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An Elementary Physical Education Curriculum for Jones-Jaggers Laboratory School

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Joanne

1975

AN ELEMENTARY PHYSICAL EDUCATION CURRICULUM
FOR JONES-JAGGERS LABORATORY SCHOOL

A Project

Presented to

the Faculty of the Department of Elementary Education
Western Kentucky University
Bowling Green, Kentucky

In Partial Fulfillment

of the Requirements for the Degree
Specialist in Elementary Education

by

Joanne Powell

July 1975

AN ELEMENTARY PHYSICAL EDUCATION CURRICULUM
FOR JONES-JAGGERS LABORATORY SCHOOL

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Joanne Powell

July 1975

53 pages

Directed by: Alvin Munson, Jr., James A. Gibbs, and William J. Meadors

Department of Elementary Education

Western Kentucky University

This project proposes the utilization of a movement education approach in a physical education curriculum for elementary school grades one through six. It is intended to assist elementary physical education teachers in establishing and maintaining a program based on current research and literature in the field.

The movement education philosophy differs from the traditional physical education approach in the following ways:

1. The program is child-centered rather than subject-centered with successful experiences for each child of prime importance.
2. Consideration of the affective domain is as necessary to the program as the psychomotor.
3. Creativity is encouraged in that the teacher seeks new and better ways to use the activities, equipment, and play areas to meet the needs of the individual child.
4. The children solve movement problems in unique ways, design movement sequences, and make up their own games and dances.
5. The teacher helps the children work toward becoming self-reliant, self-directed, and self-disciplined.

6. Evaluation is an ongoing and cooperative process with the students as well as the teacher participating.

The objectives of the program are presented along with suggestions as to teaching methods, content, and evaluation procedures.

Topical areas include: (1) movement education; (2) learning theories applied to physical education; (3) movement and other school areas; (4) child growth and developmental needs; (5) objectives; (6) scheduling (listing activities by six week periods for the year); (7) the extra-class program; and (8) evaluation.

CHAPTER I

INTRODUCTION

Physical education is a discipline that is in a state of flux. The traditional activity-centered authoritarian program is moving toward being child-centered with the focus on process rather than product. To identify the new direction in physical education, the term movement education is being employed more and more often. Specifically, movement education has four major categories in which the general aspects of physical education, those of games, rhythms, and gymnastics, are used as a means and not as an end in the education of a child physically. These categories include what the body can do, where the body can move, how the body can move, and with whom or what objects the body can move.¹ Movement education individualizes instruction, meeting a child at his particular level of development and providing appropriate movement tasks so that he can experience success. In these child-centered programs creativity, independent thinking, self-discipline, individual responsibility, and perceptual-motor development are stressed and encouraged.²

In the United States today there is and will continue to be an

¹Kate R. Barrett, "Physical Education is Movement Education," Instructor, January 1973, p. 48.

²William B. Ragan and Gene D. Shepherd, Modern Elementary Curriculum (New York: Holt, Rinehart, and Winston, 1971), pp. 381-2.

increasing amount of leisure time which has great potential for the good health, fitness, longevity, and fulfillment of everyone. The Bureau of Labor statistics show that the average weekly hours of work have dropped from 53.2 hours in 1900 to 39.6 hours in 1970. It is the obligation of physical educators to help prepare today's children to deal with the increased leisure time, rather than let them become victims of a passive society where the major activity indulged in is being a spectator. "Television viewing is the largest single recreational activity in the United States."³

Medical authorities leave no doubt as to the need for regular vigorous activity for the healthy development of school-age children. Over the years physical activity has been clearly established as having both preventive and healing properties. Dr. Paul Dudley White urges schools to require daily physical education instruction for all pupils involving vigorous activities adapted to their individual needs and for adults encourages one hour of vigorous exercise daily.

This program is essential not only for physiological reasons and physical fitness per se, but it is vital for the optimal function of the brain for retardation of the onset of serious atherosclerosis which is beginning to appear in early adult life and even in our teenagers . . . It is little short of criminal to educate our young people mentally to have them die early of heart attacks and strokes . . . because of neglect of their physical health.⁴

³John McKelvey, "Fun and Games in the United States," Midwest Research Institute Quarterly, Spring 1972, p. 6.

⁴U.S. Department of Health, Education, and Welfare, The President's Council on Physical Fitness and Sports, What Physicians Say About Physical Education, Pubn. No. (OS) 73-51.

Daily activity could prevent some of the incidence of cardiovascular diseases that take nearly one million American lives yearly.⁵ The National Adult Physical Fitness Survey indicates that people who had physical education instruction as children are more apt to continue to exercise and to take part in noncompetitive sports activities as adults. The implication here is that emphasis should be given to elementary school physical education programs since attitudes are shaped early and people tend to use those skills which they have developed as children.⁶

Statement of the Problem

The purpose of this project is to write a curriculum for elementary school physical education to be used as a model for adaptation by others in the field. The information presented is based on available evidence relating to the needs of child growth and development physically, emotionally and socially. This project includes an instructional program that allows for the poor performer, the child of average ability and the highly skilled child. To meet the goal of efficient movement and motor skill development, the curriculum is structured to include a progression of developmental activities which are followed by

⁵American Alliance for Health, Physical Education, and Recreation, Information Supporting Comprehensive Programs of Health, Physical Education, and Recreation (Washington, D.C.: AAHPER, 1966).

⁶Charles Bucher, "Some Implications: Physical Fitness Survey," Journal of the American Alliance for Health, Physical Education, and Recreation, January 1974, pp. 25-8.

the specialized skills of the sports and dance which are common to our culture. The program is designed to be flexible enough to take into account each individual's strengths and limitations, as well as to allow for long or short-term absences and temporary physical handicaps. Built into this program is a "concern for each child achieving success by working at his own rate and according to his own needs and abilities."⁷ Along with the instructional program this project presents extra-class activities which are to enrich and supplement the regular physical education program.

Delimitation

This curriculum is being written for the Jones-Jaggers Laboratory School of Western Kentucky University in Bowling Green, Kentucky. Therefore, it includes a program for elementary grades one through six.

Significance of the Problem

Scientific research with the collection of data to support theory has mushroomed since the 1960s. It is important that this body of knowledge be presented in a form which can be easily implemented by the practicing physical educator, who has the responsibility to base the program on a large sample of current literature and research.

⁷Margie R. Hanson, "Directions and Thrusts," Instructor, January 1973, p. 46.

A program is improved when the findings of research are evaluated and used in some way to bring about change. These changes occur in such specific areas as content, sequences, scheduling, time allotment, methods, supplies and equipment, facilities, personnel, and even administrative leadership. In a sense, nothing is sacred; every factor that may relate to the program is considered.⁸

Current literature in the field indicates that research in physical education is being conducted not only in exercise physiology but in areas such as sport sociology, psychology, philosophy and history as well.⁹ It is hoped that the material presented here selects those aspects of the abundance of available information which are pertinent to teachers of elementary school physical education in their programs.

Organization of the Project

The present project is an attempt to write an elementary school physical education program that reflects current research, best practices and professional judgments regarding well-balanced programs. Opinion concerning best practices is taken from administrators, teachers and specialists in education, psychology and physical education.

This project has been divided into four chapters. Chapter I is the introductory chapter which gives an overview of the direction of elementary school physical education. Chapter II is a review of the

⁸Carl E. Willgoose, The Curriculum in Physical Education, (Englewood Cliffs, New Jersey: Prentice-Hall, 1969), p. 104.

⁹Donald R. Hellison, Humanistic Physical Education, (Englewood Cliffs, New Jersey: Prentice-Hall, 1973), pp. 3-4.

literature pertaining to the project. The related literature is drawn from general textbooks, professional magazines, government publications and state curriculum guides. The review is limited to movement education, learning theories applied to physical education, movement and other school areas, and child growth and development needs. Chapter III is the curriculum itself. The pertinent data from the review of literature are used in writing the curriculum. Chapter IV contains diagnostic and evaluation procedures.

CHAPTER II

REVIEW OF RELATED LITERATURE

The changes in elementary physical education are based largely on the movement education programs that were developed in Great Britain. Research is being directed toward understanding movement and finding the most efficient ways of moving. These programs, being implemented both in England and the United States, are causing many changes in the traditional physical education programs.

Most importantly, the emphasis is placed on the individual rather than on a skill. A humanistic philosophy dominates the teaching methodology. Many traditional games and activities are altered or left out of the programs completely. The teacher becomes less a director of activities and more a facilitator of learning. In the new programs a greater number of children are more active physically and mentally than in the traditional programs. Practitioners of these programs see the added benefits of children becoming self-reliant, self-directed and respectful of the rights of others and being creative in practical ways. These physical education trends seem to be in the direction in which educators have set priorities for instructional practices. It has been recently written by Shane:

Instruction . . . should provide . . . experiences which emphasize . . . the importance of such factors and insights as security, good interpersonal relations, communication skill, knowledge that makes one useful both to self and to society, respect for the sacredness of a promise, the understanding that each privilege is balanced by obligation, and the awareness that opportunity and responsibility are inseparably linked together.¹

Movement Education

A rapidly changing area of physical education is that for the elementary school age child. More and more new philosophies, programs and approaches to physical education are being introduced, tested and written for children. As with most shifts in the field of education, the new physical education has coined new phrases and brought into prominence some concepts that have been previously overlooked. The most common term being written about now is movement education.

Early reference to movement education stressed the need for all people to have a thorough understanding of the body in movement, and for each person to have personal mastery over his own body in all movement situations.²

As movement education began to spread, misapplications and misunderstandings began to appear. Some educators believed that although more time was spent learning a skill, the children remember it better because the time was spent on free exploration to find the right way. Others used movement education because it made the children feel good about themselves but feared it allowed the standards for quality to be

¹Harold G. Shane, "Instruction for What? Practices That Merit Priority: 1975 - 1980," Educational Leadership, 32 (March 1975): 372.

²Kate R. Barrett, "Learning to Move - Moving to Learn: Discussion at the Crossroads," Theory Into Practice, 12 (April 1973): 109.

lowered. Yet other physical educators believed the new approach was purely cognitive, with emphasis on the principles of human movement and the laws of physics and kinesiology, and that actual movement was not necessary for learning. Each of these misinterpretations gains support because there is a part of the movement education approach in all of them. However, movement education is multi-faceted and seeks to find the basics of movement.

Basic movement education . . . is defined as the foundational structure and process portion of physical education which is characterized by the experiential study of:

1. time, space, force, and flow as the elements of movement
2. the physical laws of motion and the principles of human movement which govern the human body's movement, and
3. the vast variety of creative and efficient movements which the human body is capable of producing through manipulation of movement variables.³

Model of the Structure of Movement

1. The principles and physical laws (What inhibits, produces, or improves movement?)
 - A. Human production and absorption of force (energy)
 - B. Newton's laws of motion (inertia, acceleration, action, and reaction)
 - C. Principles of equilibrium (balance, gravity, base of support)
 - D. Principle of relaxation (conservation of energy)
 - E. Principle of objective focus
 - F. Principle of total assembly
 - G. Principle of opposition
 - H. Principle of follow-through
 - I. Principle of rebound
 - J. Principle of levers

2. The body (What can move?)
 - A. Body parts
 - B. Body part relationships to each other

³Bonnie Cherp Gilliom, Basic Movement Education for Children (Reading, Massachusetts: Addison-Wesley, 1970), p. 6.

- C. Body part relationships to objects in space
 - D. Body focus
 - E. Body lead
 - F. Movement capabilities: curl, stretch, twist, turn
 - G. Symmetry and asymmetry
 - H. Simultaneous or successive use of parts
 - I. Body shapes
 - J. Anatomical limitations on moving
3. Space, time, flow (Where can the body move?)
- A. Self space
 - B. General space
 - C. Directions
 - D. Levels
 - E. Planes
 - F. Ranges
 - G. Pathways
 - H. Quality of time
 - I. Quantity of time
 - J. Rhythmic use of time
 - K. Quality of flow
 - L. Environment: earth, air, water⁴

Stanley indicates that she applies the principles and philosophy of Rudolf Laban to movement education.

These principles have evolved empirically and they stem from a long and detailed study of the movements of men and women in the pursuit of everyday activities at work and in recreation, as well as a study of the highly skilled artistry of movement on the stage.⁵

The principle concerning voluntary movement has four components: the body, which is what moves; space, which is where the action takes place; effort, which is the quality of the movement; and relationship, which is the movement interacting with the environment and objects and people in it. It must be understood that although these components can be identified separately, all are present in most

⁴Ibid., p. 10.

⁵Sheila Stanley, Physical Education: A Movement Orientation (Toronto: McGraw-Hill of Canada, 1969), p. xii.

movement experiences. However, emphasis or an awareness may be placed on any one or a combination of components in a given movement experience. Below is Stanley's overview of the components of movement which may be compared with the previously stated views of Barrett and of Gilliom.

Overview - Components of Movement
and Their Important Subdivisions

Body Awareness

1. Body functions: bend, curl, stretch, twist
2. Body parts
 - A. Recognition
 - (i) Of the part used
 - (ii) Of the part stressed
 - B. Body parts can bend, curl, stretch, twist
 - C. Body parts can lead an action
 - D. Body parts can meet and part
 - E. Body parts can be used symmetrically or asymmetrically
3. Weightbearing
 - A. Support - parts taking the weight
 - B. Transference of weight
 - C. Balance
4. Body actions
 - A. Identification
 - (i) Locomotion
 - (ii) Elevation
 - (iii) Turns
 - B. Gestures
 - C. Holding or carrying actions which establish stillness
5. Body shapes: pin, wall, ball, screw
6. Symmetrical and asymmetrical uses of the body

Space Awareness

1. Recognition of and adaptation to space: general and personal
 - A. Recognition
 - B. Adaptation to general space
2. Orientation to personal space
 - A. The three-dimensional cross
 - B. Diagonals
 - C. Planes
3. Levels: low, medium, high
4. Pathways in space: floor patterns, air patterns
5. Extensions in space: large, small, near, far

Effort

1. Effort qualities of movement
 - A. Weight: firm (strong), fine touch (light), heavy
 - B. Time: sudden (fast), sustained (slow)
 - C. Space: direct (straight), flexible (wavy)
 - D. Flow: bound (stoppable), free (ongoing)

2. Emphasizing one element
3. Emphasizing two elements simultaneously
4. Basic effort actions

Relationships

1. With objects
 - A. The manipulative relationship
 - B. The non-manipulative relationship
 - (i) An obstacle
 - (ii) An extension
 - (iii) A target
2. With people
 - A. Alone
 - B. Alone in a mass
 - C. Partners: cooperative, competitive
 - D. Groups
 - E. Intergroup relationships⁶

Latchaw and Egstrom base their approach to elementary physical education on the facts and principles of the science "of human movement and biologic development." The names given to the components of their program are: "(1) basic movements; (2) skills of locomotion; and (3) skills of overcoming inertia of external objects." The program includes also: "(1) media of land, air, and water; (2) objects . . ." which are the relationships; and "(3) time and space factors . . ." ⁷

These general purposes of movement education have been expressed as follows:

1. To assist children to become physically fit and skillful in a variety of situations. This requires the teacher to help children increase their coordination and flexibility of mind as well as body.
2. To teach children to understand movement so they can build movement sequences from an ever-increasing understanding of what, where, and how the body can move.

⁶Ibid., pp. 37-9.

⁷Marjorie Latchaw and Glen Egstrom, Human Movement (Englewood Cliffs, New Jersey: Prentice-Hall, 1969), pp. 4, 29, and 97.

3. To encourage self-discipline and self-reliance so children can work on their own ideas individually, in pairs, or in a group.
4. To provide maximum enjoyment and opportunities for creative expression.⁸

Learning Theories Applied to Physical Education

Anything included in a school's curriculum today should be relevant to what the student does when not in school.

Schools should attempt to teach students in such a way that they not only accumulate many significant learnings applicable to life's situations, but that they also develop a technique for acquiring new insights or understandings independently.⁹

Some of the principles of learning commonly accepted by modern psychologists are as follows: (1) students work enthusiastically toward a goal when they are motivated; (2) teachers should encourage personal involvement; (3) intrinsic motivation provides for greater retention, understanding and transfer of learning than does extrinsic motivation; (4) success encourages learning while failure discourages it; (5) goals that are set by the student and teacher together affect learning positively; (6) repetition of the exact same thing over and over inhibits learning; (7) distributed practice fosters learning more than massed practice; and (8) decisions regarding use of the part learning or whole learning methods depend upon the individual learner and the material being presented.¹⁰

The psychologists of motor learning have also agreed upon certain

⁸Glenn Kirchner, Jean Cunningham, and Eileen Warrell, Introduction to Movement Education (Dubuque: Wm. C. Brown, 1970), p. 5.

⁹Morris L. Bigge, Learning Theories for Teachers, 2d ed. (New York: Harper and Row, 1971), p. 18.

¹⁰Ibid., pp. 278-94.

principles. They are: (1) in order to learn motor skills efficiently, the participant must actively involve his physical and intellectual processes; (2) the best way to acquire a new skill is through the use of feedback, that is, improvement comes about when the student is made aware of the results of his actions; (3) for learning to occur students need a reason or motivation; (4) short, distributed practices enhance learning and performance while concentrated, long practices detract from learning and performance; (5) mental practice in combination with physical practice affects learning positively; and (6) whole and part learning should be used based on the individual's needs and the skills involved.¹¹

Although flexibility in various situations is needed, these principles may be applied to the learning process in physical education. As an aid to motivation the teacher should set tasks that are suited to the needs, interests, and capacities of each child. The intrinsic values of the tasks to be stressed include the joys of movement, creativity, discovery, independence and, mostly, competing with oneself and climbing a stairway of successful experiences. In order to give immediate feedback, the teacher should avoid activities in which she is the leader of a large group where all the children are expected to do the same thing in the same way at the same time. If it is an activity, such as throwing a softball, where certain procedures are known to be more efficient than others, the teacher can work more

¹¹Joseph B. Oxendine, "Physical Education," in The Psycho-motor Domain: Movement Behaviors, ed. Robert N. Singer (Philadelphia: Lea and Febiger, 1972), pp. 165-90.

effectively with a small group. In this way she can respond to each child's efforts, or the children can work in pairs taking turns coaching and working while the teacher points out specific things for which to look.¹²

Since basic movement education is based upon creative solutions, the teacher should not anticipate a certain response, and only that response, to a problem. Several children who have successfully yet differently solved a problem should be allowed to demonstrate for the others. Students in the class add to their understanding of why any particular solution is successful when they have time to make brief analyses of the solutions. While the children are working on solutions, the teacher circulates about the room, observing and acknowledging their responses.¹³

To avoid the problem of repetitive drill, some part of the activity must be varied. For example, the students might concentrate on a different aspect of a skill each time it is practiced, or the teacher might vary the equipment, the area used for the activity or the number of participants in a group. Repetition is less of a problem if the drill is patterned after an actual game situation. However, an activity should be repeated after several months to help the children retain it. The teacher needs to vary the activities to avoid fatigue and/or boredom. The length of the practice periods and the spacing of the rest periods should be flexible according to the age and skill of

¹²Glenn Kirchner, Physical Education for Elementary School, 3d ed. (Dubuque: Wm. C. Brown, 1974), pp. 40-44 and Gilliom, Basic Movement Education for Children, pp. 19-20.

¹³Ibid.

the participants. If the skill to be taught is an uncomplicated one, the whole method can be used. As the skills become more complex, it is better to break them down into smaller, more easily understood, parts. In this case, the student should have an idea of what the whole activity involves, either by having the teacher or another skilled performer demonstrate or by seeing some visual aids, such as films.¹⁴

The development of skill in children and youths requires sensitivity in teaching and accommodation to individual differences in value systems and in physical abilities. Skill is enhanced if the learner perceives the immediate and future meanings of the movement to himself.¹⁵

The traditional teacher-centered physical education program appears not to be meeting the needs of the individual student. To the casual observer, the class may seem to be successful because it is well-organized, the students respond instantly to the teacher's commands and corrections for a wrong performance are given immediately. However, there seems to be no provisions for the development of intrinsic motivation or self-discipline which are important carry-over traits for a successful individual. The teacher-centered approach does have merit and needs to be used sometimes, particularly when time is a factor. However, practitioners of the child-centered approach believe that even though that approach involves more time initially, the additional time is well spent. A child-centered physical education program is noted for these features:

1. Organizational patterns are not rigid. Individuals and groups

¹⁴Ibid.

¹⁵Bryant J. Cratty, Teaching Motor Skills (Englewood Cliffs, New Jersey: Prentice-Hall, 1973), p. 139.

are brought together on an informal basis for instructional purposes.

2. Most students are active during the class period utilizing all available space, facilities, equipment, and personnel.
3. Students are enthusiastic about the class because the instructor is flexible and aware of the need for change of methods due to student behavior. Students are encouraged to think for themselves, to be creative, and to express themselves.
4. Discipline is an undertone - not a fear-inducing characteristic of the class period.
5. Analysis of performance is a cooperative venture with both the students and teacher playing important roles.¹⁶

Movement and Other School Areas

Current research indicates much interest in the relationship between mental ability and motor ability and the effect of this relationship on education. In examining this relationship, Cratty discusses and compares the theories of intelligence of Spearman, Guilford, Bruner, Gagne and Bloom; the perceptual-motor theories of Kephart, Getman and Barsch; the neurological organization theory of Delacato; and the developmental theory of Piaget. The above mentioned theories involve the thought processes involved in movement, movement as an aid to perceptual development and the relationship between movement ability and academic ability. Cratty's research indicates that the use of games involving body movement in such skills as running and jumping is helpful to children in learning number and science concepts.¹⁷

In combining physical activity with speech, reading, and language arts instruction, Cratty found that the participating children

¹⁶William Hughes, "Physical Education Methods (Keeping Pace with Education Concepts)," Illinois Journal of Education, 62 (March 1971): 60-1.

¹⁷Bryant J. Cratty, Physical Expressions of Intelligence (Englewood Cliffs, New Jersey: Prentice-Hall, 1972), pp. 30-85 and 201.

were highly motivated in these academic areas. Just as movement enhances the thought processes in the academic areas, thinking during movement situations improves the quality of the responses. Research in the area of mental-motor relationships shows that this thinking is encouraged if the children in the movement situations make decisions and become aware that there are many correct responses to a given situation. Cratty concludes that "movement-oriented programs of education have great potential worth because they provide observable evidence of a child's thought processes."¹⁸

The various curriculum areas in an elementary school are not and should not be mutually exclusive. Rather, the classroom teachers and the special area teachers should meet together to plan how best to meet the needs of the individual child. However, care must be taken not to limit the special areas to material being covered in a classroom.¹⁹

Child Growth and Development Needs

A physical education program is more likely to be successful when it meets the needs of each individual. However, at times the needs of many individuals are similar and certain needs can be identified as applying to nearly everyone at a certain stage in his development. The sequence of development is the same for everyone while the rate of development is uniquely one's own.

Children in the primary grades range in age from five years to

¹⁸Ibid., pp. 203-45 and 259.

¹⁹Carl E. Willgoose, The Curriculum in Physical Education, (Englewood Cliffs, New Jersey: Prentice-Hall, 1969), pp. 133-37.

nine years. Physical growth is generally steady with annual increases of two to three inches and three to six pounds. During this stage of development children need a planned daily activity program which alternates vigorous activity with time for rest and relaxation. Since their large muscles are still developing, they need activities planned to improve the coordination of these muscles in all body movements and postures. Body awareness and spatial awareness activities contribute to the development of the small muscles, eye-hand and eye-foot coordination, which tend to lag behind the large muscle development.²⁰

Primary children have a short attention span but are interested in nearly everything. Even though they have friends each child would like to be the center of what is happening. These children need to develop an appreciation of and tolerance for others, to learn to play fairly and to abide by the rules that the group is using. These needs require fundamental movement, vigorous activities and small group play.²¹

Children in the intermediate grades range in age from eight years to twelve years. Thus, there is an overlapping of age as well as size. This time is not a period of great growth although some spurts occur in the older intermediate children. The girls are physiologically about

²⁰Physical Education in Kentucky Elementary Schools (Frankfort: State Education Department, 1968), pp. 29-30; Physical Education Framework for California Public Schools (Sacramento: California State Department of Education, 1973), pp. 12-17; and Charles C. Colwell and Helen W. Hazelton, Curriculum Designs in Physical Education (Englewood Cliffs, New Jersey: Prentice-Hall, 1955), p. 147.

²¹Ibid.

one year ahead of the boys. Improvements occur in large and small muscle coordination as well as in eye-hand and eye-foot coordination. During these years leadership, self-direction and a positive self-image need to be developed. The attention span increases, allowing for the attainment of more complex skills and correct form. These children enjoy team activities to go along with their competitive spirit and group loyalties. However, they are generally self-conscious, and unskilled children hesitate to undertake new activities. These intermediate children need daily vigorous activities with flexible programs and standards which allow for individual differences.²²

Psychologist Abraham Maslow compiled a hierarchy of needs which he believes to be characteristic of nearly everyone. In the twenty years since the hierarchy was presented, psychologists and educators have given much credence to it. Maslow's five general categories of needs can be used to advantage in setting up a physical education program.

The first category is concerned with the basic physiological needs. These needs must be satisfied before one can seek to fill (or even become aware of) higher needs. Hunger, thirst and need for the activities which comprise movement are in this category of basic needs. To satisfy the latter of these needs, the physical education program should have a firm foundation built on the basic movement skills such as walking, running and climbing. These skills should be emphasized at the beginning of the program and should be reviewed periodically through

²²Ibid., Kentucky, pp. 30-31; California, pp. 19-24; and Colwell and Hazelton, pp. 186-7.

the years. Competitive athletics or team sports must not be used as a substitute for the basic movement activities.²³

The second category follows the physiological aspect with safety and security needs. Since a child will not benefit from an activity which frightens him, the planned activities should be suited to the individual. Thus, tackle football is out of place for seven year olds. The activities should go from the simple to the complex so that the participant builds up a level of ability and self-confidence.²⁴

Category three is the need for love, belonging and affection. This need can be met by providing opportunities to experience success as an individual and as part of a group. Those students who experience social rejection need special assistance in developing behaviors to improve their status in the group. Next, in category four, is the need for self-esteem. Physical activity can help the student develop self-esteem if he is comfortable with his movement ability - not necessarily the best performer but able to control his body movements. The physical education program must have a wide variety of activities which includes individual, dual and team activities so that each student can find his niche.²⁵

The fifth and final category is the need for self-actualization, which involves a person's desire for knowing, understanding, creating and becoming what he is capable of becoming. Self-actualization may

²³Larry Kehres, "Maslow's Hierarchy of Needs Applied to Physical Education and Athletics," The Physical Educator, 30 (March 1973): 24-25.

²⁴Ibid.

²⁵Ibid.

be enhanced in physical education by having students involved in leadership, decision-making and studying the relationship between vigorous movement and health and well-being.²⁶

Summary

The new approach to physical education which is often called movement education offers children the opportunity to develop to their maximum. The accent on success for all results in self-confident children. Creativeness is high for teachers and pupils. The goal of efficient body management also results in more efficient use of facility space, time and equipment. The teachers facilitate individualized learning, making use of the findings of learning theorists in psychology and other fields. The flexibility and individualization of this approach to physical education help to meet the mental, emotional, social and physical growth and developmental needs of children.

²⁶Ibid.

CHAPTER THREE

THE CURRICULUM

Objectives

This project presents the physical education program proposed for the Jones-Jaggers Laboratory School of Western Kentucky University (hereafter referred to as the school). The school has one physical education specialist who is responsible for grades one through six, each of which averages twenty-five children per class. The children should have thirty minutes of physical education daily with the physical education teacher and a ten minute recess under the supervision of the classroom teacher.¹

It is proposed that a movement education approach be used, resulting in a child-centered physical education program. The program must be flexible to meet the needs of each child; at the same time, the objectives and activities must be planned with care. Creativity requires a firm foundation from which to work. If the teacher keeps in mind the objectives developed for a given lesson, adapting the activity planned usually will not prevent those objectives from being met. The teacher should feel free to improvise when the need occurs.

¹American Alliance for Health, Physical Education, and Recreation, Essentials of a Quality Elementary School Physical Education Program: A Position Paper, (Washington, D.C.: AAHPER, 1969).

Dauer and Pangrazi state the following objectives.

To be judged effective as an educational tool, physical education should help each child to:

1. Develop and maintain a suitable level of physical fitness.
2. Become competent in management of the body and acquire useful physical skills.
3. Acquire desirable social standards and ethical concepts.
4. Acquire needed safety skills and habits.
5. Enjoy a wholesome recreation.
6. Acquire a desirable self-concept and an effective self-image.
7. Derive personal and educational benefits from the program.²

Each of these objectives contributes a share toward meeting the growth and development needs of children.

Physical Fitness - Physical education is the one area of the school curriculum in which the physical development of the child is most important. The teacher must help each child learn and attain the highest level of physical fitness of which he is capable. Being physically fit allows one to function through daily requirements with enough energy left to enjoy leisure time pursuits or meet emergency situations.³

The physical fitness capacities which are essential to health and well-being are: cardiorespiratory, which can be measured by the distance and speed one is able to jog; muscular strength and endurance, which is specific to a given group of muscles and can be measured through the number of pull-ups, push-ups or sit-ups one can perform; flexibility, which can be determined by the degree of the range of motion of one's joints; and appropriate weight, which can be determined by comparing

²Victor P. Dauer and Robert P. Pangrazi, Dynamic Physical Education for Elementary School Children, 5th ed. (Minneapolis: Burgess Publishing Co., 1975), p. 13.

³Ibid.

one's weight with the acceptable upper and lower limits which have been charted by age, height and sex. By determining these capacities the teacher is better able to discover the level of the learner and to plan a program for him.⁴

To insure the proper growth and development of the cardio-respiratory muscles, it is proposed that the children jog daily at the beginning of their physical education class. The suggested beginning distance is once around the play field, approximately one quarter mile, and a run-walk should be used at first. As the children learn about pacing, they will develop a steady jog and some of them will add to their distance. Gymnastic and self-testing activities contribute to muscle development and flexibility. A regular schedule of height and weight measurement plus nutritional information to aid in weight control provide for the health aspects of physical fitness.⁵

Body Management - In an elementary school program skill development depends on a base of competent body management, as illustrated by the triangle on the following page. In this triangle, competent body management refers to control of the body as a whole in different movements, balances and rhythms. This control is necessary before further skill can be attained. The basic skills should be developed in the primary grades, as they are prerequisites for the special and sports skills. The special and sports skills should be developed in

⁴David E. Cundiff, Fundamentals of Functional Fitness (Dubuque: Kendall/Hunt, 1974), p. 6.

⁵Ibid., pp. 67-72.

the intermediate grades where they are very socially important and personally satisfying. The higher skill attainment opportunities are for those children who are more skilled and interested in physical education.⁶

HIGHER
SKILL
ATTAINMENT
Intramurals
Other Competitions

SPECIAL AND GAME SKILLS
Large Apparatus, Hand Apparatus,
Rhythms, Games and Sports,
Stunts and Tumbling, Aquatics,
Fitness Activities

BASIC SKILLS
Locomotor: Walk, run, hop, skip, slide,
leap, jump, gallop, stop, dodge, change direction.
Nonlocomotor: Bend, twist, reach, lift, raise,
lower, turn, curl, stretch, bridge, rock, balance, etc.
Manipulative: Throw, catch, volley, kick,
bat, strike, bounce, dribble, balance, jump rope.

COMPETENCY IN MANAGING THE BODY
Control of the Body
On the floor, across the floor, in flight, on apparatus.
Emphasizing
Balance, coordination, laterality, directionality,
spatial judgments, identification of body parts,
postural efficiency.

⁶Dauer and Pangrazi, Dynamic Physical Education for Elementary School Children, p. 15.

⁷Ibid., p. 14.

Social/Ethical - The physical education class is an opportune place to stress the social goal. Many emotional situations arise during the activities. The teacher must help the children discover acceptable ways to express their feelings and understand why certain behaviors are unacceptable. Some activities should be included in the program mainly to help the children learn to get along with others, to play fairly and honestly, to be helpful to one's classmates and to grow in self-control. Group responsibilities and the individual's rights should be as important to the program as the expectations of movement efficiency and skill acquisition.⁸

One suggested way to help the children become self-directed and self-disciplined is to allow them to go to the special area classes, such as physical education, without a teacher to accompany them. Similarly, the children should leave the special areas individually and in small groups when they have met all their responsibilities in that area.⁹

Safety Habits - The safety of a situation must be considered before the children are allowed to enter into an activity. While the children must be helped to understand the consequences of unsafe procedures, over-cautiousness should be avoided.¹⁰ It is suggested that the first few weeks of the fall semester be utilized for establishing

⁸Ibid., pp. 15-16.

⁹Robert Sylwester, The Elementary Teacher and Pupil Behavior (West Nyack, N.Y.: Parker Publishing Co., 1971), pp. 191-203.

¹⁰Sal Edward Abitanta, Elementary Physical Education - Today (Trenton, N.J.: State Department of Education, 1969), p. 15.

safety procedures. To lessen the hazard of slipping on a smooth floor, all children should change to gym shoes or go barefoot when participating in activities. The intermediate children should change to play clothes, with an optional uniform being available, to allow for safe freedom of movement. Even with precautions, accidents do occur. Thus, basic elements of first-aid should be reviewed with the children so they can do something to alleviate the results of an accident. Such information also helps to eliminate unnecessary fears.¹¹

Wholesome Recreation - Recognizing that most children will face increased leisure time as adults and that attitudes about activity are formed during the elementary school years, the teacher should help the children learn activities that are enjoyable and with which they can have success. She can give the children experiences in adapting and improvising games and dances for leisure use and should encourage them to continue the daily jogging for fun when school is not in session.¹²

Self-Concept - A child's self-concept involves how he sees himself, recognizes and uses his abilities and perceives the image he presents to others. It is very important for each child to experience success and to deal with failure in a positive manner. A child who does not win a race can gain satisfaction from the fact that he did his best. A child-centered physical education program fosters a positive self-concept by "stressing comfortable physical education experiences well

¹¹Glenn Kirchner, Physical Education for Elementary School Children, 3d ed. (Dubuque: Wm. C. Brown, 1974), pp. 164-5.

¹²Dauer and Pangrazi, Dynamic Physical Education for Elementary School Children, p. 16.

within the emotional, physical, and intellectual limits of the child."¹³

Individualizing the program allows the teacher to plan activities that are suitable for each child and present him with the opportunity for success. In an individualized program there are usually several activities taking place at the same time. To allow the teacher to circulate and to assist in giving each child the individual attention that is necessary, volunteer helpers should be used frequently. These helpers may be college students, parents or older children who are interested in helping younger ones.¹⁴

To help the children become self-reliant, opportunities for leadership should be a part of the program. Each child should have some time in which he leads, referees and coaches various activities. It is suggested that every two weeks the names of two children in each of the intermediate classes be drawn to be group leaders. The two leaders, away from the class, divide their classmates into two groups, each leader taking responsibility for one group. Leadership responsibility may include naming the group, acting as captain of team play, organizing the setting up and putting away of equipment and generally looking after the group. Each child should have a turn at being a leader during the year.¹⁵

¹³Ibid., pp. 16-17.

¹⁴Muska Mosston, Teaching Physical Education: From Command to Discovery (Columbus, O.: Charles E. Merrill, 1966), pp. 31-141.

¹⁵Carl E. Willgoose, The Curriculum in Physical Education (Englewood Cliffs, N.J.: Prentice-Hall, 1969), pp. 137-9.

Personal Benefits - Physical education should provide for the child benefits in addition to those traditionally expected. For example, creativity should be nurtured in the physical education program. In the primary grades particularly, most lessons should provide an opportunity for creative development. Children should be able to have fun, find satisfaction, enjoy relief from anxiety and enjoy self-expression in physical activities. In addition, their reasoning powers should be developed with problem-solving challenges which allow the children to experiment, select and consolidate the solutions to the problems. Finally, they should be helped to understand basic concepts which are related to movement.¹⁶

It is suggested that the children choose their activities for one day each week. The primary grade children should have this day for free play allowing them to be busy and creative in many different activities and to use the equipment of their choice. The only restriction should be that they follow safety guidelines and not annoy anyone else. The intermediate children should choose two to four different activities which can go on at the same time. They should work out fairly the distribution of the participants, equipment and play areas. This time would provide an ideal opportunity for the teacher to observe and make note of the performances and behaviors of each child.¹⁷

¹⁶Dauer and Pangrazi, Dynamic Physical Education for Elementary School Children, pp. 17-18.

¹⁷Donald R. Hellison, Humanistic Physical Education (Englewood Cliffs, N.J.: Prentice-Hall, 1973), pp. 91-94.

Scheduling

There are many classifications of activities, and different percentages of time are allotted to them.¹⁸ In general the recommended time allotment is as follows:

<u>Activities</u>	Grade Level		
	<u>1-2</u>	<u>3-4</u>	<u>5-6</u>
Rhythms	30%	25%	20%
Games	20	35	50
Basic Movement	40-50	30-40	20-30
Aquatics	10	10	10

Based on this, plus the teacher's personal teaching habits, it is proposed that the time allotment for the activities be set up on a weekly schedule.

<u>Days</u>	Grade Level		
	<u>1-2</u>	<u>3-4</u>	<u>5-6</u>
Monday	Basic Movement	Basic Movement	Basic Movement
Tuesday	Rhythms	Rhythms	Rhythms
Wednesday	Games	Games	Games
Thursday	Basic Movement	Basic Movement/ Games	Games
Friday	Choice of Activities	Choice of Activities	Choice of Activities

Basic movement is a term chosen to identify fundamental movement, fitness activities, gymnastics, tumbling, self-testing, educational gymnastics, and movement exploration. Rhythms include fundamental

¹⁸Willgoose, The Curriculum in Physical Education, pp. 170-74.

rhythm, singing games, creative rhythm and dance, folk dancing and square dancing. Included in the games area are relays, low organized games, quiet games, chasing games, lead-up games and sports skills. Because the school has no swimming pool, aquatics must be taken care of in the extra-class program.

The daily lesson should be thought of as a flexible guideline rather than a rigid plan. However, establishing a routine procedure for certain aspects of the lesson is very beneficial. Once it is established, the routine requires little if any teacher-direction. It is suggested that the first ten minutes of each class period be spent in the following manner: (1) upon entering the gym the children go to the locker rooms to change for activities; (2) then they go outdoors and jog (in case of inclement weather, jogging would be done indoors); and (3) when a child finishes jogging, he goes to the board and reads the list of tasks he is to practice until the entire class is finished. At the signal of the teacher's raised hand, the children put away all equipment and sit on the floor near the teacher in order to hear what they are to do for the remainder of the period. Following the final activity the children put away the equipment, change their clothes and return to their classrooms.¹⁹

It is suggested that activities be chosen for each six week period during the course of one school year. The physical education literature describes enough activity variations to allow for frequent change which prevents boredom. However, children must have an activity

¹⁹Kirchner, Physical Education for Elementary School Children, pp. 551-66.

offered several times in order to practice and perform it well. Generally, the younger child has the more simple activity, with more complex activities introduced as the child advances in age. However, some young children are ready for more advanced skills and some older children need more practice in the basic skills. An example of the sequence of a skill is the progression from fundamental manipulative skills through manipulative sports skills to a modified version of a particular sport.

The following charts have been developed as examples of activities which can be used for one school year. The activities are placed in three two-grade groups to allow for maximum flexibility with a given child or group of children.

FIRST SIX WEEKS - GRADES 1-2

<u>Rhythms</u>	<u>Games</u>	<u>Basic Movement</u>
Locomotor Skills	Hot Potato	Fitness Testing
Move to Music ²⁰	Frozen Tag	Safety Training
(The footnote refers	Teacher Ball	Self Space
to all activities	Red Rover ²¹	General Space ²²
in each area.)		

²⁰David L. Gallahue and William J. Meadors, Let's Move (Dubuque: Kendall/Hunt, 1974), p. 135.

²¹Ibid., pp. 65-85.

²²American Alliance for Health, Physical Education, and Recreation, AAHPER Youth Fitness Test (Washington, D.C.: AAHPER, 1975); Glenn Kirchner, Jean Cunningham, and Eileen Warrell, Introduction to Movement Education (Dubuque: Wm. C. Brown, 1970), pp. 40-65; and Bonnie Cherp Gilliom, Basic Movement Education for Children (Reading, Massachusetts: Addison-Wesley, 1970), pp. 54-63.

FIRST SIX WEEKS - GRADES 3-4

<u>Rhythms</u>	<u>Games</u>	<u>Basic Movement</u>
Tinikling ²³	Ball Race	Fitness Testing
	Two Squares	Safety Training
	Keep Away	Rolls ²⁵
	Circle Ball ²⁴	

FIRST SIX WEEKS - GRADES 5-6

<u>Rhythms</u>	<u>Games</u>	<u>Basic Movement</u>
Lummi Sticks ²⁶	Soccer Skills	Fitness Testing
	Soccer Keep Away	Safety Training
	Sideline Soccer	Leaps and Rolls ²⁸
	Mass Soccer ²⁷	

²³Gallahue and Meadors, Let's Move, p. 155.

²⁴Kirchner, Physical Education for Elementary School Children, pp. 204-10.

²⁵AAHPER Youth Fitness Test and Kirchner, Cunningham, and Warrell, Introduction to Movement Education, pp. 40-65.

²⁶Maryhelen Vannier, Mildred Foster, and David L. Gallahue, Teaching Physical Education in Elementary Schools, 5th ed. (Philadelphia: W.B. Saunders, 1973), pp. 381-3.

²⁷Gallahue and Meadors, Let's Move, pp. 86-115.

²⁸AAHPER Youth Fitness Test and Kirchner, Cunningham, and Warrell, Introduction to Movement Education, pp. 140-54.

SECOND SIX WEEKS - GRADES 1-2

<u>Rhythms</u>	<u>Games</u>	<u>Basic Movement</u>
Grand March	Call Ball	Directions
Hornpipe	Crows and Cranes	Levels
Mowrah Cawkah ²⁹	Spud	Ranges
	Crab Race	Shapes
	Bound Ball	Flight
	Kangaroo Race ³⁰	Pathways ³¹

SECOND SIX WEEKS - GRADES 3-4

<u>Rhythms</u>	<u>Games</u>	<u>Basic Movement</u>
Shoo Fly	Beanbag Basket	Agility Development
Paw Paw Patch	Dodge Ball	Take Off
Skip to My Lou ³²	Borden Ball	Landing
	Progressive Dodge Ball	Center of Gravity
	Boundary Ball	Sticks, Ropes
	Place Kick Ball ³³	Tumbling ³⁴

²⁹Around the World in Dance, (Freeport, N.Y.: Educational Activities, Inc., 1972), record #AR 542.

³⁰Gallahue and Meadors, Let's Move, pp. 65-85.

³¹Gilliom, Basic Movement Education for Children, pp. 64-108.

³²Kirchner, Physical Education for Elementary School Children, pp. 614-16.

³³Ibid., pp. 210-15.

³⁴Muska Mosston, Developmental Movement (Columbus, O.: Charles E. Merrill, 1965), pp. 33-92.

SECOND SIX WEEKS - GRADES 5-6

<u>Rhythms</u>	<u>Games</u>	<u>Basic Movement</u>
Tinkling	Floor Hockey Skills	Range of Movement
Marching ³⁵	Hockey Relays	Balance Sequences
	Three Man Hockey	Stretch and Curl ³⁷
	Hockey Keep Away	
	Line Hockey	
	Modified Hockey ³⁶	

THIRD SIX WEEKS - GRADES 1-2

<u>Rhythms</u>	<u>Games</u>	<u>Basic Movement</u>
Parachute	Circle Dodge Ball	Body Awareness
Activities	Magic Carpet	Body Parts
to Music ³⁸	Keep Away	Changing Relationships
	Egg Balance Race	Review ⁴⁰
	Tunnel Ball	
	Frog Hop ³⁹	

³⁵Vannier, Foster, and Gallahue, Teaching Physical Education in Elementary Schools, pp. 413-15.

³⁶Gallahue and Meadors, Let's Move, pp. 86-115.

³⁷Kirchner, Cunningham, and Warrell, Introduction to Movement Education, pp. 155-76.

³⁸JoAnn Seker and George Jones, Rhythmic Parachute Play, (Freeport, N.Y.: Educational Activities and Kimbo Educational Records, 1969), record #6020.

³⁹Gallahue and Meadors, Let's Move, pp. 65-85.

⁴⁰Gilliom, Basic Movement Education for Children, pp. 110-31.

THIRD SIX WEEKS - GRADES 3-4

<u>Rhythms</u>	<u>Games</u>	<u>Basic Movement</u>
Pop Goes the Weasel	Battle Ball	Balance Development
Bleking	Crab Soccer	Space Orientation
Glow Worm Mixer ⁴¹	High Ball	Apparatus ⁴³
	Shower Ball	
	Bounce Net Ball ⁴²	

THIRD SIX WEEKS - GRADES 5-6

<u>Rhythms</u>	<u>Games</u>	<u>Basic Movement</u>
La Raspa	Volley Ball Skills	Change of Direction
Cshebogar	Newcomb	Twisting and Turning
Mayim, Mayim ⁴⁴	Four Man Volley Ball	Stunts and Tumbling
	Circle Volley	Alone, with a partner,
	High Ball	and in a sequence ⁴⁶
	Modified Volley Ball ⁴⁵	

⁴¹Kirchner, Physical Education for Elementary School Children, pp. 620-22.

⁴²Ibid., pp. 215-19.

⁴³Mosston, Developmental Movement, pp. 107-88.

⁴⁴JoAnn Seker and George Jones, Parachute Activities with Folk Dance Music, (Freeport, N.Y.: Educational Activities and Kimbo Educational Records, 1973), record #9090.

⁴⁵Gallahue and Meadors, Let's Move, pp. 86-115.

⁴⁶Kirchner, Cunningham, and Warrell, Introduction to Movement Education, pp. 177-203.

FOURTH SIX WEEKS - GRADES 1-2

<u>Rhythms</u>	<u>Games</u>	<u>Basic Movement</u>
Rope Jumping	Hot Potato	Creating Force
to Music	Steal the Bacon	Weak and Strong
Cherkessia	Call Ball	Absorbing Force
Bingo ⁴⁷	William Tell	Balance and Gravity ⁴⁹
	Keep Away	
	Tire Race ⁴⁸	

FOURTH SIX WEEKS - GRADES 3-4

<u>Rhythms</u>	<u>Games</u>	<u>Basic Movement</u>
Little Brown Jug	Swing at Five	Flexibility Development
Oh Susanna	Long Ball	Upper Body
Schottische ⁵⁰	Bat Ball ⁵¹	Trunk
		Legs ⁵²

⁴⁷Around the World in Dance, record #AR 542.

⁴⁸Gallahue and Meadors, Let's Move, pp. 86-115.

⁴⁹Gilliom, Basic Movement Education for Children, pp. 133-57.

⁵⁰Kirchner, Physical Education for Elementary School Children, pp. 622-24.

⁵¹Ibid., pp. 220-21.

⁵²Mosston, Developmental Movement, pp. 203-46.

FOURTH SIX WEEKS - GRADES 5-6

<u>Rhythms</u>	<u>Games</u>	<u>Basic Movement</u>
Irish Washerwoman	Basketball Skills	Small Apparatus
Seljancica	Passing Relay	Single Rope Skipping
Circassian Circle ⁵³	Five Points	Long Rope Jumping ⁵⁵
	Tower Ball	
	Six Hole Basketball	
	Modified Basketball ⁵⁴	

FIFTH SIX WEEKS - GRADES 1-2

<u>Rhythms</u>	<u>Games</u>	<u>Basic Movement</u>
Rabbit and the Fox	Spud	Weight Transfer
Cissy in the Bond	Squirrels in Trees	Rocking, Rolling,
Tant Hessie ⁵⁶	Teacher Ball	Sliding, Stepping
	Ball Butting	Review ⁵⁸
	Bound Ball	
	Rope Skipping Race ⁵⁷	

⁵³ Seker and Jones, Parachute Activities with Folk Dance Music, record #9090.

⁵⁴ Gallahue and Meadors, Let's Move, pp. 86-115.

⁵⁵ Kirchner, Physical Education for Elementary School Children, pp. 467-508.

⁵⁶ Around the World in Dance, record #AR 542.

⁵⁷ Gallahue and Meadors, Let's Move, pp. 65-85.

⁵⁸ Gilliom, Basic Movement Education for Children, pp. 158-79.

FIFTH SIX WEEKS - GRADES 3-4

<u>Rhythms</u>	<u>Games</u>	<u>Basic Movement</u>
Badger Gavotte	Sport Skill Relays ⁶⁰	Strength Development
Oh Johnny		Upper Body
Virginia Reel		Trunk
		Legs ⁶¹

FIFTH SIX WEEKS - GRADES 5-6

<u>Rhythms</u>	<u>Games</u>	<u>Basic Movement</u>
Maine Mixer	Softball Skills	Large Apparatus
Kalvelis	Flies and Grounders	Balance Beam
Troika ⁶²	Pepper	Vaulting Boxes
	Overtake	Mini-Trampoline
	Home Run Derby	Climbing Ropes ⁶⁴
	Whiffle Ball ⁶³	

⁵⁹Kirchner, Physical Education for Elementary School Children, pp. 624-30.

⁶⁰Ibid., pp. 329-50.

⁶¹Mosston, Developmental Movement, pp. 249-307.

⁶²Vannier, Foster, and Gallahue, Teaching Physical Education in Elementary Schools, pp. 401-11.

⁶³Gallahue and Meadors, Let's Move, pp. 86-115.

⁶⁴Kirchner, Physical Education for Elementary School Children, pp. 510-33.

SIXTH SIX WEEKS - GRADES 1-2

<u>Rhythms</u>	<u>Games</u>	<u>Basic Movement</u>
Creative	Tunnel Ball	Time
Movement	Circle Chase	Flow
to Popular	Circle Dodge Ball	Creating Sequences
Music ⁶⁵	Number Change ⁶⁶	Review
		Fitness Testing ⁶⁷

SIXTH SIX WEEKS - GRADES 3-4

<u>Rhythms</u>	<u>Games</u>	<u>Basic Movement</u>
Creative Dance ⁶⁸	Track and Field Skills	Sequence Designing
	Field Day Practice ⁶⁹	Fitness Testing ⁷⁰

⁶⁵Gallahue and Meadors, Let's Move, p. 135.

⁶⁶Ibid., pp. 65-85.

⁶⁷Gilliom, Basic Movement Education for Children, pp. 182-220 and AAHPER Youth Fitness Test.

⁶⁸Kirchner, Physical Education for Elementary School Children, pp. 634-50.

⁶⁹Ibid., pp. 386-411.

⁷⁰Mosston, Developmental Movement, pp. 309-17 and AAHPER Youth Fitness Test.

SIXTH SIX WEEKS - GRADES 5-6

<u>Rhythms</u>	<u>Games</u>	<u>Basic Movement</u>
Creative Movement	Track and Field Skills	Climbing Apparatus
to Popular	Field Day Practice ⁷²	Fitness Testing ⁷³
Music ⁷¹		

To culminate the year's activities a Field Day should be held in the spring. It is suggested that the fourth, fifth and sixth grade students be eligible to enter in activities competing with one's own sex and grade. Each child should engage in no more than five of the eight events to allow more children to have a chance to win. Eight suggested events are the flexed arm hang for girls, pull-ups for boys, standing broad jump, shuttle run, basketball target throw, fifty yard dash, fifty yard hurdles, obstacle course and marathon (quarter mile cross-country course). Because there may not be enough non-participants to use as helpers, teachers and parents should be enlisted to aid. At the conclusion of the events, during a school-wide assembly, all contestants should be awarded a participant ribbon and the first, second and third place finishers in each event should be awarded their appropriate ribbons.

⁷¹Gallahue and Meadors, Let's Move, p. 135.

⁷²Ibid., pp. 86-115.

⁷³Kirchner, Physical Education for Elementary School Children, pp. 510-33 and AAHPER Youth Fitness Test.

Extra-Class Program

While the daily physical education program is designed to be an instructional program for all, the extra-class program is designed to take care of special needs. Three ways are proposed to take care of these special needs: (1) an after school class offers an intramural program of seasonal sports skills; (2) interest centers provide remedial and enrichment activities; and (3) an aquatics program provides swimming instruction.

In the after school intramural program girls are matched according to skill and size and placed on teams. Games are held twice a week and two teams compete each time. A similar format is followed for the boys. Modified versions (to suit local needs) of basketball and volleyball are suggested for competition.

The school has interest centers which cover a wide variety of activities including cooking, industrial arts, photography and many others. Each child chooses the interest center in which he will participate. Groups meet for forty-five minutes twice a week and each interest center may be scheduled for two to sixteen meetings. The physical education interest centers include activities which are not broad enough to be offered in the regular instructional program and provide an opportunity for more study and practice of skills in which a child may be either especially proficient or deficient.

The aquatics program has two divisions and utilizes the University pool, which is within easy walking distance. To ensure that all children who finish the sixth grade at the school have a knowledge of water safety and at least survival swimming, the sixth grade children

should have an hour's instruction each Friday during the last eight weeks of school. The second division of aquatics should be open to all the children in grades one through six. This program meets for an hour daily Monday through Thursday during the closing eight weeks of school. The children may choose any two days during the week that they wish to participate. This division of aquatics is to be held in conjunction with the University Water Safety Instructor class. Each child is assigned to a University student who gives the child individual instruction in swimming, survival swimming, water safety and diving.

Summary

This curriculum proposes a movement education approach to elementary physical education. In a traditional program a set standard of mastery of skills is important. In the child-centered program the standards are set individually and are changed as each child meets them. The activities are adapted to the needs of the children. The children are encouraged to become self-reliant, self-directed and self-disciplined. Elementary physical education is the beginning of a lifetime of properly caring for and moving one's body efficiently.

CHAPTER FOUR

EVALUATION

Evaluation has many uses in effective teaching. The teacher should evaluate the program, her teaching methods and student performance. The effective teacher knows that the process of teaching is not complete without some knowledge of the results of her teaching. The results are then used to give direction for future teaching of the program as a whole or for a particular student or a group of students. The first step in evaluation is to specify behavioral objectives for each lesson. However, these objectives and the consequent evaluation of them need to be modified for some students in order that each child can have successful experiences and be commended for the progress he makes, even though his level of ability may be slight when compared to a classmate's.¹

Determining the available ways of measuring is the next step in evaluation. The three general types of measuring are through the use of tests, non-test appraisals and records. Fitness tests and skills tests measure physical performance while written tests (objective or essay) measure cognitive performance. Non-test appraisal may be done by

¹Victor P. Dauer and Robert P. Pangrazi, Dynamic Physical Education for Elementary School Children, 5th ed., (Minneapolis: Burgess Publishing Co., 1975), p. 72.

both the teacher and students. An important factor in teacher appraisal is to set up a method which makes the appraisal consistent for all students. The teacher may have a checklist of quality factors to evaluate while the class is in progress or a notation system where she periodically marks a class list regarding participation by each child. Care must be taken that unusual or isolated instances do not take on undue importance. The teacher must continually practice observing the performances of all students. Schools in Florida have found student appraisal to be very accurate when older children check each other or younger children. Members of a team or group of children may rate each other's ability by using a point system. The teacher may use these ratings to arrive at a composite score.²

Children from open classrooms are accustomed to keeping records and filing and can help keep their own records or those of their partners or group members. Students may have individual task cards and station performance cards that require record keeping. They may also keep records of positions played in a given game situation and the quality of their play based on a checklist or point system. After the teacher has determined what is to be measured and the available ways of measuring, the final step is to match up a method of measuring to each objective.³

The following is a sample of a teacher observation/evaluation guide for the elementary child. In this sample most of the time means

²Physical Education Curriculum Guide (Tallahassee: Florida Department of Education, 1971), p. 19.

³Ibid.

that the child usually performs what is stated. Not yet means that he is trying but does not have mastery. Some of the time means he is close to mastery or that his mastery is spasmodic. The possible reasons or meanings for checks in the last two columns could be explained by the teacher under comments.

Name _____	Most of the time	Some of the time	Not yet
Exhibits expected level of movement skills in activities	_____	_____	_____
Makes effort to improve performance	_____	_____	_____
Meets physical fitness standards	_____	_____	_____
Demonstrates an understanding of rules, techniques and strategies of activities	_____	_____	_____
Exhibits ability to win and lose graciously	_____	_____	_____
Is courteous and tolerant of others	_____	_____	_____
Exhibits qualities of leadership and followership	_____	_____	_____
Meets responsibility for daily requirements	_____	_____	_____
Takes proper care of equipment and facilities	_____	_____	_____
Conforms to rules of safety	_____	_____	_____

Comments:⁴

Each child should have an opportunity twice each year to evaluate his physical education classes. He should be free to turn in the evaluation signed or unsigned. A sample evaluation form follows:

⁴Ibid., p. 47.

	Always	Frequently	Seldom	Never
Do you enjoy classes in P.E.?	_____	_____	_____	_____
Do you feel you are getting enough individual attention in learning to do new things?	_____	_____	_____	_____
Do you play the activities learned in class after school and during your leisure time?	_____	_____	_____	_____
Do you feel as though your class gives you enough opportunities to get to know a number of activities and people?	_____	_____	_____	_____
Do you feel as though you have gained in skills?	_____	_____	_____	_____

List the things you like most about P.E.

List the things you like the least about P.E.

How do you think your class could be made better?

5

It is proposed that the school administer the AAHPER Youth Fitness Test each August and April. A satisfactory performance on the test indicates that the child has sufficient energy and strength to

⁵Maryhelen Vannier, Mildred Foster, and David L. Gallahue, Teaching Physical Education in Elementary Schools, 5th ed. (Philadelphia: W.B. Saunders, 1973), p. 643.

function in his daily activities with a reserve to meet emergency situations. It is assumed that the converse is true for a child with a low performance. Test results can be used to indicate modifications in the program.⁶

The AAHPER test items are adapted for children in the primary grades as follows: boys as well as girls do the flexed arm hang eliminating the pull-ups; the fifty yard dash is shortened to forty yards; and the six hundred yard run is shortened to four hundred yards. The children should take their test results home with them each spring and fall and a cumulative record of their test scores plus their height, weight and posture evaluation (made at mid-year) should be kept in their permanent folders in the school office.

Using the program objectives as a guide, teacher-made as well as textbook skill tests and movement observations should take place as needed. To save activity time, classroom teachers should administer the short written tests constructed by the physical education teacher. Individual records should be kept showing height, weight and test scores, as well as ratings on participation, dressing for activity and meeting responsibilities. The physical education teacher should work closely with the classroom teacher and guidance counselor to share information about the needs of each child in order to make a valid

⁶American Alliance for Health, Physical Education, and Recreation, AAHPER Youth Fitness Test (Washington, D.C.: AAHPER, 1975) and Glenn Kirchner, Physical Education for Elementary School Children, 3d ed. (Dubuque: Wm. C. Brown, 1974), pp. 97-98.

evaluation. Pupil-teacher conferences should take place frequently.⁷

In this school no grades are given in any area but school-wide parent-teacher conferences are held in October and April while a written commentary in each subject area is sent home at mid-year. Parents visit the school frequently and either parent, teacher or student may request additional conferences as needed.

Evaluation should be used to enhance the activities and should be looked upon with a positive attitude. When students learn that evaluation is to improve their performance, they will be able to set more meaningful goals for themselves and will look forward to the evaluations.

Physical education is a very necessary and vital part of the school curriculum. It is an area that can and should be enjoyable as well as beneficial for both the teacher and the students. Through careful evaluation, the teacher can be sure that these general goals are being met.

⁷Kirchner, Physical Education for Elementary School Children, pp. 176-84.

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