



Ninth Edition

DYNAMIC PHYSICAL EDUCATION FOR ELEMENTARY SCHOOL CHILDREN

Victor P. Daur Robert P. Pangrazi

Dynamic Physical Education for Elementary School Children

NINTH EDITION

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To my wife, Alice, whose help, inspiration, and encouragement have been of inestimable value in the writing of this book and its revisions.

Victor P. Dauer

This book is dedicated with love and respect to my wife, Debbie. Her aid, patience, and professional competence have made my efforts easier.

Robert P. Pangrazi

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PREFACE

The ninth edition of *Dynamic Physical Education for Elementary School Children (DPE)* continues to evolve as elementary school physical education matures into a recognized discipline. This edition represents a major revision, necessitated by the rapidly growing body of knowledge and concern for the physical growth, development, and fitness of children. The text has always enjoyed success due to its large number of sequenced activities and sport lead-up games. This revision has concentrated on increasing the knowledge base of the discipline as well as enlarging the base of activity. *DPE* is written for a varied audience. The new and enhanced sections on planning, establishing, and maintaining an environment for learning and teaching children with disabilities add needed depth for physical education majors planning to assume positions as specialists. Elementary education majors and classroom teachers will appreciate the wealth of activities that are offered in a sequenced and progressive listing. In addition, the accompanying text, *Lesson Plans for Dynamic Physical Education for Elementary School Children*, 9th ed., offers comprehensive and activity-rich lesson plans. The plans are filled with activities and instructional objectives to enable teachers to plan with an understanding of *why* various activities are being taught. *DPE* and *Lesson Plans* are being used in a large number of school districts throughout the United States to form the core of their school curriculum guide. Districts are using *DPE* to guide basic instruction and adding supplementary materials and activities to meet local desires and needs.

Ninth Edition Changes and Enhancements

Changes in elementary school physical education occur on a regular basis as the body of knowledge increases and the desires of society change. The national concern with the lack of physical fitness in children is escalating and physical educators must accept the challenge. *DPE* focuses on fitness for children and offers the most comprehensive set of activities for developing fitness in a mean-

ingful and attractive manner. In addition, fitness emphasis is focusing finally on the process of active participation rather than on the pursuit of fitness awards. This focus offers the physical educator an opportunity to be seen as a catalyst in changing life-styles of children.

The authors believe that children should participate in a broad selection of activities in order to cultivate an extensive and varied base of skill. *DPE* continues to offer a wider selection of activities than that of any competing text. This focus on skill development through varied activity leaves children with the requisite tools necessary for maintaining an active life-style.

Research dealing with teaching in physical education has increased dramatically during the past five years. There is great concern among professionals in physical education with the need to enhance the effectiveness of instruction. This edition of *DPE* offers thorough coverage of new findings related to teaching physical education. An understanding of requisite knowledge for effective teaching is combined with a wealth of motor skills and movement activities. In addition, greater emphasis is placed on identifying and guiding each child's developmental progress. The following include major changes found in this new edition.

Developmental Levels

This edition marks the first time activities and objectives have been organized based on the developmental levels of children. It has long been recognized that the maturity range of children in a typical classroom is four to six years. Expecting an entire classroom of youngsters to progress at the same rate is sure to bore some and frustrate others. *DPE* objectives and activities are now organized into three major developmental levels. These levels allow progression for learning based on the maturation and experience of students rather than age alone. Effective teachers have allowed children to progress at different rates; this ninth edition of *DPE* offers an increased opportunity for effective instruction. Developmental levels help teachers understand that age and grade levels are only

rough indicators of a child's maturity and experience. The changes within offer teachers the flexibility to gear instruction to match closely the student ability levels.

Physical Fitness

Two major trends have influenced physical fitness for children: the National Children's Physical Fitness Study conducted by the government, and the profession's concern for enhancing health-related physical fitness. *DPE* has long been the leader in emphasizing the need for the development of physical fitness among children. In this edition Chapter 13 offers an increased number of fitness activities, including the new *Fitnessgram* and *AAHPERD Physical Best* health-related fitness programs. A two-pronged approach to fitness is encouraged: developing fitness and teaching children how to evaluate and develop their personal fitness levels.

In addition to physical fitness, continued emphasis is placed on wellness. Physical fitness is viewed as a vital part of wellness. The wellness emphasis (Chapter 11) offers concepts and strategies for teaching children the how and why of maintaining a lifetime of optimum health.

Instructional Pedagogy

Planning has always played an important role in effective teaching. Chapter 5 places strong emphasis on planning for success through lesson, unit, and yearly planning. Practical strategies are offered to help both the beginning and experienced teacher organize meaningful and sequential learning experiences. An extensive section has been added that applies Hunter's essential elements of instruction concepts to physical education. Also included are a number of practical methods for ensuring that students learn effectively.

Chapter 6 presents organizational material for an effective instructional environment. Advice for effective communication with students is presented on a step-by-step basis. The implementation of a variety of teaching styles is covered in detail so that teachers have the necessary background to select the proper method. Important facets of teaching are presented, such as the development of instructional cues and the demonstration, observation, and maintenance of class performance. A large section of this chapter is devoted to helping teachers adapt instructional tasks to individual needs.

Chapter 7 is filled with many new activities and techniques for managing and disciplining children effectively. Typically, this area has been the principal concern of teachers and parents yet has not been covered in detail in physical education textbooks. Teachers are shown how to teach management skills through activity and to understand how children function in a class setting. This chapter deals with the reinforcement of desired behavior and the development of a positive yet assertive discipline style. Behavior games for difficult classes are included along with guidelines for modifying difficult behavior.

Punishment, although discouraged, is discussed, and guidelines for its humane use are presented.

The ninth edition of *DPE* reflects a determination on the part of the authors to ensure that teachers perform their duties in a manner that is technically correct and in line with current research. The strong focus on pedagogy gives this edition much greater emphasis on teaching methods. The underlying theme of the chapters on pedagogy reflect the correct techniques required to teach effectively, taking into account varying personal styles.

Breadth of Activities

This edition of *DPE* continues a tradition unmatched by any competing text; it includes more activities, skill development techniques, and lead-up games than ever. *DPE* has always been valued for its wealth of practical and effective activities (Chapters 14–23), and this edition is no exception. Chapter 18, "Activities with Jump Ropes," has been expanded to follow step with the increased focus on this popular sport. A new section on rhythmic gymnastics has been added, offering a greater number of suggested activities for building routines. The sport chapters (25–31) have a number of new lead-up games that allow the teacher to focus on desired skills and strategies while ensuring the student a successful experience. The activities and lead-up games are now organized into developmental levels that allow the teacher to match activities to ability level. The broad and varied range of activities includes "something for everybody."

Analysis Charts

Stunts and tumbling, rhythmic activities, and games have been reorganized into developmental levels. In addition, extensive analysis charts have been developed so that teachers can easily identify the elements of activities, dances, and games, such as equipment needed, formations, skills developed, and important strategies. This facilitates effective planning and allows for easy selection of activities to align with lesson content.

Extensive Field Testing

A tradition that continues in this edition of *DPE* is to include only activities that have been field tested with children. Dr. Pangrazi continues to teach elementary school children and evaluate new activities based in part on student reception and instructional effectiveness. A number of experts have been involved, ensuring that the content of *DPE* is accurate and on the cutting edge. Chapter 16, "Rhythmic Movement," was reviewed and revised by Mr. Jerry Poppen, Supervisor of Physical Education for the Tacoma Public Schools. Chapter 20 on stunts and tumbling was evaluated and updated by Mr. John Spini, current coach of the women's gymnastic team at Arizona State University. Dr. Ken Fox, Northern Illinois University, and Debra Morgan, University of

Idaho, were instrumental in updating the soccer and volleyball chapters, respectively. Dr. Carole Casten, University of California, Dominguez Hills, contributed most of the material for the section on rhythmic activities.

In addition, the authors are indebted to the 65 Mesa School District elementary physical education specialists in Mesa, Arizona who have field tested all activities and offered numerous suggestions and ideas for improvement. This stellar group of teachers is led by Dr. Gene Petersen, Supervisor, and Debbie Pangrazi, Resource Teacher. Both of these individuals have unselfishly contributed their energies and insights to assure that quality programming and teaching strategies are part of this textbook. The result of this continued field testing is a book filled with activities, strategies, and techniques guaranteed to work.

Liability, Children with Disabilities, and Evaluation

These three important aspects of physical education are seldom covered in elementary school physical education textbooks. Coverage of these areas has been enhanced and expanded in *DPE*. Legal liability continues to be a major concern of teachers. Chapter 9 describes situations teachers should avoid, focuses on safety, and offers a checklist for analyzing possible situations that might result in a lawsuit. Chapter 14 focuses on teacher self-evaluation techniques and encourages personal and professional growth. Techniques for analysis of instruction and actual forms for recording results are included in this chapter. In addition, student evaluation and microcomputer applications are given expanded coverage. The microcomputer section delineates examples for the enhancement of student learning through the use of computers and offers sources for securing needed software.

Teaching children with disabilities is discussed in detail in Chapter 8. This important chapter offers a step-by-step approach to the development of an individualized education program (IEP) and presents guidelines for screening and assessment. Criteria are offered for the placement of children in the least restrictive environment, with emphasis on a positive and constructive approach. An expanded section of practical ideas for modifying activities to assure maximal student success is included. Finally, specific disabilities with accompanying requisite instructional procedures are described in detail.

Organization of the Text

The text has been reorganized to offer a more logical instructional presentation. The opening chapter includes a brief history of elementary school physical education, important trends and issues, and an in-depth discussion of the objectives of physical education. Following chapters deal with the impact of activity on youngsters and

the essentials of movement learning, so that the basis and need for a physical education program is clearly established.

Chapters 4 through 7 focus on developing a physical education curriculum, planning for good-quality instruction, and establishing an effective instructional delivery system. Chapters that follow proffer information needed for teaching children with disabilities: understanding liability, instructional evaluation, and teaching for wellness. At this point, future teachers are equipped to begin instructing children. The remaining chapters are filled with activities that can be used during actual instruction.

The use of two colors throughout the text allows for easy identification of activities and important topics. A number of new photos have been added to help clarify difficult skill performance techniques. In addition, references and suggested readings have been added at the end of each chapter.

Supplementary Materials

The ninth edition of *Lesson Plans for Dynamic Physical Education for Elementary School Children* has been developed concurrently with the text. The new plans offer a broader range of activities and objectives. The lesson plans are presented in three developmental levels allowing for a greater range of activity and ensuring that presentations are closely aligned to the maturity and experience of students.

A new, expanded edition of the *Instructional Resource Materials Package* accompanies the text and is available to adopters. Other available materials are a 16-mm color film that illustrates various concepts described in *DPE* and a video tape that covers two lectures and two sample lessons with children. In addition, computer software for evaluating health-related physical fitness, wellness, and instructional effectiveness is available. This package of supplementary materials offers university and college instructors an integrated and comprehensive set of instructional tools.

Useful textbooks are the result of cohesive teamwork between the publishing company, reviewers, and the authors. Special thanks goes to the following reviewers who helped guide the authors' efforts: Professor Virginia Atkins, California State University—Fresno; Professor Ruel Barker, Brigham Young University; Professor Nancy L. Carleton, University of New Mexico; Professor Jean Martin Frazier, East Tennessee State University; Professor Rosalie R. Hedlund, Ottawa University; Professor Scott Melville, Eastern Washington University; Professor Frederick O. Mueller, University of North Carolina—Chapel Hill; Jerry Poppin, Tacoma Public Schools; Professor Gillian D. Rattray, Pennsylvania State University; and Professor Fred Whitt, Coker College. We are indebted to the professional group at Macmillan Publishing Company, with special thanks to Robert Miller for guidance and support.

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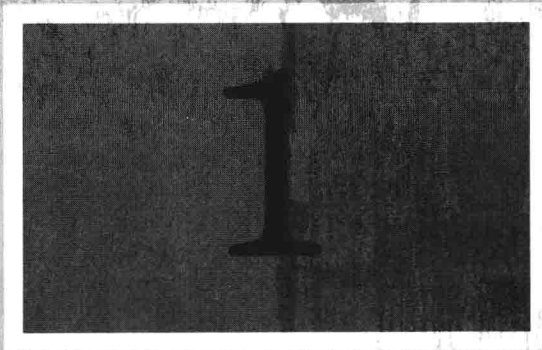
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Introduction to Elementary School Physical Education

What Is Physical Education?

Physical education is that phase of the general educational program that contributes, primarily through movement experiences, to the total growth and development of each child. Physical education is defined as education of and through movement, and must be conducted in a manner that merits this meaning. It should be an instructional program that gives adequate and proportional attention to all learning domains—psychomotor, cognitive, and affective.

Physical education should teach children principles of human wellness. This necessitates cooperation with classroom teachers and an understanding of the overall school curriculum. The concept of human wellness is broader than the concept of good health and relates to developing a total life-style that promotes well-being.

The Goal of Physical Education

The overall goal of a general education and of physical education is to help individuals achieve optimum growth and development. This implies acceptance by the public as well as by school personnel that physical education is a full partner in the child's total educational program. The role of physical activity in developing a healthy life-style is well accepted, and people are beginning to un-

derstand the importance of a quality physical education program for youngsters.

The broad aim of education can be further defined as the development in children of the ability to achieve satisfaction as responsible, contributing citizens of society. Physical education, through a carefully planned and functionally sound program, can make significant contributions to this overall goal. To accomplish this goal, physical education should focus on and maximize the unique contributions it makes to the education of the individual, concentrating on educational outcomes that are not likely to be achieved through other subject areas in the total school curriculum.

Unique Outcomes of a Physical Education Program

The first of these unique outcomes is the promotion of physical development and the achievement of personal physical fitness goals. A second major goal is developing competency in a wide variety of physical skills, which allows students to function effectively in physical activities. A third outcome is establishing an understanding of movement and the pertinent principles governing motor skill performance. Should these goals not be accomplished in physical education classes, they will not be realized elsewhere in the curriculum.

In addition to these major contributions, a variety of goals are shared and complemented by other areas of the school program. The development of a satisfactory self-image, for example, can be accomplished in physical education, but it is also enhanced in other areas of schoolwork. Other goals, such as safety skills, personal values, moral development, and cooperative and competitive attitudes, are not unique to physical education. This does not reduce their importance, but should stress to the physical educator that physical fitness and skill development can be accomplished only through physical education programming. Without a systematic and organized physical education program, children will leave school not knowing how to maintain a satisfactory level of fitness, will not possess the adequate skills needed to perform a wide variety of adult recreational activities, and will not understand the meaning of movement.

Accomplishing the Unique Outcomes

When the three major child-centered outcomes are achieved, physical education becomes a full partner in the educational process. These basic outcomes provide direction for developing a physical education instructional system that carefully monitors student accomplishment. Achieving these outcomes also means meeting the needs of all children—those with physical disabilities, the retarded, the slow or delayed learners, children with motor problems, gifted children, disturbed individuals, and children with impaired hearing or visual acuity, as well as those without handicaps, the so-called “able” children. One can judge the quality of a program by how well it meets the needs of all children: those who are less skilled and able as well as those who are normal or gifted.

The instructor is the most important factor in the learning process. No matter what instructional method is used, a perceptive, analytical teacher is the key to a child's progress. A good teacher guides students to learn, to perceive themselves as learning, and to feel positive about themselves as learners. Students not only improve but also take note of their educational progress. As the most critical element in the educational process, the teacher is the creator of conditions for optimum learning.

The elementary school is the level at which students should explore, experiment, and come in contact with a wide range of physical education activity. The curriculum guide and the yearly schedule should feature a variety of activities so that children can learn personal competencies and an appreciation of the many types of physical activity available. The critical selection of future activities for lifetime participation can proceed rationally when based on experience.

Developing a skill level that allows a child to compete with and be respected by peers has a strong impact on personal growth. A sense of belonging and peer acceptance are necessary attributes for a child's satisfactory self-concept. An unskilled child often avoids activity

rather than risking the embarrassment of failure. The need for fitness and skill competency cannot be overemphasized. The world of the elementary school child is a physical one. Respect and esteem are generally given to those who accomplish physically and are physically fit.

Students not only should learn skills but also must acquire the knowledge related to skill performance. Not only is it important to give attention to correct technique, but also the reasons for using the suggested techniques must be stated. Students need to leave the program with a clear understanding of movement principles and how those principles apply to various skill performance areas. This understanding, coupled with skill performance, develops a foundation for self-analysis and improvement in later years.

In the affective domain, which deals with attitudes and values, social interchanges in the teaching environment—sharing, taking turns, fairness, and concern for others—should be in harmony with moral growth. The “hidden curriculum” merits attention. This is defined as the inherent qualities of the learning environment that affect attitudinal, moral, and emotional learning. The way the environment is structured, how the teacher presents information, and how youngsters are treated have a much greater impact on learning than does the teacher's verbalization. The basic point is that teachers teach much by their actions, by their rules in the gym, and by how they respond to all students. Through the hidden curriculum, the instructor may model both desirable and undesirable behavior, which speaks loudly to students.

Physical education should be more than the experiencing of movement. It should be an essentially enjoyable experience for both teacher and students, and a well-developed program can contribute to the overall school atmosphere.

The physical education program should offer something for everyone. Programs that are sport-oriented may meet the needs of only those children who are skilled in the sport areas, but the less skilled children may have to persevere with minimal reinforcement for an entire school year. The Dynamic Physical Education Program can be described as a contemporary program with a wide range of activity presentations. It integrates and utilizes ideas from many areas, including sports, physical fitness, movement education, rhythms, and perceptual motor, individual, and dual activities. Such a physical education program is all-encompassing and should present a balanced, comprehensive, child-centered curriculum for the development of all youngsters.

■ Objectives of Physical Education

Program objectives determine the focus and direction of the physical education program. Objectives are the frame-

work of the program; they give direction and focus to curriculum and instruction. Objectives must be selected according to their appropriateness based on the urges, characteristics, and interests of the children (see Chapter 4) and the potential of the physical education program to achieve the objectives. They must make a significant contribution to the overall goals of school and society—the development of a well-rounded individual capable of contributing to a democratic society. The objectives must also be able to bear critical examination with respect to the discussions presented earlier in this chapter. At times, objectives may seem idealistic, yet good-quality programs move children toward high-level achievement through goal accomplishment.

A set of objectives provides children with target goals to be accomplished during their school career and gives instructors a constant and clear direction. The following objectives are generally accepted by most experts in physical education.

Physical Fitness

Objective: The physical education program should provide all children with the opportunity to develop and maintain a level of physical fitness commensurate with individual needs. Allied to this objective is an understanding of how to maintain fitness for a lifetime of activity.

Since an appropriate level of fitness is essential to meet the needs of the individual and of the society, physical fitness should be one of the goals of education. Physical education can make an important contribution to fitness, one that cannot be accomplished in any other curriculum area.

A person who is physically fit possesses the strength and stamina to perform daily tasks without undue fatigue, and has enough energy left to enjoy leisure activity and to deal with emergencies. Strength, muscular endurance, flexibility, and cardiovascular endurance are qualities of fitness that should be developed through planned, progressive activity based on sound physiological principles. Fitness emphasis should also be given to posture and body composition.

A portion of each class period should be allotted to fitness activities. Throughout the fitness emphasis, students should be taught the pertinent physiological, anatomical, and kinesiological principles governing personal fitness development.

Physical fitness instruction must be educational, so that each child is stimulated to take part in physical activity beyond the scope of the school program. A long-range goal is the maintenance of an appropriate level of fitness in later years. It is entirely possible that establishing the desire and the need in children to maintain fitness may be more important than the actual level of fitness established at a given time.

Fitness has other values, too. Peer status and relationships are improved for the child who is physically fit. The relationship between physical fitness and motor learning is strong, and the qualities of physical fitness—strength, endurance, and power, among others—are needed for optimum skill development.

Movement Excellence and Useful Physical Skills

Objective: The physical education program should help each child become competent in body management and in useful physical skills.

To be graceful and skillful are sought-after goals. The hierarchy of skill development depends on competent body management, from which evolve fundamental skills as well as specialized skills. Components of movement excellence are discussed next.

Competency in Body Management

Body management refers to the ability of the body as a whole to meet the challenges of the environment. Learning to manage the body involves control over gross movements and leads to increased skill. The child controls the body in personal space, in general space in relation to others, in flight, and while suspended on apparatus. Children need to learn what the body can do and how to manage the body effectively in a variety of movement situations and challenges. This understanding incorporates Laban's concepts of space, time, force, and flow.

Body management practices are related to the body's resistance to the force of gravity. Children should be able to manage their bodies efficiently with ease of movement and to utilize effective standards of posture and body mechanics as meaningful constituents of movement patterns.

Rhythmic Movement

Individuals who excel in movement activities possess a strong sense of rhythmic ability. Rhythmic movement involves motion that possesses regularity and a predictable pattern. The aptitude to move rhythmically is basic to all skilled performers. It is quite common to hear athletes complain that they have lost their rhythm when explaining poor performance. A rhythmic program that includes dance, rope jumping, and rhythmic gymnastics offers a wide variety of activities for development of this objective.

Fundamental Skills

Fundamental skills are those utilitarian skills that children use to enhance the quality of life. This group of skills is sometimes labeled basic or functional. The designation fundamental skills is preferable, however, because these

skills are normal, characteristic attributes that help children function in the environment. For purposes of discussion, these skills may be divided into three categories.

1. *Locomotor Skills.* Locomotor skills are those used to move the body from one place to another or to project the body upward, as in jumping and hopping. They also include walking, running, skipping, leaping, sliding, and galloping.
2. *Nonlocomotor Skills.* Nonlocomotor skills are those performed in place, without appreciable spatial movement. These skills are not as well defined as locomotor skills. They include bending and stretching, pushing and pulling, raising and lowering, twisting and turning, shaking, bouncing, circling, and others.
3. *Manipulative Skills.* Manipulative skills are defined as those skills that are developed when the child handles some kind of object. Most of these skills involve the hands and feet, but other parts of the body can also be used. Manipulation of objects leads to better hand-eye and foot-eye coordination, which are particularly important for tracking items in space.

Manipulative skills form the basis of many game skills. Propulsion (throwing, batting, kicking) and receipt (catching) of objects are important skills that can be taught by using beanbags and various balls. Rebounding or redirecting an object in flight (such as a volleyball) is another useful manipulative skill. Continuous control of an object, such as a wand or a hoop, is also a manipulative activity.

Specialized Skills

Specialized skills are those used in various sports and in other areas of physical education, including apparatus activities, tumbling, dance, and specific games. Specialized skills receive increased emphasis beginning with developmental level II activities. In developing specialized skills, progression is attained through planned instruction and drills. Many of these skills have critical points of technique and strongly emphasize correct performance.

Experiencing and Understanding Movement

Objective: Each child should enjoy a broad experience in movement, leading to an understanding of that movement and the underlying principles involved.

Through divergent movement activity, featuring a thematic presentation of educational movement, children should experience great diversity in their movement approaches. They should become familiar with and be able to apply the movement components of space, time, force, flow, and body factors. In convergent movement, which emphasizes particular skills, the movement components

have excellent application in stimulating breadth of experience in the teaching progressions.

Ancillary areas include the development of internal and external directionality, knowledge and location of body parts, and basic kinesiological understandings. The latter include the name, location, and function of selected muscles, joint movement actions, and the location and name of major bones. Further cognitive comprehensions involve mechanical principles and performance considerations important in executing skills.

Social Development

Objective: The physical education environment should be such that children can acquire desirable social standards and ethical concepts.

Physical education classes should offer an environment of effective social living. Children need to internalize and understand the merits of participation, cooperation, and tolerance. Some terms, such as good citizenship and fair play, can help define the desired social atmosphere. The teacher, through listening, empathy, and gentle guidance, helps children differentiate between acceptable and unacceptable ways of expressing feelings.

Youngsters should become aware of how they interact with others and how the quality of their behavior influences others' response to them. If students do not receive feedback about negative behavior from teachers and peers, they may never perceive behaviors that are strongly resented by others. Teachers need to establish reasonable limits of acceptable behavior and enforce those limits consistently.

It is important for children to learn the value of cooperation. Cooperation precedes the development of competition and should be emphasized in the school setting. If people did not cooperate, competitive games could not be played. The nature of competitive games demands cooperation, fair play, and sportsmanship, and when these are not present, people do not care to participate. Cooperative games teach children that all participants are needed. As the nature of competition comes into clearer focus, teachers must help students temper the urge to win with the realization that not all participants can be winners.

The hidden curriculum has been mentioned as having a strong impact on social development. How the lesson is organized, the types of activities presented, how the teacher views students who do not win, and how children with disabilities are treated give an implied message to students. The teacher's likes, dislikes, and personal conduct are important moral influences on children.

Safety Skills and Attitudes

Objective: Through physical education, children must acquire a knowledge of safety skills and habits, and de-

velop an awareness of safety with respect to themselves and others.

The school has both a legal and a moral obligation to provide a safe environment. Safety must be actively sought. The teacher should always conduct activity in a safe environment. Instructional procedures in any activity must pay attention to safety factors, and good supervision is necessary to guide children in safe participation.

Water safety is an important facet of physical education. Although few elementary schools provide opportunities for aquatic instruction, students should be encouraged to seek swimming instruction on their own. Various community agencies should cooperate to provide a swimming and water safety program as one of the educational opportunities available to all children.

Wholesome Recreation

Objective: Through physical education, children should develop physical skills that allow them to participate in and derive enjoyment from wholesome recreational activities throughout their lifetime.

The basic considerations of wholesome recreation are several. First, children must derive enjoyment from leisure-time activity so that they will seek further participation. To this end, children should become proficient in a variety of motor skills and develop an adequate level of physical fitness. Most adults participate in only those activities in which they developed competency during childhood. Second, children need a rational basis for play. This can be established through activity orientations that can be carried over to other situations. Such activities should include a variety of games suitable for small groups and sport activities adapted to local situations. Third, children need to learn the social benefits of recreational activity and experience appropriate leisure-time options. The inclusion of fitness practice as a part of leisure activity is essential. Jogging and walking should be encouraged, since these are valuable as both personal and family activities.

The burden of providing broad orientation to skills, games, and fitness activities falls on the elementary school program. In high school, students have more and more choices and options for meeting activity requirements. Preparation in and orientation to many different activities during the elementary school years can provide a background for making the choices for a lifetime of recreational enjoyment.

Positive Self-Concept

Objective: Each child should develop a desirable self-concept through relevant physical education experiences.

How children feel about their ability to cope with life is the self-concept. The self-concept is developed through the eyes of others. How teachers and parents respond to children communicates to youngsters that they are loved, capable, and contributing people. On the other hand, teachers and parents can also give children negative messages that they are incapable of learning and are unloved. Not only must the teacher understand the learner, but also each learner should understand herself, for self-understanding is a powerful influence on human behavior.

The self-concept that a child develops is vital to the learning process. It can make learning possible, or it can hinder or block the ability to learn. If children believe that they belong, that they are loved and respected, and that their successes outweigh their failures, then they are well on the way to establishing a desirable self-concept. Teachers should focus on a student's strong points rather than on weaknesses. Students need also to learn how to accept positive feedback from peers, instead of discounting it. A plethora of activities should be presented to increase the children's chances of experiencing success.

The ability to move with grace, confidence, and ease helps a child regard himself in a favorable light. Achieving self-satisfying levels of skill competency and fitness can also make a child feel positive and assured. The child's concept of self is related, in part, to his physical skill competence. Positive achievement in physical education can be especially valuable to children who perform at a lower academic level but experience a measure of success in physical activities.

Personal Values

Objective: Through physical education, each child should acquire personal values that encourage living a full and productive life.

A number of personal benefits can be derived from physical education programming. Through a task-oriented instructional approach, students work on improving their on-task times. Getting started, becoming involved, and trying to do one's best are commendable habits that should be reinforced. Enjoying activity participation and cooperating with others also contribute to positive mental health.

Programs should offer children opportunities to experience the creative satisfaction of problem solving. Throughout the year, ample opportunities for children to develop activity variations of their own should be integrated in the lessons. Children should also be encouraged to develop new patterns of movement and skill performance as they master the basics of different skills.

Active play should help children to find relief from tension. To have fun, take part freely, and express joy in physical activity are important to all youngsters. Children

can learn to recognize tension, stress, and anxiety, and they can be taught different techniques for controlling and releasing internalized emotions.

Effective instructional technique challenges the child's cognitive processes. For example, a number of contrasting terms can be introduced or reinforced with appropriate movement challenges. Terms such as up-down, forward-backward, and heavy-light can be embedded in movement directives. Serializing activities in a movement challenge affords practice in memory recall. An understanding and a comprehension of important movement principles and fitness concepts are thus developed.

■ The Historical Development of Physical Education

A better understanding of current programs in physical education can be gained by reviewing briefly the history of physical education.

The Ancient Greeks and Subsequent Influences

Among the ancients, the Greeks were the first to embrace the concept of physical activity to develop the whole human being. The goal of producing citizens with a high degree of physical prowess, who could defend the homeland, was basic to all ancient cultures. In their definition of sport participation, the Greeks also included other ideals, one of which was the grace and beauty of movement. The concept of the sportsperson as a moral individual was also considered important by them. Many of today's sports represent a heritage from the ancient Greeks and their great sport festivals, of which the Olympic Games are the best known. The modern Olympic oath is a tribute to the Greek ideals.

With the collapse of the Greek civilization, degeneration of the Olympic ideals soon set in, and rank professionalism took over sport competition. Under Roman rule, sport festivals became brutal spectacles, and the idealistic concepts of the Greeks were lost. Little progress was made during the Dark and Middle Ages, and few practical programs appeared, although play and exercise began to be regarded as beneficial, primarily to enhance health.

Puritan Ethics and the Early American Settlers

Early settlers in New England had little time to play, and students attended to the serious business of learning. To the Puritans, play was not just a waste of time; it was sinful. Virtue rested in hard work.

In subsequent decades, as frontier life became less demanding, hunting and fishing were no longer necessary

for survival and became leisure activities. The British tradition of participation in archery, bowling, cricket, tennis, soccer, rugby, boxing, and track and field was important in the southern colonies.

The German and Swedish Influence Before World War I

During the nineteenth century, in both Germany and Sweden, physical education systems that centered on body development were established in the schools. Around the middle of the century, German and Swedish immigrants to the United States introduced these concepts of physical education. The German system favored a gymnastic approach and required a good deal of equipment and special teachers. The Swedish system incorporated an exercise program in the activity presentations. The physical education program in many of the schools that adopted this system consisted of a series of exercises that children could perform in the classroom.

The need for equipment and gymnasiums posed problems for the schools that followed these systems, and many economy-minded citizens questioned the programs. A combination of games and calisthenics evolved and became the first scheduled physical education activity offered in some U.S. schools.

The Emphasis on Games and Sports from World War I to the 1950s

When about one third of the American men drafted in World War I were rejected as physically unfit for military service, the result was a new demand for physical education in the schools. State educational authorities legislated minimal weekly time requirements for physical activity in school programs. In many states, these laws established physical education as part of the school curriculum. The laws were, however, quantitative in nature, and little attention was given to program quality.

In training programs designed for soldiers during World War I, an emphasis on games and sports proved more effective than strict calisthenics. This shift to the use of games and sports for physical development spawned school programs with the same emphasis. Then, when two of John Dewey's cardinal aims of education stressed attention to physical activities, the development received impetus. These aims, the promotion of health and the worthy use of leisure time, became school curricular responsibilities. The school was also deemed responsible for molding social change, and a high value was placed on games and sports.

Programs stressing sports and games appeared in the secondary schools. The elementary programs became miniature models of these secondary programs and could literally have been described by answering the question, "What games are we going to play today?" During the