

Contemporary Approaches to the Teaching of Physical Education

Second Edition



Neil J. Dougherty

Diane Bonanno

Contemporary Approaches to the Teaching of Physical Education

SECOND EDITION

**Neil J. Dougherty
Diane Bonanno**

RUTGERS UNIVERSITY

Gorsuch Scarisbrick, Publishers
SCOTTSDALE, ARIZONA

Dedicated to our families

Editor: *Wayne Schotanus*
Production Manager: *Gay Orr*
Manuscript Editor: *Barbara Farabaugh*
Cover Design: *Gordon Fong, The Omni Group*
Typesetting: *Carlisle Graphics*
Layout: *Bill Nebel, Graphic Arts Services*
Printing and Binding: *BookCrafters*

Gorsuch Scarisbrick, Publishers
8233 Via Paseo del Norte, Suite E-400
Scottsdale, Arizona 85258

10 9 8 7 6 5 4 3 2

ISBN 0-89787-601-6

Copyright © 1987 by Gorsuch Scarisbrick, Publishers

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, electronic, mechanical, photocopy, recording, or otherwise, without the prior written permission of the publisher.

Printed in the United States of America.

Contemporary Approaches to the Teaching of Physical Education

SECOND EDITION

Preface

Like its predecessor, this revised second edition of *Contemporary Approaches to the Teaching of Physical Education* is designed to expose the future teacher to the wide variety of topics necessary for successful teaching.

We have listened carefully to the feedback provided by the many faculty and students who have used the first edition, and we are most grateful for their interest and thoughtful concern. In addition to updating all of the materials, we have, through the guidance of our readers, eliminated a few little-used topics while adding and enhancing others of greater interest and concern.

This edition has been strengthened by the work of David A. Feigley, Ph.D. As a teacher and coach with a strong educational and professional background in psychology, Dr. Feigley has provided an excellent overview of the relationship between teaching and the growth and developmental stages of children in chapter 6. In chapter 9, he has expanded and enriched the distinction between discipline and self-discipline, with an increased emphasis on reinforcement contingencies that lead to greater student responsibility.

While we have endeavored to add to the number and specificity of the concepts presented, we have continued to avoid the burdensome listing of lesson plans and activity outlines common to many traditional “methods” texts. Based on the success of the first edition, we are more convinced than ever that the prospective teacher will benefit most from the opportunity to develop a broad range of professional skills that will allow him or her to develop effective individualized lessons to suit the demands of any given teaching situation. Such skills are adaptable to virtually any subject matter or age group and therefore will be useful to the competent teacher under practically any set of circumstances.

We believe that the development of such skills and the freedom from dependence on predeveloped materials will best prepare the student for a successful career as an independent and resourceful professional. To that end, and with deep gratitude to our readers for their valuable feedback, we present this revised edition of *Contemporary Approaches to the Teaching of Physical Education*.

Acknowledgments

To Richard J. Levinson, an excellent attorney and a very good friend, we would like to extend our sincere thanks for his assistance in the writing of chapter 10.

Thanks are also extended to our friend Georgjean Gillis, who always managed to make the time to do the typing we needed, and to our friends Sam Bonanno and Sunny Regalado, who spent countless hours of their free time helping us illustrate this book.

To our students at Rutgers University and the students and faculties of the many elementary and secondary schools throughout Central Jersey who helped develop, test, and redefine many of the ideas represented in this text, we would like to extend our most sincere appreciation.

Finally to our families, whose support and understanding have been such an integral part of this or any other venture we have undertaken, we offer our love, our heartfelt thanks, and the dedication of this book.

Neil J. Dougherty
Diane Bonanno

Contents

CHAPTER ONE

Perspective: The Future 1

- Developing an Attitude Toward the Future 2
- A Possible Tomorrow 3
- An Alternative Tomorrow 7
- The Physical Educator of the Future 10

CHAPTER TWO

Styles of Teaching 14

- Categories of Decision Making 14
- The Command Style 16
- The Practice Style 18
- The Reciprocal Style 21
- The Small-Group Style 24
- The Self-Check Style 26
- The Inclusion Style 28
- The Guided-Discovery Style 28
- The Divergent Style 31
- The Learner's Initiated Style 36
- Implementation and Application of the Spectrum of Styles 37

CHAPTER THREE

Creativity in Education 42

- Understanding Creativity 43
- Creativity Defined 43
- The Creative Process 44
- The Role of the Physical Educator 45

CHAPTER FOUR

Movement Education 56

- The Movement Controversy 57
- The Content Areas of Movement Education 59
- The Structural Framework of Movement 59
- The Theme in Movement Education 60

The Language of Movement Education	60
The Teaching Method	61
The Lesson Plan Format	61

CHAPTER FIVE

Ideas for Maximum Participation 65

Understanding Maximum Participation	65
Providing for Maximum Participation	69
Games Illustrating Rule Adaptation	77

CHAPTER SIX

Growth and Development 94

The Developmental Perspective	95
The Developing Child	96
Cognitive Development	97
Moral Development	106
Motor Development	117
Supplement A: Detailed Description of the Walking Pattern	136
Supplement B: Detailed Description of the Run	137
Supplement C: Detailed Description of the Arm Swing	138

CHAPTER SEVEN

Planning for Teaching 142

Developing Objectives	142
Instructional Domains	143
Instructional Versus Behavioral Objectives	144
Process or Instructional Objectives	145
Product or Behavioral Objectives	146
The Curriculum	152
The K–12 Curriculum: A Suggested Approach	157
Unit Plans	162
Lesson Plans	163

CHAPTER EIGHT

The Evaluative Process 170

Evaluation of the Physical Education Program	171
Evaluation of Teachers	173
Evaluation of Students	180

CHAPTER NINE

Discipline and Class Control 190

Planning and Control	190
Teaching Style and Attitude	192
Environmental Effects	195

An Ounce of Prevention . . . Doesn't Always Work	196
Behavioristic Approaches to Class Control	201
Is There a Best Way?	203

CHAPTER TEN

Legal Liability and Safety in Physical Education and Sports 207

The Teacher as Defendant: From Claim to Judgment	208
The Adequacy of Supervision	216
The Absence of Protective Measures	218
Selection and Conduct of Activities	219
The Condition of Facilities and Equipment	221
Inadequate Control Measures	224
Poor Use of Judgement	226

CHAPTER ELEVEN

Classroom Management 230

Understanding the Elements of the Managerial Phase	230
Selecting the Appropriate Procedure	231
Establishing an Atmosphere for Effective Management	232
The Skillful Classroom Manager	233
Lesson Management Procedures	234

APPENDIX 1

Verbs Appropriate to Use in Preparing Objectives 245

APPENDIX 2

The Lexington Secondary Elective Program 246

APPENDIX 3

Checklist for Evaluation of the High School Athletic Program 248

APPENDIX 4

Health and Physical Education Score Card No. 1 for Elementary Grades 1–6 252

APPENDIX 5

Criteria for Appraisal of College Instructional Programs 255

as a result of external pressure rather than internal vision. This is largely because educators have been trained to perform for the present with little concern for the future. Within the security of the educational institution they are content to believe that the future will come and they will be part of it—so why be concerned? It is exactly this type of apathy that “has resulted in the static teaching and learning atmospheres that currently threaten the viability of educational institutions.”¹ Furthermore, “physical educators cannot tolerate such ennui.”² They must turn their minds toward the future and *involve themselves in* rather than *react to* our rapidly changing society. They must begin to anticipate possible changes and thus prepare themselves and their students for what may lie ahead.

Since a people’s shared collective image of the future tends to shape their behavior in the present, inaccurate images about the future—images that are out of phase with the changing reality—can be dangerously misleading. The challenge to us as contemporary men and women is therefore that we restructure our images of the future in light of a rapidly changing world in order that our present behavior can be consistent with the demands of the future.³

Unfortunately many physical educators have failed to recognize the importance of this type of preparation. They have blithely ignored the changing world around them and clung blindly to the security of the past until transition has been forced on them. This conservative, anachronistic attitude has prompted many individuals to express concern with physical education’s apparent inability to respond adequately to society’s ever-changing needs. If physical educators are to respond to and service the needs of their students in the future, regardless of what those needs may be, they must (1) learn to assess individual needs and desires accurately, (2) be creative and help their students to be creative in responding to future needs or demands, (3) learn to project and evaluate future alternatives, and (4) learn to cope with change by being adaptable and flexible. If the professional is able to do this, he or she will be prepared for the transitional phase as well as for whatever might come in the future.

Developing an Attitude Toward the Future

Before individuals can envision a possible future, they must believe that forecasting the future is not only possible but also necessary and that they have the potential to make forecasts become reality, because “there is a growing realization that man’s future may be literally what he chooses to make it, and that the ranges of choice and the degree of conscious control which he may exercise in determining his future are unprecedented.”⁴ This attitude is important, because if one has particular goals for the future, he or she will work toward their attainment by molding the present accordingly.

The challenge to you as a student is to prepare yourself for your role as an educator by learning to view education not in terms of *present* societal goals but in terms of *projected* societal goals. As instructional techniques and educational strategies are assimilated throughout your career, you must evaluate their potential in terms of a long-range rather than an immediate outcome. As you devise courses or select activities, you must ask

what possible consequences your decisions might have in the future. In short, your “time-bias,” as Alvin Toffler calls it, must shift from the present to the future tense if you are to be successful in fulfilling your responsibilities as an educator in the future.

A Possible Tomorrow

As John McHale has suggested, “The future of the future is . . . what we determine it to be, both individually and collectively. It is directly related to how we conceive of its possibilities, potentials, and implications. Our mental blueprints are its basic action programs.”⁵ Whether such programs are carried out in total or at all will depend, however, on society’s priorities.

The important point about future-oriented blueprints is that they not only give credence to educational innovation but actually give rise to it. Many of the educational innovations that are currently in vogue were developed as a result of work done in futures research.

Individualized instruction, humanistic education, movement education, and values clarification are educational strategies that anticipate alternative futures in which humankind must, generally speaking, be creative, adaptable, self-actualized, and self-motivated in order to be successful.

But what will the future be like? What can we expect in the next twenty or perhaps fifty years? How might people view physical education? What might our programs be like? Where might they take place? What will our responsibilities be? And most importantly, what is the projected relevancy of what the future physical educator is learning today?

One View of Physical Education

Many futurists, regardless of their perspective or professional background, agree with Ronald Podeschi when he writes:

As a society, we shall have ever increasing time and energy to concern ourselves with what Maslow calls the growth or meta needs, not just our basic physical and psychological needs. The enhancement of ourselves as human beings will receive more and more of our attention as our maintenance or survival needs are satisfied easier and earlier. The dimension of physical activity as part of this enhanced human activity will undoubtedly be affected and affect the twenty-first century. If we are to become a society whose needs are being more rapidly rooted in the higher psychological, aesthetic, and spiritual dimensions of life, physical activity can no longer be a separate and sideline activity.⁶

Writing in regard to Abraham Maslow’s “third force” psychology and the potential of physical activity based on this philosophical foundation, Podeschi continues to develop his thesis by stating that:

The child’s living body, which is at the center of his life, would be at the center of his education. Emphasis would be on process and movement rather than on

static content at an unmovable desk. Rather than playing the usual inferior role to the so-called real curriculum, physical-aesthetic activities would lead the way for the child to learn reading, writing, and even arithmetic in a more creative, natural, and integrated way.⁷

If this position gains acceptance in the future, the mind/body distinction that has pervaded Western thought since the sixth century B.C. will vanish, and the concept esteemed by the Greeks of the mind and body as one will be restored. Physical activity will be engaged in for purposes of self-actualization, creativity, and self-trust, and such activity will be viewed as a basic and necessary feature of an individual's education rather than as a separate, unrelated experience apart from the mainstream. In the future we may find that George Leonard, author of *The Ultimate Athlete*, is correct when he says that "sports and physical education, reformed and refurbished, may provide us the best possible path to personal enlightenment and social transformation in this age."⁸ Furthermore, as Podeschi has suggested, "we may even find that sport may help us dissolve the masculinity/femininity dichotomy and other such dualities which have bound both men and women in a stereotyped role for centuries."⁹

The advent of this revised and enlightened view of physical education may well be accompanied by an enlightened view of education as a whole. Results from numerous studies have indicated that we are prolonging formal education unnecessarily and that the custodial school as we know it today will vanish. At first glance this would seem to suggest that the role of education in our society will diminish. If children are no longer required to go to school, what will the status of education be?

At present, **schooling** and **education** are in most people's minds synonymous terms, both being defined as that period of time during which a child acquires skills that will be needed in adulthood. According to this definition, education takes place in a formal setting, under the supervision of an authority figure, for a prescribed amount of time. Upon completion of the required years of schooling, an individual is considered educated and is graduated into the next phase of life.

In the future, education will be defined in completely different terms; it will no longer be thought of as a segment of time in which youth absorbs the practicalities of life. Instead, education will be considered a continuous process that is engaged in throughout life for purposes of rejuvenation, reorientation, self-actualization, and socialization. Classrooms of the future will be filled with adults as well as children. No longer chided to master courses in reading, writing, and arithmetic, people will revisit the school many times throughout their lives, each time striving to achieve a higher level of self-actualization. Education consequently will not be limited by fixed periods of time. The individual's imagination and desire will be the only delimiting factors. Rather than be diminished, the role of education in our society will be greatly enhanced in the future.

Education and the Work–Play Ethic

As this more enlightened approach to education is accepted, the work–play ethic will undergo changes as well. Assuming that the individual will no longer have to work to satisfy basic maintenance and survival needs, one can speculate that human energies will

be directed toward self-fulfillment and that the aspects of play that are now viewed as unrelated to work will combine with work concepts to form a totally new concept. If this occurs, “the traditions in physical education that relate to a study of the whole person moving and interacting with others throughout life can contribute immensely to such a synthesis.”¹⁰

The New Curriculum

This enlightened view of physical education and the work–play ethic will place new responsibilities upon those in the profession. Society will expect programs that will enhance an individual’s physical and inner awareness. Individuals will expect activities that will help them realize their full potential. In order to fulfill these responsibilities, professionals will have to develop curricula and methods based not only on their knowledge of human beings and their ability to achieve but also on their knowledge of the inner dimensions of sport.

Activities selected on the basis of their ability to heighten the individual’s senses or increase his or her self-knowledge will dominate the curriculum. Eastern sport forms will be introduced because of their emphasis on process rather than product. In aikido, for example, there are no winners or losers and no competition—only cooperation. As such, aikido is like a “lifelong journey with no fixed destination,”¹¹ a search for harmony with the universe—in other words, a perfect sport for enhancing one’s physical and inner awareness.

Although this enhancement is important, it will not be the only objective of the new curriculum. Activities will also be expected to teach concepts that society deems important. Such concepts as community or harmony will be transmitted through sport or dance forms that will have been developed explicitly for this purpose. As in aikido, process rather than product will be emphasized. The transmittal of such concepts will be more important than the outcome of the activity.

The new curriculum may also include elements of **softwar** that would allow the individual to vent emotions by allowing him or her to form individual conflict forms. Softwar, as defined by its inventor Stewart Brand, refers to “conflict which is regionalized (to prevent injury to the uninterested), refereed (to permit fairness and certainty of a win-loss outcome), and cushioned (weaponry regulated for maximum contact and minimum permanent disability).”¹² In essence, softwar resembles our present form of athletics; the major difference is its lack of time and form restrictions. According to Brand, softwar has no time limits and is not played according to fixed rules of form. The game continues to evolve each time it is played. This in itself makes it much more desirable for the curriculum of the future than the games offered in our present system of athletics.¹³

In contrast to and yet in combination with this psychosocial orientation of physical education, there will probably exist a scientifically based orientation toward detailed analysis of human motion for purposes of perfecting performance in sport as well as in aspects of daily living or working. This type of analysis will permit the formulation of principles, and guidelines based on such principles will not only help the teacher plan appropriate activities for people of varying ages, conditions, or abilities but will also aid

in the development of individually prescribed training programs for achieving optimal efficiency in overall movement.

In the future, computers will be used by physical educators to monitor and continually evaluate the performance of individuals on the basis of specifically designed criteria. The computer will not only provide the ability to evaluate performance, but will also have the ability to determine the intensity and duration of the work period as well as the energy expended.¹⁴

Children will be classified automatically into activities in which they are more likely to succeed. This will be determined by a program whose models are used to optimize the performance based on factors such as muscular make-up, individual link systems, psychological make-up, individual desire, and geographical location.¹⁵

Classification by such a system would be purely voluntary and in no way binding. If an individual chose a sport other than the one for which he or she was biomechanically best suited, the computer would also be capable of designing a program that would help to maximize the individual's potential in that sport.

The new curriculum will thus be a conglomeration of activities designed to help humans achieve self-understanding and determine their place in the world. It will serve as a vehicle for transmitting societal values and mores by direct experience and also as a means for achieving a higher degree of self-actualization regardless of age or inclination. The new curriculum will provide unlimited possibilities for the creative physical educator.

The Future Environment

Activity programs such as those previously described will be conducted in many settings throughout the community. In the public sector, where they will reach the greatest number of individuals, however, these programs will be provided through a modern-day "service center."

If the concept of the custodial school disappears, as was previously speculated, the question remains, What will become of the edifice known as the school? The answer is simple: it too will disappear. The schoolhouse as we know it, a formalized structure set apart from the community at large, will be reclaimed as public space for use by all the people, not just the young.

It is conceivable that "under the pressure of increased public demand for a variety of social services dispensed from a single place, the schoolhouse may well become the community center and vice versa."¹⁶ Under one roof one may find schooling for the young and old, medical and dental services, facilities for leisure, and government-operated services such as the post office and the library. In some cases the center may include such commercial units as pharmacies, bakeries, and even supermarkets, so that the center may resemble an old-fashioned marketplace.

It is within this setting that the physical education program will be conducted in the public sector. This arrangement has many advantages. The housing of multiple services within one complex will permit great savings in energy and building costs as well as in

operating and maintenance expenses. Because of this, the center will be used to its fullest potential even in a society that is forced to budget both its natural and financial resources frugally.

Because the complex will be an amalgam of distinctly separate units, its layout will be designed to allow for maximum use. Similar services located in clusters will be connected by enclosed walkways allowing access and egress both internally and externally. Within the education-and-leisure cluster, great expanses of open space will dominate the interior, permitting flexible scheduling. At a moment's notice temporary walls will be erected, ceilings will be lowered, and lighting will be adjusted to create whatever environment is necessary to ensure productive learning.

"Many of the larger cavities of space—stadiums, field houses, gymnasiums, and student activity centers—will be great bubbles of space, encapsulated in long-life translucent membranes, and where large spans or great heights are required, they will be air-supported."¹⁷ These areas will be designed to allow programming flexibility as well. Unlike the basketball emporiums of the present, the gymnasium of the future will not be geared toward the comfort of spectators. Floor surfaces will be highly adaptable, allowing golf, ice skating, gymnastics, and volleyball to take place simultaneously, each on its own individualized surface. A nylon or canvas net, for example, could serve both as a room divider for partitioning a golf class from the main gym and as a natural backdrop into which golf balls could be safely driven. A collapsible wall might become the third wall of a racquetball game one period and a wall to rappel in a mountain-climbing class the next period. Located within the confines of the gymnasium will be computer terminals complete with videotape monitoring equipment, programming stations, and immediate feedback units so that students will have the benefits of individually prescribed instruction whenever the teacher feels it is appropriate.

Indeed, the outstanding feature of the gymnasium of the future will be its great flexibility—its ability to be all things swiftly and easily. Unlike the gymnasium of today, which is geared toward the spectator and used primarily as a refuge during the winter or inclement weather, the gymnasium of tomorrow will assume new dimensions, because it will have the ability to accommodate human movement needs in an environment that is flexible and free.

An Alternative Tomorrow

Megatrends and Physical Education

In 1982 John Naisbitt wrote a national best seller called *Megatrends*. It remained on the *New York Times* best-seller list for over a year as people across the country read and discussed the contents. This is significant to our discussion of the future because the concept of *megatrends* addresses the transformations our country is undergoing and how these transformations will alter our lives and the face of our nation as we enter the twenty-first century.

The ten trends Naisbitt has identified signal a restructuring of our society. According to his research:

(1) We have shifted from an industrial society to one based on the creation and distribution of information. (2) We are moving in the dual directions of hightech/high touch, matching each new technology with a compensatory human response. (3) No longer do we have the luxury of operating within an isolated, self-sufficient, national economic system . . . we have begun to let go of the idea that the United States is and must remain the world's industrial leader as we move on to other tasks. (4) We are restructuring from a society run by short-term considerations and rewards in favor of dealing with things in much longer-term time frames. (5) In cities and states, in small organizations and subdivisions, we have rediscovered the ability to act innovatively and to achieve—from the bottom up. (6) We are shifting from institutional help to more self-reliance in all aspects of our lives. (7) We are discovering that the framework for representative democracy has become obsolete in an era of instantaneously shared information. (8) We are giving up our dependence on hierarchical structures in favor of informal networks. (9) More Americans are living in the south and west leaving behind the old industrial cities of the north. (10) From a narrow either/or society with a limited range of personal choices, we are exploding into a free-wheeling multiple-option society.¹⁸

Although each of these trends has implications for education in the future, there are three that have particularly direct significance for physical educators because of the unique role they play in the schools and our society.

Networking: A Future Possibility for Learning

Learning in our society is often equated with formal education, in which a prescribed set of facts is transferred from a recognized authority figure, known as the teacher, to a novice in the area, known as the student. The future, however, may hold something quite different. The educational modalities we are familiar with today may be replaced by an extension of the networking concept known as **networking for learning**.

Networking is not a new idea. In many ways it is one of our oldest social inventions. In simple terms, it represents the interactions between two or more people for purposes of exchanging information. Viewed schematically, a network would look like “a badly knotted fishnet with a multitude of nodes or cells of various sizes, each linked to the others either directly or indirectly.”¹⁹ In a microcosm based on a person's daily life, a network represents the significant individuals with whom the person interacts to survive.

The important aspect of networking that links it to the future, however, is that it is extremely egalitarian. Power rests with the individuals who have information rather than with someone who has authority by virtue of position alone. In the information environment that is forecast for the future and is fast becoming a reality, networking will be the most important method of continually upgrading the educational level of our populace. Imagine a school where there is no bureaucracy or educational caste system, where faculty

and students do not exist in the traditional sense as provider and taker, and where learners are not restricted to the conventional wisdom of the information holders assigned to their particular locale. This is a network for learning. With networking we will have a center of exchange where people can communicate with one another at a convenient time and place, even if they are not available simultaneously (through computers); where the learner has an indeterminate number of information providers rather than a single assigned individual; where there are lateral linkages rather than hierarchical ones; where up-to-date data can be obtained immediately; and where the learner has permanent access to the wisdom of others, including those in his or her own age cohort.

The advantages of such a system are numerous. For the learner there is increased equality of participation. In networking each learner will be a vital actor rather than a passive receiver in the educational experience. There will also be improved quality of performance because there will be time for contemplation and reflection before the learner must react to a given set of facts or circumstances. Most important, however, is the fact that the bank of human resources will expand dramatically, bringing the learner into contact with a wide variety of people who offer many different perspectives.²⁰

All of this will be accomplished by the use of computers. The classroom will stretch beyond the physical walls of the school to the far corners of the United States and the world as people access one another for the information they need to solve problems. In such a setting the teacher will be a facilitator, not an authority figure who makes pronouncements that all must follow. Teachers will also be learners as they network among other teachers to share ideas, discuss problems, and exchange data and techniques. Under networking the school will be transformed from a place where people are *trained* to a place where they are *educated*.

Hightech/High Touch

Hightech/high touch is a concept that attempts to explain the manner in which we have responded to the technological advances that have been introduced into our everyday lives. It appears that “whenever new technology is introduced into society, there must be a counterbalancing human response—that is, high touch—or the technology is rejected. The more high tech the more high touch.”²¹ A perfect example of this phenomenon is the interest in death and dying that proponents of the hightech/high touch concept believe is a direct response to the technological advances in medicine that can sustain our lives beyond that which many people feel is a dignified state.

Of all the trends Naisbitt has outlined, the hightech/high touch phenomenon probably holds the most significance for us as physical educators, because even superficial analysis of our subject matter reveals that it is extremely high touch and offers an excellent response to many aspects of the technological world in which we live. The question is, will physical educators take the initiative and provide programs and opportunities that directly address the hightech/high touch phenomenon or will private enterprise package programs that capture the attention of the American people and overshadow us as they have so many times in the past?