and Toss. This is a good example of a lead-up game which helps improve motor skills.

#### Narration

(After approximately 1 minute and 30 seconds, the picture shifts from one group to another. This is the cue for the following narration.) Are there any differences in skill levels displayed? Do some girls catch with two hands? Are some girls uncertain of their ability?

Point of View

Combat is the lead-up game shown for the next 2 minutes and 15 seconds. This game is an example of the running and dodging activities which should be included in the seventh grade curriculum.

Narration

(The following questions are inserted at the 45-seconds mark and the 1-minute and 15-seconds mark respectively.)

Are they having fun? What motor skills are the boys utilizing?

Point of View

The last lead-up game included in this section is Spider Ball. The 2 minutes and 12 seconds of this activity demonstrates a lead-up game which involves dodging and throwing.

Narration

(The first question is asked immediately after the picture switches from the boys' Combat to the girls' Spider Ball.) Are there differences in the ways boys and girls compete? (The following inquiry is made 40 seconds into Spider Ball.) Are the girls having fun? (At the 1-minute and 30-seconds mark this question is asked.) Is everyone involved?

## Team Sports

### Point of View

At the conclusion of Spider Ball, the point of view changes to include the upper right quadrant of Figure 1 on page 13, entitled Team Sports. The video picture does not include the center area or the remaining three quadrants.

### Narration

Team sports such as flag football, basketball, volleyball, soccer, and softball are the most common category of activity in the junior high school. Many physical educators believe these activities to be the most popular with students and the most economical in terms of facilities and equipment.<sup>14</sup> Nevertheless, team sports are learned and played in the seventh grade in order to develop "the ability to get along with others and to exhibit desirable standards of conduct,"<sup>15</sup> as well as to contribute to the development of motor skills and physical fitness.<sup>16</sup>

### Point of View

A soccer-dribbling drill is shown during the next 3 minutes. This drill demonstrates how competition affects skill execution.

### Narration

(Crowd noise is dubbed over the original audio. The first comment is made 20 seconds into the drill.) Notice the attention and skill levels of the boys as they practice the soccer dribble. (The 2-minute mark is the cue for this

question.) What happens to their attention and skill levels as they begin to compete?

#### Point of View

A floor hockey game is shown next. It lasts 2 minutes and 30 seconds.

#### Narration

(These questions follow the first goal, as the puck is put into play. This occurs 55 seconds into the game.) Are some students more involved than others? Does their level of involvement change as play progresses?

#### Individual and Dual Sports

#### Point of View

A display of the lower left quadrant of Figure 1 on page 13, illustrating individual and dual sports, appears after the floor hockey game. This display does not include any other portion of Figure 1.

#### Narration

Individual and dual sports appeal strongly to seventh grade youngsters.<sup>17</sup> These activities allow them to compare their performance with standards, records, or individuals.<sup>18</sup> Many junior high schools have added individual and dual sports such as tennis, badminton, and golf because they are claimed to have more carry-over value for later life.<sup>19</sup> The skills and knowledges involved in these and similar lifetime sports "provide a wholesome, enjoyable, and physically satisfying form of recreational activity."<sup>20</sup>

### Point of View

The gymnastics curriculum experiences shown in this portion of the videotape include headstands, cartwheels, and handstands. It is 3 minutes and 12 seconds in duration.

### Narration

(The first question is asked immediately after the headstand practice session appears on the screen. A pause of 20 seconds separates the first, second, and third questions.) Are the students working together? Are the boys willing to try new skills? How do these young men react to their success or failure? (The following statement is made at the 1-minute and 20-seconds mark, during the cartwheel practice.) Notice the differences in skill levels. (When the teacher blows her whistle to halt the practice of cartwheels, the next question is asked.) How might a student's self-image be reflected in his performance?

### Fitness and Rhythmic Activities

#### Point of View

The monitor's display contains a close-up on the lower right quadrant of Figure 1 on page 13, entitled Fitness and Rhythmic Activities. The video picture does not include the center area or the remaining three quadrants.

#### Narration

The seventh grade physical education curriculum should include activities which contribute to physical fitness and

offer opportunities for personal expression. Programs that offer students a wide variety of physical fitness and rhythmic activities, in a progressive and challenging manner, have a good chance of successfully influencing students toward maintaining desirable levels of physical fitness.<sup>21</sup>

#### Point of View

The fitness activity shown in this section consists of 50-Yard Dash time trials. The time trials are 3 minutes and 29 seconds in duration.

#### Narration

Here, these seventh graders are participating in the Presidential Physical Fitness Award Program.<sup>22</sup> As with elementary school children, the desire to measure personal progress against previous performances, peers, and predetermined standards is present with most early adolescents. When provided with physical fitness self-testing opportunities, most seventh graders will be eager for a challenge.<sup>23</sup>

Do some accept the challenge more willingly than others? (At the 1-minute and 30-seconds mark the following inquiry is made.) Is there evidence of social interaction?

#### Point of View

An aerobic fitness and rhythmic routine is presented next. The commercially prepared routine is shown for 3 minutes and 12 seconds.



### Narration

In providing curricular experiences in physical fitness, "emphasis should be placed on helping youngsters understand the different ways of developing and maintaining fitness by exposing them to a wide variety of fitness development activities."<sup>24</sup> Meanwhile, the curriculum should contain a varied dance program which offers opportunities for further development and enjoyment of rhythmical movement.<sup>25</sup> In many cases, aerobic dance as a fitness and rhythmic activity provides the student with an opportunity to engage in stimulating exercises designed to improve cardiovascular function, respiratory function, muscle tone, flexibility, and rhythmical self-expression.<sup>26</sup>

(At the 1-minute and 20-seconds mark, the picture isolates a young lady near the rear wall. At this point the first question is asked.) Do some girls seem to enjoy the activity more than others? (The second question is asked at the 2-minute mark, as the picture moves to the front line.) Are differences in the rhythmic skills noticeable?

### Closing Comments

#### Point of View

The view changes to a close-up on the center of Figure 1 on page 13, revealing Seventh Grade Physical Education Curriculum Experiences. The point of view does not include the four quadrants subtitled Lead-Up Games, Team Sports,

## Individual and Dual Sports, and Fitness and Rhythmic Activities.

### Narration

As discussed at the beginning of this program, the early adolescent feels "out of phase"<sup>27</sup> with the rest of the world. These youngsters are confused by the expectations of family, peers, teachers, traditions, and their own inner selves. They wonder whether they are "normal." They are concerned with their individual growth pattern and are anxious about their skill performance as it relates to the performance of their peers.<sup>28</sup>

### Point of View

In the following section, just before the narrator speaks the title of each category, the point of view changes to reveal the appropriate quadrant of Figure 1 on page 13. For example, as the narrator says, "Lead-Up Games" the upper left quadrant of Figure 1 is revealed. The point of view remains isolated on the appropriate quadrant for a few seconds. When the title Team Sports is indicated, the upper right quadrant is revealed. The lower left quadrant is displayed for Individual and Dual Sports, and the lower right quadrant is shown for Fitness and Rhythmic Activities. Each is followed by an appropriate pause. When all four titles have been indicated, the center of the diagram is shown, revealing Figure 1 in its entirety.

### Narration

A seventh grade physical education curriculum rich in a variety of lead-up games (display of upper left quadrant and pause), team sports (display of upper right quadrant and pause), individual and dual sports (display of lower left quadrant and pause), and fitness and rhythmic activities (display of lower right quadrant and pause), can aid these youngsters in alleviating these concerns (display of Figure 1 in its entirety). A broad and varied curriculum can meet the needs of early adolescents for cooperation, competition, challenge, conditioning, and skill refinement.<sup>29</sup>

## NOTES

<sup>1</sup> Maryhelen Vannier and Hollis F. Fait, Teaching Physical Education in Secondary Schools, 4th ed.

(Philadelphia: W. B. Saunders Company, 1975), 22.

<sup>2</sup> Anthony A. Annarino, Charles C. Cowell, and Helen W. Hazelton, Curriculum Theory and Design in Physical Education, 2nd ed. (Prospect Heights, IL: Waveland Press, 1986), 151.

<sup>3</sup> Vannier and Fait, 24-35.

<sup>4</sup> Annarino, Cowell, and Hazelton, 151.

<sup>5</sup> Vannier and Fait, 24-35.

<sup>6</sup> Annarino, Cowell, and Hazelton, 151.

<sup>7</sup> Vannier and Fait, 24-35.

<sup>8</sup> Annarino, Cowell, and Hazelton, 151.

<sup>9</sup> Annarino, Cowell, and Hazelton, 150.

<sup>10</sup> Annarino, Cowell, and Hazelton, 150.

<sup>11</sup> Annarino, Cowell, and Hazelton, 357.

<sup>12</sup> Annarino, Cowell, and Hazelton, 150.

<sup>13</sup> Carl E. Wilgoose, The Curriculum in Physical Education, 4th ed. (Englewood Cliffs, NJ: Prentice-Hall, 1984), 284.

<sup>14</sup> Robert P. Pangrazi and Paul W. Darst, Dynamic Physical Education Curriculum and Instruction for Secondary School Students (Minneapolis: Burgess Publishing Company, 1985), 60.

<sup>15</sup> Wilgoose, 285.

<sup>16</sup> Annarino, Cowell, and Hazelton, 154-155.

<sup>17</sup> Annarino, Cowell, and Hazelton, 154-155.

<sup>18</sup> Wilgoose, 285.

<sup>19</sup> Pangrazi and Darst, 60.

<sup>20</sup> Wilgoose, 285.

<sup>21</sup> Pangrazi and Darst, 60.

<sup>22</sup> Wilgoose, 282-283.

<sup>23</sup> Wilgoose, 283-284.

<sup>24</sup> Pangrazi and Darst, 60.

<sup>25</sup> Annarino, Cowell, and Hazelton, 174-175.

<sup>26</sup> Wilgoose, 291.

<sup>27</sup> Annarino, Cowell, and Hazelton, 169.

<sup>28</sup> Annarino, Cowell, and Hazelton, 169.

<sup>29</sup> Annarino, Cowell, and Hazelton, 150.

## CHAPTER 4

### Eighth Grade Physical Education Curriculum Experiences

#### Introduction

The following material is the script for the videotape Eighth Grade Physical Education Curriculum Experiences. The expression "point of view" refers to the images a viewer sees on the television or monitor screen. Timing cues for narration and changes in point of view are placed in parentheses.

#### Point of View

The picture is a close-up on the center of Figure 2, revealing Eighth Grade Physical Education Curriculum Experiences. The point of view does not include the four quadrants subtitled Lead-Up Games, Team Sports, Individual and Dual Sports, and Fitness and Rhythmic Activities.

#### Narration

Typically, eighth graders are undergoing rapid changes in physical size, strength, speed, agility, and intellectual capacity. Their social behavior reflects their loyalty to peers, high expectations for achievement, concern about personal appearance, interest in the opposite sex, and desire for adventure.<sup>1</sup> The eighth grade adolescent seeks

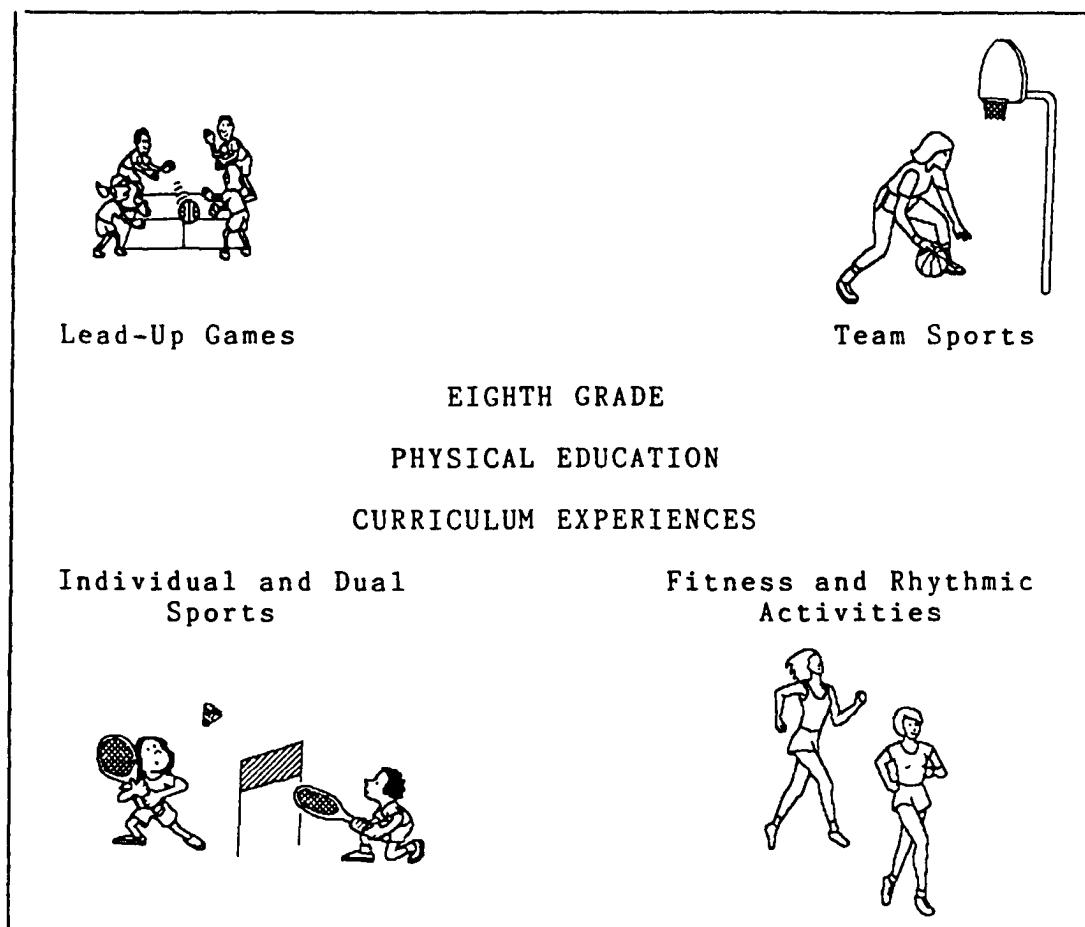


Figure 2

Eighth Grade Physical Education  
Curriculum Experiences

independence and yet wants to belong, to be accepted. Essentially, the eighth grader is seeking an answer to the question, who am I?<sup>2</sup>

Many young people in the eighth grade are able to perform at advanced levels.<sup>3</sup> Yet, "every group varies in strength and skill in terms of the 'normal distribution' of traits. Weaker and less typical . . ." adolescents may need help "to develop as normally as possible--both physically and psychologically."<sup>4</sup> Common problems include peer pressure, concern over secondary sexual characteristics, rapid growth, awkwardness, frustration, and boredom.<sup>5</sup>

The eighth grade curriculum should therefore be designed for the specific characteristics, abilities, and interests of this age student. It should be flexible enough to take individual differences into account. The curriculum "should offer enough variety to attract, stimulate and hold the interest of each student."<sup>6</sup>

#### Point of View

In the following section, just before the narrator speaks the title of each category, the point of view changes to reveal the appropriate quadrant of Figure 2. For example, as the narrator says, "Lead-Up Games" the upper left quadrant of Figure 2 is revealed. The point of view remains isolated on the appropriate quadrant for a few seconds. When the title Team Sports is indicated, the upper right quadrant is revealed. The lower left quadrant is



displayed for Individual and Dual Sports, and the lower right quadrant is shown for Fitness and Rhythmic Activities. Each is followed by an appropriate pause. When all four titles have been indicated, the center of the diagram is shown, revealing Figure 2 in its entirety.

#### Narration

Thus, the eighth grade physical education curriculum should contain a balance of lead-up games (display of upper left quadrant and pause), team sports (display of upper right quadrant and pause), individual and dual sports (display of lower left quadrant and pause), and fitness and rhythmic activities (display of lower right quadrant). (After a final pause, Figure 2 is revealed in its entirety.) It is logical to expect some students to be successful with some activities, while others find success in other activities. Therefore, programs which offer a balanced yet widely varied sequence of activities in each category have a good chance of positively affecting all students.<sup>7</sup>

#### Lead-Up Games

##### Point of View

The monitor's display contains a close-up on the upper left quadrant of Figure 2, entitled Lead-Up Games. The picture does not include the center or the remaining three quadrants.

Narration

Eighth grade physical education curriculum experiences should include lead-up games. Mini-units including games such as four-square, pickleball, relays, and various running and dodging games contribute to the refinement of motor skills. They may also be utilized to introduce skills needed in more complex activities.<sup>8</sup>

Point of View

The lead-up game which appears for the next 2 minutes and 24 seconds is called Trash That Ball. It is an example of a lead-up game which involves running and throwing. A game of this type can be used to introduce more complex skills.

Narration

(After the first two groups of students complete their turns, the first two questions are asked. This is 1 minute and 5 seconds into the activity.) Are some of the students self-conscious? Does their self-consciousness affect their performance? (At the 1-minute and 30-seconds mark, the next inquiry is made.) How is competition affected by this being a co-ed activity? (At the 2-minute mark the last question is asked.) Are the students having fun?

Team SportsPoint of View

At the conclusion of Trash That Ball, the point of view changes to include the upper right quadrant of Figure 2,

entitled Team Sports. The picture does not include the center or the remaining three quadrants.

#### Narration

Eighth graders are enthusiastic about team sports. These activities provide opportunities to satisfy cravings for competition, group status, and group loyalty. They are also acceptable outlets for the overflow of adolescent emotions. Therefore, activities such as basketball, flag football, and soccer should be included in the eighth grade curriculum because of their contributions to physical fitness, motor development, and socialization.<sup>9</sup>

#### Point of View

A basketball drill is shown during the next 1 minute and 40 seconds. Both dribbling and shooting are practiced during this drill.

#### Narration

(These questions are dubbed over blank spots in the original audio. The first question is placed right after the teacher says, "Go!") Notice the differences in the height, weight, and physical maturity. (The next two questions cover blank spots in the audio covering the 12th second to the 17th second.) Are there differences in skill levels among the boys? Do you think physical maturity is related to skill level? (This question is placed to cover the poor audio during the 33rd to the 35th seconds.) How might physical maturity relate to social status among the

boys? (At 1 minute and 9 seconds this inquiry is made.)

How might motor ability relate to social status among the boys?

#### Point of View

The next activity is called Gotcha. Gotcha is a competitive basketball shooting drill which lasts 2 minutes and 46 seconds.

#### Narration

The girls also display differences in physical characteristics. There are differences displayed in skill level as well. Does physical maturity play a role in the skill levels of the girls?

#### Point of View

Another competitive basketball shooting drill is next. It is 2 minutes and 25 seconds in duration and is called Shoot.

#### Narration

How might physical maturity and motor ability relate to social status among the girls? Does competition affect the quality of the performance displayed by some of these young ladies?

#### Point of View

Basketball game play concludes the team sports section. The game lasts 2 minutes and 43 seconds.

### Narration

Does the previous practice of skills carry over to game play? (This question is asked at the 40-seconds mark.) Is cooperation and team work displayed? (After 1 minute and 30 seconds this inquiry is made.) Do the more skilled dominate play?

### Individual and Dual Sports

#### Point of View

A display of the lower left quadrant of Figure 2 on page 28, illustrating individual and dual sports, appears after the basketball game. This display does not include any other portion of Figure 2.

### Narration

Individual and dual sports, such as golf, badminton, and tennis, aid in meeting many of the recreational objectives of physical education. The eighth grade physical education curriculum should include a variety of lifetime activities,<sup>10</sup> which not only prepare adolescents for leisure-time use, but appeal strongly to them at this stage of development.<sup>11</sup> In addition, individual and dual sports are an excellent means of developing specific skills, developing physical fitness, and conveying values that should operate in everyday life.<sup>12</sup>

### Point of View

Badminton doubles and singles are represented during the next 2 minutes and 35 seconds. In addition, both the boys' and girls' classes are shown.

### Narration

(When the picture shifts from the boys to the girls, after 43 seconds, the first inquiry is made. The second is made after a natural pause by the narrator.) Are there significant differences in skill levels between boys and girls? Is there more social interaction apparent in one group than in the other? (This question corresponds with a zoom-in on doubles partners, which occurs at the 1-minute and 55-seconds mark.) Is cooperation displayed by doubles partners?

## Fitness and Rhythmic Activities

### Point of View

The monitor's display contains a close-up on the lower right quadrant of Figure 2 on page 28, entitled Fitness and Rhythmic Activities. The display does not include the center or the remaining three quadrants.

### Narration

The eighth grade physical education curriculum should be designed "to develop and enhance major components of fitness, especially flexibility, muscular strength and endurance, body composition, and cardiovascular endurance."<sup>13</sup> The curriculum should also be designed to

impart the skills, knowledges, and values which will enable students to achieve fitness. Students should therefore experience a wide variety of activities so they can select their preferred methods of achieving lifetime fitness.<sup>14</sup>

Rhythmic activities provide vigorous, strong, and free movements which contribute to physical condition and motor development. These activities allow adolescents to express themselves creatively. Self-consciousness and timidity can be changed into confidence and poise when students are given opportunities to succeed creatively, physically, and socially.<sup>15</sup>

#### Point of View

The fitness activity shown in this section consists of Shuttle Run time trials. The time trials are 2 minutes and 28 seconds in duration.

#### Narration

These eighth grade girls are performing the shuttle run. It is one of the items included in the Presidential Physical Fitness Award Program. These young ladies are attempting to better their personal time from previous performances, or meet a predetermined standard for recognition. Most eighth graders are eager to meet such challenges, and some are especially motivated by the opportunity to be recognized for outstanding performance.<sup>16</sup>

Are some girls more challenged than others? (The second question is asked after 50 seconds.) Is there evidence some girls may be more popular than others?

#### Point of View

An aerobic fitness and rhythmic routine is presented next. The commercially prepared routine is shown for 2 minutes.

#### Narration

Dance is an art form, a means of expression, and a method of conditioning in physical education. Aerobic dance seems well fitted to this concept. "Borrowing from ballet, disco, rock and roll, and modern dance, aerobic dance activities set vigorous exercise combinations to lively popular music."<sup>17</sup> The student performs a variety of creative, stimulating rhythmical movements designed to improve cardiovascular function, respiratory function, muscle tone, and flexibility.<sup>18</sup>

Some girls seem to enjoy this activity more than others. Do you think the level of enjoyment is connected to skill level?

#### Closing Comments

#### Point of View

The view changes to a close-up on the center of Figure 2 on page 28, revealing Eighth Grade Physical Education Curriculum Experiences. The point of view does not include the four quadrants subtitled Lead-Up Games, Team Sports,



## Individual and Dual Sports, and Fitness and Rhythmic Activities.

### Narration

As discussed at the beginning of this program, the adolescents' role in society and their ideas concerning themselves are powerful directional forces in their lives. Therefore, the selection of activities to be included in the eighth grade curriculum "is critical due to the wide variances in needs, interests, and purposes."<sup>19</sup>

### Point of View

In the following section, just before the narrator speaks the title of each category, the point of view changes to reveal the appropriate quadrant of Figure 2 on page 28. For example, as the narrator says, "Lead-Up Games" the upper left quadrant of Figure 2 is revealed. The point of view remains isolated on the appropriate quadrant for a few seconds. When the title Team Sports is indicated, the upper right quadrant is revealed. The lower left quadrant is displayed for Individual and Dual Sports, and the lower right quadrant is shown for Fitness and Rhythmic Activities. Each is followed by an appropriate pause. When all four titles have been indicated, the center of the diagram is shown, revealing Figure 2 in its entirety.

### Narration

The experiences offered should give youth a chance to try themselves, to evaluate themselves and their success or

failure, to assume and carry out responsibility, and to observe the reactions of their peers regarding the results of their efforts. A well-planned and prepared eighth grade physical education curriculum, incorporating lead-up games (display of upper left quadrant and pause), team sports (display of upper right quadrant and pause), individual and dual sports (display of lower left quadrant and pause), and fitness and rhythmic activities (display of lower right quadrant and pause), can provide youngsters with opportunities for expanding their individualism (display of Figure 2 in its entirety). This in turn will aid them in acquiring the skills needed to participate in a variety of activities and social situations.<sup>20</sup>

## NOTES

<sup>1</sup> Daryl Siedentop, Charles Mand, and Andrew Taggart, Physical Education: Teaching and Curriculum Strategies for Grades 5-12 (Palo Alto, CA: Mayfield Publishing, 1986), 90.

<sup>2</sup> Siedentop, Mand, and Taggart, 68.

<sup>3</sup> Siedentop, Mand, and Taggart, 71.

<sup>4</sup> Anthony A. Annarino, Charles C. Cowell, and Helen W. Hazelton, Curriculum Theory and Design in Physical Education, 2nd ed. (Prospect Heights, IL: Waveland Press, 1986), 176-177.

<sup>5</sup> Robert P. Pangrazi and Paul W. Darst, Dynamic Physical Education Curriculum and Instruction for Secondary School Students (Minneapolis: Burgess Publishing Company, 1985), 63.

<sup>6</sup> Annarino, Cowell, and Hazelton, 357.

<sup>7</sup> Pangrazi and Darst, 60.

<sup>8</sup> Carl E. Wilgoose, The Curriculum in Physical Education, 4th ed. (Englewood Cliffs, NJ: Prentice-Hall, 1984), 284.

<sup>9</sup> Annarino, Cowell, and Hazelton, 154-155.

<sup>10</sup> Annarino, Cowell, and Hazelton, 180-181.

<sup>11</sup> Siedentop, Mand, and Taggart, 408.

<sup>12</sup> Annarino, Cowell, and Hazelton, 154-155.

<sup>13</sup> Pangrazi and Darst, 63-64.

- 14 Pangrazi and Darst, 63-64.
- 15 Annarino, Cowell, and Hazelton, 122-123.
- 16 Wilgoose, 283-284.
- 17 Wilgoose, 291.
- 18 Wilgoose, 291.
- 19 Annarino, Cowell, and Hazelton, 166.
- 20 Annarino, Cowell, and Hazelton, 169.

## CHAPTER 5

### Ninth Grade Physical Education Curriculum Experiences

#### Introduction

The following material is the script for the videotape Ninth Grade Physical Education Curriculum Experiences. The expression "point of view" refers to the images a viewer sees on the television or monitor screen. Timing cues for narration and changes in point of view are placed in parentheses.

#### Point of View

The picture on the screen is a close-up on the center of Figure 3, revealing Ninth Grade Physical Education Curriculum Experiences. The point of view does not include the four quadrants subtitled Lead-Up Games, Team Sports, Individual and Dual Sports, and Fitness and Rhythmic Activities.

#### Narration

The ninth grade year is often an awkward time for many adolescents. They have nearly reached the peak of their mental growth, and are enjoying an increased ability to concentrate, reason, and see hidden meanings.<sup>1</sup> This

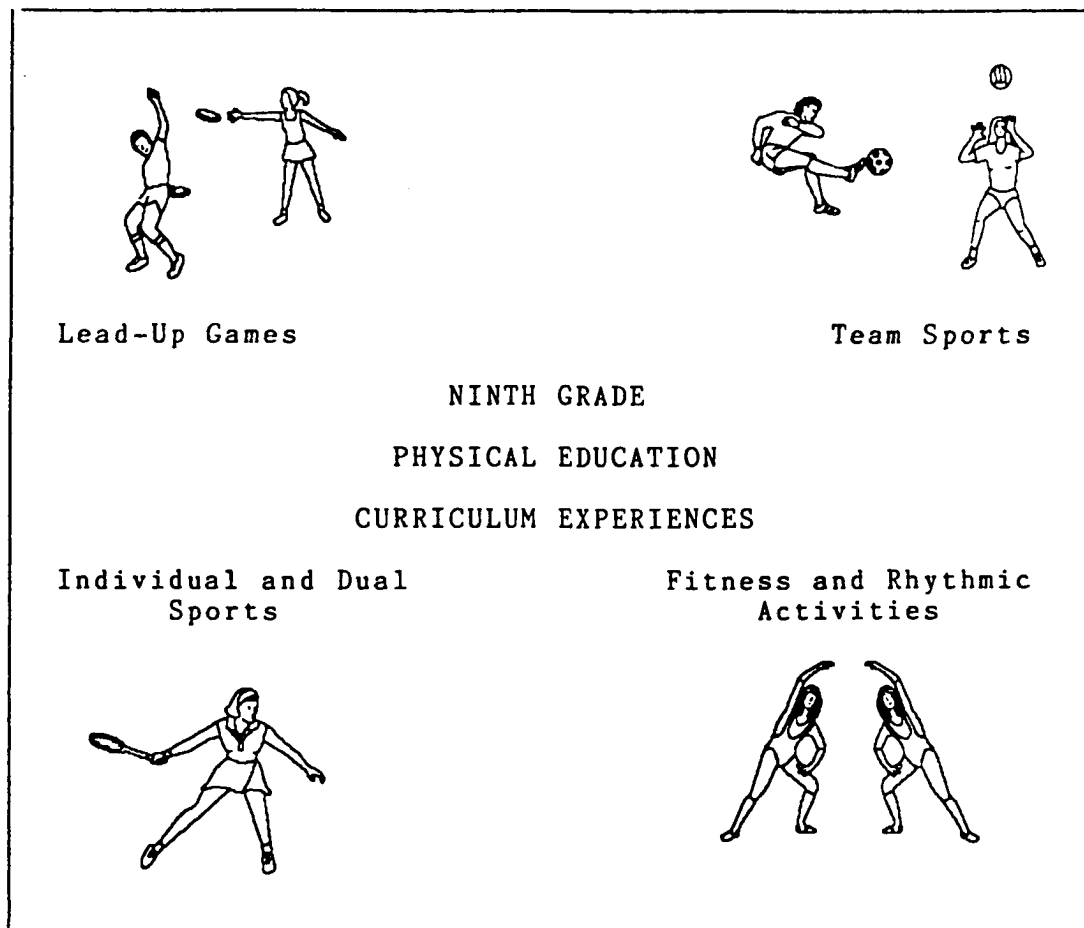


Figure 3

Ninth Grade Physical Education  
Curriculum Experiences

increase in mental power leads to a desire to use their own mental abilities as a means of gaining their independence.<sup>2</sup>

Ninth graders are becoming more interested in the world around them, and more mature behavior is expected from them. They are often expected to demonstrate some degree of social and economic independence, yet they are generally denied full participation in socially significant activities.<sup>3</sup>

Ironically, these adolescents draw a sharp line between mature and immature behavior, yet they sometimes regress to childish behavior to get attention. They desperately want independence, but fear failure. Preoccupation with fears centering on money, sex, and their relationship with others is common.<sup>4</sup>

Most of these youngsters have reached puberty and are experiencing increases in muscular development, strength, endurance, speed, and coordination. They are extremely conscious of their appearance and are concerned with their growth pattern and skill performance.<sup>5</sup> They worry about social status and are anxious to conform to group standards of dress and behavior.<sup>6</sup>

#### Point of View

In the following section, just before the narrator speaks the title of each category, the point of view changes to reveal the appropriate quadrant of Figure 3. For example, as the narrator says, "Lead-Up Games" the upper left quadrant of Figure 3 is revealed. The point of view

remains isolated on the appropriate quadrant for a few seconds. When the title Team Sports is indicated, the upper right quadrant is revealed. The lower left quadrant is displayed for Individual and Dual Sports, and the lower right quadrant is shown for Fitness and Rhythmic Activities. Each is followed by an appropriate pause. When all four titles have been indicated, the center of the diagram is shown, revealing Figure 3 in its entirety.

#### Narration

The ninth grade physical education curriculum should be rich in a variety of activities from the categories of lead-up games (display of upper left quadrant and pause), team sports (display of upper right quadrant and pause), individual and dual sports (display of lower left quadrant and pause), and fitness and rhythmic activities (display of lower right quadrant and pause). (Reveal Figure 3 in its entirety.) Unfortunately, in many schools the ninth grade year is the last required unit of physical education.<sup>7</sup> This makes it especially important for ninth graders to develop positive tendencies toward physical activity and physical education. Students should leave the program with a desire to enroll in elective programs during the tenth, eleventh, and twelfth grades. They should also leave the ninth grade with a desire to pursue a lifetime of physical activity.<sup>8</sup> A balanced and well-constructed physical education curriculum



is critical in helping establish positive tendencies toward physical education and activity in ninth graders.

### Lead-Up Games

#### Point of View

The monitor's display contains a close-up on the upper left quadrant of Figure 3, entitled Lead-Up Games. The picture does not include the center or the remaining three quadrants.

#### Narration

Youngsters at this age are self-conscious, shy, and careful of their dignity.<sup>9</sup> Lead-up games and one-day-units such as combatives, rope jumping, partner and mass games, tug-of-war activities, and relays are excellent activities for this age group.<sup>10</sup> However, it is not unusual for them to feel simple games are below their maturation level. Nevertheless, once the activity is well under way, self-consciousness and affronted dignity give way to enthusiasm for the activity.<sup>11</sup>

#### Point of View

One of the lead-up games included in this section is Spider Ball. The 2 minutes and 5 seconds of this activity demonstrates a lead-up game which involves dodging, throwing, and dribbling.

#### Narration

Are these boys slow starters? Do you think they will become more enthusiastic as play progresses? What evidence

supports your answer? (At the 1-minute and 30-seconds mark the following question is asked.) Is there need for further development of their motor skills?

#### Point of View

Combat is the lead-up game shown for the next 2 minutes and 22 seconds. This game is an example of the running and dodging activities which should be included in the ninth grade curriculum.

#### Narration

Some activities may be repeated and enjoyed at more than one grade level. Is there evidence these young men are more mature than eighth graders? If so, will this activity help in the development of motor skills?

#### Team Sports

#### Point of View

At the conclusion of Combat, the point of view changes to include the upper right quadrant of Figure 3 on page 43, entitled Team Sports. The picture does not include the center or the remaining three quadrants.

#### Narration

Team sports should be included in the ninth grade curriculum to provide opportunities for cooperation, socialization, motor skill development, and physical fitness.<sup>12</sup> Both ninth grade boys and girls are eager to compete, however female competition is often on a social basis.<sup>13</sup> Team sports experiences should continue to develop

skills and social competence, but strategy and teamwork should be emphasized so students may leave school with the ability and desire to participate in recreational games later.<sup>14</sup>

#### Point of View

A soccer-dribbling drill is shown during the next 1 minute and 53 seconds. This drill demonstrates how serious ninth graders can be about their skill execution.

#### Narration

Ninth graders often demonstrate an intense interest in improving their skills. Even so, there are still varying levels of motor skills and physical development. These levels are demonstrated by their ability to perform team sports skills.

#### Point of View

Soccer game play is the next team sports section. The game lasts 2 minutes and 57 seconds.

#### Narration

With an additional year of maturity, most ninth graders are more effective in utilizing their skills in game situations. They are also more able to reap the benefits of previous skill practice sessions. All of these students seem to be involved, they tend to play their positions, and they exhibit good team work.

### Point of View

Team handball is the final team sport included on the videotape. The students participate in a team handball game lasting 3 minutes and 49 seconds.

### Narration

These students are playing team handball, a combination of soccer and basketball. Have these boys carried over the team work and strategy they learned in the soccer unit? (When the teacher halts play to comment on the good teamwork and cooperation at the 2-minutes and 35-seconds mark, the following comment is made.) The teacher has halted play to commend the students on their good teamwork, sportsmanship, and strategy.

### Individual and Dual Sports

#### Point of View

A display of the lower left quadrant of Figure 3 on page 43, illustrating individual and dual sports, appears after the team handball game. This display does not include any other portion of Figure 3.

#### Narration

As pointed out earlier, the ninth grade may be the last year of required physical education. For this reason, many physical educators believe the ninth grade curriculum should contain a wide range of individual and dual sports that may carry over to adult leisure time.<sup>15</sup> Lifetime sports have become tremendously popular and have been expanded to

include many new activities such as Frisbee and racquetball. "Secondary physical education programs are better able to serve all students when a wide variety of lifetime sports is offered, because different students are successful with different activities."<sup>16</sup>

#### Point of View

In this section students are shown practicing the tennis forehand. The tennis drill lasts 2 minutes and 50 seconds.

#### Narration

(These comments are made at the 1-minute mark.) Some of the students seem to be uncomfortable with this drill, while others seem more confident. Could this discomfort have a connection with the way each student perceives his level of skill? Notice the reaction of each student to his success or failure.

#### Fitness and Rhythmic Activities

#### Point of View

The monitor's display contains a close-up on the lower right quadrant of Figure 3 on page 43, entitled Fitness and Rhythmic Activities. The video picture does not include the center or the remaining three quadrants.

#### Narration

Ninth grade "adolescents are very conscious of their bodies. Sexual characteristics and physical appearance are of great concern and significance to them."<sup>17</sup> This concern

is heightened by the importance placed on "cosmetic fitness" by the media. This emphasis on "looking good" and "fitting in" presents an excellent opportunity to promote involvement in fitness programs.<sup>18</sup>

The ninth grade physical education curriculum should emphasize the knowledge with which students can make their own decisions relative to their personal fitness routines.<sup>19</sup> Emphasis should also be placed on creating an enjoyable atmosphere because peer pressure to succeed is great.<sup>20</sup>

#### Point of View

An original aerobic fitness and rhythmic routine is presented next. The routine is shown for 4 minutes and 34 seconds.

#### Narration

Many ninth grade girls enjoy dance skills and composition, whereas some girls and most boys prefer other modes of exercise. Surveys have shown that dance instruction is willingly accepted by less than half of adolescent boys--a result of American social pressure and attitudes. These attitudes can be changed,<sup>21</sup> and it seems that some young men are more willing to participate in aerobic dance activities than other forms of dance, especially when the close relationship between athletic training and dance training are emphasized.<sup>22</sup>

These girls are performing an aerobic fitness and rhythmic routine which they designed and are sharing with

the rest of the class. These young ladies used the skills and knowledges accumulated in physical education class to design this routine. Do you think this experience may be useful to these young ladies in making future decisions about their personal fitness?

### Closing Comments

#### Point of View

The view changes to a close-up on the center of Figure 3 on page 43, revealing Ninth Grade Physical Education Curriculum Experiences. The point of view does not include the four quadrants subtitled Lead-Up Games, Team Sports, Individual and Dual Sports, and Fitness and Rhythmic Activities.

In the following section, just before the narrator speaks the title of each category, the point of view changes to reveal the appropriate quadrant of Figure 3. For example, as the narrator says, "Lead-Up Games" the upper left quadrant of Figure 3 is revealed. The display remains isolated on the appropriate quadrant for a few seconds. When the title Team Sports is indicated, the upper right quadrant is revealed. The lower left quadrant is displayed for Individual and Dual Sports, and the lower right quadrant is shown for Fitness and Rhythmic Activities. Each is followed by an appropriate pause. When all four titles have been indicated, the center of the diagram is shown, revealing Figure 3 in its entirety.

### Narration

The ninth grade physical education curriculum should be rich in a variety of activities from the categories of lead-up games (display of upper left quadrant and pause), team sports (display of upper right quadrant and pause), individual and dual sports (display of lower left quadrant and pause), and fitness and rhythmic activities (display of lower right quadrant and pause). (Reveal Figure 3 in its entirety.) In this program, the emphasis has been on providing a ninth grade curriculum which will positively influence students because this may be the last year of required physical education in many schools. Therefore, these students should leave the ninth grade with positive attitudes toward physical education and physical activity. It is also important ninth graders leave with the skills and knowledges which will enable them to live active and healthy lives. A varied, broad, and well-planned curriculum, is the foundation upon which these attitudes, skills and understandings may be built.



## NOTES

- <sup>1</sup> Maryhelen Vannier and Hollis F. Fait, Teaching Physical Education in Secondary Schools, 4th ed. (Philadelphia: W. B. Saunders Company, 1975), 24-35.
- <sup>2</sup> Anthony A. Annarino, Charles C. Cowell, and Helen W. Hazelton, Curriculum Theory and Design in Physical Education, 2nd ed. (Prospect Heights, IL: Waveland Press, 1986), 180-181.
- <sup>3</sup> Annarino, Cowell, and Hazelton, 169.
- <sup>4</sup> Vannier and Fait, 24-35.
- <sup>5</sup> Annarino, Cowell, and Hazelton, 180-182.
- <sup>6</sup> Annarino, Cowell, and Hazelton, 181.
- <sup>7</sup> Annarino, Cowell, and Hazelton, 172-173.
- <sup>8</sup> Robert P. Pangrazi and Paul W. Darst, Dynamic Physical Education Curriculum and Instruction for Secondary School Students (Minneapolis: Burgess Publishing Company, 1985), 66-67.
- <sup>9</sup> Annarino, Cowell, and Hazelton, 164-165.
- <sup>10</sup> Pangrazi and Darst, 284-296.
- <sup>11</sup> Annarino, Cowell, and Hazelton, 164-165.
- <sup>12</sup> Carl E. Wilgoose, The Curriculum in Physical Education, 4th ed. (Englewood Cliffs, NJ: Prentice-Hall, 1984), 285.
- <sup>13</sup> Vannier and Fait, 24-25.

- 14 Pangrazi and Darst, 284-296.
- 15 Annarino, Cowell, and Hazelton, 172-173.
- 16 Pangrazi and Darst, 15-16.
- 17 Daryl Siedentop, Charles Mand, and Andrew Taggart,  
Physical Education: Teaching and Curriculum Strategies for  
Grades 5-12 (Palo Alto, CA: Mayfield Publishing, 1986), 168.
- 18 Siedentop, Mand, and Taggart, 168.
- 19 Pangrazi and Darst, 68.
- 20 Pangrazi and Darst, 382.
- 21 Pangrazi and Darst, 190-191.
- 22 Wilgoose, 288.

## CHAPTER 6

### Suggestions for Using the Videotapes

One of the limitations of the dissertation was its restriction to the audiovisual representation of physical education curriculum in the seventh, eighth, and ninth grades. However, it is often difficult to separate curriculum from instruction. Therefore, insofar as it is possible, the materials produced in this dissertation should be utilized for the study of curriculum and not for the study of instructional methods.

Preliminary courses in physical education are not prerequisite for viewing the videotapes. Due to the possibility physical education curriculum classes may not contain a homogeneous group of physical education majors, the videotapes were prepared for audiences with a wide range of physical education experiences. Therefore, although the series is designed with undergraduate study in mind, it may contain material beneficial not only to physical education majors, but to physical education professionals making presentations to members of parent-teacher organizations, boards of education, and other individuals who may neither recognize the characteristics of a well-constructed physical

education curriculum nor understand its role in meeting the needs of students.

On the other hand, opportunities are provided for the experienced viewer to make his or her own observations concerning the curriculums represented in the videotapes. Therefore, experienced professionals such as graduate students and inservice teachers may find the videotapes beneficial as well.

Seventh, Eighth, and Ninth Grade Physical Education Curriculum Experiences: A Series of Three Videotapes was produced as an audiovisual teaching aid for use in undergraduate physical education curriculum classes. The videotape series was also produced in such a manner that it could be utilized with Elementary Physical Education Curriculum Experiences: Grades 1-3<sup>1</sup> and Elementary Physical Education Curriculum Experiences: Grades 4-6,<sup>2</sup> if so desired. The elementary series is utilized for preservice instruction at MTSU and inservice instruction by the Tennessee Department of Education. Due to the complementary nature of the grades seven, eight, nine series and the elementary series, it is suggested that the MTSU Department of Health, Physical Education, Recreation, and Safety consider adoption of the seventh, eighth, and ninth grade videotapes. It is also suggested that the Tennessee Department of Education and other education officials consider adopting the seventh, eighth, and ninth grade

series for inservice or preservice instruction in physical education curriculum.

Future work concerning the videotapes produced in this dissertation should concentrate on determining the effectiveness of the series as an instructional tool. The comparison of a control class with an experimental class may be able to ascertain if the videotapes make a significant contribution to student learning. It is also recommended that future consideration be given to the production of videotapes concentrating on physical education curriculum experiences in the tenth, eleventh, and twelfth grades.

In summary, it is suggested the videotapes be used: (1) for the study of curriculum but not instructional methods, (2) as audiovisual teaching aids in undergraduate curriculum classes, (3) for public presentations, (4) for review by graduate students and inservice teachers, and (5) for inservice instruction by state and local education agencies. Recommendations for further study include: (1) a study to determine the effectiveness of the series as an instructional tool and (2) the production of videotapes on physical education curriculums in the tenth, eleventh, and twelfth grades.

## NOTES

<sup>1</sup> Reeder, Glen P., and Lee Allsbrook, prods.,  
Elementary Physical Education Curriculum Experiences: Grades  
1-3, (Murfreesboro, TN: Middle Tennessee State University  
Learning Resources Center, 1981). Videotapes.

<sup>2</sup> Reeder, Glen P., and Lee Allsbrook, prods.,  
Elementary Physical Education Curriculum Experiences: Grades  
4-6, (Murfreesboro, TN: Middle Tennessee State University  
Learning Resources Center, 1982). Videotapes.

**APPENDIX**

## Seventh Grade Handout

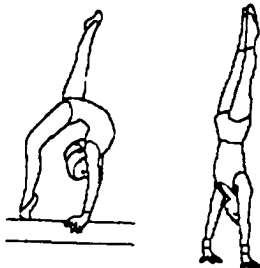


Lead-Up Games



Team Sports

SEVENTH GRADE  
PHYSICAL EDUCATION  
CURRICULUM EXPERIENCES

Individual and Dual  
SportsFitness and Rhythmic  
ActivitiesLead-Up Games

Circle Catch and Toss  
Combat: a running and dodging game  
Spider Ball: a dodging and throwing game

Team Sports

Soccer dribbling drill  
Floor hockey game play

Individual and Dual Sports

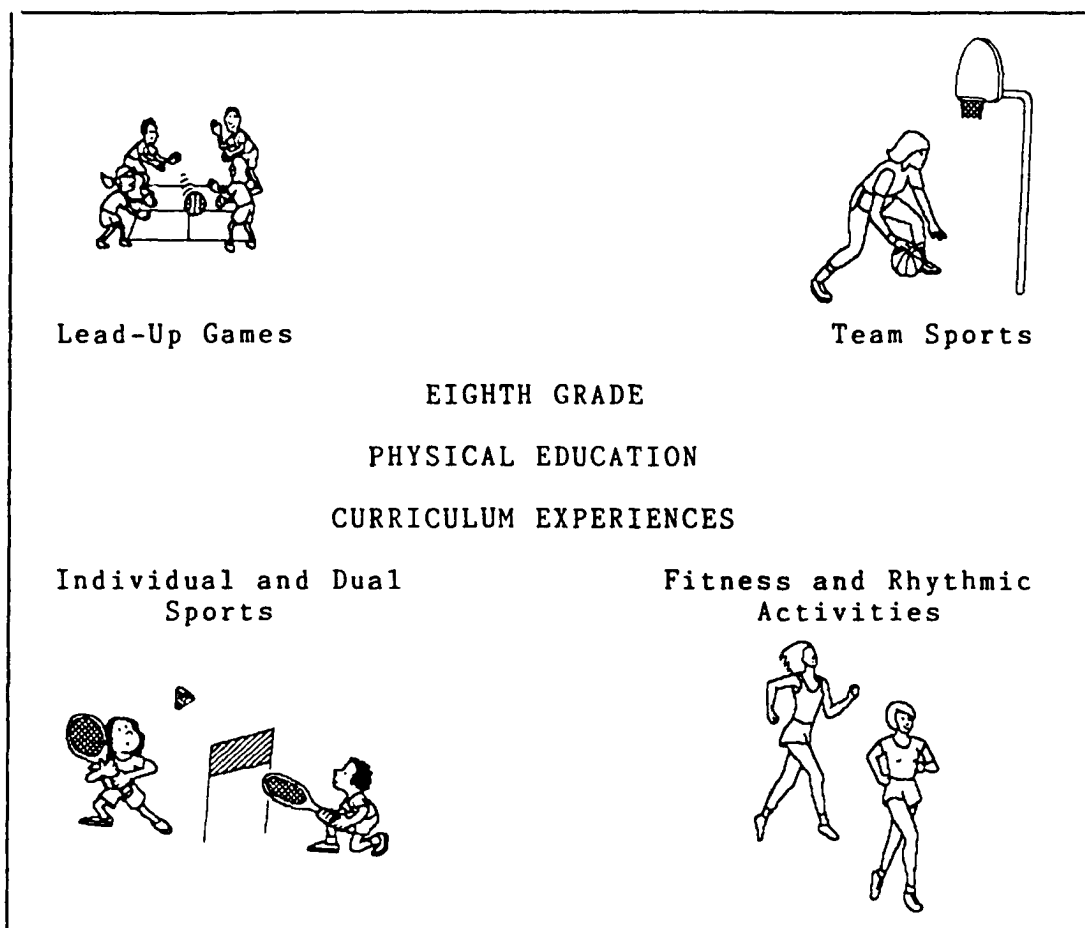
Gymnastics: headstands, cartwheels, and handstands

Fitness and Rhythmic Activities

50-Yard Dash time trials  
Aerobic fitness and rhythmic routine



## Eighth Grade Handout

Lead-Up Games

Trash That Ball: a running and throwing game

Team Sports

Basketball dribbling and shooting drill  
 Gotcha: a competitive basketball shooting drill  
 Shoot: a competitive basketball layup drill  
 Basketball game play

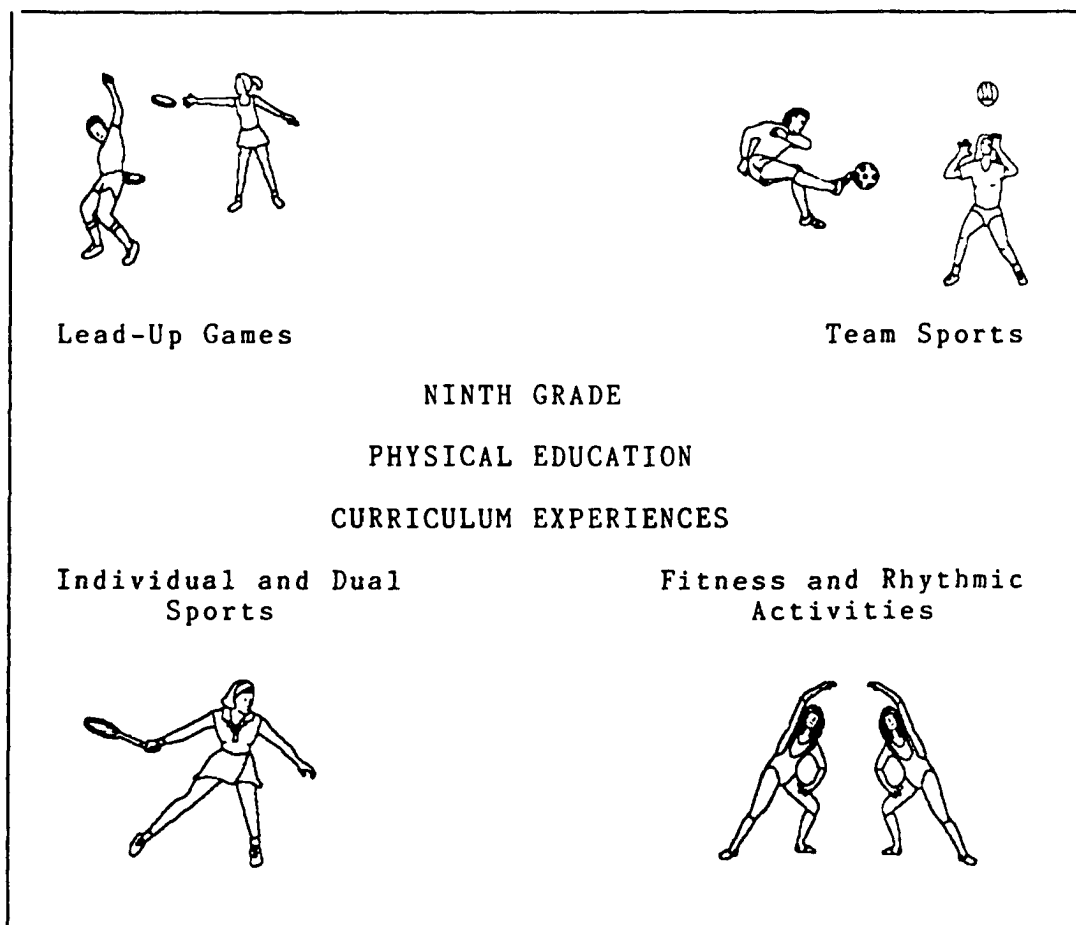
Individual and Dual Sports

Badminton doubles and singles play

Fitness and Rhythmic Activities

Shuttle Run time trials  
 Aerobic fitness and rhythmic routine

## Ninth Grade Handout

Lead-Up Games

Spider Ball: a dodging and throwing game  
 Combat: a running and dodging game

Team Sports

Soccer dribbling drill  
 Soccer game play  
 Team handball game play

Individual and Dual Sports

Tennis forehand drill

Fitness and Rhythmic Activities

Aerobic fitness and rhythmic routine



## On-campus Memo

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TO: Keith Carlson, Chairman  
Research Ethics Committee

FROM: Guy Penny, Chairperson

RE: Donna Woolard

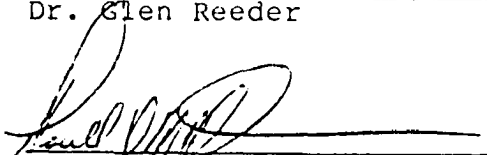
DATE: October 4, 1988


Donna Woolard's dissertation proposal was approved by the  
HPERS Department's Research Ethics Committee on February 22,  
1988.

Dissertation title: Seventh, Eighth, and Ninth Grade  
Physical Education Curriculum  
Experiences: A Series of Three  
Videotapes

Approved:

  
Dr. Glen Reeder

  
Dr. Powell McClellan

  
Dr. Guy Penny

xc: Dean Mary Martin

## Sample of Informed Consent Granting

### Permission to Videotape

I hereby grant permission for the videotaping of physical education classes at David Lipscomb Middle School for the production of three videotapes on the physical education curriculums of grades seven, eight, and nine. These videotapes will be utilized as teaching aids in the study of physical education curriculum at Middle Tennessee State University and may be utilized by various education officials for inservice instruction in physical education curriculum. The Health, Physical Education, Recreation, and Safety Department of Middle Tennessee State University will retain the original and final versions of the videotapes. The Learning Resource Center of Middle Tennessee State University will also retain final copies. Other copies of the videotapes will be stored and distributed as appropriate for instructional use.

I have read the above statement of informed consent. I understand the information as set forth and do grant permission for videotaping at David Lipscomb Middle School.

Signature: \_\_\_\_\_

Title: \_\_\_\_\_

Date: \_\_\_\_\_

### Sample of Informed Consent

#### Agreeing to Participate

I hereby agree to participate in the videotaping of physical education classes at David Lipscomb Middle School for the production of three videotapes on the physical education curriculums of grades seven, eight, and nine. These videotapes will be utilized as teaching aids in the study of physical education curriculum at Middle Tennessee State University and may be utilized by various education officials for inservice instruction in physical education curriculum. The Health, Physical Education, Recreation, and Safety Department of Middle Tennessee State University will retain the original and final versions of the videotapes. The Learning Resource Center of Middle Tennessee State University will also retain final copies. Other copies of the videotapes will be stored and distributed as appropriate for instructional use.

I have read the above statement of informed consent. I understand the information as set forth and do consent to participate in the production of the videotapes.

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

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