

Curriculum Design and Programming in Physical Education

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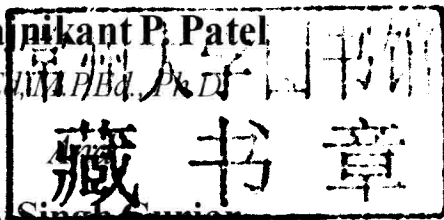
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Preface

Curriculum Design in Physical Education presents a breakthrough model that guides physical educators step by step through the process of translating curriculum theory into functional practice. The achievement-based curriculum (ABC) approach is not bound to a particular curriculum theory or philosophy; rather, it provides educators with a systematic study. The framing of curriculum at various levels of education is a most important function. It is essential for every area of education subjects. The designing of curriculum needs the co-operation of subject experts, teachers, parents and students. The design of curriculum is framed by the education departments of state and central government.

Designing of curriculum is most important function in implementing the physical education and sports programme at elementary, secondary and senior secondary levels. Physical education is a necessity for the health and well-being of every student. As a unique and essential part of the total education programme, physical education can significantly enhance all aspects of development including health, physical fitness, movement knowledge, academic performance, goal setting, self-esteem, stress management, and social skills.

Evidence continues to mount that regular physical activity can prevent and manage coronary heart disease, which is the leading cause of death and disability. Unfortunately, only a very few citizens

of our country engage themselves in regular physical activities or exercises, despite the benefits.

Research findings clearly indicate that daily exercise from early childhood throughout life is a primary factor in maintaining health and enriching the quality of life. Schools are an efficient vehicle for providing this physical education instruction. Although many students participate in extra-curricular activities, and these programmes may meet the movement and exercise needs of the participants during their season of competition, such programmes do not accommodate all students. Therefore, it is essential that physical education is to be included on a daily and regular basis as an integral part of a comprehensive education.

This book is an attempt to give basic concept of curriculum designing. The quality physical education is predicated upon having competent, dedicated and knowledgeable teachers who utilise appropriate instructional techniques, strategies, and assessment.

Author

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THE CONCEPT OF CURRICULUM DESIGN

In formal education, a curriculum is the set of courses, and their content, offered at a school or university. As an idea, curriculum stems from the Latin word for *race course*, referring to the course of deeds and experiences through which children grow to become mature adults. A curriculum is prescriptive, and is based on a more general syllabus which merely specifies what topics must be understood and to what level to achieve a particular grade or standard.

In *The Curriculum*, the first textbook published on the subject, in 1918, John Franklin Bobbitt said that curriculum, as an idea, has its roots in the Latin word for *race-course*, explaining the curriculum as the course of deeds and experiences through which children become the adults they should be, *for success in adult society*. Furthermore, the curriculum encompasses the entire scope of formative deed and experience occurring in and out of school, and not only experiences occurring in school; experiences that are unplanned and undirected, and experiences intentionally directed for the purposeful formation of adult members of society.

To Bobbitt, the curriculum is a social engineering arena. Per his cultural presumptions and social definitions, his curricular formulation has two notable features: (i) that scientific experts would best be qualified to and justified in designing curricula based upon their

expert knowledge of what qualities are desirable in adult members of society, and which experiences would generate said qualities; and (ii) curriculum defined as the deeds-experiences the student *ought to have* to become the adult he or she *ought to become*.

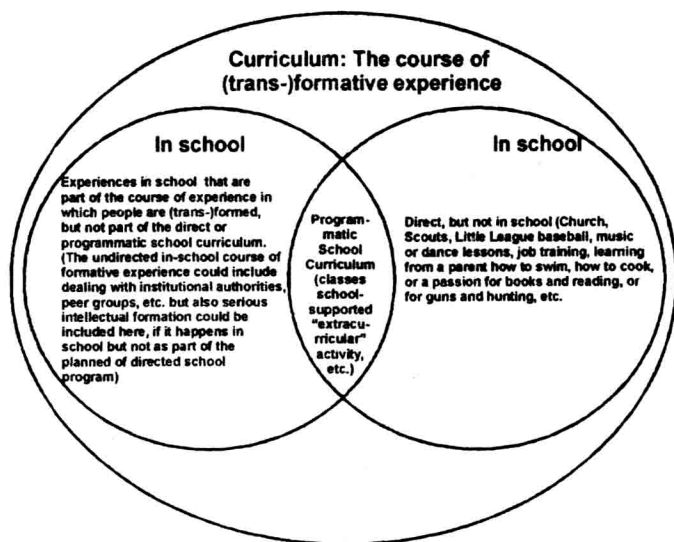


Fig. Curricula vector

Hence, he defined the curriculum as an ideal, rather than as the concrete reality of the deeds and experiences that form people to who and what they are.

Contemporary views of curriculum reject these features of Bobbitt's postulates, but retain the basis of curriculum as the course of experiences that forms human beings into persons. Personal formation via curricula is studied at the personal level and at the group level, *i.e.* cultures and societies (*e.g.* professional formation, academic discipline via historical experience). The formation of a group is reciprocal, with the formation of its individual participants.

Although it formally appeared in Bobbitt's definition, curriculum as a course of formative experience also pervades John Dewey's work (who disagreed with Bobbitt on important matters). Although Bobbitt's and Dewey's idealistic understanding of "curriculum" is different from

current, restricted uses of the word, curriculum writers and researchers generally share it as common, substantive understanding of curriculum.

Curriculum in Formal Schooling

In formal education or schooling (cf. education), a curriculum is the set of courses, course work, and content offered at a school or university. A curriculum may be partly or entirely determined by an external, authoritative body (*i.e.* the National Curriculum for England in English schools). In the U.S., each state, with the individual school districts, establishes the curricula taught. Each state, however, builds its curriculum with great participation of national academic subject groups selected by the United States Department of Education, *e.g.* National Council of Teachers of Mathematics (NCTM) for mathematical instruction. In Australia each state's Education Department establishes curricula with plans for a National Curriculum in 2011. UNESCO's International Bureau of Education has the primary mission of studying curricula and their implementation worldwide.

Curriculum means two things: (i) the range of courses from which students choose what subject matters to study, and (ii) a specific learning program. In the latter case, the curriculum collectively describes the teaching, learning, and assessment materials available for a given course of study.

Currently, a *spiral curriculum* is promoted as allowing students to revisit a subject matter's content at the different levels of development of the subject matter being studied. The constructivist approach, of the *tycoil curriculum*, proposes that children learn best via active engagement with the educational environment, *i.e.* discovery learning.

Crucial to the curriculum is the definition of the course objectives that usually are expressed as *learning outcomes* and normally include the program's assessment strategy. These outcomes and assessments are grouped as units (or modules), and, therefore, the curriculum comprises a collection of such units, each, in turn, comprising a specialised, specific part of the curriculum. So, a typical curriculum includes communications, numeracy, information

technology, and social skills units, with specific, specialized teaching of each.

Core Curriculum

In education, a core curriculum is a curriculum, or course of study, which is deemed central and usually made mandatory for all students of a school or school system. However, this is not always the case. For example, a school might mandate a music appreciation class, but students may opt out if they take a performing musical class, such as orchestra, band, chorus, *etc.* Core curricula are often instituted, at the primary and secondary levels, by school boards, Departments of Education, or other administrative agencies charged with overseeing education.

In Primary and Secondary Education

In the United States, the Common Core State Standards Initiative promulgates a core curriculum for states to adopt and optionally expand upon. This coordination is intended to make it possible to use more of the same textbooks across states, and to move towards a more uniform minimum level of educational attainment. In 2009-10, states were given the incentive to adopt the standards with the possibility of competitive funds from the federal Race to the Top program.

In Higher Education

At the undergraduate level, individual college and university administrations and faculties sometimes mandate core curricula, especially in the liberal arts. But because of increasing specialization and depth in the student's major field of study, a typical core curriculum in higher education mandates a far smaller proportion of a student's course work than a high school or elementary school core curriculum prescribes.

Amongst the best known and most expansive core curricula programs at leading American colleges are that of Columbia College at Columbia University, as well as the University of Chicago's. Both

can take up to two years to complete without advanced standing, and are designed to foster critical skills in a broad range of academic disciplines, including: the social sciences, humanities, physical and biological sciences, mathematics, writing and foreign languages.

In 1999, the University of Chicago announced plans to reduce and modify the content of its core curriculum, including lowering the number of required courses from 21 to 15 and offering a wider range of content. When *The New York Times*, *The Economist*, and other major news outlets picked up this story, the University became the focal point of a national debate on education. The National Association of Scholars released a statement saying, "It is truly depressing to observe a steady abandonment of the University of Chicago's once imposing undergraduate core curriculum, which for so long stood as the benchmark of content and rigor among American academic institutions." Simultaneously, however, a set of university administrators, notably then-President Hugo Sonnenschein, argued that reducing the core curriculum had become both a financial and educational imperative, as the university was struggling to attract a commensurate volume of applicants to its undergraduate division compared to peer schools as a result of what was perceived by the pro-change camp as a reaction by "the average eighteen year old" to the expanse of the collegiate core.

Further, as core curricula began to be diminished over the course of the twentieth century at many American schools, several smaller institutions became famous for embracing a core curriculum that covers nearly the student's entire undergraduate education, often utilizing classic texts of the western canon to teach all subjects including science. St. John's College in the United States is one example of this approach.

Distribution Requirements

Some colleges opt for the middle ground of the continuum between specified and unspecified curricula by using a system of distribution requirements. In such a system, students are required to take courses in particular categories, but are free to choose within these categories.

Open Curriculum

Other institutions have largely done away with core requirements in their entirety, as in the student-driven course selections of Brown University and Cornell University. Amherst College requires that students take one of a list of first-year seminars, but has no required classes or distribution requirements.

DESIGN OF THE PHYSICAL EDUCATION CURRICULUM

Curriculum Models in Physical Education

Jewett and Bain outline seven physical education curriculum models which are currently in use. These models represent widely differing perspectives on the place of physical education in the educational system, based on differing views of the learner, learning, educational intentions and fundamental beliefs about the role of schools in society. The Personal-Global orientation to physical education requires a combination of models of physical education in the implementation of a Personal-Global curriculum.

Suggested Curriculum Models of Physical Education Within the Personal-Global Curriculum Framework, teachers may adapt one or more of Jewett and Bain's models to best fit their local school context. Teachers and school districts are best able to determine the means to fulfilling the curriculum intentions outlined in this framework; they are able to adapt and implement curriculum models which best serve the needs of the local schoolcommunity environment. Decisions related to such areas as resource allocation, instructional strategies and activity choices are locally determined and implemented based on the particular needs and priorities of the school-community. Curriculum models should therefore be combined or modified to provide a curriculum that suits the particular characteristics of the school-community.

An analysis of the various models and their potential application to primary/elementary, intermediate and senior high school physical education in the province is outlined below in.

TABLE: COMPARISON OF CURRICULUM MODELS IN PHYSICAL EDUCATION.

Movement Education	Kinesiological Studies	Play Education	Personal meaning
-Individual uniqueness	-Experimental Learning of knowledge	-Play valuable as source of meaning	-Holistic purposeful beings
-Holistic integrity	-Learning how to learn	-Quality play requires education	-Education-the creation of meaning
-Increasing independence			-Process skills essential
-Move skillfully	-Move skillfully	-Increase tendency and ability to play by	-Individual development
-Aware of meaning of movement	-Knowledge about movement	a) increasing skill	-Environment coping
-Knowledge about movement	-Problem-solving ability	b) socializing into play environment	-Social interaction
-Framework and themes for movement analysis	-Structure of discipline	-Structure of play	-Potential meaning for participants
-Movement theme in games, dance, gymnastics	-Concepts integrated with activity	-Competitive and expressive activities	-Learning activities related to purposes and processes
-Expert diagnosis	-Expert diagnosis	-Personal meaning	-Personal meaning
-Preparation for society	-Preparation for society	-Preparation for society	-Preparation for society and social change
-Movement	-Movement	-Play	-Movement
-Disciplinary mastery and learning process	-Disciplinary mastery and learning process	-Disciplinary mastery	-Ecological validity and learning process

These models were identified by Jewett, A.E. and Bain, L.L. in *The Curriculum Process in Physical Education*.

Program Design for Primary/Elementary Physical Education (Grades 1-6)

Primary/Elementary Physical Education should emphasize the Personal Meaning Model. Process skills are also emphasized in this model. This means children develop strategies to react to various situations, solve problems and make decisions. The curriculum will provide guidance for teaching these process skills through involving children in three fundamental program dimensions: Rhythmic Activities,

Gymnastics and Games. For example, many small-sided games involve cooperation between team members and some competition against others, or with an object. The Personal Meaning Model may use such a game to teach processes such as communication skills, respect for rules, creating new strategies, as well as the usual physical and conceptual aspects of the game. This contrasts with the Movement Education Model, which could use the game to teach a concept, such as ‘moving into space’, but, while the game may still include processes such as communication skills and the creation of new strategies, these processes would not be intended learner outcomes. This example demonstrates the subtle, yet important different emphasis in the treatment of ‘themes’ in the Movement Education Model versus the Personal Meaning Model.

The curriculum guide for primary-elementary physical education entitled: *Moving Towards Quality Daily Physical Education* strongly endorses a “Movement Education” orientation for Primary/Elementary schools of Newfoundland and Labrador. This endorsement is supported, in part, by the Curriculum Framework because:

1. the Personal-Global curriculum orientation is broad and holistic, encompassing many aspects of the Movement Education Model, along with aspects from the Humanistic Model;
2. movement concepts and skills are the medium through which students develop personal meaning, group interaction and environmental awareness;
3. the discovery-oriented teaching strategies usually employed in movement education curricula support the learner-centered decision making and problem solving principles of the Personal-Global orientation to curriculum; and
4. a Personal-Global curriculum is taught through a thematic approach and is learner-centered. Teachers of primary/elementary physical education should be familiar with the conceptual, discovery-oriented methodology associated with the model. It is also imperative for both legal and safety reasons that teachers be thoroughly trained to offer gymnastics programs.

Program Design for Intermediate Physical Education (Grades 7-9)

A curriculum model which has the potential to meet the needs of intermediate students of physical education, is the Humanistic Model proposed by Hellison. This model has been further elaborated and developed in subsequent writings. Jewett and Bain describe humanistic physical education which *uses physical* activity to assist the student in the search for personal identity. It places "student self-esteem, self-actualization, self-understanding and interpersonal relations at the center of the physical education teaching-learning act".

The teacher does not prescribe and direct learning activities, but facilitates and *counsels the student involved in self-directed learning*. The Humanistic Model clearly corresponds with several general curriculum outcomes of the Personal-Global orientation to curriculum. The development of personal decision-making ability, as it relates to lifestyle choices and the enhancement of self-esteem, and the development of an outwardly moving concern for self and others, closely complement both the Personal-Global orientation, and the Comprehensive School Health program at the intermediate level.

The personal and social skills that form the basis for this health promotion program are goal setting, decision making, communications (including assertiveness and refusal skills) and stress management. Adolescents experience rapid change in their physical, intellectual, social, spiritual and emotional development. These students are involved in a personal search for meaning, asking questions such as: Who am I? What should I do? Where do I fit in? A Personal-Global curriculum orientation guides students through Hellison's four successive stages of self-control, involvement, self-responsibility and caring for others.

Levels	Needs
Level I: Self-control	Response to the need for control in our classes and on our teams
Level II: Involvement	Response to the need for physical activity as a central feature of physical education and co-curricular programs, and to the need for day-to-day, reutilized activities as one aspect of personal stability

Level III: Self-responsibility	Response to the need for making responsible choices and to the development of a stable personal identity
Level IV: Caring	Response to the need for making creative, responsible decisions as a group member and to the need for a different approach to schooling

The Humanistic Model is also developmentally appropriate for the intermediate level student as it emphasizes individual uniqueness, while at the same time, promoting peer interaction and sharing. The model is based on the idea that feelings, knowledge and physical development are equally important, and that learning activities are determined by a collaborative effort between the teacher and the student. The Humanistic Model places student self-esteem, self-actualization, self-understanding and interpersonal relations at the centre of the physical education teaching-learning environment. The teacher facilitates and counsels the student involved in self, peer and teacher directed learning. The Intermediate Physical Education program is designed to enhance the self-esteem of all individuals. Due to individual growth differences and coordination concerns, students must have the opportunity to participate in activities at a level that is self-paced and non-threatening, and there should be no exit level skill requirements. Evaluation should be based on an individual and small group assessment, using contracts, self-reports and personal portfolios to assist in directing individual and small group activities.

Program Design for Senior High School Physical Education (Levels I-III)

The philosophy of the Senior High School Physical Education program further complements the Personal-Global orientation set out in this Framework. An explicit student-directed approach will be emphasized in each course at the senior high level. This approach promotes student self-actualization through involvement in self-selected, meaningful experiences. The senior high school Personal-Global Physical Education program has been designed to articulate with the Personal Meaning orientation of the Primary/Elementary Physical Education program and the Humanistic orientation of the Intermediate Physical Education program.