SECTION I

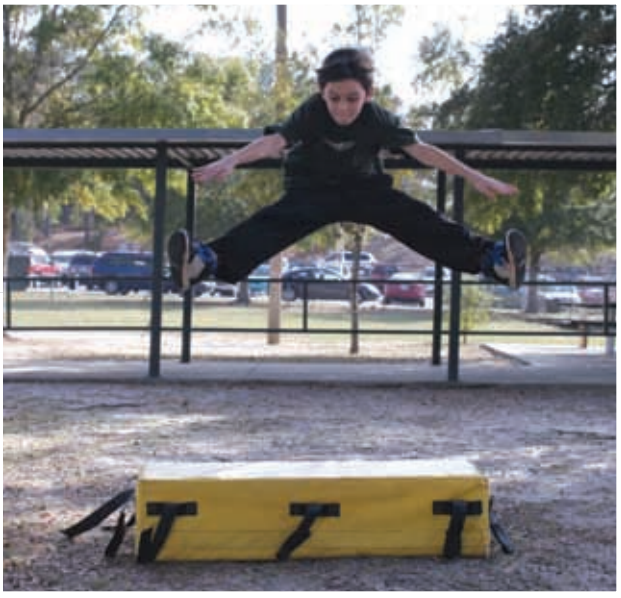
Curriculum, Instruction, and Theoretical Support

In this section, we begin in Chapters 1 through 3 by describing the goals and significance of physical education, including a brief history of this field, and then provide an overview of the movement approach that constitutes the curricular and instructional model presented in this textbook. In Chapters 4, 5, and 9, we describe the development, learning, and motivation theories that support our approach. We describe instruction in Chapters 6, 7, 8, and 13 and planning in Chapter 14, thereby linking instruction to how children learn and develop. Chapters 11 and 12 discuss teaching social responsibility, emotional goals, and respecting and valuing diversity. Section I is followed by descriptions of the content of the curricular and instructional model, including the sample unit and lesson segments presented in Sections II, III, and IV. As part of these discussions, we link the content to the theoretical support and instructional methods discussed in Section I.

CHAPTER

1

The Goals and Significance of Physical Education



PRE-READING REFLECTION

1. Which activities did you do in your elementary, middle, and high school physical education programs?
2. Did you enjoy physical education at each level?
3. Was the program at each level an instructional program in which the teacher taught you skills, or did you just play games and sports?
4. Did you have any health-related physical fitness lessons? Did you enjoy them?

KEY CONCEPTS DISCUSSED IN THIS CHAPTER

1. Until the early twentieth century, physical fitness was the goal of physical education.
2. In the twentieth century, games, sports, dance, and outdoor recreational activities became prominent goals.
3. In the 1960s, motor, cognitive, social, and emotional goals to help the child develop into a fully functioning person became important.
4. All three types of goals—(a) health-related physical fitness; (b) sports, dance, and recreational activities; and (c) cognitive, social, and emotional goals—are important today.
5. "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" (National Association for Sport and Physical Education [NASPE], 2008, p. 4).
6. Based on this purpose, NASPE developed national standards for physical education reflecting all three types of goals.
7. Teachers have differing value orientations. Their unique orientations affect the extent to which they emphasize different goals.
8. Physical education is significant because it teaches about and provides health-related physical activity, which benefits health, and because it teaches sports, dance, outdoor, and recreational activities, which are significant cultural activities.

A Brief History of Physical Education

In this chapter, we begin with a brief overview of the history of physical education goals. History can help you understand which curriculum goals have guided and continue to guide our field, why educators considered these goals beneficial, and why new perspectives emerged. Studying history also can help you appreciate the long, proud heritage of physical education. Finally, knowing your history can help you prepare for teacher certification tests, which often include historical questions.

Early Greek and Roman Influences

Until the 1900s, many physical educators were physicians and all physical education was called gymnastics. The aim of this field was to improve health and correct physical ailments. Greek and Roman physicians were the first to develop these physical education programs, which still influence our field today—although we no longer exercise naked, as was the practice then. These historical figures used the term *gymnastics* to describe their activities because they conducted their programs in a gymnasium (Freeman, 2012).

The physician Galen (who lived from circa 130 to 200 A.D.) was the first writer to develop a medical gymnastics program to improve health, although the belief that exercise is connected to health dates back in written records at least to Hippocrates (for whom the physicians' Hippocratic Oath is named) in the fifth century B.C. (Gerber, 1971). Galen's gymnastics program included exercise, wrestling, throwing the discus, climbing ropes, carrying heavy loads, running, shadow boxing, and exercising with a small ball. In some European countries today, people exercise with small balls in similar ways to Galen's program, even though this program originated 1,800 years ago (Gerber, 1971). Likewise, today we continue to promote the ancient Greek and then Roman ideal of *mens sana en corpore sano* (a strong mind in a healthy body) (Patterson, 1998).

German Gymnastics

Guts Muths: The Grandfather of Physical Education

The modern era of physical education began in Germany in the late 1700s, as part of a movement led by Johann Christoph Friedrich Guts Muths (1759–1839) (Gerber, 1971). Guts Muths was a physical education teacher who taught and wrote about his work for more than 50 years (Freeman, 2012). Historians call him the grandfather of physical education. Guts Muths provided individualized gymnastics programs for students, including those focusing on wrestling, running, leaping, throwing, balancing, climbing, lifting, skipping rope, swimming, dancing, hiking, and military exercises. He also included games that contributed to building strength, speed, and flexibility (see **Figure 1.1**).

Jahn: The Father of Physical Education

Born in Prussia, Friedrich Ludwig Jahn (1778–1852) is the father of physical education and modern gymnastics. Influenced by the ideas of Guts Muths, he was a leader in developing "German Gymnastics" and Turnverein (gymnastics societies). So-called Turners (i.e., gymnasts) exercised on the horizontal and parallel bars, vaulting horse, balance beam, climbing ropes, and ladders; they also participated in wrestling, hoop and rope

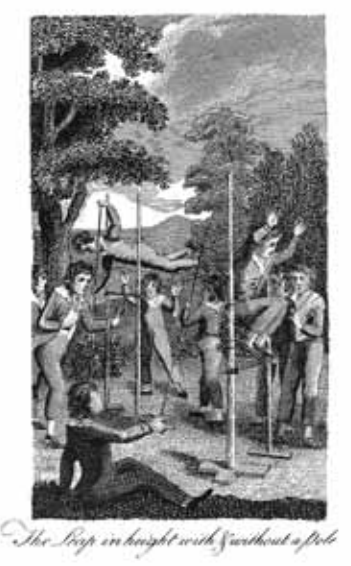


Figure 1.1 Early German gymnastics

jumping, throwing, running, broad jumping, pole vaulting, and lifting weights (Gerber, 1971; Lumpkin, 1986). Gymnastics was seen as primarily a means of developing fitness (Patterson, 1998). The military, for example, used gymnastics for training troops—the horse apparatus was modeled after live horses used in the cavalry. Even in the early 1900s, some horse apparatus still had one end pointed up and the tail end pointed down.

Jahn's Arrest for Teaching Physical Education

At one point, the German government arrested Jahn because it perceived him to be a political threat. Jahn and his followers conducted German gymnastics outdoors in large groups (of approximately 400 people). The Turnverein societies promoted German nationalism and the Turner motto translated into "Gymnasts are vigorous, happy, strong, and free" (Gerber, 1971, p. 131). Because these organizations promoted nationalism and freedom, the government attempted to stop Turnverein activity. Nevertheless, Turnverein societies continued to operate "underground" in some German states, and German immigrants brought the system to the United States, where it soon spread. At the Chicago World's Fair in 1893, for example, 4,000 Turners demonstrated large group gymnastics activities (Gerber, 1971).

Swedish Gymnastics

The second major influence on the modern era of physical education was the Swedish system of gymnastics developed by Per Henrik Ling (1776–1839). Like the German system, the Swedish system promoted nationalism, was used as part of military training, and focused on large groups of people performing mass drills (see **Figure 1.2**). The Swedish system emphasized exercises and body positions performed in highly precise ways, much like many aerobic and fitness classes today. Swedish exercising concentrated on posture development rather than the stunts employed in German gymnastics. Ling invented a variety of apparatus for his system, including the

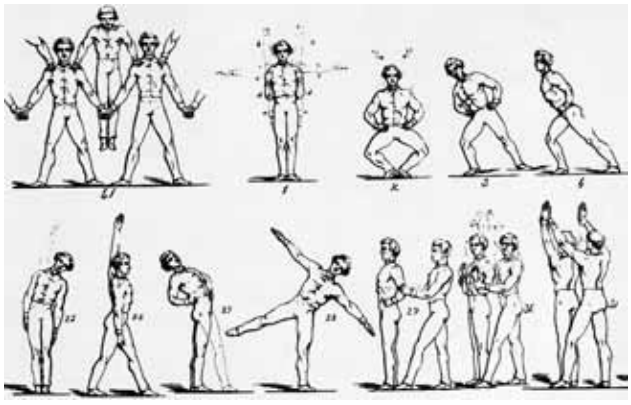


Figure 1.2 Swedish gymnastics

stall bars and the Swedish box used for vaulting. We still use these and similar apparatus today (see **Figure 1.3**).

The Gymnastics Wars

Much as in the "reading wars" and the "math wars" of recent times, educators in the late 1800s debated whether the German or Swedish system was best. Educators sometimes called these debates the gymnastics wars or the "battle of the systems" (Freeman, 2012).

New Goals: Teaching Games, Sports, Dance, and Recreational Activities

In the 20th century, educators began to promote a second set of subject matter goals for physical education—namely, that students learn games, sports, dance, and recreational activities. After World War I, the Roaring 20s were in full swing. The United States entered a new era after the war with "unprecedented confidence," a "quest for the 'good life,'" and a feeling that "anything was possible" (Swanson, 1985, p. 18). John Dewey, whose work is still influential today, and other educators proposed a new

Figure 1.3 Child today vaulting over a Swedish box

view of schooling, called progressive education, that focused on developing the whole child. This spirit of progressive education soon captured the field of education.

In physical education, Thomas Wood and Rosaline Cassidy (1927) wrote a book titled *The New Physical Education* that advocated a shift from the regulated fitness regimes of German and Swedish gymnastics to teaching movement skills and physical activities such as games, sports, and dance. It makes sense that physical educators moved away from the German and Swedish systems when addressing the general public because these systems were developed, in part, for military training. By the 1920s, World War I was over, Europe was "over there," and people were optimistic. Educators of this era viewed fitness exercises as inadequate for a total program of physical education; instead, they claimed that health would be an outcome of children learning skills and activities that they could enjoy in their everyday lives (Swanson, 1985).

At the same time, educators called for the development of children's mental capabilities and moral character so they could become productive citizens of a democratic society. They believed that these goals could be met through games and sports (Freeman, 2012).

The dual goals of engaging in health-related activities and teaching games, sports, dance, and recreational activities have coexisted since the 1920s, and they continue to influence physical education today. In some years, health-related goals predominated; in other years, the teaching of sports, dance, and recreational activities assumed primary importance. Two additional events had a major influence on elementary physical education; one occurred in England and the other in the broader field of education.

Historical Influences on Elementary Physical Education

The English Movement Approach

In the late 1940s and 1950s, there was growing interest in England among women physical education teachers to apply Rudolf Laban's work in modern educational dance (what we would label creative dance or educational today) to games and gymnastics (Riley, 1981). In addition, teachers found that children enjoyed exploring apparatus such as cargo nets and parallel ropes, which were originally used to train the armed forces for World War II.

During the same era, *Moving and Growing* (1952) and *Planning the Programme* (1953) were published by the Department of Education in England as replacements for the national syllabus that had been maintained since 1933. These texts promoted a curriculum and instructional model called a movement education or a movement approach that included exploration, repetition, discovery learning, and versatility and quality in movement. The new syllabus led to changes in elementary physical education curriculum and instruction in England. In the late 1950s and 1960s, adoption and development of the English movement approach by North American physical educators increased dramatically.

ASCD Promotion of Individual Development as a Goal of Education

In 1962, the Association for Supervision and Curriculum Development (ASCD) published a yearbook that brought individual

development goals to prominence. Many physical educators embraced the goals outlined in the ASCD yearbook; as a consequence, the yearbook had a lasting impact on American elementary schools.

The major aim, articulated in the yearbook, was to help the child develop into a "fully functioning" person with the capabilities needed to live a good life. A good life, according to this source, was a life that is satisfying, meaningful, and productive. A fully functioning person has a sense of confidence, is open to new challenges, and accepts change with optimism and hope that the change will be enriching and enhancing.

Another key aim was for children to develop autonomy and the ability to make wise decisions about what is meaningful and important to them. The yearbook also proposed that programs focus on helping children develop social responsibility, form cooperative relationships with others, and care about the well-being of people in their communities.

The goals articulated in the ASCD yearbook contributed to the interest North American physical educators had in the 1960s in adopting the movement approach. The movement approach was based on comparable goals and introduced new teaching techniques and a new view of content that allowed teachers to design programs to meet the goals promoted in the yearbook. Teachers and university faculty brought the movement approach to North America, and its use in elementary physical education has grown ever since.

Today, ASCD is a leading proponent of the "whole child" initiative. The National Association for Sport and Physical Education (NASPE), a partner in this initiative, has also published a position paper supporting physical education as critical to educating the whole child (NASPE, 2011). In addressing this movement, the ASCD (2011) has provided its own statement of purpose:

> We call on educators, policymakers, business leaders, families, and community members to work together on a whole child approach to education.
>
> What will prepare each young person to work in careers that have not yet been invented; to think both critically and creatively; and to evaluate massive amounts of information, solve complex problems, and communicate well? Research, practice, and common sense confirm that a whole child approach to education will develop and prepare students for the challenges and opportunities of today and tomorrow.
>
> ASCD promotes five tenets of a whole-child approach:*
>
> - Each student enters school healthy and learns about and practices a healthy lifestyle. This includes healthy menus at school, regular recess, physical and health education, school counseling, and intramural programs.
> - Each student learns in an intellectually challenging environment that is physically and emotionally safe for students and adults.
> - Each student is actively engaged in learning and is connected to the school and broader community.
> - Each student has access to personalized learning and is supported by qualified, caring adults.
> - Each graduate is challenged academically and prepared for success in college or further study and for employment in a global environment. Students engage in a broad spectrum of activities in and out of the classroom.

We turn now to a discussion of the goals of physical education today.

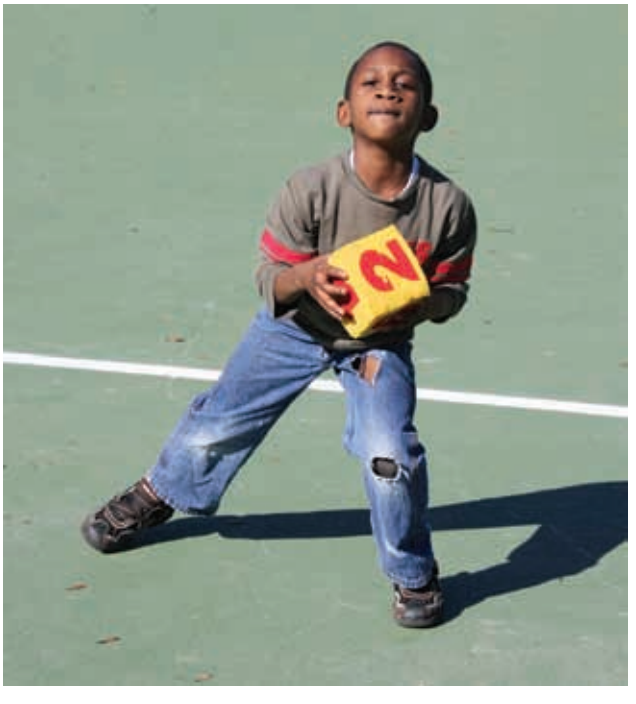


Figure 1.4 Engaged in developing competence in motor skills

The Goals of Physical Education

According to NASPE, the national organizational for physical education, "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" (NASPE, 2008, p. 4). There is broad, nationwide support for this goal.

Based on this purpose, NASPE (2004, p. 11) identified national standards for a physically educated person.

- *Standard 1:* Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
- *Standard 2:* Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.
- *Standard 3:* Participates regularly in physical activity.
- *Standard 4:* Achieves and maintains a health-enhancing level of physical fitness.

*Source: Association for Supervision and Curriculum Development (ASCD).Whole Child Tenets: About ASCD. Retrieved June 23, 2011, from http://www.wholechildeducation.org/about. © 2011 ASCD. Reprinted with permission.

Lifelong Learners

As Dennis Littky (2004, p. 3) suggests, we are all lifelong learners.

> Each of us, if we live to be just 70 years old, spends only 9 percent of our lives in school. Considering that the other 91 percent is spent "out there," then *the only really substantial thing education can do is help us to become continuous, lifelong learners*. Learners who learn without textbooks and tests, without certified teachers and standardized curricula. Learners who love to learn. To me, this is the ultimate goal of education. W. B. Yeats said it this way: "Education is not the filling of a pail but the lighting of a fire."

- *Standard 5:* Exhibits responsible personal and social behavior that respects self and others in physical activity settings.
- *Standard 6:* Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

As you can see, the historical motor goals for both learning physical activities and achieving health-enhancing physical fitness remain prominent today, as do broader goals for individual development such as developing social responsibility, understanding learning principles, and learning to value the enjoyment and challenge of physical activities.

Teachers' Values and Goals

Teachers have both motor goals and broader goals for children's development. However, the extent to which they value and emphasize different goals varies. In a large number of studies, Dr. Catherine Ennis, a curriculum researcher, studied five value orientations that physical education teachers hold—specifically, disciplinary mastery, learning process, self-actualization, social responsibility, and ecological integration (Ennis, 1992; Ennis & Chen, 1993; Jewett, Bain, & Ennis, 1995). We summarize these orientations in the remainder of this section.

In the *Student Assessment and Lesson Plan Workbook*, you will find a Value Orientation Inventory that you can take to see which orientations you currently value the most and the least. Recognizing your own value orientations can stimulate you to think about goals you might not have considered in the past. As you read the description of each orientation, think about the extent to which you want your physical education program to reflect the goals described. You might want to rank-order the five orientations and compare your rank order to your scores on the Value Orientation Inventory.

Disciplinary Mastery

Teachers with a disciplinary mastery orientation focus on subject-matter mastery as the primary goal. Thus teachers' first priority is for children to develop skillful movement in games, dance, and gymnastics; acquire knowledge of health-related physical activities; and learn disciplinary concepts from biomechanics, exercise physiology, sociology and psychology of physical activity, motor learning and development, and the history of sports and fitness.

Self-Actualization

Teachers who value self-actualization as their primary orientation focus on individual development and help children develop autonomy, self-confidence, self-management skills, self-understanding, and the ability to identify and work toward their own goals. Teachers select physical activities that children find meaningful and relevant and aim to develop children's individual capabilities.

Learning Process

Teachers with a learning process orientation help children learn how to learn. They not only teach physical activities, but also teach the processes of learning these activities, such as how to improve performance, how to make decisions, and how to solve problems. They want children to be lifelong participants in physical activities, and consequently focus on helping children learn how to engage in physical activities throughout their lives.

Social Responsibility

Teachers who value social responsibility goals focus on developing responsible citizenship. This perspective includes teaching children how to cooperate and work responsibly and positively with others, why respecting the rights of others is important, and how to exert positive leadership, avoid conflict, and negotiate conflict resolutions (Ennis, 1994; Ennis & Chen, 1995).

Ecological Integration

Ecological integration emphasizes the integration of the individual within the total physical, social, and cultural environment. The teacher's primary objective is to prepare children for living in a global, interdependent society in which neither individual nor social needs predominate. Ecological integration has a future orientation, and teachers balance subject matter, individual, and societal goals.

Research on Teachers' Value Orientations

Ennis and her colleagues have studied the value orientations of physical education teachers in elementary, middle, and high school settings. According to these researchers, most teachers have a disciplinary mastery orientation. Nevertheless, only 7.6% of the teachers in urban schools in their study valued disciplinary mastery (Ennis, Chen, & Ross, 1992); instead, urban teachers tend to emphasize social responsibility (Ennis, 1994).

Ennis and her colleagues also found that teachers have different value profiles. A profile indicates the extent to which you believe in each of the five value orientations. For example, some teachers believe strongly in one or two orientations and are only minimally concerned about others. Other teachers will be concerned equally with most value orientations. Still other teachers will score high on one orientation and low on another, and be neutral on the other three.

You can discover your own profile by completing the Value Orientation Inventory in the *Student Assessment and Lesson Plan Workbook* and then scoring your answers using the scoring

procedures provided in the workbook. Keep in mind that your profile is not set in stone. Research shows that undergraduates' orientations change as they progress through teacher education (Solmon & Ashy, 1995).

What is critical is for you to reflect on your values and to implement a program that reflects what you believe. The national standards for physical education include goals that reflect different orientations. In the textbook, we present curriculum and instructional practices that you can use to implement a program in keeping with any of the five value orientations. We hope to challenge you to become the kind of teacher you want to be.

The Significance of Physical Education

The significance of physical education relates directly to its purpose and goals. We begin by considering the significance of health-related physical activity (HRPA).

The Significance of Health-Related Physical Activity

There is considerable support for the significance of HRPA and the role of physical education in its promotion from government agencies such as the Centers for Disease Control and Prevention (CDC), the U.S. Surgeon General, the American Heart Association, NASPE, researchers, and physical education teachers. Specifically, a substantial body of research shows that HRPA produces the following benefits:

- Lower risk of early death
- Lower risk of coronary heart disease
- Lower risk of stroke
- Lower risk of high blood pressure
- Lower risk of adverse blood lipid profile
- Lower risk of type 2 diabetes
- Lower risk of metabolic syndrome
- Lower risk of colon cancer
- Lower risk of breast cancer
- Prevention of weight gain
- Weight loss, particularly when combined with reduced calorie intake
- Improved cardiorespiratory and muscular fitness
- Prevention of falls
- Reduced depression
- Better cognitive function (for older adults) (U.S. Department of Health and Human Services [USDHHS], 2008, p. 9)

In addition, the CDC (2010) has confirmed a link between physical activity and academic achievement:

- There is substantial evidence that physical activity can help improve academic achievement, including grades and standardized test scores.
- The articles in this review suggest that physical activity can have an impact on cognitive skills and attitudes and academic behavior, all of which are important components of improved academic performance. These include enhanced concentration and attention as well as improved classroom behavior.
- Increasing or maintaining time dedicated to physical education may help, and does not appear to adversely impact, academic performance. (p. 6)

Thus physical activity is not only beneficial to health, but increasing time in physical education also does not correspond to decreased test scores even if less time is spent in subjects such as reading and mathematics.

In response to this research, the Surgeon General (USDHHS, 2010) made the following recommendations:

To promote physical activity, school systems should:

- Require daily physical education for students in pre-kindergarten through grade 12, allowing 150 minutes per week for elementary schools and 225 minutes per week for secondary schools.
- Require and implement a planned and sequential physical education curriculum for pre-kindergarten through grade 12 that is based on national standards.
- Require at least 20 minutes daily recess for all students in elementary schools.
- Offer students opportunities to participate in intramural physical activity programs during after-school hours.
- Implement and promote walk- and bike-to-school programs.
- Establish joint use agreements with local government agencies to allow use of school facilities for physical activity programs offered by the school or community-based organizations outside of school hours. (p. 9)

There is little doubt that physical activity can make a significant contribution to good health. In turn, physical education is significant because it offers the following benefits:

- Provides opportunities for children to engage in physical activity
- Develops a foundation of motor skills that enable children to enjoy participation in a range of physical activities as children and into adulthood
- Teaches children information about HRPA, including its benefits and ways to improve fitness levels
- Teaches children the motivational attitudes that contribute to increased participation such as the belief in their abilities to be physically active
- Promotes the joy of movement, which contributes to increased participation

We once thought that fitness lessons for children meant having them engage in adult forms of fitness activities such as calisthenics and running laps. "No pain, no gain" was the prevalent ideology, and the model for the teacher was the drill sergeant. This perception changed with the landmark report in 1996 from the Surgeon General (CDC, 1996). Based on research findings, the report recommended that adults engage in moderate physical activity for approximately 30 minutes most days of the week and included a far broader range of physical activities as effective in enhancing health. The current guidelines for children call for 60 minutes or more of moderate to vigorous physical activity every day, including activities such as skateboarding, hiking, games involving running, walking

to school, bike riding, and jumping rope (USDHHS, 2008). Thus the emphasis in physical education today is on a variety of enjoyable health-related physical activities that can lead to lifelong participation.

The Significance of Learning Sports, Dance, Outdoor Activities, and Physically Active Play

The many forms of physical activity are significant parts of human life. Physical education is the only subject area in the school devoted to teaching children the skills they need for meaningful participation. Siedentop (2002) argues, "The cultures of physically active play [are] fundamentally important to collective social life, and that bringing children and youth into contact with those cultures through educationally sound practices [is] sufficient to justify physical education as a school subject" (p. 411).

Physically active play—including sports, dance, outdoor activities, children's games, and recreational sports—is undeniably an important activity in society today. One of the key roles of schools is to educate students about ideas and events and to prepare students to participate in activities that are important in the society in which they live. Literature, poetry, biology, earth science, geography, art, music, and history are all justified as subject areas in part because they include ideas, events, and activities that were significant throughout history and remain important to today's society.

From the sports pages of most every newspaper to the Friday night lights of high school football, sports are part of the fabric of our communities. Across the country, towns' parks and recreation departments provide swimming pools; access to lakes for fishing; trails for hiking, biking, and walking; tennis courts; golf courses; recreation centers offering a variety of leisure activity classes; and playgrounds for children. Sport agencies offer youth programs in soccer, basketball, softball, baseball, swimming, volleyball, cheerleading, gymnastics, dance, ice hockey, and other sports and activities. Television offers sports and sport-related shows 24 hours a day.

Clearly, learning sports, dance, and other physical activities is a critical part of children's education enabling them to know about and participate in culturally significant activities. These activities contribute to the quality of their lives and support a lifetime of participation in health-enhancing, recreational physical activity in their communities (see **Figure 1.5**).

Figure 1.5 Physical activity contributes to health and the quality of life

What the Research Says

Support for the Significance of Physical Education's Contribution to Children's Education

Learning movement skills is both an outcome and a means for physical education to contribute to the general education goal to develop the whole child in all domains—physical, cognitive, social, emotional, and aesthetic. Educational researchers support the importance of physical education's contribution to whole child.

Howard Gardner's Research

There is no doubt that one goal of education is to develop children's intelligence. But what is intelligence? Does it consist of a score on an I.Q. test? Howard Gardner, a Harvard University psychologist, says no. In his influential books, *Frames of Mind: The Theory of Multiple Intelligences* (1983) and *Intelligence Reframed: Multiple Intelligences for the 21st Century* (2000), Gardner argues that the old view of intelligence based on verbal and mathematical abilities is far too narrow to define intelligence.

In his research, Gardner has identified eight different intelligences: linguistic, logical-mathematical, spatial, musical, bodily-kinesthetic, interpersonal, intrapersonal, and naturalist. Individuals have different strengths among the eight intelligences, but all of these capabilities are important, valuable intelligences that help humans to function in society.

One implication of Gardner's work is that schools should develop all of the intelligences that will help students function well and contribute to their communities. Humans live and work in a complex world where we rarely acquire and use isolated pieces of information. Instead, the challenges we face, the problems we must solve, daily living, and work tasks require us to use multiple intelligences.

A second implication of Gardner's work is that children acquire knowledge and skills using multiple intelligences. Some children will learn more easily in one mode of learning; others will benefit from another approach. Relying on only one mode of learning does a disservice to children who might better understand the topic if the teacher used multiple sources and modes of learning. Providing more than one source for information and multiple modes of learning can help all children develop deeper understandings of subject matter.

Teachers and schools across North America have embraced Gardner's work because it has given them a broader, more comprehensive framework for understanding intelligence. Schools applying such a framework have succeeded in improving student achievement (Campbell & Campbell, 1999).

Summary

Until the twentieth century, many physical educators were physicians whose primary aim was to improve the health of their "patients." In the nineteenth century, German and Swedish systems of exercising predominated, and traces of these systems persist within modern-day approaches to physical education. In the twentieth century, educators promoted goals of having students learn games, sports, dance, and outdoor recreational activities. In the 1960s, motor, cognitive, social, and emotional goals to help the child develop to be a fully functioning person became important. All of these goals are valued today and are evident in the national standards for physical education. There is wide consensus that the "purpose of any physical education program is to help children develop the skills, knowledge and desire to enjoy a lifetime of physical activity" (NASPE, 2008, p. 4).

Teachers differ in the extent to which they value different goals. Researchers have identified five value orientations: disciplinary mastery, learning process, self-actualization, social responsibility, and ecological integration.

The significance of physical education relates directly to its purpose and goals. A substantial body of research shows that HRPA leads to health benefits. In addition, physical activity and academic achievement are linked. Increasing time for physical education does not detract from academic performance. In addition, sports, dance, outdoor activities, children's games, and recreational sports are undeniably significant cultural activities. Physical education is the only subject area in the school devoted to teaching children the skills they need for meaningful participation.

Review Questions

1. Describe the goal of physical education prior to the 1900s.
2. In the early 1900s, what became the second subject-matter goal of physical education and why did teachers shift to this goal?
3. Describe four individual development goals of education and explain why they are important.
4. Link each of the six National Standards for Physical Education to one of the five value orientations.
5. Pretend you are back in elementary school physical education. Rank-order the five value orientations that you would want your teacher to emphasize. Now assume that you are a parent, and rank-order the five value orientations that you would want your child's physical education

teacher to emphasize. Discuss the reasoning underlying your rank orders.

6. Reflect on the following situation. You are a high school physical education teacher in a rural community, and a senior girl who often confides in you asks your opinion about what she should do. All her life, she has wanted to be a fashion designer; now, because of her talent, she has the opportunity to attend a famous fashion institute in New York. Her family runs the only grocery store in their small town. Her parents are getting old and rely on her to run the store. If she leaves for New York, the store will likely have to close, which will affect both her family and the community. What do you say to her? What do you think she should do? Identify which value orientations reflect what you think she should do.
7. Pretend you are meeting with a principal. Explain the significance of physical education as a school subject.

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