

DYNAMIC PHYSICAL EDUCATION FOR SECONDARY SCHOOL STUDENTS

Curriculum and Instruction

S E C O N D E D I T I O N



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DYNAMIC PHYSICAL EDUCATION FOR SECONDARY SCHOOL STUDENTS CURRICULUM AND INSTRUCTION

SECOND EDITION

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PREFACE

The second edition of *Dynamic Physical Education for Secondary School Students* is a major revision. The changes reflect an increasing understanding of the rudiments of curriculum and instruction. New chapters on planning, management strategies, and maintaining an effective learning environment are included. Increased emphasis is placed on integrating disabled students into instructional settings. A strong attempt has been made to separate junior and senior high school programs. More often than not, junior high school programs have been replications of high school programs. In this edition, a separate chapter is devoted to helping teachers understand the needs of junior high students and how these characteristics impact on the development of a meaningful curriculum.

Second Edition Modifications and Additions

In many states, secondary school physical education is disappearing as the back-to-basics approach takes its toll. The authors maintain that physical education is basic and have added a new chapter that reviews the research supporting the need for a physical education program as part of the total school curriculum. Sections on the impact of activity on growth, the increased incidence of hypokinetic diseases among students, and the long-term effects of exercise during the school years are included. Research has revealed a number of guidelines for exercising secondary school students safely, and they are clearly discussed.

Physical Fitness

An issue that continues to receive public attention is the lack of physical fitness among youngsters of all ages. Certainly, no issue reflects more negatively on the effectiveness of secondary school physical education programs. Many adults have felt that fitness might be the only reason physical education

should be required in junior and senior high schools. Chapter 18 gives increased coverage of this issue, with special emphasis on health-related fitness development. Directions and guidelines for implementing the Fitnessgram and Physical Best fitness batteries are included. New fitness routines and activities have been developed in order to offer the widest range of fitness activities possible for students. In addition, Chapter 16 offers activities for maintaining wellness and developing an understanding of the basic components of lifetime fitness. It is important that the secondary school teacher offer fitness activities coupled to a better understanding of wellness.

Curriculum Planning

The majority of teachers, at one time or another, have the opportunity to develop the curriculum they will teach. Unfortunately, too often the curriculums have been developed by teachers based on their personal likes or dislikes and their perceived level of competency in presenting an activity. This often leads to a curriculum with a narrow focus and one that does not meet the needs of all students. With this in mind, the authors increased the coverage of curriculum planning. Chapter 3 describes the steps to follow to assure the development of a comprehensive curriculum. Coverage is given to a variety of curriculum models currently utilized in various school districts, showing the strengths and weaknesses of the various models. An understanding of this chapter will help teachers realize the importance of a philosophical framework to undergird the curriculum.

Chapter 4 discusses the critical years of adolescence in the physical education setting and how students' growth and development characteristics impact on the design of the curriculum. A review of junior high school curriculum and a suggested curriculum are offered for 7th and 8th graders. A separate section is devoted to the 9th grade cur-

riculum because it is critical if teachers expect students to continue participating in physical education in high school.

Chapter 5 reviews the growth and development of high school students. A lengthy discussion helps teachers understand the difficult decisions that must be made to assure the curriculum is relevant. High school curriculums must be interesting for students to participate, and Chapter 5 encourages this kind of thinking.

Instructional Effectiveness

Planning has always played an important role in effective teaching. Chapter 7 places strong emphasis on planning for success through lesson, unit, and yearly planning. Practical strategies are offered to help both the beginning and the 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 to ensure that students learn effectively.

Chapter 8 presents organizational material for an effective instructional environment. Advice for effective communication with students is presented step by step. 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 while effectively utilizing instructional feedback. Finally, an in-depth section helps teachers better understand how to design and implement meaningful policies and procedures to assure student cooperation.

Chapter 9 is filled with many new activities and techniques for managing and disciplining students in a positive and caring manner. Typically, this area has been a principal concern of teachers and parents yet has not been covered in detail in physical education textbooks. Teachers are shown how to reinforce desired behavior and develop a positive, yet assertive, discipline style. Punishment, although discouraged, is discussed, and guidelines for its acceptable use are presented.

This edition 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 chapters on pedagogy reflect a body of knowledge related to effective teaching and indicate that it is no longer acceptable to "teach as we were taught."

Chapter 10 focuses on teaching styles and the effective implementation of such styles. The depth

of coverage given to teaching styles is increased in an effort to help teachers understand when different styles are best used. A number of practical examples have been added to the chapter to help students visualize how the use of a different teaching style can enhance and increase the quality of student learning.

Liability and Students with Disabilities

The important aspects of liability and teaching students with disabilities are seldom covered in secondary school physical education textbooks. Legal liability continues to be a major concern of teachers. Chapter 13 describes situations teachers should avoid, focuses on safety, and offers a checklist for analyzing possible situations that might result in a lawsuit. Teaching students with disabilities is discussed in detail in Chapter 6. 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 students 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.

Systematic Observation of Instruction

Chapter 11 is a new addition; it focuses on helping teachers develop a systematic approach for improving their instructional effectiveness. Setting realistic goals and finding meaningful methods for gauging successful accomplishment are covered. Methods of systematic observation of instruction are discussed and presented in a manner that is straightforward and easy to implement. In addition, a number of combination systems for observing teacher and student effectiveness are included.

Potpourri

New activities have been added, particularly adventure activities. The focus of the units of activity is to help teachers understand the different approaches and teaching devices that can be used in activity presentations. Included with each unit are practical ideas for skill work, lead-up activities, and specific learning contracts. The instructional units have been separated into four chapters: team sports, individual sports, dual sports, and outdoor adventure activities. This division should help students view the need for including units of instruction from all areas in their total curriculum. Finally, a number of suggested

readings for each activity are offered so students can secure in-depth information written by experts.

Kudos

This book is the result of the help of many people. We are most appreciative of the professional staff at Macmillan Publishing Company. Special thanks go to our editor, Robert Miller, for his guidance and support. In addition, Steve Fedorchek, Ken Coyle, and Donald Hicks of the Tempe School District, Tempe,

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R.P.P.

P.W.D.

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1

THE ROLE OF PHYSICAL EDUCATION IN THE SECONDARY SCHOOL

Physical education in the secondary school is often misunderstood by students, faculty, administrators, and the community. One misconception is that the physical education program is synonymous with the school's athletic program. Too many people believe that a school with a good football team must inherently have an effective physical education program because the latter helps to develop and prepare athletes for the sports program. An example is the school principal who advocates the expansion of weight training classes in the physical education curriculum in order to improve the athletic program. Unfortunately, administrators and some members of the general public seldom understand that the goals of physical education are directed toward meaningful educational experiences for all students and at all ability levels. When teachers (who also coach) try to maintain excellence in teaching and coaching, it may be difficult to achieve the single goal of the athletic program and the multiple goals of physical education.

People have varied images of the physical education environment. Some envision a rigid class in which students dress in the required uniform and exercise in straight lines under the watchful eye of a regimental instructor. A negative atmosphere exists when running laps and exercise are used as punishment for dress-code infractions or lack of self-discipline. Others view physical education as a subject to be avoided because of crowded classes, smelly locker rooms, and a lack of time for changing clothes. Often, activities only include a core of traditional team sports a teacher selected from a repertoire of activities developed years earlier. Current and popular physical fitness activities and sports are missing from the program.

Some people remember physical education as a time for playing some type of game on a daily basis. Little or no organized teaching or learning occurred in the process. Teachers simply rolled out the ball and let students play a game or tournament for several weeks. George Leonard (1977), noted author

and philosopher, describes a traditional secondary school physical education class in the following manner:

Students scramble into their gym clothes and then stand at attention for dress inspection. Next, a period of group calisthenics including push-ups, jumping jacks, and sit-ups is followed by a lap around the track. Students then choose up sides and move on to the traditional game of the day, i.e., flag football, basketball, softball, and volleyball. The final activity of the day is the shower and in many schools, a shower inspection to make sure that all students have participated. Coed activities and individualized instruction are unheard of in these situations. (p. 2)

This situation creates a number of problems, and it is a pity that these scenarios have existed in schools for years. Physically active forms of sport and play, can have a positive impact on today's adolescent students. Many adults still have these negative situations etched in their minds. Even more unfortunate, however, is that these same scenarios still exist in schools across the country. Physical miseducation is a dragon that rears its ugly head for various reasons, and it is extremely tough to slay.

On the other side of the coin, the scene is quite different in some schools. Physical education is a positive, exciting experience that has been set up by a group of dedicated teachers. Secondary students are getting an opportunity to choose between activities such as cycling, golf (Figure 1.1), rock climbing, disc sports, and wilderness survival. A high school in California offers 45 elective choices, including sailing, scuba diving, martial arts, Frisbee, and yoga. Short 2-week minicourses as well as semester-long, in-depth units are offered. An Arizona high school offers several adventure and wilderness courses that include caving, rock climbing, stream fishing, and backpacking as part of the physical education program. Junior high schools are offering a wide variety of short units including juggling, new games, initiative challenges, ropes course activities, bicycling, and orienteering.

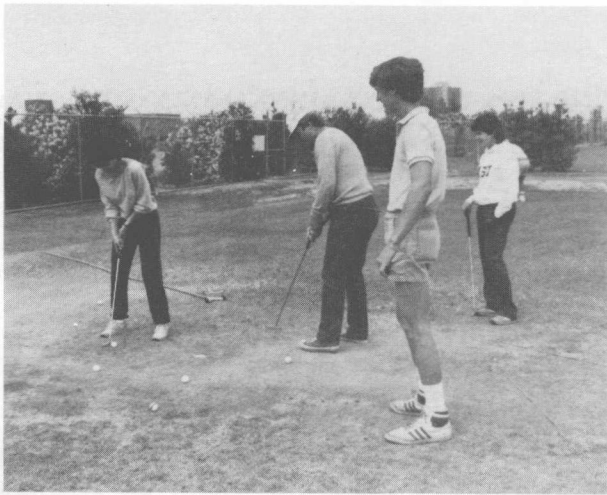


FIGURE 1.1 Golf instruction

Many schools are changing to a relaxed, humane atmosphere. Strict dress codes are being relaxed and students are being given a voice about clothes they want to wear for activity. Instructional procedures include learning stations in which students work on different tasks at different levels. Teachers move about the gymnasium, giving information to, correcting, encouraging, and praising students.

Physical fitness activities may include many choices such as aerobic dancing, rope jumping, circuit training, obstacle courses, partner resistance activities, stationary bicycles, rowing machines, or running an orienteering course. These activities are arranged in a systematic progression that enables all students to find personal satisfaction and success. Highly skilled students are provided with challenging activities that force them to expand their physical limits (Figure 1.2).

Clearly, the two aforementioned programs have

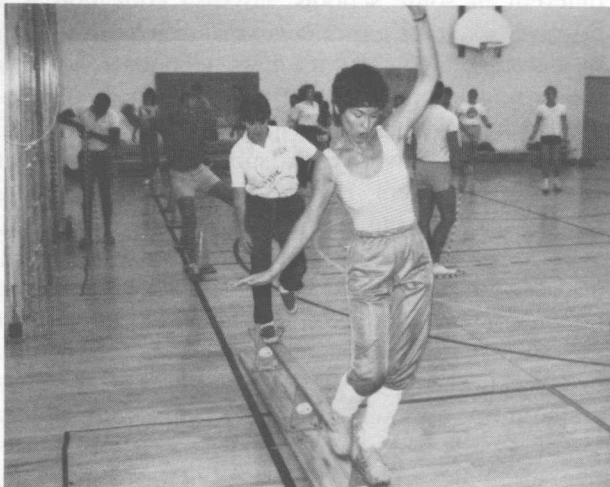


FIGURE 1.2 Exercising using an obstacle course

many differences. One can easily see why many people have misunderstood physical education. Programs vary significantly from place to place and situation to situation. Knowledge, attitudes, and behaviors toward activity are strongly influenced by the type of physical education program students experience. Consequently, in developing an effective physical education program, we must start with a clear understanding of what physical education is and what it should be doing in school settings.

WHAT IS PHYSICAL EDUCATION?

Physical education is a learning process that focuses on increasing knowledge and affecting attitudes and behaviors relative to physical activities, including exercise, sports, games, dance, aquatic activities, and outdoor adventure activities. It can occur inside or outside the schools. It can be formal or informal. It might include a father teaching his son how to play golf or a boy receiving information from the coach of a youth soccer team. It could include a girl taking private gymnastics lessons or a mother explaining to her son about pacing during a 10-km run. It can be a young boy explaining the rules of football to his grandfather or a wife teaching her husband how to play racquetball. It is a group of 7th graders learning to play badminton in a junior high school or high school students learning the concepts of health related fitness in a classroom setting. Physical education is the passing of information, attitudes, and skills from one person to another (Figure 1.3).

The process of physical education is an important function of our schools. Physical education instructors have a tremendous responsibility to develop and teach from a systematically organized curriculum for kindergarten through grade 12 that favorably influences all students and enhances their physical activity habits. Young people deserve a well-conceived and well-developed program of physical education because it can improve their quality of life and have an impact on their life-styles. This transmission of knowledge, skills, and attitudes is certainly a legitimate educational concern.

WHAT SHOULD A PHYSICAL EDUCATION PROGRAM ACCOMPLISH?

Physical educators have long purported to accomplish a wide variety of goals in the schools. Claims have been made in the areas of physical fitness,

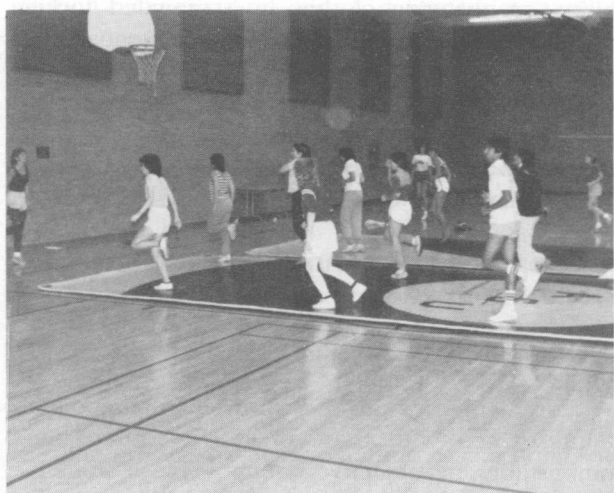


FIGURE 1.3 Aerobics is a popular fitness activity

motor abilities, intellectual skills, character development, and personal social-emotional adjustment, among others. These claims have varied from time to time and place to place, depending on the trends in education and society.

Recently, it seems as if the schools, including the physical education programs, have been asked to accomplish more while resources to support programs dwindle. Educational critics continually cite the ineffectiveness of school programs in meeting instructional goals. Perhaps expectations of the physical education program are unrealistic. The focus of programs should be narrowed somewhat to emphasize fewer major goals.

The following sections offer insight about what physical education programs should be offering to students. It is critical to know what physical education should accomplish for its participants in order to assure that activities and strategies are directed toward these ends.

Incorporate Physical Activity into Life-Style Patterns

—An important goal of a secondary school physical education program should be to help students incorporate physical activity into their life-styles. This requires curriculum, instruction, and teachers to have a positive impact on student's knowledge, attitudes, and skill behaviors relative to physical activities. It does not mean that the secondary program should avoid other goals in different areas. It does mean that this is the most important goal and should be strongly emphasized.

A successful physical education program is not measured by the current level of knowledge or the physical skills of students, nor by the number of participants on the varsity athletic teams. Certainly

it is not the number of victories that the football or basketball teams accumulate. The ultimate measure of success is the number of students who participate in physical activities such as exercise, sport, dance, and outdoor adventure activities throughout their lives. As Siedentop (1980b) states

We teach because we hope to influence not only the present abilities of students but also their future behavior and predispositions to continue to engage in our subject matter. We are interested in the growth of the student now, but education just for now makes little sense. Most of what we hope to provide for the student is really directed toward the future of the student. We naturally want the student to learn and perform well now, to have fun now, and to enjoy the learning experience now. But, the nature of education has always been that it attempts to do things now that will have long-term effects, that is, that will affect the future behavior of the student. We are interested, in the final analysis, in what happens to students after they finish our course; indeed, after they finish all formal education. (p. 267)

Physical educators should be interested in passing on knowledge and developing the physical skills of students; however, a strong, organized emphasis must be placed on the affective dimension of learning. For example, students may learn the physical skills of basketball, including dribbling, passing, and rebounding. They also may learn information about traveling, offensive fouls, and strategies for attacking a zone defense. If they do not learn to enjoy or find success in playing basketball, however, the probability of their incorporating basketball into their life-style is reduced.

For the physical educator, impact on the affective dimension of learning is not an easy task compared with the relative ease of showing gains in students' knowledge and physical skills areas. Because of this difficulty, many physical educators have not planned carefully for the affective area. Dodds (1976, p. 109) explains: "I submit that physical educators have expended much effort on cognitive and psychomotor teaching tasks, but have only paid lip service to the affective domain."

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

Improve Physical Skills

Another important program goal is to help students improve their physical skills. People tend to repeat

activities they do well or find rewarding. Success is a great motivator. If students improve their volleyball bumps, Frisbee sidarm throws, or tennis serves, the chance is better that they will repeat the activity and incorporate it into their life-styles. Skill development does not occur overnight or in a three-week unit. Students should be counseled about procedures and opportunities for developing physical skills outside the school program.

Teachers need to provide a support system for students as their skills improve and the positive benefits of physical activity begin to appear. Students start to change their attitudes toward physical activity when personal skill levels improve. They need to be aware that physical skill development is not easy and demands long, continuous effort. Too many students expect instant success. Teachers should help students find individual levels of success, for success can be different for different people.

Develop Physical Fitness

Physical educators must provide students with successful encounters in exercise and physical activities that lead to improved health-related physical fitness. This includes cardiovascular efficiency, flexibility, body fat reduction, and muscular strength and endurance. Students need to experience the types of activities that result in the benefits of physical fitness on a first-hand basis. They should understand how to develop and arrange suitable fitness routines that will positively impact their health. Physical educators must do much more than lecture students on the benefits of physical activity and tell them to run a lap around the track. Improving health-related physical fitness means putting students through organized activities that improve fitness systematically throughout the year so that students learn that there are several pathways to fitness.

Physical fitness development is similar to physical skill development in that it requires time, energy, and self-discipline. Students need to be aware of the factors that influence fitness development. Eating habits, types of activities, heredity, and frequency of activity are just a few of the factors that students must understand. Physical education programs play an important role in helping students develop activity habits that will benefit their physical health.

Enhance Social-Emotional Functioning

Physical activity environments provide a number of unique opportunities for students to experience and develop social-emotional skills. Getting along with other people, being part of a team, accepting an official's judgment, losing the final game of a tournament, dealing with peers who have varying levels of

ability, or changing clothes in a crowded locker room are just a few of the many experiences that may occur in a physical education class. These are important experiences for students. Physical educators have a responsibility to help guide and direct students in understanding these various social-emotional behaviors.

Develop Requisite Knowledge for Lifetime Activity

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

As students increase their knowledge of physical activities, they should also increase their enjoyment and rate of participation. This is unfortunately not always the case. Many people understand the rules, regulations, and benefits of physical activity and yet have not incorporated any activity into their life-styles. This is why physical education programs must do more than just provide students with knowledge about physical activity. Students must experience success while participating in these activities.

DEVELOPING EFFECTIVE PHYSICAL EDUCATION PROGRAMS

Certainly the accomplishment of all of these goals is a difficult challenge for physical educators. Given the circumstances in many schools, goals will not be fulfilled quickly or easily. However, the best way to reach these goals is to simply develop a sound program and teach it effectively. Curricula and teaching methods have been field-tested and studied with these goals in mind, and procedures are available to help maximize the effectiveness of physical education programs. The following are suggestions for developing programs that help students incorporate physical activity into their life-styles. Specific curricula and instruction examples will be presented in Chapters 4 and 5.

Create a Positive Learning Environment

The instructor is the most important factor in the learning environment. Regardless of the teaching

method or curriculum design, a perceptive, analytical teacher is paramount to student learning. A good teacher creates a teaching-learning atmosphere that is both positive and caring. Instructional procedures should be planned carefully so students can experience immediate success. The instructor's reactions to student failure should be kept minimal and momentary. Teachers must focus their feedback and reactions on positive student behaviors rather than always using a "correction complex" that responds only to students' mistakes. Contract approaches and individualized instruction have been used successfully to shape skill behaviors. Teachers are realizing that they must take an active role in the teaching-learning process by demonstrating, participating, encouraging, giving feedback, and hustling. Students are influenced significantly by someone who has incorporated physical activities into his or her life-style.

Many teachers are now using positive methods to discipline, teach, and motivate. Students are taught to enjoy physical education instead of learning to avoid the environment. Running and exercise are not used as a form of punishment. Students are rewarded for competitive efforts even if their team happens to lose on a given day. Teachers use students' first names and interact with all students on a daily basis. Students are given a degree of choice and freedom in the learning process, and they are consequently better motivated.

To some educators, these positive approaches sound like ideals that cannot be carried out in the "real world," yet all of the procedures discussed are occurring now in schools across the country. New ideas and programs are not developed and implemented easily, but when a better program is developed and when the teaching-learning process is improved, teachers feel more optimistic and more involved in their profession.

Research on teaching continues to provide information about ways to improve the teaching-learning process. Teacher modeling behavior can be an effective strategy for influencing specific types of student behavior (Westcott, 1978). Guidelines concerning the ways modeling can be used are available (Landers, 1978; McKenzie, 1982). Students need to see models of persons who have incorporated physical activity in their life-styles. Teachers can discuss their exercise habits with students and allow students to see them participating in and enjoying physical activity. Teachers should be aware of the powerful effect their behavior has on students, and should use this to help students develop healthy activity habits.

Teacher enthusiasm is another behavior that can be quite useful in a physical education environment (Locke and Woods, 1982). Evidence shows that this difficult-to-define behavior is a teaching skill that is

associated with student learning (Roberts and Becker, 1976). Teachers need to display their love of and excitement for physical activity and their joy in teaching.

Teacher expectations are another critical factor in developing a positive atmosphere for teaching (Brophy and Good, 1974). If students are expected to be unmotivated and troublesome, then the possibility is strong that these behaviors will occur. If students are expected to learn and work hard, then the chance is better that they will. Abundant evidence shows that teachers' expectations for students will come to fruition. This is called the Pygmalion effect, or self-fulfilling prophecy (Rosenthal and Jacobson, 1968).

Many physical educators across the country have taken a hard look at the overall atmosphere of the physical education program. Students sometimes do all they can to avoid the subject. Activity offerings are often out-of-date. Classes are almost always overcrowded. Inflexible dress requirements cause students to rebel. Showers are required after every activity, and time allotted for showers frequently makes it impossible to get to the next class on time. Teachers may do little or no actual teaching and sometimes act like military drill instructors. Grades are often based on a negative approach, and exercise is sometimes used as punishment. With this picture in mind, we can easily see why many physical educators are advocating a change in the overall atmosphere.

Many schools have relaxed or liberalized the dress codes and grading procedures. Students at San Rafael High School in California (Kaplan, 1976) stated that what they liked best about the physical education program was not the 45 electives and numerous exotic activities, but a relaxed dress code that enabled them to wear clothes of their choice. In some schools, the grading procedures have been switched to a pass-fail basis. In other situations, students are able to choose the type of grading option they prefer.

Physical educators need to look carefully at the effects of the policies and procedures that they are using in programs. If these procedures are discouraging students from a lifetime of physical activity, they should be reevaluated. If dress codes and grading procedures are chasing students away and developing avoidance behaviors, acceptable alternatives must be developed. The overall atmosphere of the physical education environment does have a tremendous impact on students and on their attitude toward physical activity. Teachers should look carefully at all policies, procedures, dress codes, evaluation practices, and other aspects of the environment that affect students. When students leave the physical education environment, they should have a good

feeling about physical activity and a desire to return for more.

Offer Elective or Selective Curricula

The elective or selective approach to physical education curricula has had an impact on schools across the nation. The terms (elective and selective) have, however, been used differently in various situations. Usually they refer to students' choosing to take an optional or elective year of physical education, or the students' choosing between several options during each activity interval of 3 to 6 weeks. Students can select either tennis, weight training, or soccer during the first 3-week unit, and either racquetball, archery, or flag football during the second 3 weeks. The choice can occur not only during the elective year but also during the required year or years. The choice process starts in some schools as early as the 7th or 8th grade, while in others it does not begin until the 10th grade. This type of program gives students an opportunity to choose activities of genuine interest to them, and to avoid activities in which they have little interest. At Greenway High School in Arizona (Wilson and Altieri, 1978), school officials found that some students would not elect an extra year of physical education because they wanted to avoid one or two specific activities such as swimming, gymnastics, or wrestling. Students would sacrifice an entire year of physical education to avoid certain activities. Because of this situation, curriculum planners need to implement an elective program in which students can choose from four or five activities during each unit of the elective year.

Another advantage of the elective approach is that students will be more motivated when they have influenced the selection of learning activities. Fewer problems should occur in the areas of participation and discipline. More students involved in the program can also mean more teachers, equipment, and facilities. Teachers in this type of program should be able to specialize in several activities and teach repeated units in their areas of expertise. This in turn improves the instructional process because of the reduced number of teacher preparations.

Flexibility in class size is yet another advantage. Certain activities can easily accommodate more students, depending on the equipment and facilities. For example, golf and tennis might have smaller classes than soccer and flag football.

Finally, considering the above advantages, teachers should be more motivated and enthusiastic about teaching in this type of program. The elective program can thus improve the motivational level of both students and teachers. Any educational practice that can affect the teaching-learning environment should

be considered when developing programs in secondary school physical education. Problems do have to be worked out concerning grades, registration procedures, teaching attitudes, and class roll procedures. There are, however, several solutions available to a teaching staff that believes in the advantages of the approach.

Elective programs can be an influence in a positive direction. A number of secondary school physical education programs that have converted to elective programs have experienced an increase in students (Wilson and Altieri, 1978). Documentation shows that an elective program offers advantages such as increased student participation, enthusiasm, and motivation, as well as increased enthusiasm and motivation of teachers (Klappholz, 1978). Students in the 10th grade and above should have choice in all of their physical activities and should not be forced into activities that they are not interested in learning and that might cause them repeated failure. Students in grades 7–9 should be required to take several categories of activities such as team sports, lifetime sports, fitness activities, dance, aquatics, and adventure activities. This ensures a measure of breadth in activity experiences. If possible, they should be permitted to choose from a number of activities in each category. In the fitness area, for example, they might choose aerobic dance, weight training, or jogging. In the lifetime sport area, the choices might be tennis, golf, or bowling.

Offer Students a Choice of Activities

Evidence indicates that 7th-grade students begin to narrow their activity interests and specialize in specific activities (Anderson, 1958). This narrowing of interests continues as students progress through high school into adulthood. The implication is that junior high school students are ready to begin making some choices about the kinds of physical activity they want to include in their life-styles. This does not imply that programs should be based totally on the activity interests of 7th and 8th graders. Students at this age need direction and counseling in many categories of activities. As they move from 7th through 12th grade, they should be given increasing responsibility for choosing a personal activity program.

Offer a Variety of Activities

The curricula of physical education have expanded greatly in recent years. New and exciting activities such as Frisbee, aerobics, yoga, and rock climbing are included in programs across the country. A broad-based program increases the possibility that all students will find an enjoyable physical activity.



FIGURE 1.4 Adventure activity (photograph courtesy of Old Town Canoe Company, Old Town, ME)

Physical educators should try to offer as many activities as possible. A balance among team sports, individual sports, dance, aquatics, outdoor activities (Figure 1.4), and physical conditioning activities should be a major program goal. The following categories illustrate the wide range of activities that can be incorporated into an exemplary program.

Lifetime Sports

In the past 25 years, the most significant change in secondary school physical education offerings has been the inclusion of the “lifetime” or “carryover” sports. These sports are primarily individual or dual activities that can be used for a lifetime as opposed to team sports that are difficult to continue after the school years. A major factor in the development of the lifetime sports concept was the Lifetime Sports Education Project (LSEP) sponsored by the American Alliance for Health, Physical Education, Recreation, and Dance (AAHPERD).^{*} The LSEP originally focused on bowling, archery, badminton, tennis, and golf. Instructional materials and teaching clinics were developed by the LSEP to encourage physical educators to expand their curriculum (Figure 1.5).

Lifetime sports have become tremendously popular and have been expanded to include a host of new activities such as Frisbee, racquetball, and squash. The AAHPERD estimates that 75% of the nation’s secondary schools emphasize lifetime sports

^{*}This organization formerly was called the American Alliance for Health, Physical Education, and Recreation (AAHPER). In 1980, the name was changed to reflect a growing involvement in dance. The abbreviation AAHPERD will be used for all organization references in this text, regardless of the actual name at the time.

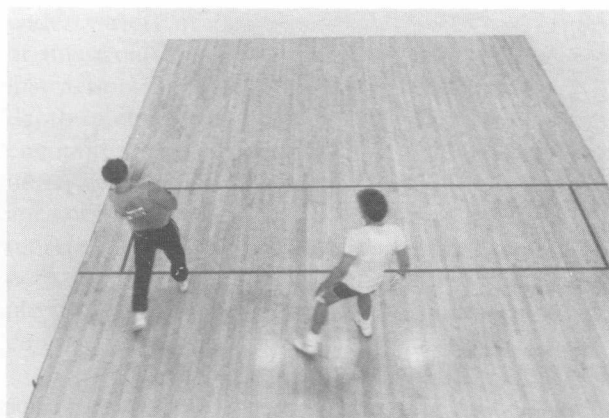


FIGURE 1.5 Playing handball, a lifetime sport

in their physical education programs. This expanded offering has provided many participation opportunities for students and adults who are not interested in traditional team sports. Secondary school physical education programs are better able to serve all students when a wide variety of lifetime sports is offered, since different students are successful with different activities. Every student should be able to find success in some kind of physical activity (e.g., some students enjoy Frisbee much more than football and basketball).

Outdoor Adventure Activities

Another category of activity gaining popularity in the past fifteen years is the outdoor adventure or wilderness sports. Backpacking, rock climbing, orienteering, and bicycling are just a few of the activities in this category (Darst and Armstrong, 1980). These activities are similar to the lifetime sports and are primarily individual or dual activities that can be enjoyed over a lifetime. The emphasis is on risk and excitement in using the earth’s natural environments such as snow, water, mountains, ice, rivers, and wilderness areas. Exploration, travel, and adventure are important elements in these activities. To train students in outdoor adventure skills, many schools are developing on-campus facilities such as climbing walls, rope courses, and orienteering sites (Figure 1.6), as well as using nearby community environments such as ski slopes, parks, rivers, and mountains. These activities emphasize competition with oneself and the environment in contrast to competition with other people. This is an attractive feature for many students. Outdoor adventure activities can also be enjoyed with family and friends during expanded leisure hours. They give people an opportunity to get away from the city and experience the natural environment in a time of vanishing wilderness areas.