

COMPETENCY 1.0

KNOWLEDGE OF THE HISTORY AND PHILOSOPHY OF PHYSICAL EDUCATION AS A PROFESSION

SKILL 1.1 Identify historical events and trends that have influenced the profession.

Germany, Sweden and England greatly influenced the early development of Physical Education, particularly from the late 1700's to the mid 1800's. Turner Societies were introduced to the states by German immigrants. Turner Societies advocated a type of system of gymnastics training that employed or utilized heavy equipment (e.g., horizontal and parallel bars, side horse) in their striving for fitness. In contrast, the Swedish preferred attaining and maintaining fitness through the use of light equipment. Their system of exercise promoted health through systematic movements with light equipment (e.g., ropes, climbing and wands). The English brought to sports and games to America. The sports and games they introduced emphasized moral development through participation in physical activities.

The first school to require physical education in its curriculum was The Round Hill School, in 1823. It was a private school in Northhampton, Massachusetts. After this, and continuing throughout the 1800's, the inclusion of physical education into the curriculum was prevalent in schools across America. The "first American to design a program of exercise for American children" (Lumpkin, Angela. 1994. *Physical Education and Sport: A contemporary Introduction*, 3rd edition. St. Louis: Mosby. pg. 202.) was developed in 1824 by Catherine Beecher. Ms. Beecher was the founder of the Hartford Female Seminary. The physical education curriculum that Ms. Beecher designed consisted of what we would refer to today as calisthenics. She was extremely active in promoting the inclusion of physical education into the public school curriculum. It took until 1855, for this to happen, when Cincinnati, Ohio became the first city school system to offer physical education to students in public schools.

California was the first state to pass a law, in 1866, that actually required two periods a day of exercise in its public schools. During this time, specifically between 1855 and 1900, Ms. Beecher, along with her contemporaries, Edward Hitchcock, Dudley Allen Sargent and Dio Lewis were the early leaders in physical education. Debates abounded as to whether it was best to use the system they had established in America, or systems advocated by the Germans, Swedes or English as a way of providing a national physical education program for America. These debates were referred to as the *Battle of Systems*.

Throughout the 1890's and during this period of great debate, John Dewey challenged the traditional education system. Mr. Dewey and his colleagues are responsible for expanding the education system based on the "three R's", to include physical education in America. It was also during this time in history that many schools of higher education began to offer training for physical education teachers. Because of the strong emphasis on the sciences, including physiology and anatomy, many professors training the students held medical degrees.

In 1893, Thomas Wood stated that "the great thought of physical education is not the education of the physical nature, but the relation of physical training to complete education, and then the effort to make the physical contribute its full share to the life of the individual." (National Education Association. 1893. *NEA Proceedings* 32: 621. pg.621.) This was the beginning of a change in thinking about the importance of physical education with regard to the overall education of the American children. Many early twentieth century educational psychologists, including John Dewey, Edward Thorndike, and Stanley Hall, supported Wood's line of thinking and the important role of play in furthering children's ability to learn. As a result, in 1927, *The New Physical Education* was published by Wood and Rosalind Cassidy, also a strong advocate of education through the physical.

Charles McCloy agreed with Wood's and Cassidy's thinking and published work, however he believed that physical education did more than just contribute to the overall well-being and learning abilities of children. He held that physical education's primary objective was and is the development of skills as well as the maintenance of the body. His views expanded on Wood's and Cassidy's theories. The testing of motor skills was a significant aspect of McCloy's contribution to physical education. Additionally, his philosophy of testing motor skills paralleled the scientific movement in education during this time period.

In the early 1920's many states passed legislation that required physical education in the schools. This trend continued until the 1950's when, eventually, all states required physical education in their schools. The curriculum of physical education changed as the events in the country occurred. For example, during World War II, the emphasis in physical education shifted from games to physical conditioning. In 1953, the President's Council on Physical Fitness was established when it was noted through the Kraus-Weber study that American children were far less fit than children in European countries. The council was established to assist the falling fitness levels of America's children and youth.

SKILL 1.2 Relate goals and values for physical education to the philosophies of education that they reflect.

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 the key to life. Dynamic experience shapes individuals' truth. Education is child-centered. Consequently, Physical Education takes the form of creating physical activities and sports for children to experience and thus discover.

Varied physical and sports activities present meaningful, socializing experiences. Problem-solving accomplishes learning. Both 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 – These are the modern philosophies of physical education followed by most schools today. The Humanistic philosophy is based on the development of individual talents and total fulfillment that encourages involvement and participation in one's environment. Humanists encourage self-actualization and self-fulfillment. Curriculums based on the Humanistic approach are student-centered. The Eclectic approach combines beliefs from different philosophies. When different philosophies are blended skillfully, the Eclectic approach affords a sound philosophy for developing individuals.

COMPETENCY 2.0

KNOWLEDGE OF CURRICULAR THEORY AND DEVELOPMENT

SKILL 2.1 Characteristics of various curriculum models.

With a history that spans centuries and has roots traceable to the ancient Greeks, physical education include techniques that help in promoting the physical fitness and well-being of a body.

The primary aim of physical education, otherwise known as physical training, is to equip students with the knowledge, skills, capabilities, values, and enthusiasm necessary to the maintenance of a healthy lifestyle into adulthood, regardless of physical ability. Activities are included to 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-based and competitive activities.

Physical education has come to occupy a very important role in most school programs. There are various curriculum models for physical education courses. Such curricula stress the meaning of human movement, physiology of exercise, sport sociology, aesthetic appreciation of movement, and the acquisition of skills. Modern curricula include all of these competencies.

The modern physical education curriculum provides students a basic experience in the following activities: aquatics, conditioning, gymnastics, individual/dual sports, team sports, and rhythm and dance. All states in the United States offer physical education to students in grades K through 12, and many states require the self-contained classroom teacher to implement a physical education program.

All curriculum models have the following characteristics: physical activity, by which students will become competent in a variety of, and proficient in a few, physical activities; human movement, in which students will understand and apply principles of human movement to the learning and development of motor skills; fitness; responsible behavior, wherein students will exhibit responsible personal and social behavior in physical activity settings; respect for differences; and benefits of physical activity, by which students will identify and understand how physical activity provides personal enjoyment, challenge, self-expression, and social interaction.

SKILL 2.2 Identify various factors to consider in curriculum planning, such as students' time, environment, equipment, facilities, space, and community resources.

CLASS MANAGEMENT TECHNIQUES TO ENHANCE LEARNING

The first few weeks of the school year is the most effective time to teach class management structures (e.g. behavioral rules, terms for compliance, consequences for violating rules, and classroom routines).

Instructors must manage essential class structures, procedures, and routines (e.g. roll call, excuses, tardiness, changing clothes, and showering) in order to use class time efficiently. Good class management ensures the safety of the group through consistent procedures and routines which provides a controlled atmosphere making instruction easier. Consistent class management procedures and routines promote self-discipline and self-motivation. They encourage a sense of responsibility towards others, help establish rapport between teacher and students, create group camaraderie, and ultimately serve to organize classes for the most effective instruction and learning.

Long-term planning for the semester and year, as well as daily, weekly, and seasonally, is necessary. Instructors must effectively plan activities so that they proceed with precision, minimize “standing-around time”, and allow for maximum activity time for each student. Instructors should arrange activities in advance and prepare any necessary line markings.

To determine student progress and assess the effectiveness of teaching, instructors must apply appropriate measurement and evaluation techniques. Instructors also must wear suitable clothing, have thorough knowledge of the subject, and promote appropriate attitudes toward and understandings of fitness, skill learning, sportsmanship, and other physical education objectives.

USING EQUIPMENT, FACILITIES, SPACE, AND COMMUNITY RESOURCES

In addition to providing a safe, education-friendly environment that maximizes the productive use of class time, physical education instructors must effectively use equipment, facilities, space, and community resources.

Instructors must have a thorough understanding of athletic equipment to demonstrate its proper usage and ensure student safety during activities. Instructors should expose students to a variety of activities and corresponding equipment. Instructors must also consider the feasibility of certain activities as determined by the availability and cost of required equipment.

Instructors must consider available facilities and space when planning physical education curriculum. Facilities and space may limit the types of activities students can engage in. For example, sports like golf require large open spaces and specific equipment that schools may not have.

Physical education instructors should investigate and research community resources. Community organizations and athletic clubs will often provide schools with equipment, facilities, and volunteer instructors for free or at reduced fees.

SKILL 2.3 Identify ways that national and state documents, standards, benchmarks, trends, and philosophies can be used to design and develop curricula.

Physical education instructors can use national and state documents, standards, benchmarks, trends and philosophies to design and develop effective curricula.

First, governmental organizations (e.g. U.S. Department of Education, individual state departments of education) regularly release documents outlining standards for physical education. Common physical education standards require that students learn skills necessary to participate in a variety of physical activities, become physically fit, participate regularly in physical activity, understand the benefits and implications of physical fitness, and value physical activity as part of a healthy lifestyle. Instructors must mold their curricula to ensure that their students meet these standards.

In addition, governmental organizations often determine benchmarks that define physical development and fitness in school-age children. For example, standards may indicate what motor skills students should possess at certain ages and the specific performance criteria that define physical fitness. Instructors can use the benchmarks and tests to evaluate student development and fitness and plan curricula for student improvement.

Finally, national trends and philosophies greatly affect physical education curricula. National trends toward greater longevity, increased obesity, and sedentary lifestyles demand a renewed emphasis on fitness and activity to prevent and reduce obesity and lifestyle-related health problems. The philosophies of lifelong learning and fitness are an important aspect of physical education. Instructors should design curricula that encourage and motivate students to become active and to develop a lifelong interest in the physical health of their bodies.

SKILL 2.4 Identify principles of long- and short-term planning to maximize learner participation and success.

Both long- and short-term planning are important aspects of effective curriculum design. Physical education instructors must make short-term plans (e.g. one day, one week) that maximize learner participation and success.

For example, instructors should plan an appropriate variety of activities that will appeal to the interests and abilities of the students and promote some level of success for each student. In addition, appropriate rotations of students, planned before each class, allows for maximum participation and limits downtime.

Long-term planning (e.g. one month, one unit, or one semester) allows instructors to build a comprehensive, sequential curriculum that promotes the development of student skills, fitness, and knowledge over time. For example, an elementary instructor may plan a sequence of units starting with basic running and jumping skills and ending with the introduction of organized sports activities.

SKILL 2.5 Identify common concepts and content within physical education and other curriculum areas that promote interdisciplinary learning.

Physical education is a key component of an interdisciplinary learning approach because it draws from many other curriculum areas. Instructors can relate concepts from the physical sciences, mathematics, natural sciences, social sciences, and kinesiology to physical education activities.

Physical science is a term for the branches of science that study non-living systems. However, the term "physical" creates an unintended, arbitrary distinction, since many branches of physical science also study biological phenomena. Topics in physical science such as the movement of an object through space and the effect of gravity on moving objects are of great relevance to physical education. Physical sciences allow us to determine the limits of physical activities.

Mathematics is the search for fundamental truths in pattern, quantity, and change. Examples of mathematical applications in sport include measuring speed, momentum, and heights of objects; measuring distances and weights; scorekeeping; and statistical computations.

Natural science is the study of living things. Content areas in the natural sciences of great importance to physical education include physiology, nutrition, anatomy, and biochemistry. For example, a key component of physical education is an understanding of proper nutrition and the affect of food on the body.

The social sciences are a group of academic disciplines that study human behavior in the world. Social scientists engage in research and theorize about aggregate and individual behaviors. For example, a basic understanding of psychology is essential to the discussion of human patterns of nutrition and attitudes toward exercise and fitness. Sport psychology is a specialized social science that explores the mental aspects of athletic performance.

Finally, kinesiology encompasses human anatomy, physiology, neuroscience, biochemistry, biomechanics, exercise psychology, and sociology of sport. Kinesiologists also study the relationship between the quality of movement and overall human health. Kinesiology is an important part of physical therapy, occupational therapy, chiropractics, osteopathy, exercise physiology, kinesiotherapy, massage therapy, ergonomics, physical education, and athletic coaching. The goal of these applications may be therapeutic, preventive, or attaining high-performance. The application of kinesiology can also incorporate knowledge from other academic disciplines such as psychology, sociology, cultural studies, ecology, evolutionary biology, and anthropology. The study of kinesiology is often part of the physical education curriculum and illustrates the truly interdisciplinary nature of physical education.

COMPETENCY 3.0

KNOWLEDGE OF INSTRUCTIONAL STRATEGIES

SKILL 3.1 Identify strategies and adaptations that meet the needs of a diverse student population.

One of the most challenging aspects of being a teacher is the need to provide a curriculum that uses strategies and adaptations to meet the needs of a diverse student population. Schools have made huge strides in meeting these needs through the use of resource teachers trained to work specifically with students who have varying exceptionalities.

The law requires that teachers and schools provide the “least restrictive environment” for all students. The students to whom this law applies in particular have Individualized Educational Plans, or IEPs. These students have diverse needs. Identification of the “least restrictive environment” for them is done during annual meetings (or during the school year as needed) that include the resource teacher, all the classroom teachers, including the P.E. teacher and the parents. In the upper grades, such as high school, at the parent’s discretion, the student may attend these meetings.

Specific strategies involve:

- Arranging peer-to-peer activities. For example, if a student is unable to shoot a basketball correctly, train a peer who can to assist the student.
- Grouping students by skill levels.
- Setting up station rotations where diverse exposure to activities is allowed.
- Bringing in the student’s resource teacher to assist the student as needed.

ADAPTING SELECTED ACTIVITIES

Specific strategies involve:

Walking: adapt distance, distance over time, and number of steps in specified distance; provide handrails for support; change slope for incline walking; and change width of walking pathway.

Stair climbing: change pathway, pace, and number and height of steps.

Running: change distance over time, use an incline-changing slope (distance over time), and form a maze (distance over time).

Jumping: change distance and height of jump, change distance in a series and from a platform, change participants’ arm positions.