

12-2016

A Physical Education Curriculum For Promoting Sociomoral Development

Daniel N. Masarsky
California State University - San Bernardino

Follow this and additional works at: <https://scholarworks.lib.csusb.edu/etd>



Part of the [Child Psychology Commons](#)

Recommended Citation

Masarsky, Daniel N., "A Physical Education Curriculum For Promoting Sociomoral Development" (2016).
Electronic Theses, Projects, and Dissertations. 417.
<https://scholarworks.lib.csusb.edu/etd/417>

This Project is brought to you for free and open access by the Office of Graduate Studies at CSUSB ScholarWorks. It has been accepted for inclusion in Electronic Theses, Projects, and Dissertations by an authorized administrator of CSUSB ScholarWorks. For more information, please contact scholarworks@csusb.edu.

A PHYSICAL EDUCATION CURRICULUM FOR PROMOTING
SOCIOMORAL DEVELOPMENT

A Project
Presented to the
Faculty of
California State University,
San Bernardino

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts
in
Child Development

by
Daniel Naum Masarsky

December 2016

A PHYSICAL EDUCATION CURRICULUM FOR PROMOTING
SOCIOMORAL DEVELOPMENT

A Project
Presented to the
Faculty of
California State University,
San Bernardino

by
Daniel Naum Masarsky
December 2016

Approved by:

Dr. Amanda Wilcox, Committee Chair, Psychology

Dr. Eugene Wong, Committee Member

Dr. Laura Kamptner, Committee Member

© 2016 Daniel Naum Masarsky

ABSTRACT

One area of development that can be facilitated in the context of youth sports and physical education is sociomoral development. Sociomoral development is defined as moral development in the context of social groups. The physical education classroom today lacks the content, structure, and teaching style that middle school students need in order to cement their sociomoral development so that they can experience positive developmental growth as they mature into adulthood. The purpose of this project was to educate future physical education teachers about the importance of including sociomoral development activities in their standard PE curricula. The presentation focused on teaching how to deliver a curriculum that implements games and activities with dialogue and reflection. These games and activities are then infused with team sports, giving students multiple opportunities to build a close knit connection with their classmates and advance their sociomoral development. In order to test the effectiveness of the presentation, a pre and post-test was used. The pre-test and post-test contained a number of open ended questions and a fixed 20 item questionnaire which was divided into five different categories. The five categories were: PE and prosocial behavior, Theory of structural development, Teacher's role in sociomoral development, logistics of a sociomoral curriculum, and moral competence activities. Results indicated very slight increase in mean scores moving from pre-test to post-test in all but one category. The moral competence category

showed a modest increase in mean score moving from pre-test to post-test indicating that participants did learn in this part of the presentation. Results from the open ended questions indicated that participants had existing knowledge of sociomoral development learned previously; however, they learned new knowledge pertaining to how to structure a sociomoral curriculum through the scope of structural development style teaching. Future sociomoral curricula should emphasize as much active learning as possible, since this type of learning creates a stronger bond between sports and academia.

ACKNOWLEDGMENTS

It is with great gratitude that I thank my project chair, Dr. Amanda Wilcox, for all her hard work, patience, and motivating attitude throughout the completion of my project. Without her, my project would be incomplete.

I would also like to thank my committee members Dr. Eugene Wong and Dr. Laura Kamptner. They always made themselves available to answer any of my questions, and offered really good guidance as I was constructing my project.

I would also like to thank my family, who never gave up on me, even when I was sure that I would never complete this project due to it being so difficult. My family gave me the strength to keep going, especially my father, who knew that deep down inside I never give up on anything. I'd like to thank my mom and my brother, who kept my stress levels as low as possible through taking the time to talk to me about my emotions, and make sure that I kept them in check so that everything would turn out fine.

Lastly, I'd like to thank my friend Courtney, she drove me over 90 miles to campus to collect data and run my study multiple times, and without her, I would have suffocated in my vehicle since it has no air-conditioning.

TABLE OF CONTENTS

| | |
|---|------|
| ABSTRACT | iii |
| ACKNOWLEDGMENTS | v |
| LIST OF TABLES | viii |
| CHAPTER ONE: INTRODUCTION AND LITERATURE REVIEW | 1 |
| Structural Developmental Theory | 6 |
| Structural Developmental Intervention Studies | 14 |
| Structural Developmental Pedagogical Methods | 23 |
| Shortcomings of Current Research..... | 27 |
| Summary and Purpose of the Project..... | 31 |
| CHAPTER TWO: METHODS | |
| Participants/Demographics..... | 36 |
| Measures | 37 |
| Procedure | 38 |
| Presentation..... | 38 |
| CHAPTER THREE: RESULTS | |
| Close-Ended Questionnaire..... | 41 |
| Open-Ended Questions | 45 |
| Pre-Test Questions..... | 45 |
| Post-Test Open-Ended Questions | 47 |
| CHAPTER FOUR: DISCUSSION..... | 51 |
| Pre-Test Questionnaire Responses..... | 52 |
| Difference Between Pre/Post-Test Scores | 53 |
| Open-Ended Questions | 56 |

| | |
|---|-----|
| Limitations..... | 59 |
| Implications..... | 62 |
| Conclusion..... | 63 |
| APPENDIX A: SOCIOMORAL CURRICULUM PRESENTATION..... | 65 |
| APPENDIX B: SOCIOMORAL CURRICULUM PRE-TEST..... | 88 |
| APPENDIX C: SOCIOMORAL CURRICULUM POST-TEST..... | 93 |
| APPENDIX D: A SOCIOMORAL CURRICULUM FLYER..... | 98 |
| APPENDIX E: INFORMED CONSENT..... | 100 |
| REFERENCES..... | 103 |

LIST OF TABLES

| | | |
|----------|---|----|
| Table 1. | Kohlberg's Stages of Moral Development | 7 |
| Table 2. | Items for Moral Judgment, Reason, and Intention..... | 19 |
| Table 3. | Teaching Strategies in Gibbons and Ebbeck | 21 |
| Table 4. | Teaching Styles..... | 24 |
| Table 5. | Guided Discovery Pedagogical Elements | 26 |
| Table 6. | Physical Education Strategies and Sociomoral Curriculum..... | 33 |
| Table 7. | Mean Scores on the Pre and Post-Test Questionnaire | 42 |
| Table 8. | Mean Category Scores on the Pre and Post-Test Questionnaire..... | 44 |
| Table 9. | Change Score Between Mean Pre and Post-Test for Each Category | 45 |

CHAPTER ONE

INTRODUCTION AND LITERATURE REVIEW

Research indicates that learning that takes place in a physical activity context, influences students' behavior in other areas of their lives (Miller & Jarman, 1988; Siedentop, 1991). This principle is illustrated in the work that youth sports psychology researchers conducted in the 1980s that concludes that physical education and sports are potential contexts for youth development (Gordon, 2010; Launder & Piltz, 2013; Tinning, MacDonald, Wright, & Hickey, 2001). One area of development that can be facilitated in the context of youth sports and physical education is character development and the socialization of students into becoming good citizens (Pitter & Andrews, 1997).

Given the hypothesized importance of physical education and sports to student development in the moral domain, the purpose of the current project is to develop a curriculum for use in middle school physical education classes. The aim of this curriculum is to educate future physical education teachers about the importance of including sociomoral development activities in their standard PE curricula. Specifically, this project will teach prospective educators to facilitate their student's sociomoral growth (balancing development of the self and understanding others) without investing significant amounts of time or resources beyond the standard PE curriculum.

Participation in both sports and physical education can provide opportunities for children to increase their moral development, however, there are several reasons this project will focus on the role of physical education rather than sports programs. More middle school students participate in physical education classes and programs than participate in formalized sports. Physical education classes and programs are less commercialized and offer more flexibility than formalized sports so teachers have the opportunity and freedom to place less emphasis on direct competition and highlight sportsmanship (Miller, Bredemeier, & Shields, 1997). In addition, physical education teachers have a formal responsibility to teach students about the ideals of sports and physical activity and foster an appreciation for the values on which these activities rest (Shields & Bredemeier, 1995).

The physical education class is an advantageous setting for promoting social and moral development because of its affective appeal. Students, including those who have not had positive experiences in school or who are poorly motivated academically, view physical education as a separate activity outside of their normal academic day. The freedom from desks and books, and the chance to be socially interactive and physically expressive, invite different ways of relating interpersonally with peers and teachers. The connection in the class to sports and games “infuses the physical education class with a level of interest unparalleled in other parts of the curriculum” (Miller, Bredemeier, & Shields, 1997, p. 116).

Promoting good sportsmanship in the context of physical education activities can act as an important catalyst to positive sociomoral development. This stems from the highly interactive, competitive, and often conflict-oriented character of physical education curricula that include team-based activities. Increases in teamwork and social skills, extension of peer networks, promotion of interpersonal relationships, and helping establish social capital through connections with adults are all arenas that have been shown to benefit from a healthy environment of team play and physical activity. Research clearly indicates that youth activities have the potential to provide important avenues for growth experiences and the acquisition of beneficial value sets (Shields & Bredemeier, 1995; Bailey, 2006).

Moral development that occurs in the context of social interactions has been termed *sociomoral development*. Sociomoral development refers to striving for an optimal balance between the self and others by attending to one's own needs and the needs of others simultaneously (Haan, Aerts, & Cooper, 1985). Psychological, developmental, and educational research indicates that various facets of sociomoral development can be developed through physical education. The major facets of sociomoral development that map onto a physical education setting include: (1) empathy/social responsibility, (2) fair play, (3) sportsmanship and distributive justice, (4) pro social behavior, and (5) social responsibility. The concept of empathy refers to the ability "to understand a person's thoughts, feelings, motives, and intentions

and to assume his or her perspective” (Marcoen, 1999, p. 297). “Fair play means playing by rules, respecting others, and valuing equal opportunity with a responsibility towards a teammate” (Siedentop et al., 2004, p. 34).

Sportsmanship is “understanding and valuing the rules, rituals, and traditions of sports and activities, and successfully distinguishing between good and bad practices in those activities” (Siedentop, Hastie, & Mars van der, 2004, p. 53).

Pro social behavior is altruistic behavior, whose primary motive is the maintenance of other individuals’ well-being (Marcoen, 1999). The term social responsibility is about honoring others “dignity, and worth; cooperating, or working together toward common goals; [and] negotiating problems and conflicts successfully” (Morris, Sallybanks & Willis 2003). Broadly speaking, sociomoral development means that youth are motivated to explore their social world and create positive relations with others (Battistich, Watson, Solomon, Schaps, & Solomon, 1991).

In the U.S., rigorously examining claims that physical education can be a vehicle for sociomoral development in students has only been a recent development (Lumpkin, 1998; Solomon, 1997). The call for physical educators and researchers to move beyond anecdotal claims about the field’s role in sociomoral development was not officially published until 1930, when a now-renowned article by McCloy, published in *Research Quarterly*, addressed the lack of clarity surrounding claims (McCloy, 1930; Solomon, 2007). McCloy famously noted:

Physical educators for years claimed to be builders of character. Not infrequently such claims are buttressed by reference to a few students who have engaged in physical education programs and who have changed in the course of a few years from being individuals of rather inconspicuous personality to individuals of outstanding character and ability. The physical educator has been prone to claim the credit for such metamorphoses. Examination of the evidence has not been impressive. The literature is strangely silent.... (McCloy, 1930, p. 41)

In summary, McCloy states that among professional physical educators there were claims of 'metamorphoses' taking place in primary-school aged students with regard to their 'character' and 'personality' in the context of physical education. The choice of the term 'metamorphoses' by McCloy, to describe what was claimed to take place indicates the changes were thought akin to a biological process that developed through stages. McCloy was skeptical of the claims that the physical education professional or content of the subject matter was a casual factor leading to development of areas, such as 'character,' which were thought at the time well outside of traditional physical fitness.

Those physical education professionals who believed the positive changes in 'character' and 'personality' they witnessed were not merely anecdotal, needed to find a framework for organizing and operationalizing their ideas in order to begin resolving the silence in the literature. It quickly became

apparent that researchers would need to look to other academic fields, namely psychology, in order to operationalize empirical investigations of concepts surrounding how students developed as individuals with relation to their physical education engagement. Student behavior and decision-making changes that were witnessed first-hand by physical educators led many to look to the psychology literature on cognitive maturation.

Structural Developmental Theory

Structural developmental theory focuses on the thought processes used when reasoning about moral situations and potential dilemmas (Weiss et al., 2008). Therefore, positive sociomoral development will be marked by the advancing of an individual's thought processes (Solomon, 2007). For example, within the structural developmental theory framework, Kohlberg (1969) hypothesized that sociomoral development and the accompanying thought processes progressed through sequential stages. Table 1 below summarizes Kohlberg's (1971) stages of moral development.

Table 1. Kohlberg's Stages of Moral Development

| | | |
|-------------------------------|--|---|
| Level 1: Pre-Conventional | Stage 1: Punishment and Obedience Orientation | Children think of what is right, as that which authority says is right. Seek to avoid punishment. |
| | Stage 2: Instrumental Relativist Orientation | Children no longer so impressed by any single authority. They see that there are different sides to issues and things are relative. |
| Level 2: Conventional | Stage 3: Interpersonal Concordance Orientation | Emphasize being a good person (i.e. having helpful motives toward individuals close to them). |
| | Stage 4: Law and Order Orientation | Concern shifts toward obeying laws as a way to maintain society. |
| Level 3: Post-Conventional | Stage 5: Social Contract Legalistic Orientation | Emphasize basic rights and the democratic processes that give everyone a voice. |
| | Stage 6: Universal Ethical Principle Orientation | Define the principles by which agreement will be most just (e.g. Golden Rule, Categorical Imperative) |

(Kohlberg, L. (1971). From is to ought: How to commit the naturalistic fallacy and get away with it in the study of moral development. In T. Mischel (Ed.), *Cognitive development and epistemology* (pp. 151-235). New York: Academic Press.)

In the first level, labeled pre-conventional, youth are focused on themselves and make decisions by attempting to avoid potential negative consequences. In the second level, youth will make moral decisions by

deploying a rule of reciprocity, where they will act in a similar way to the way they would envision themselves being treated to those they consider close to them. In the final level, post-conventional, youth would make decisions based on having advanced from an egocentric outlook to more principled reasoning. Theoretically individuals advance through these levels of sociomoral development because of their own cognitive maturation and associated social experiences.

The focus on environment and experiences in helping children to advance through the stages of sociomoral development described above led Kohlberg and Hersh (1977) to argue that individual teachers should stimulate sociomoral development by engaging in discussions about moral issues and challenging student thought processes. Teachers are able to promote the development of moral reasoning by engaging in conversation or providing experiences that create moral conflict. "Stimulation of moral development occurs when children are presented with genuine and difficult moral conflicts" (Hersh, Paolitto, & Reimer, 1979, p. 142) The idea is that physical education, combined with thought provoking discussion about sociomoral issues (such as the nature of acceptable behavior), can help students to grow in their moral decision making abilities (Power, Higgins, & Kohlberg, 1989). This suggests that the moral decisions that individuals make in their everyday lives are made within the context of prevailing group norms, and therefore that progression

through the stages is dependent on the interaction between the person and the environment (Power, Higgins, & Kohlberg, 1989).

Building on Kohlberg's structural development theory framework, Haan, Aerts, and Cooper (1985) argued that the cognitive process of moral development is not fully realized in presenting a hypothetical situation to a single individual, but rather, mature moral reasoning is advanced via real life experience. Youth need to experience situations containing moral dilemmas and discuss the implications of and possible solutions to these dilemmas. Because morality is viewed as an interactional process, Haan argued that the experiences must happen in a social setting. This led Haan (1977) to articulate a model that included five levels of sociomoral development capturing the inherent interpersonal nature of moral reasoning – that it does not take place within one's self but between individuals. The first and second levels are where individuals display assimilation. Experiences are interpreted through the lens of one's own needs. In the third and fourth levels, individuals continue to recognize their own interests but are able to compromise in order to attend to the interest of the group. The final level, Haan (1977) argued, was where the individual is able to simultaneously distinguish and integrate one's own self-interests, the interests of others, and mutual interests in harmony.

For the first level, an individual does not share in making the rules, but understands that rules are in place and that obedience to the rules will keep the individual from being punished. In essence, the major concept is doing

what one is told. In the second level, individuals understand there is something to be gained by making an exchange with another individual. The overarching concept is one of making a deal. At the third level, individuals anticipate the needs of others and can act in the welfare of another person. The overarching concept at level three is one of treating others, as you would wish to be treated. At this level, the cooperation is still driven by self-interest. At level four, individuals understand the need for systems of obligation and that self-interest alone is not enough for stable societal arrangements. Finally, in level five, the individual is able to recognize and balance the needs of a broader collective along with those of the individual and others. This level of morality is the highest level in Haan's theory because its mastery requires the combination of systems of obligation, broader collectives, and acting outside of self-interest.

Though Haan contrasts her conceptualizations regarding the processes of sociomoral development with that of Kohlberg, both Kohlberg (1984) and Haan (Haan, Aerts, & Cooper, 1985) are structural developmental theorists who share a large number of assumptions about moral development. The primary difference between Haan (1977) and Kohlberg (1971) is in their understanding of the nature of moral reasoning. Kohlberg sees the individual as making moral judgments from a detached rational perspective, based on the universal principle of justice. For Kohlberg logical deductive reasoning is the key. Haan, however, argues that reasoning within social contexts is

essential. Kohlberg's reasoning is the image of the lone philosopher deducing universal logical outcomes, whereas Haan's is a function of an individual interacting with others. Kohlberg's moral reasoning does not include the social elements that Haan's includes and this has led many to describe Haan's moral reasoning as sociomoral. For Haan, moral development is the process of constructing moral balance that is agreeable to all parties involved. Moral decisions are jointly achieved in dialogue rather than being drawn from universal principles such as justice. Moral development is a balancing process whereby individuals dialogue and work together to achieve consensus about respective rights and responsibilities. In summary, Haan's (1978) model of moral development differs from Kohlberg's (1971) framework

in several important respects: (a) it reflects a broad interpretation of structuralism rather than a strict cognitivist view; (b) it emphasizes an individual's increasing ability to inductively construct moral agreements with others rather than focusing on an individual's capacity to deductively reason from universal moral principles; (c) it identifies social disequilibrium rather than cognitive disequilibrium as the primary stimulus for moral growth; and (d) it is more closely tied to moral behavior and therefore better suited to study action contexts like sport. (Bredemeier & Shields, 1986, p. 10)

Those researchers heeding McCloy's (1930) call to empirically investigate the concepts surrounding how students developed as individuals

(with relation to their physical education engagement) found Haan's structural developmental theory a valuable framework that offered hypotheses into what might be taking place. Beginning in the early 1980s, Haan's work was the foundation for those examining the nature of sociomoral development in physical activity and sports. For example, Bredemeier (1985) applied Haan's theory when he interviewed high school students and asked them to judge the legitimacy of specific scenarios surrounding sports and physical activity. The individuals were asked to pass judgment on a behavior engaged in by a fictional person and in a similar behavior in which they imagined themselves engaging. In those situations, where the participants imagined themselves engaging in the behavior, they rated aggressive acts as more legitimate than in the situations where they imagined another individual engaging in the acts. The results support Haan's theory that individually experiencing moral dilemmas prompts different judgments than those about strictly hypothetical situations.

Similarly, Stephens and Bredemeier (1996) found when measuring the attitudes of soccer players less than 14 years of age, those players who described themselves as more likely to engage in an aggressive act against another individual had a number of similarities in their thought process. Those individuals who rated themselves as more likely to engage in problematic behavior were more likely to identify a larger number of fellow participants who they believed would also act poorly in a given situation. They also perceived

the adult in charge as placing a greater value on ego-oriented goals rather than broader group goals. Stephens and Bredemeier's (1996) work indicated that problematic behavior in sport-type environments is related to the moral atmosphere created by adults and other players, including the perceived norms surrounding win at-any-cost attitudes.

In summary, structural developmental theory argues that growth in moral reasoning is a function of progressing through a series of developmental stages. For Haan (1977), individuals develop through five levels of morality, going from dominant self-interest to a mentality of common interest. Advancement to higher levels is a result of social (rather than cognitive) disequilibrium. The framework provides a conceptual approach to understanding the potential for the moral development of youth in peer driven (social) environment such as a physical education class. The act of reasoning within a social context is essential. The process of constructing a moral balance that is agreeable to all parties involved facilitates and advances moral development. Moral decisions are jointly achieved in dialogue rather than being drawn from universal principles such as justice. When individuals dialogue and work together to achieve consensus about respective rights and responsibilities it creates an environment that is predisposed to sociomoral development. These elements, (a) reasoning in a social context, (b) agreement among parties, and (c) decisions made jointly with others are

the foundation for developing a teaching strategy and curriculum for physical education classes and other academic areas.

Structural Developmental Intervention Studies

Beginning in the 1980s, educational reformers began recommending that empirical researchers place “greater emphasis up on that which may be of help to practicing teachers and coaches,” yet the literature yields remarkably little work that addresses the recommendations (Sharpe, Crider, Vyhldal, & Brown, 1996, p. 454). The developmental sports psychology literature includes a small amount of research where the goal has been to understand the influence that social and contextual factors play in sociomoral development by modifying the sport or physical activity environment. These interventions, with teachers or coaches, give some evidence-based support for fostering sociomoral development through strategies driven by structural developmental theory, such as encouraging children to consider their responses to moral issues related to physical education (Weiss et al., 2008). The research literature on the relationship between physical education and sociomoral development is equivocal, but the most “encouraging findings come from school-based studies” that focus on physical education curriculum interventions compared to informal physical activity contexts (Bailey, 2006, p. 399). This section examines these studies in an attempt to synthesize what is known regarding the structure and presentation of activities that contribute to positive sociomoral development of youth.

Romance, Weiss, and Bockoven (1986) applied Haan's structural developmental concepts to physical education settings through the implementation of an intervention model in two fifth grade physical education classes. The students were divided into an experimental and control group with the experimental group receiving physical education instruction that integrated a moral development program. The control group received daily physical education instruction but did not include any special moral development program. In the experimental class the physical education teacher led a discussion of students' rights and responsibilities and included the presentation of moral dilemmas common to physical education and discussions that allowed students a role in establishing guidelines for moral behavior. Each of the students in the study was interviewed two weeks prior to the introduction of the moral development program. Romance et al. (1986) note:

The interview involved listening to and responding to four stories, each of which presented a moral dilemma. Two of the stories were sport-related (kickball game, volleyball game) and two were not sport-related (popularity, bicycle riding). These dilemmas were similar to ones provided by Haan (1977) and were in fact validated by her personally (Haan, personal communication). The interviews were recorded and scored according to the guidelines covered in the *Interactional Morality Testing Handbook* (Haan, unpublished, p. 132). The interviews lasted approximately 30 minutes and follow-up interviews were

conducted after the eight-week program concluded. Results indicated that the students in the experimental group had significantly higher scores on measures of moral reasoning than the students in the control group after the intervention. Romance et al. (1986) conclude the novel teaching strategy differentiated “from a typical physical education program by formally introducing verbal interaction” in the gym. “These strategies are adaptable to any physical education curriculum and may provide the vehicle for resolving moral dilemmas that commonly occur in physical education” (p. 135).

Gibbons, Ebbeck, and Weiss (1995) created an intervention derived in part from the Fair Play for Kids teacher resource manual and curriculum developed by Commission for Fairplay in Canada. The intervention was derived from structural developmental theory and took the form of a field experiment that included 452 students from the fourth, fifth, and sixth grades. The researchers randomly assigned students to three experimental groups including (1) a control group where the Fair Play curriculum was not implemented, (2) a physical education (PE) only group where the Fair Play curriculum was implemented only by physical education teachers, and (3) an across the board group where the Fairplay curriculum was implemented by physical education teachers and by teachers in other subjects including health, language arts, social studies and fine arts. Gibbons et al. (1995) describe the Fair Play curriculum as:

...a teacher resource manual developed by the Commission for Fair Play in Canada. The manual includes a series of interdisciplinary educational activities for children in fourth through sixth grades. These activities are designed to focus on the development of attitudes and behaviors that exemplify the ideals of fair play identified by the Commission: (a) respect for the rules, (b) respect for officials and their decisions, (c) respect for the opponent, (d) providing all individuals with an equal chance to participate, and (e) maintaining self-control at all times. (p. 248)

The intervention ran for a period of seven months during the academic year and focused on measures of the following facets of sociomoral development: moral judgment, moral reasoning, moral intention, and prosocial behavior. The variables were measured by using an adapted version of Horrocks' (1979) Prosocial Play Behavior Inventory (HPPBI). The original measure was developed and validated with sixth grade students in both high and low organizational games and under both high and low supervisory conditions. The HPPBI required teachers to rate each student in their class on 10 pro-social behaviors that were associated with fair play in sporting activities. Gibbons et al.'s (1995) adapted measure required the same teacher assessment. "The behaviors represented in the inventory included arguments with teammates, showing off, complaining, teasing others, sharing equipment, disobeying the rules of the game, 'hogging' the ball, disputing officials'

decisions, not taking turns, and ignoring teammates' suggestions for improving" (p. 251). Each of the ten items were rated on a 4-point Likert scale and included 'being not at all like the child,' 'very little like the child,' 'somewhat like the child,' and 'very much like the child.' This teacher assessment served as the measure for pro social behavior.

The measures of moral judgment, moral reason, and moral attention were assessed through self-rating from the students. Gibbons et al. note, "the moral indexes of judgment, reason, intention, and prosocial behavior were derived from moral development theory..." (p. 252). Table 2 below provides item measures for the student self-rating instrument.

Table 2. Items for Moral Judgment, Reason, and Intention

| | | |
|--|--|---|
| While playing in PE class, you wonder what to do when classmates argue with you. | | |
| JUDGEMENT | Do you think it is OK to argue in PE class? | (1) It's OK to argue. (2) It's sometimes OK to argue. (3) It's not OK to argue. |
| REASON | Which is the most important thing to consider when you decide whether it is OK to argue? | (1) whether or not I would get punished. (2) whether I wanted to get even with a classmate (3) whether or not it is nice (4) whether it's against the rules (5) whether or not it's fair or right |
| INTENTION | If classmates argue with you in future PE classes, what do you think you will do? | (3) never argue (2) sometimes argue (1) most of the time argue |

(Gibbons, S. L., Ebbeck, V., & Weiss, M. (1995). Fair play for kids: Effects on the moral development of children in physical education. *Research Quarterly for Exercise and Sport*, 66, 247-255.)

The 10 behaviors featured in the teacher assessment behavior measure were used to structure items for moral judgment, reason, and intention. Judgment and intention were scored on 3-point and reason on 5-point Likert scales. The researchers found that both treatment groups scored significantly higher than the control group participants on the measures of the four specific facets of sociomoral development. These results indicated the

Fair Play for Kids Curriculum was effective in creating positive developmental sociomoral changes in students in the fourth, fifth, and sixth grades.

In a follow-up study extending the work of Gibbons et al., (1995) Gibbons and Ebbeck (1997) examined the effects of two different teaching strategies on the sociomoral development of students in the fourth, fifth, and sixth grades. Utilizing the same curriculum as the 1995 study the intervention was derived in part from the Fair Play for Kids teacher resource manual and curriculum, however, the teaching style was varied. There were 204 participants who were randomly assigned to one of three experimental groups: (1) a control group where the Fair Play curriculum was not implemented in the physical education class, (2) a social learning group where the Fair Play curriculum was implemented via social learning teaching strategies in the physical education class, and (3) a structural developmental group where the Fair Play curriculum was implemented via structural developmental teaching strategies. These strategies are outlined below in Table 3.

Table 3. Teaching Strategies in Gibbons and Ebbeck

| Teaching Strategy | Overarching Elements | Specific Strategies |
|------------------------|---|--|
| Social Learning | Role modeling of expected behavior. Verbal praise to reinforce appropriate behavior | Fair play awards program. Role modeling by former Olympians. Self and peer monitoring based on established code of fair play. |
| Structural Development | Dialogue and Problem Solving. Identification and resolution of moral conflicts and dilemmas. | Games with built in moral dilemmas. Student centered dialogue sessions. Tasks that require students to invent games to resolve dilemmas. |

(Gibbons, S. L., & Ebbeck, V. (1997). The effect of different teaching strategies on the moral development of physical education students. *Journal of Teaching in Physical Education*, 17, 85-98.)

The goal of the study was to identify and assess which types of teaching strategies may best promote social moral development in the physical education classroom. Student self-report measures assessed specific facets of sociomoral development including moral judgment, moral reasoning, and moral intention. Teachers objectively rated student's prosocial behavior. Both the teacher's behavioral rating and the students' self-report measures were the same as summarized in Gibbons et al. (1995). Post intervention student level analysis indicated that the social learning and structural developmental groups both scored significantly higher on moral judgment, moral intention, and on prosocial behavioral measures than the control group.

The moral reasoning scores were significantly greater than the control group for participants in the structural developmental group but not for those in the social learning groups.

Gibbon and Ebbeck's (1997) findings indicated that measures of moral judgment, moral intention and prosocial behavior could be increased through the combined use of a curriculum that stressed fair play principles and a structural developmental teaching strategy. In addition, their findings indicated that moral reasoning scores only increased significantly when the teaching method was a structural developmental strategy. This is important, because the moral reasoning score increase corresponds to advancement in the reasoning underlying student behaviors. The index of moral reasoning was "derived from moral development theory" and thus represented advancement along the levels of socio moral development put forward by both Kohlberg (1984) and Hahn et al. (1985) (Gibbons & Ebbeck, 1995, p. 252). The measures of judgment and intention are important for behavior in a given moment in time and cannot be completely separated from reasoning, structural developmental theory would indicate the change in the reasoning behind the decision making would be an indicator of broader cognitive maturation. Setting aside whether the student indicates that he or she would decide to argue or not, the indication of the reason for that decision (punishment, getting even, is it nice, against the rules, fair or right) captures change that matches up with Kohlberg's Stages of Moral Development.

Advancement in Kohlberg's stages is not domain specific (i.e. only physical education scenarios) but is an indicator of development that impacts behaviors across all domains.

Structural Developmental Pedagogical Methods

In physical education, the multi-activity model is the dominant teaching model in the United States. The multi-activity model is an approach that centers on the teacher and involves teaching physical activities with direct styles of instruction or lecture. The method employs a brief instruction from the teacher and students are then expected to follow the instruction in order to participate in drills, practices or games. It is a top-down model where directions come from authority and students are expected to follow the directives of the authority figure (Cutrner-Smith, Todorovich, McCaughtry, & Lacon, 2001; Harvey, Kirk, & O'Donovan, 2011). The reasons as to why this model remains dominant are unclear; however, Harvey et al. (2011) speculate it is driven by socio-historical aspects of schools in the United States and by the personal biographies of many physical education teachers. Cutrner-Smith et al. (2001) echo a similar concern by noting physical education teachers often see themselves in a coaching role with a main focus on coaching extracurricular sport. Teaching physical education for these individuals is often times "simply a career contingency" (Curtner-Smith & Sofo, 2010, p. 352). Research indicates that the multi-activity model is a poor model where engagement with the teacher is often short with little instruction provided, and

students are not held accountable for learning (Cothran & Ennis, 1997; Ennis & McCauley, 1998).

For structural developmental theorists, a goal of the teaching methodology is to move from the top-down teaching aspects found in the multi-activity model. Mosston and Ashworth's (2008) spectrum of teaching styles, found below in Table 4, summarizes teaching styles according to the decisions made by participants (teachers and students) in a classroom lesson. The teaching style the structural development researchers engaged in through the curriculum above would be described as Style F: Guided Discovery whereas the typical multi-activity model teaching style would be described as mix of Style A: Command and Style B: Practice.

Table 4. Teaching Styles

| Style | Name | Brief Description |
|---------|------------------|--|
| Style A | Command | Teacher makes all the decisions. |
| Style B | Practice | Students practice teacher prescribed tasks. |
| Style C | Reciprocal | Students work in pairs, one as the teacher and one as the learner. |
| Style D | Self-Check | Students evaluate their own performance against criteria. |
| Style E | Inclusion | Teacher provides alternative levels of difficulty for students. |
| Style F | Guided Discovery | Teacher plans a target and leads the students to discover it. |
| Style G | Problem Solving | Teacher presents a problem and students find their own solution. |

| Style | Name | Brief Description |
|---------|-------------------|--|
| Style H | Individual | Teacher proposes subject matter; students plan and design the program. |
| Style I | Learner Initiated | Student decides content and plans and designs the program. |
| Style J | Self-Teaching | Students take full responsibility for the learning process. |

(Mosston, M., & Ashworth, S. (2008). *Teaching physical education* (5th ed.). San Francisco CA: Benjamin Cummings.)

Mosston and Ashworth (2008) argue teaching styles should be selected to achieve different learning objectives. In accordance with this, the learning outcome for structural developmental theorists is the Guided Discovery (Style F). Table 5, below, outlines the pedagogical elements employed by the structural developmental researchers in previous interventions (Gibbon & Ebbeck, 1997). Guided Discovery (Style F) allows for the promotion of sociomoral development because it: (a) presents a hypothetical situation to a group of students in group setting, (b) allows for the discussion of a situation in a group setting and provides a structure for students to discuss the implications of the situation, and (c) allows an interactional process between the students that seeks a solution to the dilemma via the group process. Rather than a pure lecture format, the Guided Discovery (Style F) mirrors Haan's articulation of sociomoral development by providing an infrastructure where students can come to a solution through a group process.

Table 5. Guided Discovery Pedagogical Elements

| Section | Pedagogical Elements |
|------------------------------|--|
| Introduction | State content's general topic |
| Icebreaker | Minimal behavioral expectations expressed. The instructions on the logistics of the knot are enough to support performance of the task and process of discovering. |
| Conversation & Team Activity | Presents the subject matter through setting basic parameters. Engages in a questioning dialogue, leading the students to discovering the anticipated content target. Integrate content and logical linking and sequencing of the content into responses to student dialogue. |
| Reflection | Acknowledge the learner's achievement in arriving at the content target. When the learner discovered a concept provide the name the concept discovered and make linkages to related concepts. |

(Mosston, M., & Ashworth, S. (2008). *Teaching physical education* (5th ed.). San Francisco CA: Benjamin Cummings., pp. 212-236)

The silence in the literature that McCloy (1930) first described as the state of research regarding the role of physical education's role in sociomoral development no longer exists. To summarize, research has found that the social nature of interactions in physical education environments provides an essential element to sociomoral development when compared to a traditional lecture environment. These results provide evidence that students are more apt to internalize moral principles via group dynamics and periods of social disequilibrium rather than deductively reasoning them on their own from universal moral principles. These findings support the structural development

model of sociomoral change and offer a framework for how educators could go about designing education curricula with the goal of facilitating sociomoral development. The research on facilitating development has found that student led dialogue, problem solving, and engagement with moral dilemmas (staged or imagined), are more effective elements in social development physical education curricula when compared to top-down rule-making or modeling expected behavior.

Shortcomings of Current Research

The cumulative findings from the various intervention efforts reviewed here is that physical education programs, when deliberately designed to improve the moral functioning of students, do in fact do so. However, as Bredemeier and Shields (2005) note in the newest edition of the *Handbook of Research in Applied Sport and Exercise Psychology*, “Even when interventions are successful, it is often unclear which component of the program, or which combinations of components, is responsible for the gains” (p. 675). A major shortcoming of the literature is that researchers have failed to tether successful outcomes to specific program elements, one of which is intervention length. There has been a lack of research focus on intervention time as a variable in recent work in the sociomoral development literature. This is unfortunate because in order for a program to be successful it must be adaptable to the needs and realities of teachers. The proposed curriculum

requires a short intervention of three class periods that will not require additional resources from the teacher or the school district.

The unfortunate reality is “that physical education programs are often marginalized, exemptions for physical education are granted frequently, and, in the current atmosphere of ‘high stakes testing’ and No Child Left Behind, both time and money are often diverted away from physical education programs to more ‘academic’ content” areas (Bryan, Sims, Hester, & Dunaway, 2013, p. 21). Physical education was excluded as a core subject in the *No Child Left Behind Act* and that exclusion was continued with the *Common Core* curriculum that supplemented *No Child Left Behind*. These changes have left physical education as a discipline struggling to adjust to the new reality in primary school environments (Gambescia, 2006). On December 10, 2015, President Obama signed into law the Every Student Succeeds Act (ESSA) (S. 1177), which will replace *No Child Left Behind* when fully implemented. The ESSA does away with the core subject’s designation, and includes physical education as a part of a ‘well-rounded curriculum.’ This new designation will make physical education eligible for Title I funding. This massive shift cannot be overstated, in that for the first time since *No Child Left Behind*, physical education will be able to access the large federal Title I funds.

Although implementation of the ESSA may positively influence the future of physical education, Beddoes, Prusak, and Hall (2014) argue that the

problem runs deeper than the *No Child Left Behind Act*, or any changes at the curricular level:

The marginal status of physical education has resulted from a host of nearly insurmountable barriers, including lack of administrative and collegial support, short age of equipment, poor facilities, large class sizes, inadequate scheduling, philosophical and curricular differences, demotion of subject matter, isolation, and lack of opportunities for professional development. (p. 21)

Stevens-Smith, Fisk, Keels-Williams, and Barton (2006) surveyed principals at 213 schools that varied widely across socioeconomic factors. The inadequate scheduling Beddoes et al. (2014) highlighted was apparent in the findings. Sixty-four percent of the principals sampled ranked physical education last out of all academic subjects identified at their respective school. Thirty-one percent did not personally view physical education as an academic area. The principals did not see physical education as vital to the schools funding or functioning. Stevens-Smith et al. (2006) elaborated on the findings stating:

Not surprisingly, time allotment followed perceptions of academic viability, with physical education being given 84 minutes per week compared to 523 for language arts, 335 for math, 186 for science, 171 for social studies, 154 for history, 97 for health, 90 for foreign language, and 87 for technology. (p. 10)

Researchers have shown when physical education curricula and interventions are designed specifically to improve the moral functioning of students; they are able to do so. However, there is a disconnect between research demonstrating the positive effects of PE on sociomoral development and the time given to PE and its endorsement at both the policy and school levels. Although important to help physical education educators to understand the importance of their subject matter and the way it is taught to children's sociomoral development, given the limits on time and resources of practitioners, and the lack of guidance from theory or the literature, it seems pragmatic to select an intervention length that would be most plausibly implemented by physical education teachers.

In summary, in the U.S. the structure of PE classes generally focuses on rote sport-play and not incorporating other facets of social-emotional learning. The interplay of these sport-play activities (within the scope of structural development) could benefit a student's overall ability in moral development and critical thinking and thus have a direct positive impact on other aspects of their education. In this continuing climate of limited amounts of time and resources for Physical Education in U.S. classrooms, combined with Common Core standards that do not explicitly focus on the sociomoral development of young children, this exploratory project is attempting to find a place for moral development education. This project is an initial attempt to bring together the elements shown in the literature to be important in the

promotion of sociomoral development, with the shorter time frames that physical education teachers find themselves working within in the age of Common Core standards. As there continues to be a focus on accountability and a lesser interest in the physical and sociomoral development of children, this project may offer a pragmatic solution for integrating such development into school curriculum. Additionally, for the first time since January 2002, federal law includes physical education as a part of a 'well-rounded curriculum.' This new designation makes physical education eligible for Title I funding and suggests that the time is right to educate prospective physical educators about new opportunities. This new access to Title I funding and block grants will systematically make resources available to support physical education curriculum development. For well over a decade, physical education curriculum development has been on hold in the U.S., and this project seeks to promote the development of changes to physical education curricula where development has been long overdue.

Summary and Purpose of the Project

In contrast to sportsmanship and teamwork interventions of the past that require timeframes of up to an academic semester, this current project promotes a shorter intervention that extends over a three-week period. The goals of the project included increasing the awareness of future professionals intending to work with children and families regarding the importance of promoting sociomoral development in middle school physical education

students. A presentation was given to undergraduate students majoring in human development/psychology, which included a definition of sociomoral development, the utility of promoting sociomoral development through physical education, teaching strategies found to be most efficacious, and the realities of teaching PE in the climate of standards and time limitations. Information for this presentation was developed from work initiated by Haan (1977) and continued by Romance et al. (1986), Gibbons, et al. (1995), and Gibbons and Ebbeck (1997).

Strategies from this work with direct relevance to the presentation are summarized in Table 6 below with each strategy corresponding to different components of a successful sociomoral curriculum as well as how these sociomoral curriculum strategies and components map onto the fixed questionnaire for the pre-test and post-test used in this study. The dialoging and reflection components of the sociomoral curriculum were combined into the physical education and prosocial behavior category of the fixed questionnaire because items pertained to the strategy of involving students in the development of ground rules with respect to diverse viewpoints. The role-playing games and the group dilemma components of the sociomoral curriculum were combined into the moral competence activities category with the overarching strategy of assisting students in understanding that the same experience will be perceived in different ways by different individuals. The teacher's role in sociomoral development, theory of structural development,

and logistics of sociomoral curriculum categories were all devised out of the Guided Style Discovery (F) component of the sociomoral curriculum that reflected the strategy of utilizing Haan’s theory of structural development transforming it into the physical education classroom

Table 6. Physical Education Strategies and Sociomoral Curriculum

| Sociomoral Curriculum Strategy | Component of Sociomoral Curriculum | Category of Sociomoral curriculum fixed questionnaire |
|---|------------------------------------|--|
| Involving students in the development of ground rules for discussion with respect to diverse viewpoints | Dialogue and Reflection | Physical Education and Prosocial Behavior |
| Assisting students in understanding that the same experience can and will be perceived in different ways by different individuals | Role- Playing games | Moral Competence Activities |
| Assisting students in understanding that the same experience can and will be perceived in different ways by different individuals | Group Moral Dilemmas | Moral Competence Activities |
| Utilizing Haan’s theory of structural development optimally and transform it into the physical education classroom. | Guided Style Discovery (F) | Teacher’s Role in Sociomoral Development, Theory of structural development, logistics of sociomoral curriculum |

Additionally, the presentation drew from the California Public Schools Physical Education Model Content Standards (2006) (the most recent in the

state) whose foundational goal emphasizes that students learn to work “cooperatively to achieve a common goal, meeting challenges, making decisions, and working as a team to solve problems” (“Physical Education Model Content Standards for California Public Schools”, 2006. p. vii).

The goal of this presentation was to highlight elements of shorter interventions that may allow for the wider use of teamwork curriculum in class settings that are pressed for time. As Romance et al. (1986) noted, “With additional research and appropriate program planning, physical educators can remove moral development from the *hidden* curriculum and deal with this important topic formally” (p. 135). A shorter more straightforward curriculum driven by dialogue not hidden in semester-long game play would also contribute to the effectiveness of future teamwork interventions and help faculty members facilitate moral development through physical education. Actively dialoguing with students about the reasoning behind why certain behavior is valued in a social setting, such as that found in physical education classrooms will help facilitate behavior that is informed internally rather than arrived at from an external authority figure. To this end, this project developed a presentation for undergraduate students interested in working with children and families designed to: (1) clearly define what sociomoral development is, highlighting the different facets of sociomoral development while at the same time bringing it all together to include its overarching theme of striving for an optimal balance between the self and others by attending to one’s own needs

and the needs of others simultaneously. (2) Explain the importance of sociomoral development and its theoretical backbone that best supports it (Haan's theory of structural development) and how to structure the physical education classroom in order to fully capture its effectiveness. (3) review past research that has successfully implemented sociomoral learning in the physical education classroom and use this information in order to structure a potential curriculum that can use all these successful elements without requiring tons of resources or months of repeated implementation.

CHAPTER TWO

METHODS

The purpose of this project was to educate undergraduate students working with children and families on sociomoral development. More specifically, this project synthesized Haan's theory of structural development with past research that has effectively shown the steps that schools can take in order to increase the moral competence of students in physical education classes. The main goal of this project was to help undergraduate students majoring in human development/psychology understand that a sociomoral curriculum can be easily implemented with just a few minor tweaks to the school's existing curriculum.

Participants/Demographics

Participants were recruited from the California State University San Bernardino College of Social and Behavioral Science. The researcher contacted professors teaching summer session 1 for 2016 in the College of Social and Behavioral Science. The researcher then asked these professors if a small announcement could be made in front of the class that served to describe the study briefly and invite students to participate. The researcher allowed two weeks in order to hear back from students regarding their participation for this study.

Of the 17 participants, the mean age was 26.5 and the mode age was 24. Ninety-four percent of the participants were female (16/17), and 6 percent was male (1/17). The ethnic breakdown of the participants was as follows: 3/17 Asian American (18%), 3/17 White/Caucasian (18%), 2/17 African American (12%), Hispanic/Latin 7/17 (41%), 1/17 Middle-Eastern (6%) and 1/17 Native American (6%). The questionnaire also asked about participants' experience working with children and the results were as follows: 5/17 (29%) reported as having moderate experience working with children, 8/17 (47%) reported having no experience working with children and 4/17 (24%) reported having little experience working with children.

Measures

A pre and post survey was given to participants for this study. A Likert scale was utilized that had responses ranging from -4 (strongly disagree) to +4 (strongly agree). The pre-test survey had statements about sociomoral development and the issues in the physical education learning environment that might be alleviated through use of a sociomoral development curriculum. In addition, the pre-test contained open ended questions that served to gauge the participant's knowledge about sociomoral development (refer to Appendix B for the entire pre-test questionnaire). The questionnaire had questions pertaining to different segments of the presentation. Items 1, 2, 3, 5, 10 and 14 pertained to physical education and prosocial behavior in sport, in general. Items 17, 18, 19, and 20 related to the activities that educators can use in

order to successfully promote sociomoral competence. Items 4, 6, 8 and 9 pertained to the teacher's role in promoting sociomoral development as well as pedagogical methods for best promoting sociomoral development. Items 7, 12, 13, and 16 pertained to the theory of structural development and its relation to promoting sociomoral development. Items 11 and 19 pertained to the logistics of carrying out a sociomoral curriculum. Demographics were collected in the pre-test survey (age, sex, and ethnicity). The post-test survey had the same statements rearranged. In addition, the post-test survey had open ended questions pertaining to the information covered in the PowerPoint (refer to Appendix C for the entire post-test). The survey was given to participants before the presentation (pre-test) as well as afterward (post-test). Participants were assigned numbers for their surveys so that the researcher could keep track of participants confidentially while still matching pre-test to post-test.

Procedure

Upon successful completion of the IRB, the researcher allowed 1-2 weeks in order to hear back from graduate students regarding their participation for this study. Once around 5-15 participants were recruited, the researcher then planned out the exact date for when the sociomoral presentation would take place.

Presentation

The researcher waited in the assigned data collection classroom for all participants to arrive. Once all participants had arrived, the researcher handed

out the pre-test measure for participants to complete. After participants completed the pre-test measure, the researcher began the presentation. As the presentation began, the researcher described what sociomoral development is, and the five different facets associated with it. The researcher then began discussing the theoretical implications for sociomoral development. Specifically, Kohlberg's theory of moral development was discussed first, and then Haan's theory of moral development was compared and contrasted to that of Kohlberg's. The researcher then highlighted how Haan's theory is more relevant to the implementation of sociomoral learning in physical education classrooms and other classes alike. Once Haan's theory was explained as the best theory for the implementation of sociomoral learning, the researcher described past studies that have shown to be successful in bringing about positive moral change in the physical education classroom. Specifically, the researcher focused on studies that have utilized a variety of games and role-playing scenarios that have acted as the catalyst for engaging students' morality and boosting their respective scores on measures that successfully gauge the level of students' morality. Once the importance of these games and activities were highlighted, the researcher explained to the students the different ways that sociomoral development can be actually translated and incorporated into the classroom's curriculum. This was upheld by research that showed the effectiveness of certain teaching styles and how certain styles of teaching better promote sociomoral development. After this

was explained, the researcher asked participants to get into small groups (3-4) and draw up their own sociomoral curriculum utilizing the knowledge and information they learned during the presentation. The researcher then called on the different groups and the groups explained their curriculum and how they thought it could increase moral competence for children in the physical education classroom. The Post-test survey was then given at the conclusion of the study.

CHAPTER THREE

RESULTS

Close-Ended Questionnaire

In order to see whether this sociomoral teaching curriculum could effectively have an impact on students' thought processes about how to implement and cement sociomoral learning in the classroom, a pre-test and post-test was used. Specifically, pre-test means were compared to post-test means in a questionnaire that gauged students' knowledge about Sociomoral development and its practical implementations. Average pre and post-test scores for each item on the surveys is provided in Table 7. Results indicated that across all 20 items of the questionnaire, participants scored in the mid-range or above for many of the pre and post-test items. This indicates that students had at least some, to a fairly good understanding of many of the concepts presented both prior to and after the presentation. In addition, on most of the items, participants scores slightly increased demonstrating possible effectiveness of the presentation, which will be discussed further in Table 9.

Table 7. Mean Scores on the Pre and Post-Test Questionnaire

| Item # | Average score on pre-test across participants (N = 17) | Average score on post-test across participants (N = 17) |
|--------|--|---|
| 1 | -2.6 | -2.9 |
| 2 | 1.2 | 2.1 |
| 3 | 1.6 | 2.9 |
| 4 | 1.7 | 1.8 |
| 5 | 2.4 | 1.9 |
| 6 | 2.6 | 2.6 |
| 7 | -2.4 | -2.5 |
| 8 | 2.0 | 2.4 |
| 9 | 2.3 | 2.9 |
| 10 | 0.0 | 0.0 |
| 11 | 2.6 | 2.3 |
| 12 | 1.0 | 1.5 |
| 13 | 3.0 | 2.5 |
| 14 | 1.9 | 1.4 |
| 15 | 2.4 | 2.9 |
| 16 | -0.9 | -1.8 |
| 17 | 2.3 | 3.4 |
| 18 | 2.4 | 3.3 |
| 19 | 1.9 | 2.9 |
| 20 | 2.1 | 3.2 |

As noted in the methods section, the questionnaire was divided into 5 categories of analysis. The five categories of analysis were: P.E and prosocial behavior, teacher's role in sociomoral development, theory of structural

development, logistics of a sociomoral curriculum, and moral competence activities. These categories, and the questions associated with them, were specifically created to reflect particular elements of the presentation given to participants. Below (in Table 8) is the average scores on the pre and post-test for these categories. Although scores on the individual pre-and post-test items showed moderate understanding of many of the individual items presented, average scores for each category demonstrated a slightly different picture. Specifically, results indicated that participants scored low on two categories of the questionnaire: The PE and Prosocial behavior category, and the Theory of structural development category. In addition, these two categories also had very little positive change between pre-test and post-test. This indicates that participants may not have had an existing understanding of these categories and learned marginally from the presentation. Participants scored higher on the scale for the following categories: The Teacher's role in sociomoral development, logistics of sociomoral curriculum, and moral competence activities categories. This indicates that participants may have had a greater existing understanding of these categories. Out of these three categories, the moral competence activity category had the most change moving from pre-test to post-test indicating that participants likely learned from this section of the presentation.

Table 8. Mean Category Scores on the Pre and Post-Test Questionnaire

| Category | Average score on pre-test across participants (N=17) | Average score on post-test across participants (N=17) |
|---|--|---|
| P.E and Prosocial behavior (Items: 1,2,3,5,10,14) | 0.7 | 0.8 |
| Teacher's role in sociomoral development (items: 4,6,8,9) | 2.2 | 2.5 |
| Theory of structural development (items:7,12,13,16) | 0.6 | 0.9 |
| Logistics of sociomoral curriculum (items: 11,19) | 2.2 | 2.4 |
| Moral competence activities (17,18,19,20) | 2.2 | 3.2 |

Finally, Table 9 shows change scores in each category from pre to post-test. This table shows that scores only increased very slightly across four out of the five categories between pre and post-test. One out of the five categories (moral competence activities) increased more than slightly going from pre-test to post-test. This means that participants had both an existing understanding of the category, as well as a modest increase in knowledge learned from the presentation. This can be seen by the modest increase in the total average score moving from pre-test to post-test.

Table 9. Change Score Between Mean Pre and Post-Test for Each Category

| Category | Change score between mean pre and post |
|--|--|
| PE and Prosocial behavior | 0.1 |
| Teacher's role in sociomoral development | 0.3 |
| Theory of structural development | 0.3 |
| Logistics of sociomoral curriculum | 0.2 |
| Moral competence activities | 1.0 |

Open-Ended Questions

The sociomoral development curriculum questionnaire had open ended questions that enabled participants to draw on knowledge and experiences that they had with children before the presentation (pre-test), followed by questions that intended to measure and gauge the knowledge and usefulness of the presentation after it concluded (post-test).

Pre-Test Questions

Beginning with the pre-test questions, the first question was “how do you think middle school kids develop their moral thinking?” Answers to this question focused on several different factors. The first common factor was that of parenting. 10/17 participants or 59 % mentioned the role of the family and parenting as key to the development of moral thinking in middle school students. The next common factor that participants stated was integral to the development of moral thinking in kids was the social climate of the middle

school student. Specifically, 11/17 participants (65 %) stated that the environment of school, friends, and social media all intertwine in order to facilitate the development of middle school students' moral thinking. A small number of participants also stated a few other factors that they thought were important to developing moral thinking in students. 3/17 or 17 % stated that middle school students develop their moral thinking through observation and learning from older (more mature) peers. 2/17 or 12 % of participants stated that middle school students develop their moral thinking innately.

The second pre-test question asked "what do you think Sociomoral Development means? Analysis of this question indicated that 17/17 or 100 % of participants indicated an answer following the idea that sociomoral development is the shaping of social interactions and morality into a developmental process. 1/17 participants or 6 % indicated that cognitive development and age specific development also shapes sociomoral development.

The third pre-test question asked "what are some ways in which teachers can promote positive moral development in the classroom environment" Analysis of this question indicated several different responses. 6/17 or 35 % of participants indicated that teachers can include activities, games, or dialoguing scenarios that promote moral development in the classroom. 8/17 or 47 % of participants indicated that the teacher can simply change their attitude, as well as try to empathize with students and have a

high amount of emotional intelligence in order to relay this emotional input to students so that they have a good example to follow. 3/17 or 18 % of participants indicated that teachers can give students more opportunities to work together within the context of group projects or group assignments and allow students to help or mentor one another if they are experiencing difficulty.

Post-Test Open-Ended Questions

The first post-test question was “what did you learn from this presentation that you could see yourself utilizing in your own future classes as a physical education/school teacher? An analysis of this question revealed the following: 5/17 participants or 29 percent of participants indicated that they could see themselves utilizing the icebreaker activities for their own future classes as educators. 10/17 participants or 59 percent indicated that they could see themselves utilizing different games, activities, and dialoging in their own classrooms. 3/17 participants or 18 % stated that they would employ a more student centered teaching approach with students setting some of the rules of the sports games, as well as teach the importance of sportsmanship and how to handle winning vs. losing.

The second post-test question was: “Do you believe that the activities described in the presentation can produce enough positive moral change in the long term”? If not, what could be done to cement this moral learning? After analysis, the following was found: 2/17 participants or 12 % answered no, the activities cannot produce enough long term moral change. These participants

stated that in order to cement the moral learning, a standardized curriculum that more closely resembles students' normal P.E routines was recommended to cement the moral change. 15/17 or 88 % of participants said that yes, the activities described in the presentation can produce enough moral change in the long term.

The third post-test question was: "In the presentation, dialoging, reflection and utilizing the group process by having mutually agreed solutions for moral dilemmas is the best way to advance moral competence. What other techniques or methods of instruction do you think can increase moral competence in the classroom? Analysis of this question indicated the following results: 4/17 participants or 24 % indicated that having the students work together on group projects and assignments could increase moral competence in the classroom. 7/17 participants or 41 % indicated the need to create more activities that increase the role of the student in making the rules of the classroom and having more student to student interaction. 3/17 participants or 18 % stated that having the parents more involved in their students learning can increase moral competence in the classroom. Lastly, 3/17 participants or 18 % stated that having visual aids like interactive computer games or educational films that help highlight what moral behavior really is could increase moral competence in the classroom. When comparing participant responses from the 20 item questionnaire to the open ended questions, congruence can be seen across the pre-test and post-test. Participants'

existing knowledge in the open ended pre-test questions was translated into higher initial scores on 3/5 categories of the questionnaire scale itself. In the post-test, participants' variety of responses surrounding different moral competence activities in the open ended questionnaire was translated into higher scores moving from pre-test to post-test in the moral competence activity category of the 20 item questionnaire.

Participant Activity:

Participants were asked to form groups of 3-4 and briefly brainstorm some ideas for creating their own sociomoral development curricula based on the presentation. The length of the presentation and the late start time only allowed for two groups to share their ideas. The first group came up with the idea to allow students in P.E classes to create a photo collage of their entire academic P.E year from start to finish and have students share photos and memories and recount all the fun times they had as a group together. The second group came up with a few icebreaker activities that they could use to begin to formulate a curriculum. The first ice-breaker idea involved having the students throw a ball around to each other with a student giving a compliment to whoever they throw the ball to next. The second ice-breaker idea involved having students come up with trust building exercises. The participants gave the classic "catching the individual as they fall back" team exercise as an example. From these examples it can be seen that students utilized information learned from the presentation by building upon the ice-breaker

concepts and adding their own unique twists. In addition, the photo collage idea may have most likely arisen from the ice-breaker concepts in that the presentation highlighted the importance of utilizing activities that can build trust and rapport, and also being unique to the physical education class cohort itself.

CHAPTER FOUR

DISCUSSION

The purpose of this project was to develop a curriculum promoting sociomoral development and to educate undergraduate college students about the importance of utilizing the physical education classroom as an advantageous setting for promoting and advancing the development of prosocial values and moral reasoning of middle school students. This curriculum was developed after investigating the relationship between the social nature of physical education and the theory of structural development. Specifically, this relationship suggests that a curriculum with a structural development teaching approach combined with sport activities and other games utilizing the group process can instill moral development gains in middle school students. The curriculum's effectiveness in this study was measured through the use of undergraduate participants who were educated in the application of this sociomoral curriculum for their future careers in the academic setting or even in their own personal lives. Overall, participants' pre-test and post-test means increased very slightly, although one category of questions showed a moderate increase between pre-test and post-test means indicating that participants' agreement mean improved and their understanding of the sociomoral curriculum increased as a result of the presentation. The open-ended questions better illustrated the notion of increased understanding as a result of the presentation.

Pre-Test Questionnaire Responses

The pre-test questionnaire attempted to gauge the knowledge that participants had prior to the presentation. Depending upon the specific category of the pre-test questionnaire, participant response averages ranged from -0.75 (slightly disagree) to 4.0 (strongly agree). For the P.E prosocial behavior category of items, participant pre-test responses ranged from -0.75 to 1.75. This indicates that participants' knowledge surrounding the relationship between P.E. and prosocial behavior was relatively low before the presentation. For the category of "teacher's role in sociomoral development" grouping, participant pre-test responses ranged from 1.0 to 3.0. This may mean that participants may have already had a basic understanding of the importance that teachers play in the promotion of sociomoral development. For the theory of structural development grouping, pre-test scores ranged from -0.75 to 1.75 indicating that participants really didn't have too much knowledge of the theory of structural development prior to the presentation. The category of logistics of a sociomoral curriculum as well as the moral competence activity category had pre-test scores ranging from 0.5 to 4. In these specific categories of the pre-test questionnaire, responses were all across the board indicating that either the participant already knew about the logistics, or they didn't. The demographics of participants can help account for these pre-test findings. To begin with, participants may have scored higher in the scale for "teacher's role in sociomoral development" because all of the participants were

psychology/human development majors whom have probably taken classes that highlight the importance of teaching in developmentally appropriate contexts. In addition, 53 percent of participants reported having little to no experience working with children, which may help explain why participants scored low or across the board on 4/5 categories of the questionnaire.

Difference Between Pre/Post-Test Scores

For the P.E prosocial behavior grouping, pre-test mean agreement scores increased very slightly. The increase was so slight; it can barely be noticed. There are several reasons that could account for these results. First, this particular grouping of items had two items that were reverse scored. All other groupings had either 1 or 0 reverse scored items. Reverse scoring can sometimes confuse the participant or otherwise cause them to experience added stress during the study. Second, multiple participants actually did not answer some of the questions in this particular grouping defaulting their response to "0". This could have occurred simply because the participant missed seeing the question, or perhaps they were confused by the question and left it blank. Third, participants may not have been familiar with the intersection of physical education and psychology, and may have only seen this type of information for the first time.

For the Teacher's role in sociomoral development grouping, pre-test mean agreement scores increased slightly. These results indicated that participants gained some knowledge about sociomoral development and

pedagogy, and also that they can see the importance of the teacher's role in facilitating the correct style of instruction so that middle school students' sociomoral development is optimally increased. In addition, participants may have been able to understand that the guided discovery (F) style of teaching best adheres to advancing sociomoral development since learning moves from the common command-style to a more student centered approach.

For the theory of structural development grouping, pre-test mean agreement scores increased very slightly. These results indicated that participants very slightly improved in agreement with the items pertaining to the theory of structural development. Participants may have been able to understand the difference between a social and cognitive approach to advancing sociomoral development. Specifically, that Haan's more relevant social emphasis towards moral development is more suited to scholastic learning than that of Kohlberg's approach. Participant mean agreement scores may have increased more greatly if it weren't for the difficulty of understanding cognitive/developmental concepts for undergraduate students who simply may not have had the opportunity to learn structural development theory. In addition, the presentation's component that covered structural development and its theory was shortened a few slides to allow for additional content so participants may not have grasped this concept because of limited exposure.

For the logistics of sociomoral curriculum, pre-test mean agreement scores increased slightly. These results indicated that surrounding the logistics

of a sociomoral curriculum, participants slightly agree that the traditional physical education model and the support system it rests on (school districts, curriculum and planning) is a system that needs to be rewritten. In addition, participants may have been able to understand that more physical education programs need to examine the length of time that is required to instill positive long term sociomoral change in students. The fact that many schools and school districts are consistently pressed for time make it somewhat difficult to accurately understand all the logistical dynamics at work in a sociomoral curriculum.

For the moral competence activities category, pre-test mean agreement scores increased moderately. These results indicated that focusing on the different kinds of activities that promote moral competence (ice-breakers, role-play, create your own game) during the presentation successfully increased levels of agreement among participants. This may be partly attributed to the fact that the bulk of the presentation focused on the different types of games and activities that can promote sociomoral development in the P.E classroom. In addition, at the end of the presentation, an interactive activity enabled students to get together and discuss their own ideas for creating games and activities in a sociomoral curriculum. Participant scores may have increased the greatest on the moral competence activity category primarily due to the dynamics of learning. The moral competence activity category was the only category in the questionnaire that was backed by active

learning. As mentioned earlier, a structural development style curriculum is most effective when students have freedom to make the rules of the classroom, participate in team based activities, and have active dialoguing included in the learning environment. Not only do these elements translate into active learning, but they help students learn significantly better than elements of passive learning where the instructor simply lectures and students try to understand the material. In this study, many of the open and close ended questions in this presentation were given to participants from a passive learning perspective. In order to cement active learning and the guided discovery (F) style of learning for sociomoral curricula, future presentations should focus on new innovative ways to make the learning experience as active as possible.

Open-Ended Questions

The open ended questions used for this study served several different purposes. To begin with, the pre-test questions were an attempt to gauge where each participant stood in terms of their general knowledge in the area of sociomoral development. The post-test questions attempted to gauge the amount of knowledge participants learned as a result of the presentation as well as how to teach middle school students through the use of a sociomoral curriculum. Participant responses for the pre-test questions yielded a more than basic understanding of sociomoral development. This can be accounted for through several different explanations. To begin with, participants may

have had a good understanding of the basic definition of sociomoral development and how middle school kids develop their moral thinking. This understanding may have come from participants' exposure to various developmental psychology classes taken previously. Participants may have also reflected back to the time they were in middle school, and could have remembered how they themselves were able to advance their sociomoral behavior. For example, in pre-test question 3 the majority of participant responses (14/17) or 82 % stated activities or behaviors that defined the role of the teacher as the main source of authority and decision making. This corroborates the information in the literature that says that the dominant teaching styles in the United States were/are: command (style A) and practice (style B). The first post-test question asked students to imagine themselves as a physical education teacher or educator and how they would use information learned in the presentation in order to teach one of their own classes. All of the participants indicated one of three things that were mentioned in the presentation as tools used by educators facilitating sociomoral development in the classroom. These tools were utilizing ice-breakers, games that focus on teamwork and role-playing, and a student centered learning approach. This can be due to a number of different reasons. First, participants may have actually learned that in order to successfully convey sociomoral development through a curriculum, ice breaker activities and the other team exercises and games must be utilized. Results from the questionnaire corroborate this in that

participants scored much higher on the post-test than on the pre-test for the moral competence activities category. Through the presentation, participants may have been able to successfully understand that moral change is initiated via group interaction (Haan's theory) and not through individual cognitive reasoning (Kohlberg's theory). Participants may have then reasoned that this interaction can be facilitated through the use of interactive games and exercises aimed at all of the students collectively. In the second post-test question, participants were asked if the activities described in the presentation could produce enough moral change in the long term. Most participants (88 %) answered "yes" due to a number of possible reasons. To begin with, it is possible that participants remembered the segment in the presentation that described a similar study in Canada using a similarly structured sociomoral curriculum. In the presentation, the study described utilizing team sport games and activities with structural development teaching that tracked the progress of students' morality scores across a 7-month time span. In addition, the interactive activity towards the conclusion of the presentation may have cemented participants' belief that the activities could produce long term moral change. One of the examples the group gave with respect to "how to structure your own sociomoral curriculum" involved utilizing photographs and creating a photo collage of students' experiences. A photo collage could effectively translate short term moral change into long term moral change by the ability of photos to capture and relive moments that illustrate positive moral change.

This is why the discussion of photograph collages may have helped participants to come to the conclusion that it could be possible to instill long term moral change through the use of moral competence activities. In the third post-test question, participants were challenged to think of other ways to increase moral competence beyond that of what was covered in the presentation. Interestingly, 41 % of participants indicated that more activities were needed to be created that centered on students coming together to create the rules of the classroom. These results are interesting because it shows that participants were able to integrate and incorporate the guided style discovery (F) style of teaching which is best suited for sociomoral development and apply it to the creation of activities and games used in a sociomoral curriculum. In addition, 35 % of participants suggested other innovative and creative ideas to advance moral competence in the classroom. Using visual aids in the form of computer games, and having more parent/teacher/student involvement are all great ideas that could potentially advance sociomoral development in the classroom. Future studies could examine the role of visual aids and computer-interactive software within the context of structural development style curricula.

Limitations

Though this study has shown that a structural development teaching curriculum for promoting sociomoral development can inform and teach undergraduate students how to implement such a curriculum, a few limitations

must be observed. First, the open ended questions in the pre-test may have been too easy, and also too revealing. By simply deciphering the term “sociomoral” it is possible to deduce the definitions of “social” and “moral” which may be why all participants were able to correctly define the term in pre-test question two. Pre-test question 1 was also relatively revealing because it asks “how do you think middle school kids develop their moral thinking”. The revealing nature of this question comes from seeing the words “kids” and “develop”. The participant may have been easily able to draw inferences as to the different ways kids develop in general, which is also why most participants gave answers such as “parents, other kids, and teachers”. Next, the post-test was administered to participants directly after the conclusion of the interactive group activity. Therefore, the participants could have simply just remembered what the other participants discussed openly to all other participants and not necessarily the other content covered in the presentation. A more effective post-test question would have asked participants to include examples and activities other than the ones just discussed in the interactive activity of the presentation. The second post-test question involved a yes or no question and required students to further elaborate if they choose to answer “no”. All but two participants answered “yes”, that the activities described in the presentation is enough to produce moral change. Although 88 % of participants answered “yes” to this question, showing that long term moral change is possible with sociomoral activities and

games, other reasons could account for this particular response pattern. In this post-test question, an explanation is required for a “no” answer, but no such explanation is required for a “yes” answer. This could mean that participants were simply answering yes because of the ease of doing so. However, most participants offered additional explanations to why they chose “yes” so this is not too likely. Also, it is important to note that not all participants were completely invested in the experiment and therefore some of these results may be artificial. As the researcher panned around the classroom during the presentation, individuals utilizing electronic devices and otherwise not paying attention were noted. This behavior was only noticed with a few participants, so it is unlikely that this drastically affected the results. Lastly, the timing of this presentation could have affected the results. Participants showing up at the last second, and also some unauthorized participants attempting to be included in this study caused the presentation to begin five minutes late. As a result, the interactive group activity at the conclusion of the presentation had to be shortened from ten minutes to five minutes, which severely limited the information and knowledge shared in the activity and also in the post-test questionnaire. Future presentations that aim to effectively teach a sociomoral development curriculum could also include more visual diagrams or videos that help illustrate the nature of the moral competence activities and how to set them up visually. Some participants were a little bit confused as to how to

construct some of the activities since the presentation only described the activities in written form.

Implications

Research has demonstrated that physical education provides students with many different avenues promoting sociomoral growth. This growth comes from the combination of physical exertion, team-based sport interactions, and a structural development style curriculum that allows students more freedom in structuring class dynamics through active learning. To begin with, this presentation can have implications for use at the school district level. Given these results, middle school curriculum educators can begin to understand the importance and effectiveness of utilizing a curriculum for promoting sociomoral development and begin the necessary steps to bring this kind of curriculum to the attention of school district officials and directors of curricula alike. In addition, federal law is now allowing for grants to target physical education classes more exclusively, creating a need for more physical education faculty and new innovative teaching approaches. Lastly, a structural development style physical education curriculum can provide students with the social skill set that they will need for the remainder of their lives. The freedom from their desks and books and the opportunity to physically and socially interact through sport-play gives students a template from which to build upon. Specifically, through a structural development style sociomoral curriculum students can utilize the games, dialogue, and reflection components in order to cement the

fundamentals of positive sociomoral behavior: empathy, fair-play, sportsmanship, and social responsibility.

Conclusion

The purpose of this project was to develop a curriculum promoting sociomoral development and to educate undergraduate students about the importance of utilizing the physical education classroom as a vehicle for promoting and advancing the development of prosocial values and moral reasoning of middle school students. The goal was for undergraduate students to walk away from this presentation with a little bit of knowledge surrounding the importance of fostering moral learning in physical education. This is because research highlights the importance of sport-play and its efficacy in advancing sociomoral development with the right curriculum and style of teaching. This curriculum did show an increase in mean agreement scores moving from pre-test to post-test in one of categories of questionnaire items titled “moral competence activities”. The curriculum also showed critical thinking by the participants’ ability to connect styles of teaching that best promote sociomoral development with innovative curriculum ideas that were envisioned by their imaginations and from what they learned in the presentation. Even if these participants do not plan on becoming educators at some point in their future careers, the knowledge gained from this presentation and study can be applied to their personal lives. These participants will have some contact with the middle school age population at some point in their

lives, and they can use the content in the sociomoral presentation as tools to help with advancing sociomoral development in contexts other than physical education.

APPENDIX A
SOCIOMORAL CURRICULUM PRESENTATION

Slide 1

**A PHYSICAL EDUCATION
CURRICULUM FOR PROMOTING
SOCIOMORAL DEVELOPMENT**

By: Daniel Masarsky

Why Physical Education?

- Sports- Can be a good context for development (Learning opportunities)
- Structure- The academic structure of P.E can be advantageous for development.
- Effective Appeal
- More social contact than a standard classroom

Sociomoral Development

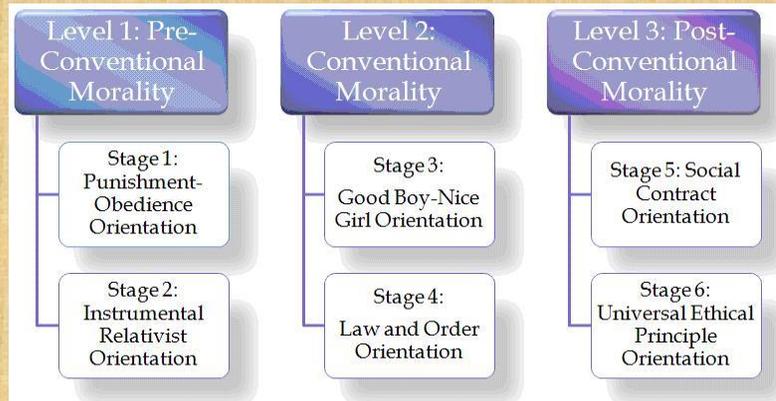
- Sociomoral development refers to striving for an optimal balance between the self and others by attending to one's own needs and the needs of others simultaneously (Haan, Aerts, & Cooper, 1985).
- 1. Empathy/social responsibility
- 2. Fair play
- 3. Sportsmanship
- 4. Prosocial behavior
- 5. Social Responsibility

A framework for Sociomoral Development

- Structural development theory-
- Level 1 (pre-conventional)
- Level 2 (Conventional)
- Level 3 (post-conventional)

<https://www.youtube.com/watch?v=YxJ07klMhr0>

Structural Development Theory

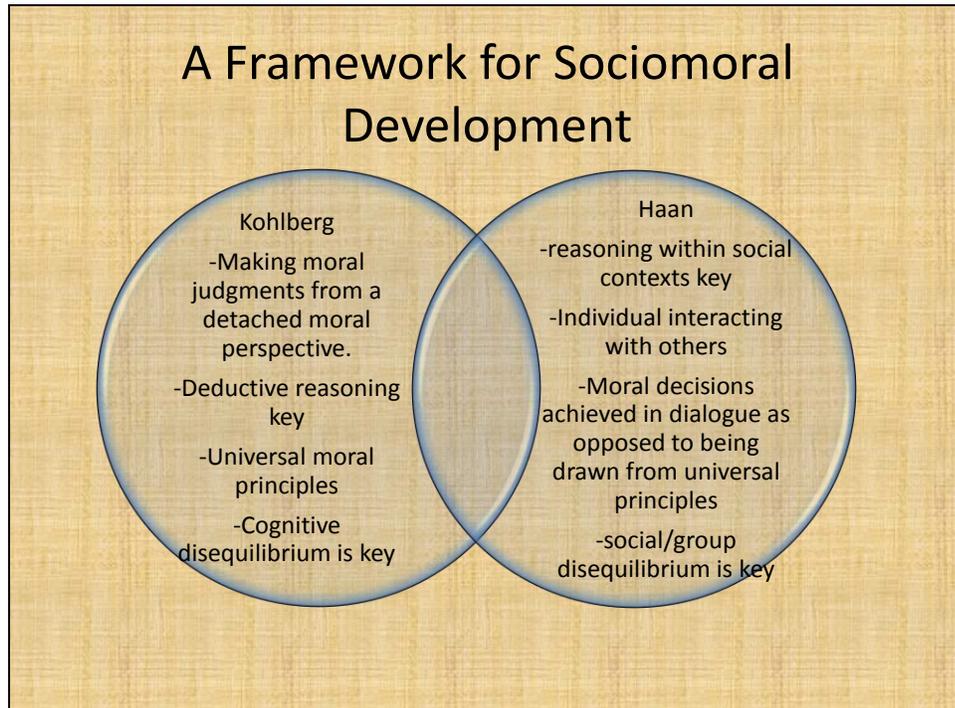


1. How can I avoid Punishment? 2. What's in it for me? 3. social norms 4. law and order. 5. different opinions, rights & values. 6. Abstract reasoning/ laws valid only insofar as they are grounded in justice.

Structural Development Theory

Structural Development Theory as seen by Haan (1977)

1. Rule Based- Doing what one is told
2. Make a deal- Individual understands something is to be gained by making exchange.
3. Reciprocity- Treat others the way you would like to be treated
4. Systems of Obligation- Individual begins to act outside of self-interest
5. Broader collective- individual can now integrate self interest with broader collective



Structural Development Intervention Studies

- Fair Play Curriculum- A resource manual developed by the Commission for Fair Play in Canada. It includes interdisciplinary activities designed to focus on the development of attitudes and behaviors that exemplify the ideals of fair play identified by the Commission.
- (a) respect for the rules, (b) respect for officials and their decisions, (c) respect for the opponent, (d) providing all individuals with an equal chance to participate, and (e) maintaining self-control at all times (Gibbons, Ebbeck, and Weiss 1995).

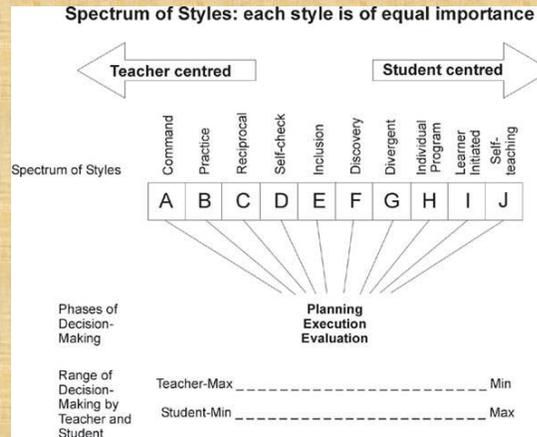
Structural Development Intervention Studies

- Gibbons and Ebbeck (1997) conducted a follow up study with the same Curriculum (fair play resource) but this time they wanted to examine the effects of two different types of teaching strategies.
- Structural Dev Teaching- Question, reflect, dialogue
- Soc. Learning group teaching- Modeling and Reinforcement
- analysis indicated that the social learning and structural developmental groups both scored significantly higher on moral judgment, moral intention, and on prosocial behavioral measures than the control group. The moral reasoning scores were significantly greater than the control group for participants in the structural developmental group but not for those in the social learning groups.

Structural Development Pedagogical Methods

- Multi Activity Model- Teaching that centers on the teacher and involves teaching physical activities with direct styles of instruction. It is a top down model where directions come from authority and students are expected to follow the authority figure (Curtner-Smith, 2001; Harvey, Kirk, & O'Donovan, 2011).
- Problems with model:

Structural Development Pedagogical Methods



Structural Development Pedagogical Methods

- The social nature of interactions in physical education environments (combined with structural development style teaching) provides an **essential element** to sociomoral development when compared to a traditional lecture environment.
- students are more apt to internalize moral principles via group dynamics and periods of social disequilibrium rather than deductively reasoning them on their own from universal moral principles.

Main Questions to ask when developing a sociomoral curriculum

- How to involve students in the development of ground rules for discussion which respect to diverse viewpoints
- How to assist students in understanding that the same experience can and will be perceived in different ways by different individuals
- How to use conflict situations and scenarios to provide useful opportunities for talking about tolerance, respect, and understanding
- How to implement group mechanisms for resolving conflict and misunderstanding (Fair Play for Kids, 1990)

Creating a Sociomoral-Curriculum

- Utilizing “Icebreaker” activities- Students typically know one another to some degree being in class with one another all year long.
- “Icebreaker” activities however, serve to loosen up/free any anxieties students may be feeling toward working in close proximity to one another.
- Example: Secret Handshake

Creating a Sociomoral-Curriculum

- Dialoging Activities- Before any physical activity, introducing a dialogue opportunity has been shown to prepare the kids for the critical thinking that will be required to a **greater** extent in subsequent activities (Fair-play Curriculum, 1995).
- Example: The Olympic Statement

The Olympic Statement

The important thing in the Olympic games is not to win, but to take part

The important thing in life is not the triumph, but the struggle

The essential thing is not to have conquered, but to have fought well

Creating a Sociomoral-Curriculum

- Create your Own Game Task- Students will break up into smaller groups (3-4) and use various sporting equipment (soccer ball, tennis ball, basketball, volleyball, cones, goals, ect) to create their own outdoor sports game. The games must be created utilizing the following rules: everyone plays, everyone enjoys, and everyone succeeds. After about 30 minutes of game time, students will be redirected back and the discussion phase begins.

CYOG- Discussion

Question 1: In what situations did you have to discuss strategy with your teammates?

Question 2: What conflicts did you have to resolve and how did you resolve them?

Question 3: Were there any occasions when you lost your self-control?

Question 4: How did these games develop fair play?

Creating a Sociomoral-Curriculum

- Improvisation games/activities: Students will break up into groups (3-4) and act out skits based on the fair play problem situations written on the "improvisation cards"
- on the back of each card, a set of discussion questions serves to facilitate discussion about the improvisation and directs the topics of fair-play, sportsmanship, and pro-social behavior in sport.
- Students will switch improv cards with another group after 8-9 minutes

Improv Game Example

- Improv 3 Topic: A player on a team is much less skilled at baseball than his/her teammates. The opposing team realizes this from previous games. As the player is about to step up to bat, a member of the opposing team yells out to his/her teammates “hey, I bet you guys she/he won’t hit the ball more than ten feet, move in closer!” The at-bat player clearly hears this and is visibly upset.
- Question 1: If you were the at-bat player, how would this make you feel and what would you do about it?
- Question 2: What are some things that can be done to avoid a situation like this in the future?

Moral Dilemma Scenario

- **Student-players' dilemma**

At a final school championship game, two school teams are tied a few minutes before the end of the final quarter. The best player of the team that remains undefeated throughout the championship, is benched due to an intentionally unsportsmanlike foul; as a result his team is in imminent danger of losing the final game. The head coach of that team gathers the players and encourages them to commit intentional fouls in order to stop the progress of the opponents. The players follow their coach's instructions, commit fouls during the last minutes of the game and finally they win the game and the championship.

Group Activity: Create your own Curriculum

- Utilizing this presentation as a guide, break up into small groups (3-4) and structure your own sociomoral curriculum using similar activities and discussion questions. Remember that positive sociomoral change is initiated through dialogue, reflection, and solving dilemmas through the group process (10 minutes)

APPENDIX B
SOCIOMORAL CURRICULUM PRE-TEST

A Curriculum for Promoting Sociomoral Development Pre-Test

Age: _____ Sex: _____ Ethnicity: _____

Experience working with middle school students (circle one):

No Experience Little Experience Moderate Experience Significant Experience

Instructions: Briefly answer (2-4 sentences) the following questions to the best of your knowledge

Question A: How do you think middle school kids develop their moral thinking?

Question B: What do you think Sociomoral Development means?

Question C: What are some ways in which teachers can promote positive moral development in the classroom environment?

Instructions: For the following questions mark your response in the numbered boxes (-4 to +4) below each statement.

1. Participation in formalized sports (i.e. soccer, baseball, and hockey) can give students similar opportunities for moral growth as compared to physical education classes in the school setting.*

Strongly Disagree Strongly Agree

| | | | | | | | | |
|----|----|----|----|---|---|---|---|---|
| -4 | -3 | -2 | -1 | 0 | 1 | 2 | 3 | 4 |
|----|----|----|----|---|---|---|---|---|

2. The Physical Education classroom provides the best opportunity for kids to build their character and morals

Strongly Disagree Strongly Agree

| | | | | | | | | |
|----|----|----|----|---|---|---|---|---|
| -4 | -3 | -2 | -1 | 0 | 1 | 2 | 3 | 4 |
|----|----|----|----|---|---|---|---|---|

3. Playing team sports in the physical education classroom effectively boosts the moral development of students as well as increases incidence of interpersonal relationships outside of the P.E classroom

Strongly Disagree Strongly Agree

| | | | | | | | | |
|----|----|----|----|---|---|---|---|---|
| -4 | -3 | -2 | -1 | 0 | 1 | 2 | 3 | 4 |
|----|----|----|----|---|---|---|---|---|

4. The dominant style of teaching in the United States does not really support the social and moral development of students in P.E class

Strongly Disagree Strongly Agree

| | | | | | | | | |
|----|----|----|----|---|---|---|---|---|
| -4 | -3 | -2 | -1 | 0 | 1 | 2 | 3 | 4 |
|----|----|----|----|---|---|---|---|---|

5. Altruistic behavior or behavior that is aimed solely for the benefit of the other individual; can be strengthened and increased within the context of team sport-play.

Strongly Disagree Strongly Agree

| | | | | | | | | |
|----|----|----|----|---|---|---|---|---|
| -4 | -3 | -2 | -1 | 0 | 1 | 2 | 3 | 4 |
|----|----|----|----|---|---|---|---|---|

6. Teachers are able to promote the development of moral reasoning by engaging in conversation or providing experiences that create moral conflict

Strongly Disagree Strongly Agree

| | | | | | | | | |
|----|----|----|----|---|---|---|---|---|
| -4 | -3 | -2 | -1 | 0 | 1 | 2 | 3 | 4 |
|----|----|----|----|---|---|---|---|---|

7. Children will advance through moral development stages based on how they cognate about various moral dilemmas and reason through it at the individual level*

Strongly Disagree Strongly Agree

| | | | | | | | | |
|----|----|----|----|---|---|---|---|---|
| -4 | -3 | -2 | -1 | 0 | 1 | 2 | 3 | 4 |
|----|----|----|----|---|---|---|---|---|

8. Problematic behavior in sport-type environments (including P.E) is often related to the moral atmosphere created by students and often teachers as well.

Strongly Disagree Strongly Agree

| | | | | | | | | |
|----|----|----|----|---|---|---|---|---|
| -4 | -3 | -2 | -1 | 0 | 1 | 2 | 3 | 4 |
|----|----|----|----|---|---|---|---|---|

9. The teaching model that adheres to sociomoral development best would be one that involves the input of students and teachers together, with students playing a more central role in the decision making process

Strongly Disagree Strongly Agree

| | | | | | | | | |
|----|----|----|----|---|---|---|---|---|
| -4 | -3 | -2 | -1 | 0 | 1 | 2 | 3 | 4 |
|----|----|----|----|---|---|---|---|---|

10. When creating a Curriculum that is meant to advance sociomoral development, activities must be targeted at the individual level as opposed to the group level*

Strongly Disagree Strongly Agree

| | | | | | | | | |
|----|----|----|----|---|---|---|---|---|
| -4 | -3 | -2 | -1 | 0 | 1 | 2 | 3 | 4 |
|----|----|----|----|---|---|---|---|---|

11. One of the main reasons that sociomoral development is not integrated into everyday classroom settings is because time and money are often diverted away from physical education programs to more “academic” content areas

Strongly Disagree Strongly Agree

| | | | | | | | | |
|----|----|----|----|---|---|---|---|---|
| -4 | -3 | -2 | -1 | 0 | 1 | 2 | 3 | 4 |
|----|----|----|----|---|---|---|---|---|

12. As children advance from lower stages of moral development (self-interest) to higher stages of moral development (common/collective interest) they often lack the structure to stay in higher stages for long periods of time

Strongly Disagree Strongly Agree

| | | | | | | | | |
|----|----|----|----|---|---|---|---|---|
| -4 | -3 | -2 | -1 | 0 | 1 | 2 | 3 | 4 |
|----|----|----|----|---|---|---|---|---|

13. Experiencing moral dilemmas first hand (or in the context of group activities) will yield better results in moral competence than talking through hypothetical moral dilemmas.

Strongly Disagree Strongly Agree

| | | | | | | | | |
|----|----|----|----|---|---|---|---|---|
| -4 | -3 | -2 | -1 | 0 | 1 | 2 | 3 | 4 |
|----|----|----|----|---|---|---|---|---|

14. Conflict arising from team based activities in physical education can actually be a catalyst for positive sociomoral learning and increased moral competence

Strongly Disagree Strongly Agree

| | | | | | | | | |
|----|----|----|----|---|---|---|---|---|
| -4 | -3 | -2 | -1 | 0 | 1 | 2 | 3 | 4 |
|----|----|----|----|---|---|---|---|---|

15. Advancement in moral development is not domain specific (i.e. only physical education scenarios) but is an indicator of development that impacts behaviors across all domains.

Strongly Disagree Strongly Agree

| | | | | | | | | |
|----|----|----|----|---|---|---|---|---|
| -4 | -3 | -2 | -1 | 0 | 1 | 2 | 3 | 4 |
|----|----|----|----|---|---|---|---|---|

16. When creating a curriculum with various games and activities that promote sociomoral development, it can be fairly easy to gauge how long and how often such activities must be completed to invoke gains in moral competence*

Strongly Disagree Strongly Agree

| | | | | | | | | |
|----|----|----|----|---|---|---|---|---|
| -4 | -3 | -2 | -1 | 0 | 1 | 2 | 3 | 4 |
|----|----|----|----|---|---|---|---|---|

17. When introducing a sociomoral development curriculum, ice-breaker activities can effectively loosen up the nerves and anxieties of students and get them to be more socially inclusive

Strongly Disagree Strongly Agree

| | | | | | | | | |
|----|----|----|----|---|---|---|---|---|
| -4 | -3 | -2 | -1 | 0 | 1 | 2 | 3 | 4 |
|----|----|----|----|---|---|---|---|---|

18. Improvisation and role-playing are good activities that can foster the growth of moral competence because they enable the group process and also allow students to perspective take

Strongly Disagree Strongly Agree

| | | | | | | | | |
|----|----|----|----|---|---|---|---|---|
| -4 | -3 | -2 | -1 | 0 | 1 | 2 | 3 | 4 |
|----|----|----|----|---|---|---|---|---|

19. Competiveness and the win at any cost attitude of children in P.E classes can confound the activities and goals of a sociomoral development curriculum.

Strongly Disagree Strongly Agree

| | | | | | | | | |
|----|----|----|----|---|---|---|---|---|
| -4 | -3 | -2 | -1 | 0 | 1 | 2 | 3 | 4 |
|----|----|----|----|---|---|---|---|---|

20. A moral dilemma sheet asking students to read a scenario involving a moral dilemma in a sporting game can actually increase moral competence when students reason through it together.

Strongly Disagree Strongly Agree

| | | | | | | | | |
|----|----|----|----|---|---|---|---|---|
| -4 | -3 | -2 | -1 | 0 | 1 | 2 | 3 | 4 |
|----|----|----|----|---|---|---|---|---|

Developed by Daniel Naum Masarsky

APPENDIX C
SOCIOMORAL CURRICULUM POST-TEST

A Curriculum for promoting Sociomoral Development Post-Test

Instructions: Briefly answer (2-4 sentences) the following questions to the best of your knowledge

Question A: What did you learn from this presentation that you could see yourself utilizing in your own future classes as a physical education /school teacher?

Question B: Do you believe that the activities described in the presentation can produce enough positive moral change in the long term? If not, what could be done to cement this moral learning?

Question C: In the presentation, dialoging, reflection, and utilizing the group process by having mutually agreed solutions for moral dilemmas is the best way to advance moral competence. What other techniques or methods of instruction do you think can increase moral competence in the classroom?

Instructions: For the following questions mark your response in the numbered boxes (-4 to +4) below each statement.

1. Participation in formalized sports (i.e. soccer, baseball, and hockey) can give students similar opportunities for moral growth as compared to physical education classes in the school setting.*

Strongly Disagree Strongly Agree

| | | | | | | | | |
|----|----|----|----|---|---|---|---|---|
| -4 | -3 | -2 | -1 | 0 | 1 | 2 | 3 | 4 |
|----|----|----|----|---|---|---|---|---|

2. The Physical Education classroom provides the best opportunity for kids to build their character and morals

Strongly Disagree Strongly Agree

| | | | | | | | | |
|----|----|----|----|---|---|---|---|---|
| -4 | -3 | -2 | -1 | 0 | 1 | 2 | 3 | 4 |
|----|----|----|----|---|---|---|---|---|

3. Playing team sports in the physical education classroom effectively boosts the moral development of students as well as increases incidence of interpersonal relationships outside of the P.E classroom

Strongly Disagree Strongly Agree

| | | | | | | | | |
|----|----|----|----|---|---|---|---|---|
| -4 | -3 | -2 | -1 | 0 | 1 | 2 | 3 | 4 |
|----|----|----|----|---|---|---|---|---|

4. The dominant style of teaching in the United States does not really support the social and moral development of students in P.E class

Strongly Disagree Strongly Agree

| | | | | | | | | |
|----|----|----|----|---|---|---|---|---|
| -4 | -3 | -2 | -1 | 0 | 1 | 2 | 3 | 4 |
|----|----|----|----|---|---|---|---|---|

5. Altruistic behavior or behavior that is aimed solely for the benefit of the other individual; can be strengthened and increased within the context of team sport-play.

Strongly Disagree Strongly Agree

| | | | | | | | | |
|----|----|----|----|---|---|---|---|---|
| -4 | -3 | -2 | -1 | 0 | 1 | 2 | 3 | 4 |
|----|----|----|----|---|---|---|---|---|

6. Teachers are able to promote the development of moral reasoning by engaging in conversation or providing experiences that create moral conflict

Strongly Disagree Strongly Agree

| | | | | | | | | |
|----|----|----|----|---|---|---|---|---|
| -4 | -3 | -2 | -1 | 0 | 1 | 2 | 3 | 4 |
|----|----|----|----|---|---|---|---|---|

7. Children will advance through moral development stages based on how they cognate about various moral dilemmas and reason through it at the individual level*

Strongly Disagree Strongly Agree

| | | | | | | | | |
|----|----|----|----|---|---|---|---|---|
| -4 | -3 | -2 | -1 | 0 | 1 | 2 | 3 | 4 |
|----|----|----|----|---|---|---|---|---|

8. Problematic behavior in sport-type environments (including P.E) is often related to the moral atmosphere created by students and often teachers as well.

Strongly Disagree Strongly Agree

| | | | | | | | | |
|----|----|----|----|---|---|---|---|---|
| -4 | -3 | -2 | -1 | 0 | 1 | 2 | 3 | 4 |
|----|----|----|----|---|---|---|---|---|

9. The teaching model that adheres to sociomoral development best would be one that involves the input of students and teachers together, with students playing a more central role in the decision making process

Strongly Disagree Strongly Agree

| | | | | | | | | |
|----|----|----|----|---|---|---|---|---|
| -4 | -3 | -2 | -1 | 0 | 1 | 2 | 3 | 4 |
|----|----|----|----|---|---|---|---|---|

10. When creating a Curriculum that is meant to advance sociomoral development, activities must be targeted at the individual level as opposed to the group level*

Strongly Disagree Strongly Agree

| | | | | | | | | |
|----|----|----|----|---|---|---|---|---|
| -4 | -3 | -2 | -1 | 0 | 1 | 2 | 3 | 4 |
|----|----|----|----|---|---|---|---|---|

11. One of the main reasons that sociomoral development is not integrated into everyday classroom settings is because time and money are often diverted away from physical education programs to more “academic” content areas

Strongly Disagree Strongly Agree

| | | | | | | | | |
|----|----|----|----|---|---|---|---|---|
| -4 | -3 | -2 | -1 | 0 | 1 | 2 | 3 | 4 |
|----|----|----|----|---|---|---|---|---|

12. As children advance from lower stages of moral development (self-interest) to higher stages of moral development (common/collective interest) they often lack the structure to stay in higher stages for long periods of time

Strongly Disagree Strongly Agree

| | | | | | | | | |
|----|----|----|----|---|---|---|---|---|
| -4 | -3 | -2 | -1 | 0 | 1 | 2 | 3 | 4 |
|----|----|----|----|---|---|---|---|---|

13. Experiencing moral dilemmas first hand (or in the context of group activities) will yield better results in moral competence than talking through hypothetical moral dilemmas.

Strongly Disagree Strongly Agree

| | | | | | | | | |
|----|----|----|----|---|---|---|---|---|
| -4 | -3 | -2 | -1 | 0 | 1 | 2 | 3 | 4 |
|----|----|----|----|---|---|---|---|---|

14. Conflict arising from team based activities in physical education can actually be a catalyst for positive sociomoral learning and increased moral competence

Strongly Disagree Strongly Agree

| | | | | | | | | |
|----|----|----|----|---|---|---|---|---|
| -4 | -3 | -2 | -1 | 0 | 1 | 2 | 3 | 4 |
|----|----|----|----|---|---|---|---|---|

15. Advancement in moral development is not domain specific (i.e. only physical education scenarios) but is an indicator of development that impacts behaviors across all domains.

Strongly Disagree Strongly Agree

| | | | | | | | | |
|----|----|----|----|---|---|---|---|---|
| -4 | -3 | -2 | -1 | 0 | 1 | 2 | 3 | 4 |
|----|----|----|----|---|---|---|---|---|

16. When creating a curriculum with various games and activities that promote sociomoral development, it can be fairly easy to gauge how long and how often such activities must be completed to invoke gains in moral competence*

Strongly Disagree Strongly Agree

| | | | | | | | | |
|----|----|----|----|---|---|---|---|---|
| -4 | -3 | -2 | -1 | 0 | 1 | 2 | 3 | 4 |
|----|----|----|----|---|---|---|---|---|

17. When introducing a sociomoral development curriculum, ice-breaker activities can effectively loosen up the nerves and anxieties of students and get them to be more socially inclusive

Strongly Disagree Strongly Agree

| | | | | | | | | |
|----|----|----|----|---|---|---|---|---|
| -4 | -3 | -2 | -1 | 0 | 1 | 2 | 3 | 4 |
|----|----|----|----|---|---|---|---|---|

18. Improvisation and role-playing are good activities that can foster the growth of moral competence because they enable the group process and also allow students to perspective take

Strongly Disagree Strongly Agree

| | | | | | | | | |
|----|----|----|----|---|---|---|---|---|
| -4 | -3 | -2 | -1 | 0 | 1 | 2 | 3 | 4 |
|----|----|----|----|---|---|---|---|---|

19. Competiveness and the win at any cost attitude of children in P.E classes can confound the activities and goals of a sociomoral development curriculum.

Strongly Disagree Strongly Agree

| | | | | | | | | |
|----|----|----|----|---|---|---|---|---|
| -4 | -3 | -2 | -1 | 0 | 1 | 2 | 3 | 4 |
|----|----|----|----|---|---|---|---|---|

20. A moral dilemma sheet asking students to read a scenario involving a moral dilemma in a sporting game can actually increase moral competence when students reason through it together.

Strongly Disagree Strongly Agree

| | | | | | | | | |
|----|----|----|----|---|---|---|---|---|
| -4 | -3 | -2 | -1 | 0 | 1 | 2 | 3 | 4 |
|----|----|----|----|---|---|---|---|---|

Developed by Daniel Naum Masarsky

APPENDIX D
A SOCIOMORAL CURRICULUM FLYER

A Physical Education Curriculum for Promoting Sociomoral Development

What: a presentation that focuses on teaching prospective Physical Education teachers the importance of a curriculum that advances student morality and overall sociomoral reasoning.

Where: A classroom at CSUSB (To be announced over email)

When: Thursday, 7/21/16 at 6:00pm

Why: Teaching with a curriculum that recognizes student morality can effectively make the social climate in a classroom much more enjoyable and provide the foundation for future sociomoral development. In addition, it can reduce negative social behaviors (bullying, name calling, ect)

Who: undergraduates with at least some interest in the relationship between pedagogy and sociomoral development

Duration: One meeting for a 1-hour presentation. **You will earn 4 UNITS of extra credit.**

Contact: Daniel Masarsky masarskd@coyote.csusb.edu , Secondary contact: Awilcox@csusb.edu

APPENDIX E
INFORMED CONSENT

Informed Consent

You are invited to participate in an study being conducted by Daniel Masarsky, Master's student, Department of Child Development, and Amanda Wilcox-Herzog, Professor, Department: Psychology.

Approval Statement: This study has been approved by the Department of Psychology Institutional Review Board Sub-Committee of the California State University, San Bernardino, and a copy of the official Psychology IRB stamp of approval should appear on this consent form. The university requires that you give your consent before participating in this study.

Description of Research: You will be answering some questions about moral development and also participating in a presentation that focuses on how to implement moral learning in the physical education classroom.

Time required: Altogether this study should take about two hours to complete.

Risks and Benefits: This study involves no risks beyond those routinely encountered in daily life, nor any direct benefits to you as a participant.

Participation: Your participation in this study is completely voluntary. You are free to withdraw your participation at any time during the study, or refuse to answer any specific question, without penalty or withdrawal of benefit to which you are otherwise entitled.

Anonymity: As no identifying information will be collected, your name cannot be connected with your responses and hence your data will remain completely anonymous. This will be achieved by assigning a number to your surveys.

Data storage & Dissemination: Your data will be stored in a password protected computer locked in a lab and only the researcher will be able to access the data. The results from this study will be included in the researcher's MA thesis. Data will be destroyed immediately after publication.

Results: Results from this study will be available from Dr. Amanda Willcox's office at SB-528 after the Fall 2016 quarter. You can reach her at awilcox@csusb.edu

Questions or concerns: If you have any questions or concerns regarding this study, please feel free to contact the Department of Psychology IRB Subcommittee at Psych.irb@csusb.edu You may also contact the Human Subjects office at California State University, San Bernardino (909) 537-7588 if you have any further questions or concerns about this study.

Student Resources: It is very unlikely that any psychological harm will result from participation in this study. However, if you would like to discuss any

distress you have experienced, do not hesitate to contact CSUSB
Psychological Counseling Center (909) 537-5040

Consent Agreement: I acknowledge that I have been informed of, and understand the true nature and purpose of this study, and I freely consent to participate. I acknowledge that I am at least 18 years of age.

Please indicate your desire to participate by placing and "X" on the line below.

Participant's X _____

Date: _____

| | | |
|---|-----------|---|
| California State University Psychology Institutional Review Board Sub-Committee | | |
| Approved | 5/24/16 | Void After 5/24/17 |
| IBB # | H-16SP-19 | Chair  |

REFERENCES

- Bailey, R. (2006). Physical education and sport in Schools: A review of benefits and outcomes. *Journal of School Health, 76*(8), 397-401.
- Battistich, V., Watson, M., Solomon, D., Schaps, E., & Solomon, J. (1991). The child development project: A comprehensive program for the development of prosocial character. In W. M. Kurtines & J. L. Gewirtz (Eds.), *Handbook of moral behavior and development, 3*(6), 1-34. Hillsdale, NJ: Erlbaum.
- Beddoes, Z., Prusak K., & Hall A. (2014) Overcoming marginalization of physical education in America's schools. *Journal of Physical Education Recreation and Dance, 85*(4), 21-27.
- Bredemeier, B. J. (1985). Moral reasoning and the perceived legitimacy of intentionally injurious sport acts. *Journal of Sport Psychology, 7*, 110-124.
- Bredemeier, B., & Shields, D. (2005). Sport and the development of character. In D. Hackfort, J., Duda, & R. Lidor (Eds.), *Handbook of research in applied sport and exercise psychology: International perspectives* (pp. 275-290). Morgantown, WV: Fitness Information Technology.
- Bryan, C. L., Sims, S. K., Hester, D. J., & Dunaway, D. L. (2013). Fifteen years after the surgeon general's report: Challenges, changes, and future directions in physical education. *Quest, 65*, 139-150.

- Cothran, D. J., & Ennis, C. D. (1997). Students' and teachers' perception of conflict and power. *Teaching and Teacher Education, 13*, 541–553
- Curtner-Smith, M. D., Todorovich, R. J., McCaughtry, N. A., & Lacon, S. A. (2001) Urban teachers' use of productive and reproductive teaching styles within the confines of the national curriculum for physical education. *European Physical Education Review, 7*(2), 177-190.
- Curtner-Smith, M.D., & Sofo, S. (2004). Preservice teachers' conceptions of teaching within sport education and multi-activity units. *Sport Education and Society, 9*, 347-377
- Ennis, C. D., & McCauley, M. T. (1998, April). *The impact of violence on learning in urban public schools*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.
- Gambescia, S. F. (2006). Health education and physical education are core academic subjects. *Health Promotion Practice, 7*(4), 369-371
- Gibbons, S. L., & Ebbeck, V. (1997). The effect of different teaching strategies on the moral development of physical education students. *Journal of Teaching in Physical Education, 17*, 85-98.
- Gibbons, S. L., Ebbeck, V., & Weiss, M. (1995). Fair play for kids: Effects on the moral development of children in physical education. *Research Quarterly for Exercise and Sport, 66*, 247-255.

- Gordon, B. (2010). An examination of the responsibility model in a New Zealand secondary school physical education program. *The Journal of Teaching in Physical Education, 29*(1), 21-37.
- Haan, N., Aerts, E., & Cooper, B. A. (1985). *On moral grounds: The search for practical morality*. New York and London: New York University Press.
- Harvey, S., Kirk, D., & O'Donovan, T. M. (2011). Sport education as a pedagogical application for ethical development in physical education and youth sport. *Sport, Education & Society 16*, 1-22.
- Hersh, R. H., Paolitto, D. P., & Reimer, J. (1979). *Promoting moral growth: From piaget to kohlberg*. New York: Longman.
- Horrocks, R. (1979). *The relationship of selected prosocial play behaviors in children to moral reasoning, youth sports participation, and perception of sportsmanship*. Un-published doctoral dissertation, University of North Carolina at Greensboro.
- Kohlberg, L. (1969). Stage and sequence: The cognitive developmental approach to socialization. In D. Goslin (Ed.), *Handbook of socialization theory and research* (pp. 347–480). New York: Rand McNally & Company.
- Kohlberg, L. (1971). From is to ought: How to commit the naturalistic fallacy and get away with it in the study of moral development. In T. Mischel (Ed.), *Cognitive development and epistemology* (pp. 151-235). New York: Academic Press.

- Kohlberg, L., & Hersh, R. (1977). Moral development: A review of theory. *Theory into Practice, 16*(2), 53-59.
- Lauder, A., & Piltz, W. (2013). *Play practice: Engaging and developing skilled players from beginner to elite* (2nd ed.). Champaign, IL: Human Kinetics.
- Lumpkin, A. (1998). *Physical education and sport: A contemporary introduction* (4th ed.). Dubuque, IO: WCB/McGraw-Hill.
- Marcoen, A. (1999) Social development. In Y.V.V. Auweele, F. Bakker, S. Biddle, M. Durand, & R. Seiler (Eds.). *Psychology for physical educators*, (pp. 293-319). Champaign, IL: Human Kinetics.
- McCloy, C. H. (1930). Professional progress through research. *The Research Quarterly of the American Physical Education Association, 1*(2), 63-73.
- Miller, B. W., Bredemeier, B. J. L., & Shields, D. L. L. (1997). Sociomoral education through physical activity with at-risk children. *Quest, 49*, 114-129.
- Miller, R. E., & Jarman, B. O. (1988). Moral and ethical character development views from past leaders. *Journal of Physical Education, Recreation, and Dance, 59*(6), 72.
- Morris, L., Sallybanks, J., & Willis, K. (2003). Sport, physical activity and antisocial behavior in youth. *Research and Public Policy Series, 49*, 14-38.
- Mosston, M., & Ashworth, S. (2008). *Teaching physical education* (5th ed.). San Francisco CA: Benjamin Cummings.

- Pitter, R., & Andrews, D. L. (1997). Serving America's underserved youth: Reflections on sport and recreation in an emerging social problems industry. *Quest*, 49(1), 85-99.
- Power, F. C., Higgins, A., & Kohlberg, L. (1989). *Lawrence Kohlberg's approach to moral education*. New York: Columbia University Press.
- Romance, T. J., Weiss, M. R., & Bockoven, J. (1986). A program to promote moral development through elementary school physical education. *Journal of Teaching in Physical Education*, 5, 126–136.
- Sharpe, T., Crider, K., Vyhldal, T., & Brown, M. (1996). Description and effects of prosocial instruction in an elementary physical education setting. *Education and Treatment of Children*, 19, 435-457.
- Shields, D. L. L., & Bredemeier, B. J. L. (1995). *Character development and physical activity*. Champaign, IL: Human Kinetics.
- Siedentop, D. (1991). *Developing teaching skills in physical education* (3rd ed.). Mountain View, CA: Mayfield Publishing Company.
- Siedentop, D., Hastie, P., & van der Mars, H. (2004). *Complete guide to sport education*. Champaign, IL: Human Kinetics
- Solomon, G. A. (1997). Fair play in the gymnasium: Improving social skills among elementary school students. *Journal of Physical Education, Recreation, and Dance*, 68, 22-25.

- Solomon, G. B. (2007). The promotion of sociomoral growth through physical education: Field testing of a curricular model. *The Physical Educator*, 64,129-141.
- Stephens, D. E., & Bredemeier, B. (1996). Moral atmosphere and judgments about aggression in girls' soccer: Relationships among moral and motivational variables. *Journal of Sport and Exercise Psychology*, 18,158-173.
- Stevens-Smith, D., Fisk, W., Keels-Williams, F., & Barton, G. (2006). Principals' perceptions of academic importance and accountability in physical education. *International Journal of Learning*, 13(2), 7-20.
- Stevens-Smith, D., Fisk, W., Keels-Williams, F., & Barton, G. (2006). High stakes testing and the status of physical education. *Journal of Physical Education, Recreation and Dance*, 78(8), 10.
- Tinning, R., Macdonald, D., Wright, J., & Hickey, C. (2001). *Becoming a physical education teacher: Contemporary and enduring issues*. Frenchs Forest: Pearson Education Australia.
- Weiss, M. R., Smith, A. L., & Stuntz, C. P. (2008). Moral development in sport and physical activity: Theory, research, and intervention. In T.S. Horn (Ed.), *Advances in sport psychology* (3rd ed.; pp. 187-210). Champaign, IL: Human Kinetics.