

## DOMAIN 1. PROFESSIONAL FOUNDATIONS

### COMPETENCY 1.0 PHILOSOPHIES OF PHYSICAL EDUCATION

#### Skill 1.1 Demonstrate knowledge of past and present philosophies of physical education and their impact on the goals, scope, and components of physical education programs.

The various philosophies of education greatly influence the goals and values of physical education. Important educational philosophies related to physical education are Idealism, Realism, Pragmatism, Naturalism, Existentialism, Humanism, and Eclecticism.

**Idealism** – The **mind**, developed through the acquisition of knowledge, is of highest importance. Values exist independently of individuals. Fitness and strength activities contribute to the development of one's personality. Horace Mann, Wadsworth, Kant, Plato, and Descartes were Idealists.

**Realism** – The physical world is **real**. A realist believes in the laws of nature, the scientific method, and mind and body harmony. Religion and philosophy co-exist. Physical fitness results in greater productivity, physical drills are important to the learning process, athletic programs lead to desired social behavior, and play and recreation help life adjustment. Aristotle was a realist.

**Pragmatism** – **Experience** is key to life. Dynamic experience shapes individuals' truth. Education is child-centered. Varied activities present experiences that are more meaningful. Activities are socializing. Problem solving accomplishes learning. John Dewey and Charles Pierce were pragmatists.

**Naturalism** – This philosophy is materialistic. Things that actually exist are found only within the physical realm of nature. Nature is valuable. The individual is more important than society. Self-activities accomplish learning and activities are more than physical in nature. Naturalists promote play and discourage high levels of competition. Physical education takes a holistic approach.

**Existentialism** – The chief concern is **individualism**. Existentialists do not want the individual to conform to society. They promote freedom of choice and a variety of interests. Individuals need to have their own system of values. Playing develops creativity and the discovery of the "inner self." Sartre, Soren, and Kierkegaard were Existentialists.

**Humanism and Eclecticism** – The modern philosophies of physical education that most schools follow today. The basis of the Humanistic philosophy is the development of individual talents and total fulfillment that encourages total involvement and participation in one's environment. Humanists encourage self-actualization and self-fulfillment.

Curriculums based on the Humanistic approach are more student-centered. The Eclectic approach combines beliefs from different philosophies and does not resemble any single philosophy. When blended skillfully, the Eclectic approach affords a sound philosophy for an individual.

**Skill 1.2            Demonstrate an understanding of the organization, purpose, and goals of contemporary physical education programs.**

The main goals and purpose of physical education is to introduce students to fitness, activity, and nutrition concepts and allow students to be physically active during the school day. Proper structure and organization allows the realization of these goals. The following is a list of physical education goals derived from different philosophies of education:

**Physical/Organic Development Goal** (Realism philosophy) – activities build physical power by strengthening the body’s systems, resulting in the ability to sustain adaptive effort, shorten recovery time, and develop resistance to fatigue. The core values are individual health, greater activity, and better performance by an adequately developed and properly functioning body.

**Motor/Neuromuscular Development Goal** (Realism philosophy) – develops body awareness producing movement that is proficient, graceful, and aesthetic and uses as little energy as possible. Students develop as many skills as possible so their interests are wide and varied to allow more enjoyment and better adjustment to group situations. Varied motor development skills affect health by influencing how leisure time is spent. Values include reducing energy expenditure, building confidence, bringing recognition, enhancing physical and mental health, making participation safer, and contributing to aesthetic sense.

**Cognitive Development Goal** (Idealism philosophy) – deals with acquiring knowledge and ability to think and interpret knowledge. Scientific principles explain time, space, and flow of movement. Learning physical activities requires thinking and coordination of movement and mastering and adapting to one’s environment. Individuals also should acquire knowledge of rules, techniques, and strategies of activities. Cognitive values include healthy attitudes and habits such as body awareness, personal hygiene, disease prevention, exercise, proper nutrition, and knowledge of health service providers.

**Social/Emotional/Affective Development Goal** (Existentialism philosophy) – deals with helping individuals make adjustments – personal, group, and societal – by positively influencing human behavior. Performance defines success, and success develops self-confidence. Wholesome attitudes throughout the various growth stages promote the development of an appropriate Self-Concept, which is very important. Values include meeting basic social needs (sense of belonging, recognition, self-respect, and love) that produce a socially, well-adjusted individual.

## COMPETENCY 2.0

## HISTORICAL DEVELOPMENT

**Skill 2.1 Demonstrate knowledge of the historical development of physical education, including contributions of noteworthy physical educators of various backgrounds, races, ethnicities, genders, and national origins.**

### KNOWLEDGE OF THE HISTORY OF PHYSICAL EDUCATION AS A PROFESSION

#### *Leading men and women in physical education*

Physical education (P.E.) is a course of study in the curriculum of most educational systems designed to utilize both mental and physical capacities. The goal of this course of study is to instill in students the knowledge, skills, and enthusiasm required to maintain a healthy lifestyle into adulthood. Physical education is not necessarily dependent on an individual's physical capabilities. Physical education is a class that provides students with an understanding of rules, concepts, strategies, and teamwork that will benefit students throughout their lives.

The term physical education derives from the Latin word "physica," meaning *physics*, and "education," meaning the training of the bodily organs and powers to promote health and strength. We can trace the history of physical education back to the Greeks who held the first Olympic Games in 776 BC, which equated honor and fame with physical strength and skill. In 1420, an Italian physician named Vittorini da Feltre recognized the importance of the simultaneous development of mind and body and initiated physical education classes for children in Italy. Physical education classes did not begin in the United States until Charles Beck initiated them in 1825.

Jean-Jacques Rousseau was an Enlightenment philosopher of the 18<sup>th</sup> century who made great contributions to the field of educational theory. Rousseau argued that humankind was subject to a system of justice derived from nature rather than society. He called this set of rules "natural law," and was a strong advocate of equal education for children of all social classes and physical abilities. Rousseau promoted the training of the body as well as the mind in schools and other educational systems because of the close and interconnected relationship of mental and physical processes, believing that if the body exercised, so did the mind.

Horace Mann was another figure involved in the promotion of education of the entire body in United States school systems. Mann served in both the Massachusetts House of Representatives and Senate in the 1830s, but generated the most educational reform as secretary of the Board of Education of Massachusetts in 1837. Mann's primary goal for education was to create a more equal playing field for the masses, believing that an education would provide the means to better one's lot in life. Mann argued that acquiring knowledge was the same as acquiring power, and placed equal importance on the teaching of academic subjects such as spelling and arithmetic, and the teaching of non-academia such as music and physical education that promoted healthy living habits.

### *Contributions of early societies to the profession*

Games often had a practical, educational aim like playing house. In addition, games such as gladiatorial games had political aims. Economic games included fishing and hunting. Families played board games. There were ceremonial reasons for games found in dances. Finally, ball games provided an opportunity for socialization.

**Early society** - The common activities performed in early societies included war-like games, chariot racing, boating and fishing, equestrian, hunting, music and dancing, boxing and wrestling, bow and arrow activities, dice, and knucklebones.

**Egyptian** - The common activities performed in Egypt were acrobatics, gymnastics, tug of war, hoop and kick games, ball and stick games, juggling, knife-throwing games of chance, board games, and guessing games (e.g. how many fingers are concealed).

**Bronze Age** - The activities performed during the Bronze Age (3000 to 1000 BC) were bullfights, dancing, boxing, hunting, archery, running, and board games.

**Greek Age** - The Greeks are best known for the Olympic Games, but their other contributions were the pentathlon, which included the jump, the discus, and the javelin. The Pankration was a combination of boxing and wrestling. The Greeks also played on seesaws, enjoyed swinging, hand guessing games, blind man's bluff, dice games (losers had to carry their partner's pick-a-back), and hoop and board games. There also were funeral games in The Iliad.

**Romans** - The Romans kept slaves and were advocates of "blood sports." Their philosophy was to die well. There were unemployment games. Roman baths were popular, as were ball games, stuffed feathers, pila trigonalis, follis, and balloon or bladder ball. The Capitoline games were held in 86 AD. These union guild athletes were paid for their activities, which included artificial fly-fishing. The games that were popular during this period were top spinning, odds and evens, riding a long stick, knucklebones, and hide and seek.

**Chinese** - The Chinese contributed the following: jujitsu, fighting cocks, dog racing, and football. In Korea, Japan, and China, children played with toys and lanterns. Common activities included building snowmen, playing with dolls, making/playing with shadows, flying kites, and fighting kites. Children enjoyed ropewalker toys, windmills, turnip lanterns, ring puzzles, and playing horse. Noblemen engaged in hopping, jumping, leapfrog, jump rope, seesaw, and drawing.

*Major events in the history of physical education and the historical relationship of physical education to health and fitness*

**Egypt** - Sport dancing among the nobility, physical skills among the masses, and physical training for wars.

**Cretans** - learned to swim.

**Spartan and Greeks** - emphasized severe physical training and NOT competitive sport.

**Athenians** - believed in the harmonious development of the body, mind and spirit.

**Romans** – The Romans established the **worth of physical education**. During the dark ages, children learned fitness and horsemanship. The squires learned how to become knights by boxing and fencing. Swimming was also popular. During the Renaissance, people developed the body for health reasons. The Romans **combined the physical and mental** aspects of exercise in their daily routines.

**1349-1428** - Physical education was necessary for a person's total education and also a means of recreation.

In **1546**, Martin Luther saw PE as a substitute for vice and evil.

**Sweden** - Ling in 1839 strove to make PE a **science**.

**Colonial period** - religions denounced play. Pleasures were either banned or frowned upon.

The **National Period** began in 1823. Games and sports were available as after school activities. There was an introduction of **gymnastics and calisthenics**.

**Civil War (1860)** - Gymnastics and non-military use of PE.. Physical Education became **organized**. PE became part of the school curriculum and held a respectable status among other subjects. **YMCA's** were founded. Gulick was the Director of PE at NYC and Dudley Allen Sargent was teaching physical education at Harvard.

**Great Depression of the 1930s - Physical fitness movement.** Bowling was the number one activity. Dance, gymnastics and sports were popular. The Heisman Trophy was awarded in 1935. After WWII, outdoor pools were common for the average American.

*Major trends since WWII influencing physical education*

**WWII** - Selective Service examinations revealed the poor physical fitness condition of the country's youth. Thus, **physical education classes focused on physical conditioning.**

**1942** - President Roosevelt established the **Division of Physical Fitness** run by John B. Kelly (who alerted Roosevelt about the poor fitness levels of youths). This division was dissolved and **placed under the Federal Security Agency [FSA]** with numerous organizations **promoting fitness**. Under the FSA, Frank Lloyd was Chief of the Physical Fitness Division, William Hughs was Chief Consultant, and Dorothy LaSalle was head of the work for women and children. **After WWII ended, the eagerness for fitness waned.**

**1953 - Kraus-Webber tests** - Of the 4,264 USA participants, 57% failed a general muscular fitness test. Only 8.7% of Europeans failed. Again, John Kelly alerted the President (Eisenhower) of the **need for a fitness movement**. Eisenhower ordered a **special conference** that was held in **June 1956**.

**1956** - AAHPERD Fitness Conference established the President's Council on Youth Fitness and a President's Citizens Advisory Committee on the Fitness of American Youth.

**Modern dance gave way to contemporary.** Gymnastics had new equipment, including a higher balance beam, trampolines, and uneven parallel bars. The Swedish gymnastics boom was over, and ropes and ladders, wands, dumbbells, and Indian clubs were no longer fashionable. Core sports for boys were football, baseball, basketball, and track and field. Core sports for women were basketball and volleyball.

**John Fitzgerald Kennedy** changed the name of the President's Citizens Advisory Committee of Fitness of American Youth to the **President's Council on Physical Fitness**.

**Lyndon Baines Johnson** changed the name to **President's Council on Physical Fitness and Sports**.

**1972 - passage of Title IX** of the Educational Amendments Act to ensure girls and women receive the same rights as boys and men for educational programs - including physical education and athletics

**1970 to Present Trends** - Preventative medicine, wellness, physical fitness, and education that is more scholarly, more specialized, and more applicable to all segments of population such as the elderly, handicapped persons, and those out of organizations (Non-School sports): AAU - mid 20th century controlled amateur sports; Little League; North American Baseball Association.

**International Amateur Sports:** Olympic Governing Committee.

**Intercollegiate:** National Collegiate Athletic Association (NCAA scholarship in 1954); National Association of Intercollegiate Athletics (NAIA); National Junior College Athletic Association (NJCAA).

**Interscholastic Sports:** National Federation of State High School Athletic Associations.

**Organizations for Girls' and Women's Sports:** Athletic and Recreation Federation of College Women (ARFCW); the Women's Board of the U.S. Olympic Committee; National Section of Women's Athletics (NSWA - promoted intercollegiate sports such as US Field Hockey and Women's International Bowling and established special committees). The Women's Division of NAAF merged its interests in the NSWA of AAHPERD changing its name to National Section for Girls and Women's Sports (NSGWS). **Mel Lockes, chairperson of NSGWS in 1956, was against intercollegiate athletics for women.** In 1957, NSGWS changed its name to Division of Girls and Women's Sports (DGWS), still a division of AAHPERD. A lack of funds hurt DGWS.

## COMPETENCY 3.0

## CURRENT RESEARCH, TRENDS, AND ISSUES

### **Skill 3.1 Analyze current research, trends, and issues that affect physical education (e.g. inclusion, lifelong fitness, the sharp increase in obesity-related diseases among U.S. youth) and their impact on physical education programs and goals.**

In most educational systems, physical education (PE), also called physical training (PT) or gym, is a course in the curriculum that utilizes the learning medium of large-muscle activities in a play or movement-exploration setting. It is almost always mandatory for students in elementary schools, and often for students in middle schools and high schools. Although some people refer to Physical Education as "P.E.," the preferred titles include Lifetime Fitness, Kinesiology, and Physical Activity.

The primary aim of physical education is to equip students with the knowledge, skills, capacities, values, and enthusiasm to maintain a healthy lifestyle into adulthood, regardless of their physical abilities. Activities included in the program promote physical fitness, develop motor skills, instill knowledge and understanding of rules, concepts, and strategies, and teach students to work as part of a team or as individuals in a wide variety of play-like and competitive activities.

During the past 20 years, obesity among adults has risen significantly in the United States. The latest data shows that 30 percent of U.S. adults 20 years of age and older and over 60 million people are obese. This increase applies to children as well as adults. The percentage of young people who are overweight has more than tripled since 1980. Among children and teens aged 6-19 years, 16 percent (over 9 million young people) are overweight. These increasing rates raise concerns because of their implications for the health of America.

Being overweight or obese increases the risk of many diseases and health conditions, including hypertension, dyslipidemia (for example, high total cholesterol or high levels of triglycerides), type 2 diabetes, coronary heart disease, stroke, gallbladder disease, osteoarthritis, sleep apnea, respiratory problems, and some cancers (endometrial, breast, and colon). Although one of the national health objectives for the year 2010 is to reduce the prevalence of obesity among adults to less than 15%, current data indicates that the situation is worsening rather than improving.

Currently there are programs designed to help states prevent obesity and other chronic diseases by addressing two closely related factors - poor nutrition and inadequate physical activity. The programs support states by helping to develop and implement science-based nutrition and physical activity interventions. The program's major goals are balancing caloric intake and expenditure, increasing physical activity, improving nutrition through increased consumption of fruits and vegetables, reducing television time, and increasing breastfeeding.

Currently 21 states receive funds of \$400,000 to \$450,000 for capacity building. Seven states receive funds of \$750,000 to \$1.3 million for basic implementation, bringing the total number of funded states to 28.

Current research, trends, and issues greatly affect the goals of physical education and the programs for achieving them. Issues and trends that exert a strong influence today include:

- **Inclusion** – In the past, a “mainstreaming” approach was used with children experiencing difficulties in class (school staff would occasionally periodically remove students from the class in order to provide special remedial attention). Today, the trend is to replace the mainstreaming approach with “inclusion” (where the child experiencing difficulty remains in the class, and receives remedial attention in the same setting as the rest of the children). This creates a new challenge for physical educators, because they must modify their lessons to accommodate children who may have modality problems (poor vision or hearing), or cognitive difficulties that may render visual or auditory instructions difficult to process. Sequencing of tasks and events may also pose a challenge to some children.
- **Lifelong fitness** – The trend in national standards for physical education is increasingly towards the development of an attitude among students that will promote the integration of movement activities into their routines over an entire lifespan. This requires a greater emphasis on the benefits of physical activities to health and well-being, and a greater knowledge among students of the underlying mechanisms of human movement, so they will be able to make informed choices about the movement activities that best compliment their changing set of skills, interests, and needs.
- **Increase in obesity-related diseases among U.S. youth** – We can attribute the recent sharp growth of obesity-related diseases among U.S. youth to a decrease in quality and quantity of physical activities among youth (a move “from playground to PlayStation”), and a decrease in quality of diet (more fast food, which incorporates high levels of sugar, salt and fats). Countering this trend requires the creative application of human movement activities to stimulate interest and participation among children. Also important is the integration of more theoretical and practical knowledge of nutrition in physical education activities.

## **Trends towards Kinesiology in physical education**

Educators encourage aspiring teachers to draw upon knowledge of the sub-disciplines of kinesiology, including human anatomy, physiology, neuroscience, biochemistry, biomechanics, exercise psychology and sociology of sport, to ensure that students are able to safely and effectively participate in physical education activities that aim to develop and improve their movement skills and knowledge.

Candidate teachers should be able to understand significant factors and influences in developing, analyzing, and assessing basic motor skills; know how to structure developmentally appropriate activities to promote maximum participation, inclusion, and active engagement in a wide range of movement forms, which include traditional and nontraditional games, sports, dance, and fitness activities; select and create cooperative and competitive activities that promote trust building, problem solving, collaboration, leadership, and strategic planning; design fitness programs and recommend exercises and activities based on sound physiological and fitness training principles; understand the short-term and long-term benefits of a healthy, active lifestyle; and know how to demonstrate and communicate these benefits to students.

## **Trend towards student-centered activities**

A prime goal of physical education is to promote student development of positive personal and social behaviors, including social interaction and communication skills. To do this, candidate teachers should apply sociological, psychological, philosophical, historical, and cultural dimensions of physical education to select and develop appropriate activities and innovative approaches. Would-be-teachers should be aware of the role of movement activities in helping students develop a sense of individual identity and group member identity.

This physical education strategy prepares the would-be-teachers to use knowledge of historical and cultural influences on games, sports, dance, and other physical activities to enhance student awareness and appreciation of cultural and artistic diversity, the role of movement in society, and the use of physical activity for enjoyment and self-expression. The teacher should emphasize the importance of inclusion, fair play, etiquette, and respect and consideration for self and others. There are many factors that influence an individual's activity choices and careful evaluation of the appropriateness of activities in terms of participants' age and developmental levels, motor proficiency, gender, cultural background, and physical strengths and limitations is a priority. Knowledge of student development and learning curve is critical to select activities and approaches that help students experience the benefits of individual challenges and successes. To accomplish this, the principles of learning and motivation are necessary to spark students' interest in physical activity and to help motivate them to engage in lifelong physical activity.