Chapter 1

Quality Developmental Physical Education

# Summary

The time for quality physical education (QPE) is now. In addition to providing several health benefits, QPE is positively associated with academic achievement. The importance of providing QPE—including its link to leading a physically active lifestyle—is recognized by national organizations, such as the U.S. Department of Health and Human Services and the Institute of Medicine of the National Academies. In order to provide children with quality physical education, we must implement appropriate practices, and the theoretical foundation and practical applications for doing so can be found in the approach known as quality *developmental* physical education.

# Key Objectives

* Providing a rationale for daily quality physical education for children
* Identifying appropriate practices in elementary physical education
* Describing physical activity guidelines for children
* Identifying organizations and national initiatives that promote daily physical activity
* Describing developmental physical education

# Big Ideas

* Quality physical education classes enable children to engage in appropriate and meaningful physical activity, achieve a portion of their recommended daily physical activity, and develop the knowledge and skills necessary to lead a healthy active lifestyle.
* Research shows a connection between quality physical education and both present and future participation in physical activity. One possible reason for this link is that youth choose to participate in physical activities if they have skills that enable them to do so successfully.
* The importance of quality physical education and daily physical activity is supported by federal legislation, national reports, and national initiatives.
* Developmentally appropriate practices enable teachers to provide quality physical education.
* Developmental physical education involves study and application of the ways in which children in pre-K through grade 5 acquire skills in the motor, fitness, cognitive, and affective domains of learning in order to become physically active for a lifetime. Developmental physical education provides best-practice, standards-based instruction that enables children to develop the movement skills they need in order to lead a physically active life.

# Part 1: Best Practices Analysis

Analyze the two following learning experiences—Space Station Sam and Quick Feet!—using the best practices analysis worksheet. Specifically, compare the results and answer the analysis question.

**Best Practices Analysis Worksheet**

**Directions:** Place a check mark in the appropriate column based on your rating of each best practice for each learning experience.

Excellent (E) = criteria met for entire lesson

Acceptable (A) = criteria met for most of lesson

Unacceptable (U) = criteria not met in lesson

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Best practices | Space Station Sam | | | Quick Feet! | | |
| E | A | U | E | A | U |
| **Lesson content:** isbased onstandards; teaches movement skill or concept; aligns all instructional tasks with lesson objective. |  |  |  |  |  |  |
| **Positive learning environment:** includes children throughout (no one is eliminated during game play); preserves children’s dignity; uses age-appropriate rules. |  |  |  |  |  |  |
| **Maximum participation:** requires no waiting; gives all children equal practice opportunities. |  |  |  |  |  |  |
| **Differentiated instruction:** allows teacher to provide individual feedback and modify activities for children. |  |  |  |  |  |  |
| **Assessment:** determines effect of instruction on children’s learning by means of formative assessment linked directly to lesson objective. |  |  |  |  |  |  |

**Analysis question:** Based on your worksheet ratings, which learning experience adheres to the best practices espoused in chapter 1? As part of your answer, describe three important differences between the two learning experiences.

## Learning Experience 1: Space Station Sam

**Objective:** Evade a tagger.

**Organization:** All students line up on the end line of a gymnasium court. When the action begins, students act as space travelers by trying to travel as fast as they can in order to get to another planet. One student is designated as the tagger, known as “Space Station Sam.” This student monitors the others (i.e., the space travelers), who are low on fuel and therefore need to visit the refueling station (i.e., the court’s other end line).

**Directions for Play:** Space Station Sam initiates the action by announcing, “Intergalactic space travelers, take off! Traveling through space today may be done by fast walking [or running, skipping, sliding, or galloping].”

**Rules:**

1. Space travelers who reach the fueling station may travel again through space again when a new round is started by the teacher.
2. Tags must be made on the shoulder or back.
3. A new student is chosen to act as the tagger (i.e., Space Station Sam) for each new round.
4. If a space traveler is successfully tagged by Space Station Sam they must go to the “docking station” (an area created by the teacher off to the side of the playing area; bounded by cones) and remain there until the next round of play begins. The teacher determines when a new round is started.

## Learning Experience 2: Quick Feet!

**National physical education standards 1 and 2**

**Lesson objective:** Intentionally avoid and chase others.

**Body awareness:** intentional use of body parts in unison, in opposition, and in sequence for mature performance of traveling skills

**Space awareness:** direction

**Relationship awareness:** avoiding others, chasing others

**Teaching style:** reproduction (practice)

**Task (partner tag):** Two players face each other in ready position. When the action starts, each player tries to touch the side of one of the other person’s knees and avoid having his or her own knees touched. The challenge is to see how many times each player can touch the partner’s knees within 20 seconds. Prompt the participants to change partners frequently.

**Environment:** Each pair of students gets four poly spots with which to create a small player area that measures 4 feet (1.2 m) square.

**Enrichment (flag tag):** Two players face each other in ready position and then attempt to pull a flag off of each other’s waist.

**Environment:** Each player wears a flag belt holding two flags. The players use four poly spots to create a medium-sized playing area that measures 6 feet (1.8 m) square.

**Enrichment (lane tag):** One player begins at the end of a lane and tries to get to the opposite end without being tagged by the other player. The tagger is positioned on a poly spot in the middle of the lane and must keep one foot on the spot while trying to tag the opponent.

**Environment:** The lane is 5 feet (1.5 m) wide by 10 feet in length and marked by cones; it can be made wider, as well as longer or shorter, as needed. One poly spot is positioned at the midpoint of the lane

**Skill Cues:**

Ready Position

* Bend knees.
* Bend elbows and extend arms out to side.
* Hold weight on balls of feet.

Avoiding Knee Tag

* Maintain ready position.
* Watch opponent’s hands.
* Pivot torso and feet to twist away from opponent’s hand.

Avoiding Defender in Flag Grab

* Maintain ready position.
* Watch opponent’s hands.
* Back away, use quick shuffle to side, or twist body.

Knee Tap

* Maintain ready position.
* Quickly leads with hand to tap opponent’s knee.
* Use fakes (e.g., pretending to try to tap one knee but going toward the opposite knee).

Flag Grab

* Maintain ready position.
* Quickly reach with hand to take flag from opponent’s belt.
* Use fakes with quick, short movements while pretending to go for one flag but actually going for the opposite flag.

V-Cut

* In flag and lane tag, fake toward one direction but quickly step and move in the opposite direction to avoid the tagger.

**Assessment:** for standard 1, teacher checklist of skill cues; for standard 2, picture worksheet asking students to circle the player who is in the correct ready position to move quickly and therefore make a tag or avoid being tagged.

# Part 2: Online Research

## Activity A

Go to the PE Universe website ([www.peuniverse.com](http://www.peuniverse.com)), use the search feature to find the video showing SpongeBob SquarePants Tag, and use the following table to analyze the activity in terms of best practices for a quality developmental physical education lesson.

|  |  |  |  |
| --- | --- | --- | --- |
| **Best practices** | E\* | A | U |
| **Lesson content:** is based on standards; teaches a movement skill or concept; aligns all instructional tasks with lesson objective. |  |  |  |
| **Positive learning environment:** includes children throughout (no one is eliminated during game play); preserves children’s dignity; uses are age-appropriate rules. |  |  |  |
| **Maximum participation:** requires no waiting; gives all children equal practice opportunities. |  |  |  |
| **Differentiated instruction:** allows teacher to provide individual feedback and modify activities for children. |  |  |  |
| **Assessment:** determines effect of instruction on children’s learning by means of formative assessment linked directly to lesson objective. |  |  |  |

\*E = excellent (criteria met for entire lesson), A = acceptable (criteria met for most of the lesson), and U = unacceptable criteria not met in the lesson).

**Analysis question:** Based on your ratings, describe how well this activity adheres to best practices.

## Activity B

The importance of providing quality physical education to students in pre-K through grade 12 has been addressed by national initiatives. Access each of the following websites, then briefly describe how two of the initiatives contribute to the focus on quality physical education and physical activity in the United States.

* Let’s Move! Active Schools ([www.letsmove.gov](http://www.letsmove.gov)): Provide an overview of the information presented on the site.
* U.S. Centers for Disease Control and Prevention online guide to designing a comprehensive school physical activity program ([www.cdc.gov/healthyyouth/physicalactivity/cspap.htm](http://www.cdc.gov/healthyyouth/physicalactivity/cspap.htm)): Summarize the highlights of the guide.
* SHAPE America’s Shape of the Nation report (<http://www.shapeamerica.org/advocacy/son/index.cfm>) provide highlights of the report’s executive summary.

## Review Questions

1. What are the appropriate instructional practices specific to elementary physical education?
2. What are the benefits of providing children with quality physical education?
3. What alarming statistic about children was revealed in the Shape of the Nation report (2016), and what physical activity guidelines for children were designed to overcome it?
4. Identify the purpose and components of the Let’s Move! Active Schools initiative.
5. What are three other national initiatives that address daily physical activity for children?
6. What is developmental physical education, and how do the three parts (Part I – Learner, Part II – Movement Content and the Learning Environment, Part III – Instructional Design) of the text address it?