

Appropriate Instructional Practice Guidelines for Elementary School Physical Education



Developed by the National Association for Sport and Physical Education
in alignment with the National Standards for Physical Education

Appropriate Instructional Practice Guidelines for Elementary School Physical Education



A Position Statement from the
National Association for Sport and Physical Education

(3rd Edition)

藏书章



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Sport and Physical Education (NASPE)
an association of the American Alliance for Health,
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to the many professionals who reviewed this
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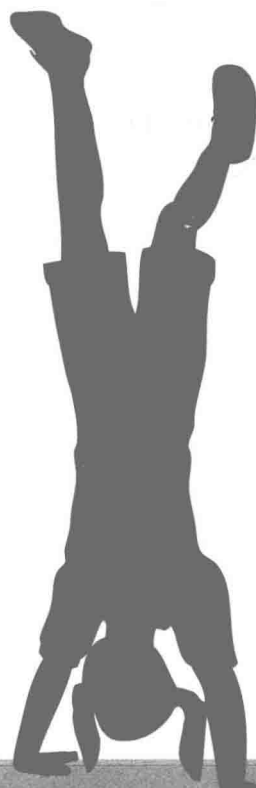
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Preface

The National Association for Sport and Physical Education (NASPE) has provided leadership to the field of physical education for more than 100 years. A central aspect of this leadership is the development of standards and guidelines for quality physical education programs. This document, *Appropriate Instructional Practice Guidelines for Elementary School Physical Education*, is in its third edition. Since the first edition was published in 1992, this document has been reviewed by hundreds of physical educators. Thousands more have used it to ensure that they are implementing programs that are both developmentally and instructionally appropriate for children.

This document represents expert consensus about important appropriate and inappropriate practices observed frequently in elementary school physical education. It is beyond this document's scope, however, to describe *all* of the appropriate and exemplary practices that might occur in a high-quality elementary school physical education program.

Related documents that NASPE has published include *Opportunity to Learn Standards for Elementary Physical Education* and *What Constitutes a Highly Qualified Physical Education Teacher?* The *NASPE Stars Program*, designed to identify and recognize excellence in K-12 physical education, also identifies and describes many of the practices and characteristics of quality elementary school physical education programs.



The Goal Is Quality Physical Education Programs

The outcome of a developmentally and instructionally appropriate physical education program is an individual who has the knowledge, skills and confidence to become and remain physically active for a lifetime. NASPE, along with leading medical and child-development specialists, recommends a minimum of 150 minutes per week of quality physical education for all elementary-age children.

Quality physical education is both developmentally and instructionally relevant for all children. Appropriate instructional practices in physical education are those that recognize children's development and changing movement abilities, as well as their individual differences. Children's past motor skill, sport, cognitive and social experiences also are considered in lesson and program design and delivery. Individual characteristics such as physical maturation and fitness, skill levels and age are reflected in designing lessons and selecting instructional strategies. Appropriate instruction in physical education incorporates the best-known practices, derived from both research and teaching experiences, into a pattern of instruction that maximizes opportunities for learning and success for all children. Quality lessons and programs are designed to reflect the goals of national, state and/or local standards for physical education. Teachers regularly assess student progress and adjust lessons and progressions accordingly.

NASPE defines a physically educated person as someone who:

1. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
2. Shows understanding of movement concepts, principles, strategies and tactics as they apply to learning and performing physical activities.
3. Participates regularly in physical activity.
4. Achieves and maintains a health-enhancing level of physical fitness.
5. Exhibits responsible personal and social behavior that respects self and others in physical activity settings.
6. Values physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

For students to achieve in each of those areas, the general public, parents/guardians, teachers, administrators and legislators must understand and support these important standards. Providing students with an "opportunity to learn" and having qualified teachers implement appropriate instructional practices can lead to a positive education experience, as well as ensuring that the standards are met. The ultimate goal is for all students to live a healthy, physically active lifestyle.

Premises of Physical Education Programs for Children

Five major premises guide one's thinking about, planning for and evaluating physical education programs.

1. The ultimate purpose of any physical education program is to help children develop the skills, knowledge and desire to enjoy a lifetime of physical activity.

Evidence from research has never been clearer: A multitude of health benefits correlate with becoming and remaining physically active for a lifetime. Thus, the goal of quality physical education programs is to lead youngsters to develop the competencies and confidence to participate — enjoyably and regularly — in physical activities.

More than ever, we live in a world of rapid change. Tomorrow's physical activities might appear quite different from those of today. Therefore, children need to develop competency in basic movement skills that they can use in any sport or physical activity, whether it be popular today or yet to be invented. Mastering basic movement skills encourages the development and refinement of more complex skills, leading to safe and enjoyable participation in physical activity. When children develop basic movement skills at an early age and expand them during childhood and early adolescence, they gain access to a wide variety of physical activities. Specializing in specific sports and a limited range of opportunities to master basic skills in physical education too early limits their participation options later.

2. Children should engage in physical activity that is appropriate for their developmental levels.

Children are not miniature adults. Physical activity and sports that are appropriate for adults need to be modified and adapted for children to participate in them successfully. Kindergarten-age boys and girls don't possess the same skill and fitness development as fifth-graders; thus, their physical education programs shouldn't be the same. The physical education curriculum should reflect children's natural physical, mental and social development.

3. Recess and physical education are important but different parts of the school program.

Recess is an important part of the school day for children. Activity breaks — in addition to the benefits gained from physical activity — can enhance participation and learning in the classroom. Not only does recess provide opportunities for needed physical activity, but unstructured time also provides opportunities for student decision-making and can contribute to creativity and social learning. Play is an essential element of children's development, during which they practice how to cooperate, compete constructively, assume leader/follower roles and resolve conflicts. Whereas recess is unstructured time, physical education is a planned instructional program with specific goals and objectives.

Physical education programs are an essential part of the total curriculum. Such programs increase the physical competence, health-related fitness and self-responsibility that facilitate students' enjoyment of physical activity. Children who establish physical activity habits when they're young are more likely to remain active as adults. Children who don't participate in physical activity are more likely to be inactive as adults, and, as such, are at risk for the negative health results of inactivity.

4. Physical activity and physical education are not the same.

Physical education is an instructional program taught by teachers with professional credentials in physical education. Physical education includes instruction and time to practice and apply skills and knowledge within the class setting. Quality physical education programs are designed to teach children the motor skills that form the foundation for a lifetime of enjoyable physical activity. These programs also encourage children to value and adopt a lifetime of physical activity. Quality physical education programs introduce children to a wide variety of motor skills, movement and fitness concepts.

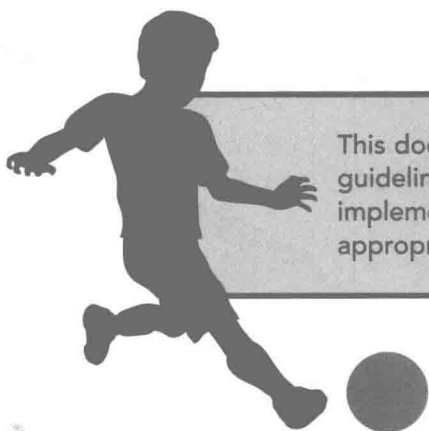
Participating in physical activity provides an important component of physical education, as well as a means of achieving a healthy fitness level. Physical activity is a significant part of the subject matter of physical education that is related to all, and central to four of the six attributes of a physically educated person detailed on page 3.



Physical education programs should provide a significant amount of moderate to vigorous physical activity for all children. Children also should be provided other opportunities to obtain the 60 minutes or more of daily physical activity recommended by many experts today. These 60 minutes could be accumulated in the school setting (recess and physical education), and also outside the school setting. Quality physical education programs introduce children to a wide variety of physical activities while helping them make positive choices about the ones they find most enjoyable and meaningful.

5. Physical education and youth sports programs are different.

Youth sports programs are designed for youngsters who choose to specialize in one or more sports and refine their skills in competition with others of similar interests and abilities. Developmentally appropriate physical education programs, in contrast to athletic programs, are designed for all children, from the most gifted in motor skills to those who are physically challenged. The intent is to provide children of all abilities and interests with a foundation of movement experiences, knowledge and understanding that will lead to lifelong active and healthy lifestyles. Quality programs of physical education clearly recognize the different purposes between the two types of programs and assist children in understanding the goals and value of each type of program.



This document describes specific guidelines for recognizing and implementing developmentally appropriate physical education.

Intended Audience and Purpose

This document is written for parents/guardians, school administrators and policymakers, as well as teachers, who are responsible for children's physical education. It describes specific guidelines for recognizing and implementing developmentally appropriate physical education. It attempts to avoid jargon and uses an easy-to-follow format that briefly describes practices that are in the best interests of children (appropriate) and those that are counterproductive or even harmful (inappropriate).

Teachers can use it to check the quality of their work. It provides school administrators and parents/guardians a guide for what should be happening in the school, and provides policymakers a glimpse of the quality of instruction that should be expected in physical education classes to guide their decisions about the support necessary for quality physical education to occur.

While the components identified in this document are not all-inclusive, they do represent important characteristics of appropriate physical education programs for children.

Introduction to the Document

This document organizes teacher practices into five separate sections:

1. Learning Environment, which includes the following subsections:

- Establishing the Learning Environment
- Exercise as Punishment
- Safety
- Diversity
- Equity
- Inclusion
- Competition and Cooperation

2. Instructional Strategies, which include:

- Expectations for Student Learning
- Class Organization
- Class Design
- Learning Time
- Maximizing Participation
- Teaching/Learning Styles
- Teacher Enthusiasm
- Success Rate
- Teacher Feedback
- Use of Technology

3. Curriculum, which includes:

- Productive Motor Skill Learning Experiences
- Concept Knowledge
- Regular Participation
- Developing Health-Related Fitness
- Self-Responsibility and Social Skills
- Valuing Physical Activity
- Interdisciplinary Instruction
- Special Events

4. Assessment, which includes:

- Assessment Use
- Variety of Assessments
- Fitness Testing
- Testing Procedures
- Reporting Student Progress
- Grading
- Program Assessment

5. Professionalism, which includes:

- Professional Growth
- Professional Learning Community
- Advocacy

The practices mentioned are not meant to be an exhaustive list. These are basic instructional practices. Many additional practices that are not enumerated here could be included in an excellent program. The list does, however, include practices observed recently in gymnasiums, pools and fields across the United States.



TEACHING FOR SUCCESS IN ELEMENTARY SCHOOL PHYSICAL EDUCATION

1.0 LEARNING ENVIRONMENT

1.1 Establishing the Learning Environment

☒ Appropriate Practice

1.1.1 Teachers systematically plan for, develop and maintain a positive learning environment that is focused on maximizing learning and participation, in an atmosphere of respect and support from the teacher and the child's peers.

1.1.2 The environment is supportive of all children and promotes development of a positive self-concept. Children are allowed to try, to fail and to try again, free of criticism or harassment from the teacher or other students.

1.1.3 Programs are designed to guide children to take responsibility for their own behavior and learning. Emphasis is on intrinsic, rather than extrinsic, incentives.

1.1.4 Fair and consistent classroom management practices encourage student responsibility for positive behavior. Students are included in the process of developing class rules/agreements.

1.1.5 Bullying, taunting and inappropriate student remarks and behaviors are dealt with immediately and firmly.

☐ Inappropriate Practice

1.1.1 The environment is not supportive or safe (e.g., teacher makes degrading or sarcastic remarks). As a result, some children feel embarrassed, humiliated and generally uncomfortable in physical education class.

1.1.2 Only the highly skilled or physically fit children are viewed as successful learners. The teacher and peers overlook and/or ignore students who are not highly skilled or physically fit.

1.1.3 Children behave appropriately because they are fearful of receiving a poor grade or other "punishment" if they don't follow the teacher's rules.

1.1.4 The rules are unclear and can vary from day to day.

1.1.5 Verbal or nonverbal behavior that is hurtful to other children is overlooked and ignored.

1.2 Exercise as Punishment

☒ Appropriate Practice

1.2.1 Teachers promote exercise for its contribution to a healthy lifestyle. Children are encouraged to participate in physical activity and exercise outside of the physical education setting for enjoyment, skill development and health reasons.

☐ Inappropriate Practice

1.2.1 Teachers use activities/exercises (e.g., run laps, perform pushups) to punish misbehavior.

1.3 Safety

Appropriate Practice

1.3.1 Teachers make every effort possible to create a safe learning environment for students (e.g., actively teaching safety, posting and practicing emergency action plans).

1.3.2 Activities are selected carefully to ensure that they match students' ability and are safe for all students, regardless of ability level.

1.3.3 Physical education teachers maintain up-to-date first aid, AED and CPR certifications.

1.3.4. Facilities and equipment are maintained and inspected regularly for safety hazards (e.g., glass, improper ground cover under equipment).

1.3.5 Physical education class size is consistent with that of other subject areas.

Inappropriate Practice

1.3.1 Teachers allow or ignore unsafe practices that occur in their classes. Children are permitted to ignore the safety of others in the class (e.g., pushing, shoving, or tackling children in ball games) or use equipment unsafely (e.g., swinging bats in close proximity to others).

1.3.2 Human-target games (dodge ball) and/or drills that allow aggressive behaviors toward other students are permitted.

1.3.3 Teachers don't maintain up-to-date first aid, AED and CPR certifications.

1.3.4. No regular facility safety inspection occurs. Dangerous or outdated equipment is used.

1.3.5 Teachers routinely combine classes so one teacher supervises a double class while the other undertakes some other activity.

1.4 Diversity

Appropriate Practice

1.4.1 Teachers create an environment that is inclusive and supportive of all children, regardless of race, ethnic origin, gender, sexual orientation, religion or physical ability. Such differences are acknowledged, appreciated and respected.

1.4.2 Teachers intentionally select activities that represent a culturally diverse environment (e.g., dances and games from throughout the world).

Inappropriate Practice

1.4.1 The physical education environment supports highly skilled children more fully than children with less skill development (e.g., posters on display are predominantly of male professional athletes from the "major" sports).

1.4.2 Teachers teach American team sports — football, basketball, softball, etc. — exclusively.

1.5 Equity

Appropriate Practice

1.5.1 All children (boys and girls, high- and low-skilled) have equal opportunities to participate and for interacting with the teacher (e.g., leadership, playing “skilled” positions, teacher feedback). All children, regardless of developmental level and ability, are challenged at an appropriate level.

1.5.2 Both boys and girls are encouraged, supported and socialized toward successful achievement in all content taught in physical education (e.g., dance is for everyone).

1.5.3 Teachers use gender-neutral language (e.g., “students”).

Inappropriate Practice

1.5.1 Highly skilled children are permitted to dominate activities (e.g., athletes or boys are always picked as team/squad leaders or are permitted to go first in team games or play the dominant positions).

1.5.2 Activities are identified as more appropriate for girls or boys (e.g., dance is for girls, football is for boys).

1.5.3 Teachers continually refer to all students as “you guys.” Teachers continually use “boys and girls” as the most common way to address the class.

1.6 Inclusion

Appropriate Practice

1.6.1 Teachers implement the special education process for students with disabilities as outlined in students’ individualized education programs and/or the school’s accommodations.

1.6.2 Lessons/activities are adapted for overweight children (e.g., distance and pace run would be made appropriate). Students are encouraged to undertake appropriate levels of activity for their own improvement.

1.6.3 Teachers provide appropriate experiences for students with temporary medical limitations (e.g., a student with a broken arm can ride an exercise bike).

Inappropriate Practice

1.6.1 Children with disabilities sit out, keep score or become spectators.

1.6.2 No adaptations are made for overweight children (e.g., overweight children are required to run the same distance at the same pace as fit children, all students are required to perform identical numbers of situps and pushups), and/or they are marginalized as those who “can’t do it.”

1.6.3 Students with temporary medical conditions are excluded or given an assignment not aligned with the lesson’s educational objective (e.g., busy work).

1.7 Competition and Cooperation

✓ Appropriate Practice

1.7.1 Teachers develop learning experiences that help students understand the nature of and the different kinds of competition. For example, students can elect to keep score or play for skill practice in selected situations.

1.7.2 Teachers create a mastery-learning environment that encourages students to compete against previous personal performances or against a criterion score. Children are given opportunities to choose their competitive environment.

1.7.3 Children are guided to understand that some students prefer competitive situations, while others do not; and either preference is acceptable.

✗ Inappropriate Practice

1.7.1 Students are required to always keep score and participate in activities (e.g., relay races, elimination tag) that publicly identify them as winners or losers.

1.7.2 Teachers focus on production of full-scale competition and limit skill instruction (e.g., playing 11 v. 11 soccer instead of emphasizing skill development through small-sided games).

1.7.3 Children are made to feel that something is wrong with them if they don't enjoy competition.

Teachers develop learning experiences that help students understand the nature of and the different kinds of competition.



2.0 INSTRUCTIONAL STRATEGIES

2.1 Expectations for Student Learning

✓ Appropriate Practice

2.1.1 Clear goals and objectives for student learning and performance are communicated to students, parents/guardians and administrators.

✗ Inappropriate Practice

2.1.1 Children are expected to be "busy, happy and good," with no emphasis on learning and improvement.

2.2 Class Organization

✓ Appropriate Practice

2.2.1 Teachers form pairs, groups and teams (e.g., randomly, by fitness or skill level when necessary, or by a class system such as birthdays, squads, colors or numbers) in ways that preserve every child's dignity and self-respect.

✗ Inappropriate Practice

2.2.1 Teachers inadvertently promote exclusion by allowing student captains to pick teams or by arbitrarily separating teams by gender or skill level (e.g., "popular" or highly skilled students are chosen first and cliques are evident).

2.3 Class Design

✓ Appropriate Practice

2.3.1 Physical education classes begin with an instant activity, anticipatory set and physical warm-up; proceed to the instructional focus and fitness activities; and close with a physiological cool-down and a review of instructional objectives.

✗ Inappropriate Practice

2.3.1 Classes have no identifiable structure (e.g., students start class by performing the activity of the day with no introduction or warm-up).

2.3.2 Stretching, if included in the lesson, occurs only after an appropriate general warm-up activity and is appropriate and beneficial for maintaining and improving flexibility.

2.3.2 Stretching occurs without total body warm-up. No feedback is provided about appropriate body position in stretching.

2.4 Learning Time

☑ Appropriate Practice

2.4.1 The teacher plans for skill and concept instruction and provides adequate time for practice, skill development and feedback, based on appropriate skill analysis.

2.4.2 Lessons are planned to revisit skills and concepts throughout the year and from year to year, to allow for student growth and readiness.

☒ Inappropriate Practice

2.4.1 The teacher doesn't use effective time-management strategies and devotes little time to developing skill or meaningful feedback (e.g., game play begins before students have the necessary skills, strategies or tactics for competent play).

2.4.2 Skills are taught once a year during their unit and then ignored until the following year.

2.5 Maximizing Participation

☑ Appropriate Practice

2.5.1 Teachers organize their classes to maximize opportunities for all children to learn and be physically active. Enough equipment is provided so that children spend virtually no time waiting for turns or standing in lines. At least 50% of class time is spent in moderate-to-vigorous activity.

2.5.2 The teacher uses small-sided games (1 v.1, 2 v. 2, etc.) or mini-activities to allow students ample opportunity to participate.

☒ Inappropriate Practice

2.5.1 Lessons are organized poorly, so students spend much of the class time waiting for roll call, waiting in lines and/or waiting for equipment to be distributed. The first few minutes of the class are always spent sitting, getting organized or simply waiting for the teacher to signal that the class is about to begin.

2.5.2 The teacher consistently uses only one ball for most activities that involve playing with a ball (e.g., soccer, softball). In the game situation, most players touch the ball only rarely.

Lessons are planned to revisit skills and concepts throughout the year and from year to year.

