

Teaching Secondary Physical Education

**Preparing Adolescents
to Be Active for Life**



**Cathrine Himberg • Gayle E. Hutchinson
John M. Roussell**

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We dedicate this book to all individuals who, for good reasons, hated public school physical education, and to the teachers who are working hard to make physical education a positive and beneficial experience for *all* students.

Preface

**Every individual matters.
Every individual has a role to play.
Every individual makes a difference.
And we have a choice:
What sort of difference do we want to make?**

— Jane Goodall

As we were working on our last chapter revisions for this book, the January 2002 issue of the *Journal of Teaching Physical Education* came out. We were thrilled to see that it included an article by Dr. Charles B. Corbin, an internationally recognized researcher and professor at Arizona State University. Although we had heard him express the ideas before, seeing them in print was exciting and encouraging. The article seemed to be a call for our book because it expressed the philosophy that we promote: Physical education teachers must help students become physically active for the rest of their lives.

If you ask physical educators in the United States to identify the main purpose of physical education, many of them would have trouble finding a clear, specific answer. When we ask this question of colleagues, students, and friends, we receive a variety of answers, including developing motor skills, understanding concepts, becoming responsible human beings, attaining fitness, learning social skills, practicing sport literacy, having fun, and taking a break from academic classes. Most of these goals are appropriate for the physical education setting, but only if they support the main purpose of guiding students toward a lifetime of physical activity. We agree with Corbin (2002) that it's time for physical education to respond to the concerns about physical inactivity and the related health and wellness issues. We must focus our public school physical education programs on promoting physical activity in any way we can.

Of course, our profession faces many real and perceived barriers to achieving this goal. These

include ineffective teaching, poor or inadequate planning, large class sizes, limited equipment, and inadequate facilities. Poor programs result in excessive student absenteeism and marginalization, as well as less than favorable public relations with students, teachers, parents, and administrators (Locke 1992). We have witnessed many poor programs during our careers, and we have heard countless stories of inappropriate practices from students, teachers, and parents. We believe it is time to make a positive change in physical education programs, and we need your help to make it happen. We can overcome these barriers only if current and future teachers do all they can to teach physical education with the purpose of preparing students to be active for the rest of their lives.

We wrote *Teaching Secondary Physical Education: Preparing Adolescents to Be Active for Life* to challenge you to improve secondary physical education programs and to help you focus on helping students develop the skills and knowledge they need to become active for the rest of their lives. We do this by introducing you to appropriate physical education practices that engage secondary school students. Using what we call the Diamond Conceptual Framework, we examine several areas—the adolescent, the teacher, the curriculum, the setting, and the journey—to help you teach physical education effectively.

How did *we* arrive at the conclusion that physical education curricula need to focus on helping students become physically active for the rest of their lives? Well, it just made sense! Although people have known about the health benefits of physical activity for a long time, we have seen a

negative trend in physical activity participation and obesity rates in our society over the last three decades. As this book goes to print, the numbers show that more than 45 million U.S. adults are obese, and the percentage of overweight children and adolescents has more than doubled to 8 million in the last 20 years. In addition, more than 60% of adults are not active enough to reap health benefits (U.S. Department of Health and Human Services 2000 and 2002). There is no longer any question that obesity and inactivity are related. Sufficient amounts of regular physical activity can help with more than obesity levels, as the surgeon general's report on physical activity and health (U.S. Department of Health and Human Services 1996) shows. It reviews the benefits of regular participation in physical activity and suggests that if people would just get off the couch and participate in moderate physical activity for 30 minutes each day, they would improve their health significantly. Moderate daily physical activity could postpone or completely prevent major diseases such as certain forms of cancer, high blood pressure, cardiovascular disease, osteoporosis, and diabetes. Why, then, are so few adults physically active? When we observe young children in our society, we see plenty of physical activity. But a dramatic drop in activity levels occurs during adolescence. Could it have something to do with the fact that enrollment in daily physical education drops at about that age (National Association for Sport and Physical Education [NASPE] 2002)? Are we discouraging children from becoming active by offering opportunities only to the athletically gifted? Are we failing to teach our children what they need to know and do to be active outside school and for the rest of their lives?

Why, during this time of recognition of the benefits of physical activity, are many states eliminating physical education programs or giving PE credit for band, drivers' education, and athletics (NASPE 2002)? When this happens, the message we give the public is that we're not teaching anything in our physical education classes that is worthwhile for *all* students to learn. And for many secondary school physical education programs, that is sadly the truth. Students aren't learning the things that will help them become active for the rest of their lives. Some programs even discourage students from being active by using inappropriate teaching practices. A student who associates physical activity only with physical and emotional pain because she was punished with push-ups and sit-ups, was chosen last for teams, was out first in elimination games, and was embarrassed in front

of the class by failing the pull-up test may be tough to convince that physical activity can be enjoyable.

We'd be the first to say that inappropriate physical education can be more harmful than no physical education at all. But we are completely convinced that *we* can make a difference and that *you* can make a difference! The image of secondary school physical education must change! The excellent teachers in our nation have to publicize the great things they're doing. Many are already doing just that (Condon and Collier 2002; McCracken 2001). New teachers entering the field must have a purpose for physical education that answers the national concern about physical inactivity. They must know how to teach for that purpose using effective and appropriate practices, and they should constantly reflect on what they do so that they can continue to learn and grow.

How to Use This Book

We wrote this book for future and current physical education teachers because, after years of searching, we could not find a book that addressed all the important issues that we cover in our physical education teacher education courses and professional development workshops. What follows is an overview of the contents and unique features of the text.

The Diamond Conceptual Framework, explained in chapter 1, is an innovative way to conceptualize the progression of focused physical education experiences for preschool through grade 12. The framework centers on the outcome of having educated students who are likely to be physically active for the rest of their lives. We refer to the Diamond Conceptual Framework throughout the book to help you understand how to apply it to all aspects of teaching physical education.

We consider this book an interactive text. Several features of the book are designed to help you gain greater understanding from your reading experience. Let's start with some of the more distinctive features.

Diamond Icon

We have used a diamond icon in the margin of the text in most chapters. This will help you understand and focus on the purpose of physical education. We hope that seeing



the icon will help you remember the ideas of the Diamond Conceptual Framework and understand the direct connection between certain issues in those chapters and teaching secondary physical education with the purpose of helping students become active for life. In other words, the icon appears in places where we want you to think about big-picture questions such as “Why is this important?” and “How does this help me guide students in the process of becoming active for the rest of their lives?”

Real-Life Scenarios

We start each chapter with a real-life scenario that relates to the issues we explore in the chapter. The scenarios set the stage for you to understand that what follows relates directly to what you may have to deal with when you teach. In each chapter the physical educators who appear in the opening scenario resurface later. These real-life situations are meant to encourage issue-oriented discussions as you learn more about the issues at hand. We hope the scenarios also help you realize that others deal with real-life situations similar to those you may experience.

“Your Turn” Questions

As you’re reading each chapter you will come across boxes labeled “Your Turn.” Listed will be a few questions that we encourage you to think about when you read the text. When you discuss the chapters in class, your professor or instructor will probably ask these or similar questions. Thinking about the questions before you come to class will enable you to share your experiences or solutions with the rest of the class.

T ‘n T Boxes



In chapter 2 we introduce a philosophy for using technology in the physical education classroom. Throughout the remaining chapters of the book we have inserted T ‘n T (Tools and Techniques) boxes designed to help you use technology to continue learning or to teach your students. Some of these boxes contain ideas about using instructional technology to reach your learning objectives. Other T ‘n T boxes refer you to technology resources.

Chapter-Opening Quotes

Quotations from famous and not-so-famous people open each chapter. We feel that the ideas expressed summarize the importance of what follows. Although many of these quotations were not uttered in the context of physical education, the universal values and truths they express apply to physical education taught with a purpose. The ideas remind us that what we teach in our physical education programs extends far beyond a particular class period.

Student Learning Objectives

Learning objectives highlight the key issues or ideas in each chapter. The learning objectives identify the focus of each chapter and the most important topics. When you study for exams by reviewing the chapters, the learning objectives will guide you to the most important information.

Key Terms and Phrases

At the start of each chapter we provide a list of key terms and phrases that help you understand issues raised in that chapter. They are listed in the order that they appear in the text.

Chapter Summary and “Checking for Understanding” Questions

We conclude each chapter with a summary and questions that help you check your understanding of the issues, concepts, and key terms discussed. You can use these questions to help you review the chapter. The questions are congruent with the learning objectives and key terms at the beginning of each chapter.

Reflection and Discussion Questions

Each chapter ending includes questions designed to make you think, solve problems, and synthesize information to determine viable solutions to posed dilemmas. Reflection is a critical piece of teaching. We hope that you will make it a daily habit.

References and Suggested Readings

At the end of each chapter is a list of references used in creating the subject matter for that chapter

plus suggested additional articles and books that we think are helpful. We suggest that you consult these sources if you want to learn more about a particular topic. By placing the list at the end of each chapter rather than at the end of the book, we make it easier for you to find topic-specific information.

Overview of the Book

This text is divided into six parts, each named for a vital aspect of the profession that teachers and soon-to-be teachers should strive to understand. Each of these parts introduces and explains important issues that face physical education teachers. We start by presenting you with the challenge of teaching physical education in a new century, and we end with an invitation to join us on the wonderful journey that our profession offers. Here is a part-by-part synopsis of the book:

Part I: The Challenge

We call the first part of the book “The Challenge” because we think the book will challenge you to start thinking differently about secondary physical education and your role as a promoter of life-long activity. As mentioned earlier, we begin by presenting our philosophy in chapter 1. We explain how we arrived at the conclusion that the main purpose of physical education should be to guide students in the process of becoming physically active for the rest of their lives. In the first chapter we define how we use the words *skills* and *concepts* throughout the book. We also introduce the “guiding lights” for our profession and the GET ACTIVE FOR LIFE factors, which summarize the determinants for physical activity in youth. We explain how this information provides the backbone for our Diamond Conceptual Framework for physical education.

In chapter 2, we introduce the concept of technology and provide a guideline to use when you want to know how to include technology effectively in your physical education program. We address the purpose for implementing instructional technology and explain how that purpose should center on meeting your established goals and objectives. We introduce the GOT-IT model, which addresses a series of questions that can help you avoid adopting expensive and ineffective technology. We explore ways of using technology

to help in teaching, class management, assessment, atypical class contexts, and motivating students to continue being active.

In chapter 3, we further explore the determinants for physical activity in youth. We explain why the focus of physical education programs should be physical activity, not physical fitness. In discussing the concept of lifetime activities, we give you a few questions to focus on when deciding which activities and sports to include in a physical education curriculum. The challenge is this: “Will you create and teach physical education classes that will help students become active for the rest of their lives?” The remainder of the book helps you get to the point where you can say “Yes!” to that challenge.

Part II: The Adolescent

To understand the process of teaching and learning, we must understand the students we work with. In secondary physical education, we typically work with students between the ages of 11 and 18. This age range is the era of life known as adolescence. Chapter 4 examines the growth and development of adolescents, paying special attention to growth, maturation, and puberty. We describe self-concept along with six essential components necessary for developing positive self-concept. Other considerations like nutrition, eating disorders, and drug abuse are also discussed. After completing chapter 4, you will have a broad overview of how adolescents grow and develop, how they form positive self-concept, and how behavioral and chemical factors can affect their development.

Physiology and environmental factors affecting student growth do not in themselves explain adolescent complexity. We need to look at cognitive development as it relates to student learning. In chapter 5, we examine how adolescents learn. We discuss the process of learning and each person’s unique learning path. Through information about brain development, IQ, multiple intelligences, motor learning, and metacognition, we paint a picture of student diversity.

Diversity includes students with disabilities. In chapter 6, we discuss how teachers work with students with disabilities. An overview of federal legislation and a description of individualized education plans are part of the discussion. We describe multiple types of disabilities and disease. This chapter will help you in teaching students with disabilities in your classes. It will also guide

you toward making your classroom more inclusive for all students.

Now that we understand adolescents further, we are ready to take a close look at ourselves as teachers in part III.

Part III: The Teacher

In this section we concentrate on what the teacher can do to teach secondary physical education in a way that will help all students become physically active for life. We explore the teaching methods we think are most important to becoming an effective and reflective teacher. In chapter 7, we introduce the concept of inclusion teaching and discuss issues of quantity and quality of practice in learning important skills and concepts. Chapter 8 presents a variety of teaching styles for physical education in this section. To become an effective teacher who can accommodate learners with a variety of learning styles, you need to be able to use a variety of teaching styles. We have modified Mosston and Ashworth's (1994, 2001) spectrum of teaching styles in this chapter by infusing the inclusion concept into each style.

All the information and skills concerning effective teaching will not go very far if the environment where students are learning is not positive and safe. Chapter 9 guides you with strategies for creating a positive learning environment. You will learn the difference between harassment and violence. You will examine closely your biases and prejudices toward students using the self-fulfilling prophecy cycle. From there, we describe in detail protocols for establishing positive learning environments.

Part IV: The Curriculum

Designing a curriculum that is aligned with your philosophy of physical education is important if you want to reach your goals. In this section we explore issues related to curriculum design, and we look at value orientations and curriculum models. In chapter 10, we also tell you which curriculum model we embrace and which we think can work with the Diamond Conceptual Framework for physical education. We introduce you to lesson and unit planning and explain each important part of a lesson and unit plan. We help you understand how to write objectives that are attainable in the time frame that you set. In chapter 11, we explain the purpose of and ideas for safe and effective warm-ups that don't waste valuable

time. Then we explain why assessment is so critical to a program's success. We explore a variety of ways that you may assess your students' learning. Traditional assessment practices are presented, but chapter 12 encourages and focuses on alternative and authentic assessment. We end this section (chapter 13) with a variety of ideas for what to do when you encounter unexpected situations. We encourage you to be prepared for the unexpected and to explore ways that "plan B" days can be valuable learning days for your students.

Part V: The Setting

Teaching involves more than just working with students. You must consider the culture of the setting in which you work. We begin in chapter 14 by looking at this through the challenges and roles of the teacher-coach. Here, we ask you to reflect on your biography and why you chose to become a physical education teacher. You will also explore the power of socialization in your career choices. We point out that many teachers want to become coaches first and physical educators second. One of the realities of teaching and coaching is that teachers must make decisions about where to commit their time. Each role could be a full-time responsibility. We offer strategies for dealing with the challenges of role conflict and point out the numerous roles that teachers are expected to perform while working in public schools.

In chapter 15, we explore legal issues associated with teaching physical education with the help of real-world case studies involving claims of negligence on behalf of students who were injured during physical education class. With the prevalence of lawsuits in society today, physical education teachers need to be aware of liabilities associated with their profession. We discuss the most common areas associated with lawsuits and physical education. By addressing areas linked to design, delivery, procedures, and practices in physical education programs, we offer suggestions that can minimize possibilities for dangerous and legal liability for the physical education teacher. Other areas concerning legal risks are explored to encourage a commonsense approach to teaching safe physical education based on professional standards and guidelines.

We move on, in chapter 16, to present areas associated with creativity and design in developing effective and positive physical education environments. First, we describe a general approach to addressing, designing, and implementing a new way

of thinking and acting to make designing for change realistic and attainable. We offer suggestions that range from relatively simple designs for equipment and facility management to long-term, high-commitment designs for community access, involvement, and partnerships with your program. Also included at the end of this chapter is a way to design strong communication mechanisms for promoting the success of your program and partnerships.

Part VI: The Journey

The last section of the text focuses on the remaining information you need so that you can accept the challenge in part I: teaching secondary physical education with the purpose of helping students become active for the rest of their lives. It is not enough for physical educators simply to teach their classes. They must serve as effective teachers first and as advocates of their programs second. In chapter 17, we examine strategies for becoming a teacher leader and working to create positive change in physical education. We hope that the strategies presented will motivate you to take on an active leadership role among your colleagues.

In the last chapter, we present an overview of typical career development for a physical educator. We explain the importance of continued professional development after you graduate from college with your teaching credential. Your journey has just begun. We give you ideas for how you can make sure to travel in the right direction by becoming a critical consumer of professional development information and continue to learn for the rest of your career. We challenge you to set out on the journey of the excellent teacher—one who stays up-to-date, continues to improve, and always keeps in mind the main purpose of physical education.

We hope that you enjoy reading this text, and we encourage you to become a teacher who will make a positive difference in the lives of your students!

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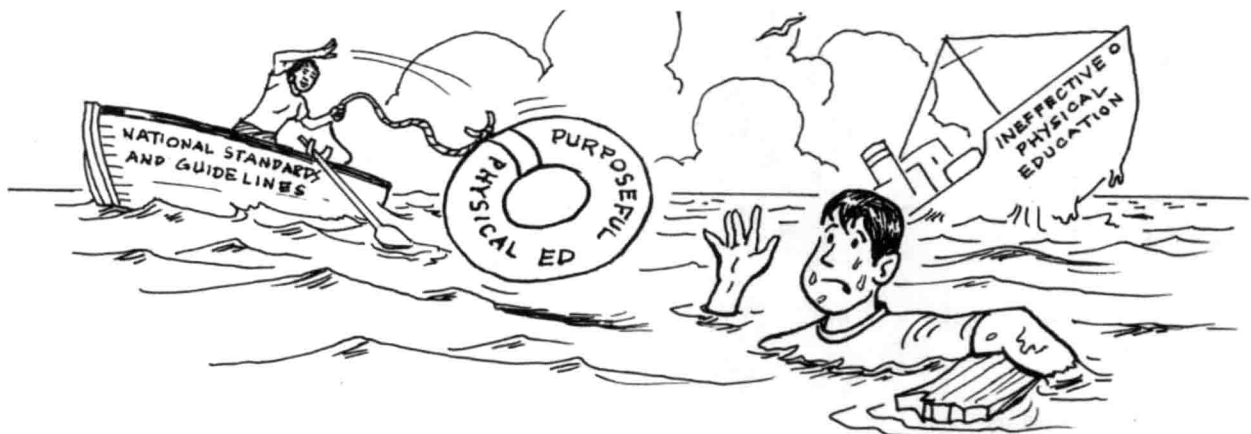
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Part I

The Challenge



The Main Purpose of Physical Education

Unless someone like you
Cares a whole awful lot
Nothing is going to get better
It's not.

— *Dr. Seuss (from The Lorax)*

Content Standards in Physical Education

- A physically educated person:
1. Identifies concepts in motor movement and applies them in a variety of settings.
 2. Takes personal health and principles to live active and development of motor skills.
 3. Enjoys a physically active lifestyle.
 4. Applies and maintains a health-enhancing level of physical fitness.
 5. Demonstrates appropriate personal and social behavior in physical activity settings.
 6. Demonstrates understanding and respect for diversity among people in physical activity.
 7. Understands that physical activity is a necessary component of a healthy lifestyle and that physical activity is a key to a healthy lifestyle.

Robin, a student in the physical education teacher education program at Action University, was watching the movie *Clueless* with her 12-year-old sister. "I can't believe how they portray physical education in this movie. Standing in long lines, getting one turn to practice the skill, that's not PE!" Robin said, irritated at the negative image coming from the TV screen. Their father popped his head in from the kitchen, where he was cleaning the floor. "That's just how I remember gym class," he said, knowing that Robin would be upset at his choice of words. He liked to tease her about her career choice, and usually referred to her major as gym. "Yeah, but Dad, things are changing," Robin replied. "We're learning how to do things right. I wish they would show examples

of appropriate physical education in the movies and on TV." Her father laughed. "It's payback time," he said. "All those film and TV writers are remembering their experiences, and I'm sure it feels good for them to show gym class the way it was!" Robin thought about the discussion they had just had in her Philosophy of Physical Education class that morning. Maybe her father's observation was true. But how could this perpetuation of negative images of physical education stop? Maybe this was what her professor had tried so hard to get through to them in class. They had to learn how to teach appropriately and according to the national standards and guidelines in order to help students become active for the rest of their lives. She suddenly realized that, by becoming a physical education teacher, she would be accepting the challenge to help turn around the image problem of physical education.

◆ Learning Objectives

After reading this chapter thoroughly and discussing the issues in class, you should be able to

- ◆ explain what should be the main purpose of physical education,
- ◆ explain how this main purpose is congruent with the various national standards and guidelines for physical education,
- ◆ explain how we use the words *skills* and *concepts* in this book,
- ◆ list at least four national organizations that have written guidelines for physical education,
- ◆ describe the essence of the National Association for Sport and Physical Education (NASPE) standards,
- ◆ describe the key principles of the Centers for Disease Control and Prevention (CDC) *Guidelines for School and Community Programs to Promote Lifelong Physical Activity Among Young People*,
- ◆ explain the premise of NASPE's appropriate practices documents,
- ◆ list the GET ACTIVE FOR LIFE factors,
- ◆ for each GET ACTIVE FOR LIFE factor explain what teachers can do to help youth become physically active,
- ◆ explain the basic ideas of the Diamond Conceptual Framework, and
- ◆ explain the implications of the Diamond Conceptual Framework for physical education programs in middle and high school.

◆ Key Terms and Phrases

Skill
Concept
CDC
NASPE
National standards for physical education
GET ACTIVE FOR LIFE
National guidelines
Appropriate practices in physical education
Diamond Conceptual Framework

Almost all teachers have a philosophy about teaching. You can ask them what they believe teaching their subject is all about, and they will give you an answer colored by their education and experiences. This freedom to choose one's philosophy is a right, and the variations make life interesting. When it comes to physical education, however, we have a problem: The lack of teacher commitment to one main purpose of physical education has contributed to our profession's scattered mission and negative image. The way the popular media has portrayed our field through the years often leaves us in need of defending not only ourselves and our career choice but also our profession as a whole. So individuality and the assortment of physical education teaching philosophies can be problematic if we want to convince people that we are an important and needed profession. Professor Larry Locke (teacher educator and philosopher in physical education), at a NASPE keynote address in October 1995, compared our profession to the sinking *Titanic*. He said that several options are available to us if we want to save physical education, but that our best chance of surviving is to leave the sinking ship. In other words, we should abandon the traditional ways and embrace a new physical education philosophy described in our national standards and pointed out in our various guidelines. If we want to convince the public that physical education is important, maybe it is time to join those who have already left the sinking ship and are trying alternative approaches to save what they believe is an important field. These teachers implement developmentally appropriate physical education, continue to learn, attend workshops and conferences, read the professional journals, use the NASPE standards and their state's framework, and share with others what they know and have learned. These teachers are abandoning a sinking ship, but they are saving physical education.

In this chapter we will be introducing our philosophy of physical education. We believe that the main purpose of physical education is to guide children in the process of becoming physically active for the rest of their lives. This philosophy is aligned with the NASPE standards (NASPE 1995); the Council on Physical Education for Children (COPEC) and Middle and Secondary School Physical Education for Children (MASSPEC, 1995, 1998) documents on appropriate practices for physical education; the American Academy of Pediatrics (AAP 1987), the American Heart Association (AHA

2002), and the American College of Sports Medicine statements (ACSM 1988) on physical fitness and youth; the CDC guidelines (U.S. Department of Health and Human Services [USDHHS] 1997); and the surgeon general's report on physical activity (USDHHS 1996). Two prominent researchers, authors, and teacher educators, Charles Corbin and George Graham, have also expressed the need for reform in physical education, and they call for a focus on promoting lifetime participation in physical activity (Corbin 2002, and personal conversations with Graham).

Guiding youth in the process of becoming physically active for the rest of their lives is a journey to a destination that we can reach in many different ways. We believe, however, that the research on the factors that make people active has produced some unambiguous road signs that we should observe. The national standards and guidelines published by our leading health-related and activity-related organizations are based on this important research. In this chapter we will first describe these guidelines and standards. Then we will introduce the GET ACTIVE FOR LIFE factors that summarize the research on determinants for physical activity (we will present these factors briefly in this chapter and explore them further in chapter 3). Based on all this information, we have developed a conceptual framework for physical education that we call the Diamond Conceptual Framework. We will present this framework last and show you how we think it embraces all the important information we present in the other chapters in this book.

Before you read on, it is critical that you understand our broad definitions of the words *skill* and *concept*. We use both words in an inclusive fashion that takes in what we know is important in encouraging children and adolescents to become physically active for the rest of their lives. Traditionally when we think of skills, we think of someone who has the ability to do something well ("They've got skills"). We often think of physical movement when we use the word *skill* in physical education. In this book we use the word **skill** to include physical movement along with cognitive, social, and personal abilities. We include problem solving, critical thinking, acceptance, cooperation, and self-management skills such as goal setting, self-monitoring, program planning, and overcoming barriers (Corbin 2002).

Concept often refers to movement concepts or movement descriptors in physical education. The broad meaning of *concept* is "general idea or