

# Introduction to TEACHING PHYSICAL EDUCATION

Principles and Strategies

**Includes  
online student  
resource**



JANE M. SHIMON

# Introduction to **TEACHING PHYSICAL EDUCATION**

Principles and Strategies

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**Dedicated to Marianne L. Woods, EdD,  
a wonderful physical educator and friend.**

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# PREFACE

The extensive amount of information physical education majors need to know about teaching and learning can be overwhelming. As such, it's important to focus on the basics of instruction and develop a solid foundation of teaching skills. That foundation, built on the nitty-gritty, must-have concepts and skills of teaching physical education. The purpose of *Introduction to Teaching Physical Education* is to provide the key principles of teaching physical education, a starting block to quality teaching at the K-12 level. Additional upper-level elementary and secondary methods courses in your program of studies will refine and add to the core information found in this textbook.

*Introduction to Teaching Physical Education* is intended for students entering the field. Each chapter begins with a list of chapter objectives to provide a general idea of the material presented. In addition, key terms are provided to further specify chapter content. Each chapter ends with helpful discussion questions. Throughout each chapter are sidebars and questions to encourage further reflection on certain concepts or issues.

## Organization

Overall, this text is designed to take you through progressive steps in developing a basic understanding of teaching and the critical pedagogical skills needed by all physical education teachers. *Introduction to Teaching Physical Education* is divided into four parts and 11 chapters.

Part I, Behind the Scenes of Physical Education, commences in chapter 1 with a general outline of the history of physical education, including the two main systems that served as the foundation of the profession, as well as influential concepts and people who paved the way to physical education as we know it today. Chapter 2 addresses the purpose of physical education, including the current National Standards for Physical Education. The chapter concludes with a description of various philosophical views on education and their applications to physical education. Chapter 3 highlights the many teaching and nonteaching duties physical education teachers assume, along with current issues and concerns facing physical educators today.

Part II, Teaching Physical Education, presents the nuts and bolts of teaching physical education. Chapter 4 outlines a sequence of steps for setting a foundation for quality classroom organization and instruction in the gymnasium. This chapter provides basic core concepts of teaching. Chapter 5 outlines general strategies for motivating children and adolescents to move and enjoy physical activity, and chapter 6 addresses considerations for preventing misbehavior and positively managing student behavior in the classroom.

Part III, Lesson Planning and Outcomes, includes basic information needed for planning lessons and assessing student outcomes. Chapter 7 focuses on the concepts of scope (content) and sequence (progressions) at the elementary and secondary



levels, and chapter 8 describes how to develop appropriate performance objectives for lessons as well as quality lesson plans. General components of a lesson plan format are described, along with helpful lesson planning tips. Finally, Chapter 9 addresses basic concepts of assessment, describes how to create rubrics and written tests to assess learning outcomes, and provides information on Fitnessgram and grading considerations.

Part IV, *Beyond the Classroom*, includes the final two chapters. Chapter 10 directs you to current fitness and instructional technology, as well as online resources you can access to help enhance your content knowledge and instructional skills. Chapter 11 concludes part IV with information about other career options you may consider if teaching positions are hard to find or if you decide that teaching is not your long-term career choice.

## Accompanying Online Ancillary Materials

The online student resource, found at [www.HumanKinetics.com/IntroductionToTeachingPhysicalEducation](http://www.HumanKinetics.com/IntroductionToTeachingPhysicalEducation), includes a variety of practical worksheets, lesson plan templates, short situational studies, and Web links to supplement the content found within the textbook. Throughout the book, you will notice thumbnail-size screen captures that will alert you to check out the accompanying materials online. You can either complete them online or print them out. Note that some of the case studies included in the online student resource were derived from actual events, while others are modifications to case studies found in *Case Study Workbook for Physical Education Teacher Preparation* by Arbogast and Kizer (1996).

For instructors, a detailed instructor guide with a sample course syllabus, chapter summaries, key terms, discussion questions, and more is included; along with a test package with 187 test questions in a variety of formats (multiple choice, true or false, essay, etc.); and a PowerPoint presentation package to accompany each chapter.

Teaching physical education is a wonderful career choice. Just think, you will be contributing to the health and well-being of students you teach; and you will be educating the next generation on the skills, knowledge, and attitudes needed to be active for a lifetime. I hope the information found in this textbook will enhance your understanding of physical education and help you build a solid foundation of teaching skills as you continue your quest to become a physical education teacher. Happy trails!

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## PART I

# BEHIND THE SCENES OF PHYSICAL EDUCATION

Have you ever wondered what physical education was like before it became an accepted subject in its own right? What was important to people back then? Did they consider physical education as a vital component of education? Did they believe it was essential to live a healthy and physically active lifestyle? More specifically, how did the values and attitudes of early leaders in physical education help shape our current profession?

The three chapters comprising part I present a window into past events and ideologies that have helped shape the profession, along with an examination of beliefs and attitudes of physical education that currently exist, yet are often shielded from view. As you begin your studies in teaching physical education, it is helpful to be mindful not only of how the past affects the present, but also of how modern behind-the-scenes topics affect teaching physical education today.



# History of Physical Education

### CHAPTER OBJECTIVES

After reading this chapter, you will be able to:

- ☐ Identify the names and contributions of early influential leaders in the profession.
- ☐ Explain how initial systems and early events shaped current physical education programs.
- ☐ Describe the impact of past and recent federal mandates on physical education.
- ☐ Discuss how past issues and concerns in physical education are mirrored in current views.
- ☐ Identify present challenges and trends.

### KEY TERMS

American gymnastics  
anthropometric measurements  
concepts-based model  
fitness education model  
German gymnastics  
hygiene  
Individuals With Disabilities Education Act (IDEA)  
movement education  
new physical education  
No Child Left Behind (NCLB)  
normal schools  
PETE  
physical training  
responsibility model  
sport education model  
Swedish gymnastics  
tactical games approach  
Title IX

When most students know they have to read a chapter on history, their eyes begin to mist and usually roll upward, and they let out a big sigh of resignation. However, the history of physical education is interesting and relevant because it shows how past events and people have paved the way to today's physical education. History measures the progress of the past and present; thus, an understanding of the past helps influence and shape the present and future. As Gerda Lerner, an author, historian, and pioneer of women's history, said:

*What we do about history matters. The often repeated saying that those who forget the lessons of history are doomed to repeat them has a lot of truth to it. But what are the "lessons of history"? The very attempt at definition furnishes ground for new conflicts. History is not a recipe book; past events are never replicated in the present in quite the same way. Historical events are infinitely variable and their interpretations are a constantly shifting process. There are no certainties to be found in the past. (Lewis 2009)*

We are about to take a step back in time and travel the path of the development of physical education. As presented in this chapter, the path may appear linear; however, the history of physical education was affected by an array of intertwined and parallel events and movements. An overview of main events and influential people will provide a general sense of how physical education evolved to what it is today. Such terms as **physical training**, *exercise*, *gymnastics*, *physical culture*, and *calisthenics* imply the essence of physical education at a given time in history.

## The Beginning

When did physical education begin? Actually, forms of physical education have been present for as long as people have existed. Even though primeval people did not go to school or take physical education classes, their children were educated physically every day. They were taught survival skills, games, dances, and the ways of their people by their elders. Learning to hunt for food, manage a water vessel in a river, make or repair clothing, or shoot arrows and throw spears were some of the practical skills children had to learn. More than likely children practiced those skills over and over until they could perform them instinctively.

Similarly, just as we dance and play games today, the people of early civilizations also played games and used dance as part of their social gatherings to celebrate special occasions and perform religious ceremonies and rituals. These customs and traditions were passed on from generation to generation. Even the great civilized cultures of the past, such as the flourishing ancient societies of Egypt, China, and India, practiced forms of physical education (Van Dalen and Bennett 1971). Although some societies emphasized physical activities more than others did, all placed some kind of value on physical exercise, dance, or game play.

Evidence suggests that the concept of physical education in the Western world began in ancient Greece (800-300 BC) (Leonard and McKenzie 1927). Exercise was a vital component of the educational program in this society. In the city-state of Sparta, extensive exercise, or physical training, was required for boys and men to help develop strong, dominating armies, whereas girls exercised to bear strong, healthy children. Today's children go to gymnasiums for physical education classes, and adults travel to local fitness centers; in ancient Greece boys attended private wrestling schools called *palestras*, and men continued with their training in public outdoor gymnasiums. Physical education at *palestras* and gymnasiums focused on courage, strength, form, grace, and well-proportioned physiques as the foundation



for intellectual development (Weston 1962). In today's educational structure, we also believe that physical education plays an important role in developing the whole child.

The Renaissance period (14th to 17th centuries) and the Age of Enlightenment (17th to 18th centuries) resurrected a belief in the importance of physical activity and health after the lengthy, stagnant period of the early Middle Ages, often referred to as the Dark Ages. The Renaissance was a time of cultural and intellectual transformation that revived an appreciation for literature, the fine arts, science, and the gradual reformation of education. The bond between the concepts of mind and soul was central to the philosophy of the Renaissance; it was important to develop the mind as well as the body because both were intertwined and interacting (Weston 1962). The concept of mind and body, or body and soul relationships, would remain important to future leaders of physical education in the New World.

During the Age of Enlightenment of the 18th century, new lands were being discovered across the seas, while along the crossways of Europe, scientific inquiry and experiments were being conducted; various philosophical ideologies of life and education were recognized; and issues of medicine, health, and the body were of particular interest. The impact of these changes in the Old World played an important role in the development of physical education in the New World.

What do you know of in today's society that uses the mind/body connection?

## Physical Education in the United States

The Pilgrims arriving on the northeastern shores of North America in the early 1600s paid little attention to play or any form of physical education. Early New England colonies existed under the influence of the Puritans, who emphasized hard work and attention to the church. Although there is a long history of games among the Native Americans during this time (Carbarino 1976), early colonists often viewed play as a snare of the devil (Woody 1929).

As more immigrants arrived in the New World, new colonies developed and an increased focus on education, play, physical activity, and dance began to take root. Although physical education had not yet developed during the late 1600s and into the early 1700s, several people asserted a belief in the need for physical activity and physically educating colonial youth. Benjamin Franklin was one such early pioneer for physical education and physical activity for children (McKenzie 1936), and Thomas Jefferson reasserted that belief, expressing a need for physical exercise to be included in general education. Keep in mind, however, that these early educational beliefs and physical education concepts were developed, in large part, from the religious and conservative foundations of the time.

## Early American Period: Mid-1700s to 1900

During the Early American period (mid- to late 1700s to 1900), which included the American Revolutionary War through the Civil War, the shaping of America was underway. Lewis and Clark began their exploration in 1804, and by the late 1820s, the Great Western Expansion and Reform had begun. Scores of wagon trains and pioneers began making their way west. The California gold rush of 1849 helped ignite the western push. Short-line rail systems began around the 1830s along eastern cities, and by the 1860s, the continental railroad system was completed,

connecting the East and West Coasts. By the 1920s, Ford's Model T was a popular gas-powered automobile.

Also underway during the Early American period were situations not favorably discussed. While the country was expanding, the significant culture of Native Americans was being suppressed, including their traditions and forms of physical activity. By the 1830s, Native Americans had been erased from virtually all the territory between the Atlantic Ocean and the western border of Missouri (Gibson 1969). The vast history of dances and games of Southern slaves also was largely deleted from the development of physical education in the United States.

Nonetheless, American physical education was under construction. Physical training, or gymnastics, was the first step, introduced by both European immigrants and American-born citizens. Of the many physical education systems and programs evolving during this time, two prominent systems were derived from Europe: **German gymnastics** (the Turnverein: Old-country German Gymnastics Society) and **Swedish gymnastics**.

### German System

German gymnastics keyed on developing strong, healthy men by implementing vigorous calisthenics with heavy hand weights and clubs, using apparatuses such as ropes, ladders, parallel and horizontal bars, rings, and poles for vaulting, and activities that worked on balance. Endurance activities such as marching, running, and swimming were also required. Music and rhythm (e.g., drumbeats) would accompany the strenuous exercises, which initially were conducted mainly outdoors (Leonard and McKenzie 1927).

The German, or Turner, system of gymnastics set the stage for physical education and became the prominent system in the development of physical education in the United States during the early 1800s, and in the mid-1880s in larger Midwestern towns inhabited by German immigrants (Van Dalen and Bennett 1971). Many pieces of equipment that were used for this system can still be found in school gymnasiums and playgrounds today, such as climbing ropes, balance beams, ladders and climbing apparatuses, rings, and dumbbells. This equipment allows children to explore their world in a way that aids in the development of strength and balance. One could argue that the German system was responsible for the initial construction of gymnasiums in this country, where equipment could be set up and used all year long.

Charles Follen, one of the early immigrant leaders of German gymnastics, taught German at Harvard College. Because gymnastics, or physical training, was not yet embraced at the college level, he organized German gymnastics activities for students, using campus lawns as his classroom. His program became so popular that eventually Harvard College offered Dr. Follen a vacant hall so he could conduct his activities indoors (Van Dalen and Bennett 1971). While at Harvard College, he was responsible for opening the first college gymnasium in the United States. Soon thereafter, other colleges took note, and outdoor and indoor gymnasiums were built on college campuses to accommodate physical training and gymnastic exercises. In 1826, Dr. Follen also was responsible for opening the first public gymnasium in Boston (Leonard and McKenzie 1927). In conjunction with the opening of the Boston Gymnasium, Francis Lieber, another German gymnastics leader, opened the first swimming school in the United States, where he also taught (Van Dalen and Bennett 1971). Because the German system was the system of choice for physical training early on, it became the system to challenge in later years, which indirectly ignited an array of research on physical training and the development of other systems and teacher training programs.