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California State University

San Bernardino

A MIDDLE SCHOOL PHYSICAL EDUCATION CURRICULUM GUIDE

A Project Submitted to

The Faculty of the School of Education

In Partial Fulfillment of the Requirements of the
Degree of

Master of Arts

in

Education: Secondary Education

By

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San Bernardino, California

1991

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MIDDLE SCHOOL PHYSICAL EDUCATION CURRICULUM GUIDE

Bill Eatinger. M.A.

The purpose of the project is to develop a middle school physical education curriculum guide for the San Bernardino City Unified School District. San Bernardino currently has no updated curriculum guide for physical education in the secondary schools.

The actual construction of an education curriculum is a demanding task which all teachers should accept as part of their professional responsibility. The planning must provide a sense of direction and purpose to teaching and learning situations which will enable staff and students to be clear about what they are trying to achieve. At the present time, there is no central reference to guide and assist teachers in this process.

The curriculum guide developed for this project is a synthesis of reviewing selected recent professional publications, a survey of district teachers, and the new state guidelines regarding the importance of physical fitness. The curriculum activities that were chosen for this guide were selected on the basis of their relative worth in terms of physical, intellectual, social, safety, and recreational contributions. While the guide seeks to be as comprehensive as possible, it recognizes a need for adaptation to school site requirements. There are currently eight middle schools

in the San Bernardino school district. Some schools house grades six through eight, while others are only grades seven and eight. School site differences among the San Bernardino middle schools include the sizes of playing fields, facilities available, location of the school, and school population. These factors require that teachers use their best judgment as to which activities are best suited to their school site.

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CHAPTER ONE: WHY PHYSICAL EDUCATION

The health and well-being of students is of utmost concern to educators. Physical education, therefore, is vital in that it offers a direct link to the essential skills that enhance all aspects of life: physical, mental, emotional, and social. According to the superintendent of Public Instruction, Bill Honig (1986):

These skills are necessary for all students if they are to compete successfully in a changing job market, understand the many diverse cultures that make up our society, and develop the citizenship essential to the success of our democratic process.

I can think of no better place to teach students these basic skills than in the physical education classroom. Students are naturally interested in physical activity. Developing a physical education program that incorporates this enthusiasm....is a challenge that all California teachers and administrators hope to meet.

Physical education develops each student's knowledge, skills, and values which support physical wellness, efficient and expressive movement, self-direction and self-reliance. The physical education program is developmental, acknowledging individual patterns of physiological and psychological growth. The physical education program should be well planned, and provide a link between wellness, nutrition, lifestyle, and fitness. Daily activities can be planned and aligned with the goals and objectives of the physical education curriculum. The program should be flexible and encourage students to explore new skill areas at their own pace. Units which review and reinforce previously acquired skills while introducing new

skills can be provided to acknowledge the vast physical changes students are experiencing. Physical education provides safe and orderly planned movement activities and exercises including organized play, rhythms, dance, basic movement skills, games, gymnastics, physical fitness and wellness.

Physical education reinforces basic locomotor, non-locomotor, stability, and fundamental skills that enable students to expand and apply information about the relationships of time, space, force, and flow in human movement. Students practice basic movements and complex patterns, and they are encouraged to practice and apply their skills in individual and group or team activities. Team and group activities emphasize goal setting, following rules, teamwork, competition, and cooperation to achieve common goals. Physical education helps students to gain an understanding of personal fitness to help them appropriately cope with concerns about body image and personal appearance which are particularly important at this self-conscious stage. Students are able to relate physical education to other disciplines such as science, mathematics, health, fine arts, and language arts. The physical education program also helps promote lifetime recreational interests for all students in the school, regardless of ability or skill levels.

During physical education classes, students develop self-discipline and self-control, positive self-image, social attitudes and skills, and individual excellence. The students perform tasks which increasingly require self-appraisal and self-direction. Students learn in a non-threatening environment in which success is not dependent on athletic ability. Physical education provides many opportunities for students to interact with peers through teamwork and cooperation toward the achievement of common goals. As competitive activities are introduced, students are specifically taught appropriate ways to compete. The students acquire an understanding of the concept of fair play and engage in its practice. Students expand their abilities to accept, appreciate, and support others. Students who have exceptional needs, including those with health problems or physical handicaps, receive assistance and are included in activities structured to maximize their participation and success.

At the middle school, students are in a transition from their childhood to adolescence. The students face profound changes in their intellectual, emotional, physical, and social development. In what better environment in a school setting will students be able to take on these new challenges than in a physical education class?

Physical education teachers can help to establish a

positive atmosphere and motivate students through their own enthusiasm. Teachers plan and employ a wide variety of instructional methods and teaching styles, including modeling, guided practice, discovery, and problem solving. These methods and styles accommodate the abilities, interests, and goals of all students.

CHAPTER TWO: A REVIEW OF THE LITERATURE

Over the past decade, there has been a growing concern with the health and fitness of our youth. Children appear to be in worse physical shape today than they were just ten to fifteen years ago. According to McSwegin (1989):

Children appear to be fatter than they were ten to fifteen years ago. Their physical education programs either do not meet often enough, or they do not provide activities designed to improve health components of physical fitness, and they are not getting much support from their parents, i.e. parents are not participating in physical activities with their children.

If children see that their parents are not very active, why then should they be active. According to studies done by Stephens, Jacobs, and White (1985):

At least forty percent of today's adults may be considered completely sedentary. An additional forty percent are active at moderate levels, and only twenty percent exercise with an intensity and frequency generally recommended for cardiovascular benefit.

If this is the case with the adult population today, it only means that our physical education programs have not been promoting proper fitness and health habits needed for a healthier adulthood. It is time for a change to take place. McSwegin, Pemberton, and Petray (1989) state that to meet this challenge:

One must plan physical education programs which influence children and youth through all of the learning domains: cognitive, affective, and psychomotor. All physical education programs must be planned to give children and youth opportunities to learn the hows, whys, and whats of fitness in such a way as to prepare themselves to make wise

fitness choices for the rest of their lives.

One way in which physical educators may get a student to become more involved with their physical well-being is through expressive writing. Physical education teachers may not feel comfortable with the idea of students writing in a physical education class, and they may become concerned with the time and effort required to read and evaluate students work. However, Pangrazi and Darst (1985) state that:

In physical education, expressive writing can help the student think more deeply and seek meaning beyond an exterior event. Imparting knowledge and teaching physical skills remain significant. However, a strong organized emphasis must be placed on the affective dimension of learning.

This is not to say that the core of the physical education curriculum is to have the students sit and write. But Bucher and Wuest (1987) state that:

As educators, we should remind ourselves that the more thinking that takes part on the part of the participant, the more educational the activity becomes.

Metcalf (1981) stated that he was:

Pleasantly surprised at the ways in which writing helped....students gain insight into their feelings and attitudes toward exercise.

In Physical Education, writing has the potential to help the students go beyond the physical realm as Wentzel (1989) states:

Writing deals more specifically with the psycho-emotional aspects of movement. Teachers in

physical education must become more open to the possibility of students thinking about, learning, and appreciating course content through the medium of writing. Students who may not reflect upon or verbalize their thoughts or feelings about a lesson within the regular class or group structure may be more comfortable and willing to share on paper....This may in turn increase empathy toward students and the potential for more meaningful and relevant interaction and instruction.

Involvement with sport and activity is clearly the focus in a physical education setting. However, students should be building up on resources to which they can later refer. In all other subjects, students are required to take notes and do research work for future references, so why should physical education be any different. Alderson and Crutchley (1990) conclude that:

The essential focus of physical education in schools should be sport, defined in the widest possible terms. Our role should be to prepare children for sport culture within our society so that they may make best use of it in relation to their personal development, their effective use of leisure time and their physical and psychological well-being.

Alderson and Crutchley (1990) continue by stating a series of long-term objectives of physical education. These objectives should help young people to:

- Become skillful, knowledgeable and discerning consumers of sport.

- Acquire knowledge of health and exercise and adopt a healthy and active lifestyle through involvement in sport.

- Acquire a positive body image and use their bodies skillfully and creatively in sport contexts.

- Acquire a range of personal and social skills relevant to sport consumership; and

- Gain qualifications and accreditation consonant with their intellectual and vocational aspirations.

The curriculum in a physical education class should help meet the students' needs. These needs change as the students grow older. In order to best meet students' needs and interests, the physical education curriculum should be responsive to maturational changes. Elementary age children should develop basic proficiencies in a wide range of physical movement and skills games. The acquisition of psychomotor skills and self awareness are of upmost importance in the maturity process of the elementary school age child.

Once the child has reached the middle school, according to Alderson and Crutchley (1990):

The objective is to develop children's performance skills and awareness towards the level they will require for active involvement in community or representative sport. During this phase it is important that the selection of activities acknowledges national taste, local preferences, and resource availability. Teaching methods should continue to ensure an integrated approach to tactical and technical skill development in relation to rule structures, along with modification of activities as appropriate for particular groups of pupils.

Physical educators, like other people, are curious about trends and developments that will affect them and their profession. One of these developments is the ever changing demographics. If one looks at some demographics from the last

few years, the future of American education is on the decline according to Templin (1987). Templin states that according to his research only seventy two percent of high school students graduate. Students spend 5,000 more hours watching television than being in school in a twelve year career. American twelve year olds received the lowest average scores in math and science among children from eight countries. Children who come from low income families tested at half the level of median income children. These are but a few of the astounding facts concerning American education today. It is not just showing up in academics, but also physical education. Templin (1989) goes on to signal warning shots for the future:

- One out of every six American children is so unfit that he or she is classified as physically underdeveloped.
- Only one half of the children in grades five through twelve are involved in activity that would meet the minimum requirement for efficient functioning of the cardiovascular system.
- American young people have become fatter since the 1960s. Some thirteen to twenty percent of American children between ages six and eleven are overweight, and as many as twenty four percent have high serum cholesterol levels.

These alarming statistics point to an urgent need for changes within the physical education curriculum. Additionally, physical education instructors must start getting across to their students that physical education is not just a fun and game period, but an essential ingredient to

a healthier life.

Most physical education programs continue to teach students competitive skills for playing games and sports. There is nothing wrong with that. But are we, as physical educators, providing students with enough vigorous activity to help strengthen the coronary system and help to reduce coronary heart disease risk factors. According to McGing (1989):

Considering the epidemic advancement of cardiovascular disease, the nation's number one killer, providing aerobic exercise and concepts to improve cardiorespiratory endurance and alleviate degenerative diseases should be a primary objective of the physical education curriculum.

McGing (1989) goes on to state:

Although skill acquisition and recreational competency are indicated as priority objectives in physical education classes, a balance between these and aerobic fitness is necessary.... First, everyone must recognize the need for a curriculum change and be willing and creative.... In a traditional school setting with students meeting five days a week, at least two days should be "aerobic" or "fitness" days. Students know that on these days (preferably Monday/Thursday or Tuesday/Friday) they will participate in twenty minutes of continuous activity, raising the heart rate from 140 to 160 beats per minute.... Curriculum should concentrate less on sport skill development and competition, and more on health related fitness and aerobic activity. The time for change has arrived.

Physical education in the secondary schools has come under such criticism that Siedentop (1987) suggests that it has become an "endangered species." Physical education

teachers have a great deal of freedom in what they teach, but such freedom is born out of neglect of the profession by parents, administrators, and state boards of education.

O'Sullivan, Sweeney, and Taggart (1989) state that:

Physical educators can do what they want because few really think it to be very important. The importance placed in the education of the nation's youth can be ascertained in part by an analysis of state mandated requirements for physical education.... Knowing what is taught in the name of physical education and the impact of undergraduate professional preparation activity courses on such choices can inform our understanding of elementary and secondary school physical education. Such knowledge ought to inform the design of undergraduate preparation programs to such an extent that it ensures a significant impact on curricular programming at the school level.

Proper undergraduate preparation for physical educators is a must if there is to be a change in the curriculum. In a survey done by O'Sullivan, Sweeney, and Taggart (1989), it was found that there was no significant difference between the types of exposure to sport and fitness activities that middle school and high school teachers received.

Teachers received most exposure to volleyball, and swimming in lifetime sports, and basketball and field hockey in age appropriate sports.... More lifetime sports were learned outside the job and more of the age appropriate sports were learned as part of professional preparation.... A closer look at the data on undergraduate training showed the teachers perceived their undergraduate program prepared them to teach very few of the activities they now teach in their programs.

One very surprising result of this survey, was that fewer than ten percent of the teachers surveyed reported that their

undergraduate program trained them to teach aerobics:

The lack of aerobic training in professional preparation programs is contrasted with 46 percent of the teachers reporting their undergraduate program prepared them to teach fitness. Of those who did teach aerobics, 42 percent reported they learned to teach it while on the job, and 50 percent learned on their own.

O'Sullivan, Sweeney, and Taggart (1989) conclude that:

If a secondary schools' physical education program is to strive for excellence, than the undergraduate programs for prospective physical education teachers must improve. Difficult choices must be made so that undergraduates have the opportunity to develop competency in designing a well articulated and logical sequence of physical education experiences for their students when faced with the challenge of implementing a physical education program at the school level.

When developing content for a middle school physical education curriculum one must take note that existing content has long been geared to activities which favored one's sex, especially when that content was directed to sport. Sport has been developed over the years for, and by males, and most opportunities have generally been limited to the male. But due to the implementation of Title IX, girls must be given the same opportunity as boys in sport participation. There are some specific provisions for this law, and one of them is the requirement for coeducational physical education in the secondary schools.

Many schools have ignored or are ignorant of the implications of Title IX. Sanborn and Hartman (1982) state

that girls are still separated from boys in the traditional male sports. Interpretation has led to this statement:

Students may be separated by sex within physical education classes for participation in wrestling, boxing, rugby, ice hockey, football, basketball, and other sports where the purpose of major activity involves body contact. The word "may" has encouraged the separation of boys and girls in physical education classes. The girl or boy who is interested in these activities is not given the opportunity to learn these activities.

Teachers tend to favor same-sex physical education classes, especially at the middle school level. According to Talbot (1990), there is overwhelming evidence that coeducation detracts from girls' educational performances. Talbot (1990) concludes that:

- Girls are less actively involved in coeducational than in single-sex settings.
- Boys actively harass and limit girls' behavior, often ridiculing their efforts.
- Girls perform less well in coeducational than single-sex settings.
- Girls and boys' behavior and role play are more polarized and more opposed in coeducational than in single-sex settings.
- Boys dominate leadership roles, and girls take on subservient ones, in coeducational settings - they revert to stereotypes.

The provision for coeducational classes is one of the key implications of Title IX regulations. And the majority of the problems precipitated by Title IX appear to be common to most physical education programs. Other problems that have arisen

in physical education classes as a result of Title IX.

According to Bucher (1987) include:

Assignment to office space, scheduling a gym for various activities, teaching certain activities such as wrestling, the danger of being accused of making sexual advances against students, supervision of the locker rooms, and dressing standards.

Talbot (1990) goes on to state that the more to coeducational:

Implies a kind of female "catch-up" or "measure-up" to males, an assumption that male standards are always those to which we should aspire.

It seems as if the students have suffered the most from the merger of the boys and girls physical education programs. But Title IX has also influenced the physical education teachers. The implementation of Title IX has forced physical educators to reexamine their philosophies about teaching physical education. Coeducational classes have made it necessary for teachers to develop some new teaching skills and strategies. According to Weber (1980):

Male and female teachers who had traditionally operated autonomously regarding curricular decisions and program direction were forced by circumstances to function as a team, sharing the decision-making. Undoubtedly, in more than a few instances, this forced togetherness initially resulted in widening rather than closing the gap which may have existed in working relationships within a department.

Physical educators have faced changes in the past, and the move to coeducation is no different. However, maturity

plays a key role in the integration of coeducational physical education into a curriculum. The question still remains: Are middle school age students physically, and emotionally ready for this to work?

In order to have a quality physical education program, a good solid curriculum is a must. It provides the structure for making decisions about staffing, scheduling, facilities, equipment, materials, assessment and staff development. Sterne (1991) states that:

In curriculum development, the process is as important as the product. A process that promotes involvement and ownership is more likely to result in enthusiastic implementation.

The number of objectives should be reasonable in relation to time available and teacher accountability. Once the student objectives are defined, the next step in the curriculum development process is to select learning activities that will lead to student attainment of the objectives. Sterne (1991) goes on to state:

Although it is important to have a quality curriculum document, it is essential to have a development process that promotes teacher ownership. Furthermore, teachers should be encouraged to develop content which supports the instructional objectives and share innovative implementation strategies.

In the construction of a curriculum, teachers do not always receive sufficient time to include all that they would like. However, it is necessary to go beyond a statement of

purposes and translate them into practical possibilities which discipline the selection of curriculum content. As Almond (1989) explains:

Teachers of physical education need to consider how their subject can exist within the whole curriculum. First, physical education has a contribution to make as a unique single subject with its own time allocation. Second, teachers need to integrate and collaborate with other subject areas. In one sense all subjects are contributing to a general education, like moral and social education, therefore physical education teachers need to be aware of what other subject areas are striving to do and how they contribute to general education..... It is important for teachers to plan and reflect how best physical education can translate complex aspirations into a reality within schools.

The American Alliance has recently launched a new comprehensive physical fitness education and assessment program aimed at improving the level of physical fitness and consequently the health of our students. The recent emphasis on physical fitness, if developed and implemented in the public schools, will go a long way toward solving one of the central issues of our time. Blackwell (1990) goes on to state:

The responsibility for the fitness of our population rests in the hands of each and every physical educator in the country. The 'tools' have been made available. Only if we get involved in the curriculum development process and ensure that the necessary emphasis is placed on physical fitness can we again call ourselves physical educators.

CHAPTER THREE: DETERMINING PROGRAM GOALS

In order to develop a sound physical education program, there must be goals or objectives for which to strive. The California State Department of Education has developed six broad goals for physical education stated in the 1986 Handbook for Physical Education. These goals have generally been agreed upon by physical educators nationwide. The six goals are:

1. Physical activity
2. Physical fitness
3. Movement skills and movement knowledge
4. Social development and interaction
5. Self-Image and Self-Realization
6. Individual excellence

The six goals listed above are all interrelated. Depending upon the needs of the students, and the communities in which they live, one goal may be emphasized over certain others. Depending upon the school, and the teacher, philosophies will differ, and this will determine what gets emphasized. However, all six goals should in some matter, reflect each and every physical education program.

The activities that each individual teacher uses in order to achieve a goal may be different depending upon personality and preference. However, care should be taken when choosing activities due to possible outcomes. In order for the physical education program goals to be responsive to societal changes, the goals and activities should be evaluated every year.

The California State Department of Education has also included in its 1986 Handbook for Physical Education the components necessary in order to attain these goals. On the following pages, a general statement will be made concerning each goal. The components of each goal are then listed and described as to their worth to the middle school student.

GOAL ONE: PHYSICAL ACTIVITY

Statement: Developing interest and proficiency in movement skills is essential to lifelong participation in physical activity.

Components:

- A. Exposure to Physical Activity
 - observing and experiencing a wide variety of physical activities and planning future physical activities based on these experiences.
- B. Participation in Physical Activity
 - allowing students to participate in the full range of physical activity - from forceful, explosive movements to quiet, restful movements.
- C. Proficiency in Movement Skills
 - developing proficiency in movement skills so that physical activity will be a successful and enjoyable experience.
- D. Play
 - experiencing the pleasure and exhilaration inherent in physical activity.
- E. Valuing and Searching for Physical Activity
 - getting students to appreciate the value of

physical activity and choosing active rather than passive lifestyles.

F. Safety Awareness

- demonstrating knowledge of basic first aid procedures.

G. Using Resources

- participating in at least one community or extracurricular activity program.

H. Knowledge and Understanding

- learning the history, rules, and strategies of various activities, and be able to perform basic skills to participate in each.

GOAL TWO: PHYSICAL FITNESS AND WELLNESS

Statement: Developing and maintaining the highest possible level of fitness and wellness is necessary to meet the demands of high-level physical performance during work, play, and emergency situations.

Components of Physical Fitness:

A. Cardiorespiratory Endurance

- students should participate in aerobic activities for extended periods of time and maintain a required heart rate appropriate for this training level.

B. Muscle Strength and Endurance

- students should be able to perform exercises for both upper and lower body to develop and maintain their muscular strength and endurance.

C. Flexibility

- students should develop and maintain the use of specific muscles and joints.

D. Body Composition

- students should understand the relationship between body composition and good health.

Components of Wellness:

A. Mental Alertness

- students should be energetic and attentive.

B. Stress Reduction and Relaxation

- students should be able to identify and cope with stress symptoms through relaxing.

C. Sleep and Rest Practice

- students should understand the value of a good nights' sleep.

D. Injury Prevention and Care

- students should understand why proper warm up and cool down procedures are essential.

GOAL THREE: MOVEMENT SKILLS AND MOVEMENT KNOWLEDGE

Statement: Increasingly effective motor skills are developed and the fundamentals of movement are understood by practicing and analyzing purposeful movement.

Components:

A. Perceptual Motor Skills

- students should be receiving, interpreting, and responding to visual, auditory, tactile, and kinesthetic stimuli.

B. Motor Skills

- students should improve fine and gross motor skills.

C. Movement Qualities

- students should become aware of how the body moves through rhythmic routines.

D. Posture

- students should be able to improve their posture through exercise.

E. Integrating Movement

- students should be able to transfer previously learned motor skills from one activity to another.

F. Knowledge and Understanding

- students should learn the foundations and

relationships of efficient, effective,
and purposeful movement.

GOAL FOUR: SOCIAL DEVELOPMENT AND INTERACTION

Statement: Appropriate social behaviors are developed by working independently and with others during planned physical activity.

Components:

A. Respect for Self and Others

- students can learn how to get along with others by respecting themselves and what they can do.

B. Sense of Fair Play

- students playing within the rules and being able to be a team player.

C. Appreciation of Individual Differences

- students must understand that not every individual is a great athlete, and that they must be able to cope with it.

D. Affiliation

- students must demonstrate consideration for others by not dominating control of the game in team and dual activities.

E. Cooperation and Assistance

- students demonstrate responsibility by assuming leadership in roles, such as team captain, scorekeeper, and referee.

F. Leadership

- students must learn to control emotions, and avoid conflict while participating in physical activities.

G. Knowledge and Understanding

- students must learn the relationship between effective group living, cooperating, and competing fairly.

GOAL FIVE: SELF-IMAGE AND SELF-REALIZATION

Statement: A positive self-image is developed and maintained and self-realization is achieved through planned physical activities.

Components of Self-Image:

- A. Body Image
 - students need to develop an accurate concept of their body.
- B. Physical Security
 - students need to accept what they can and cannot do physically.
- C. Emotional Security
 - students must understand that you can't win 'em all, students must be able to deal with success and failure.
- D. Knowledge and Understanding
 - students must understand their body and how it works so that they can develop a positive self-image.

Components of Self-Realization:

- A. Self-control
 - students understanding their feelings, and being able to control their emotions.

B. Moral development

- students are to develop acceptable standards of behavior and are to be able to follow them.

C. Self-expression

- students are to discover and express their thoughts and feelings.

D. Harmony

- students blend the factors of self-realization and self-image into their own lifestyle.

E. Creativity

- students should examine their motion skill problems and explore new ideas to overcome them.

F. Aesthetics

- students should be able to experience and appreciate the beauty of human movement.

G. Celebration

- students should be able to enjoy and celebrate the struggles and accomplishments of participation.

H. Knowledge and Understanding

- students should develop their potential by understanding the concepts of self-image and self-realization.

GOAL SIX: INDIVIDUAL EXCELLENCE

Statement: The highest level of physical performance is achieved by setting realistic personal goals.

Components:

- A. Realistic Self-Appraisal
 - students should establish realistic goals by evaluating their capabilities.
- B. Achievement-Related Motives
 - students need to identify and assess their motives.
- C. Personal Commitment
 - students need to display the extra effort required to achieve higher goals.
- D. Concentration
 - students should be able to block out distractions and focus in on what is most important.
- E. Risk Taking
 - students need to develop confidence in order to pursue a challenge.
- F. Mastery
 - seeking to excel in rigorous physical training.
- G. Peak Experiences

- students should experience the sense of satisfaction and excitement from intense physical activities.

H. Knowledge and Understanding

- students should be able to understand what it takes to achieve excellence.

CHAPTER FOUR: CURRICULUM GUIDE

Table of Physical Education Activities

Aerobics

Badminton

Basketball

Calisthenics

Cross Country/Distance Running

Dance

Football (Touch)

Gymnastics/Tumbling

Handball

Hustleball

Racquetball

Soccer

Softball

Speedball

Tennis

Track and Field

Volleyball

Weight Training

Wrestling

Ten Principle Objectives of Physical Education:

1. To help students develop the strength, flexibility, vigor, endurance, and the attitudes necessary for healthful living.
2. To provide opportunities for each individual to develop his/her physical skills to full potential.
3. To develop leadership, cooperation, and team play mainly through the medium of team sports.
4. To teach individual sports which will provide a better use of leisure time in adult life.
5. To provide adequately for individual differences.
6. To guide students toward the ability to judge right from wrong.
7. To present opportunities for students to lead and to follow in social situations.
8. To provide a release from nervous tension through vigorous and enjoyable activities.
9. To introduce and develop fundamental motor skills necessary for normal growth.
10. To develop proper attitudes toward others in competition.

Aerobics

This unit is designed to increase overall physical fitness levels with emphasis on cardiorespiratory endurance. Other prominent factors in this unit are developing muscular control and the development of coordination. Aerobics may include a wide variety of continuous movements. The exercises or program designs are left to the discretion of the instructor.

I. Values

- A. Aerobic exercise involves coordination, agility, and body control training.
- B. The commitment to an aerobic program demonstrates the need for aerobics as a lifelong activity.
- C. A good, well rounded aerobic program helps to develop a sense of accomplishment and well-being for the students.

II. Objectives

A. Skills

- to improve cardiovascular, and cardiorespiratory endurance
- to develop speed, timing, agility, and overall coordination
- to be able to execute specific exercise movements

- to develop muscular strength, power, and endurance
- to demonstrate flexibility, and movement to rhythm

B. Understanding and Appreciation

- to understand the importance and benefits of aerobic exercise for meeting lifelong physical fitness needs
- to utilize proper warm-up procedures and safety precautions
- to demonstrate a desire to improve upon personal fitness levels
- to help develop a positive self-image

III. Activities

1. Proper warmup is a must for aerobic activity
2. Integrate several calisthenic movements into an aerobic routine

IV. Teaching Suggestions

- use music if accessible
- use floor mats if possible
- beginners should start with short time periods
- as you progress through the unit, increase the duration of the activity
- have students work on their own routines
- have students teach the class their routine

V. Books for Students

- Aerobicise: 12 Minutes a Day, by Ron Harris
- Aerobic Walking, by Casey Meyers
- Carol Hansel's Aerobic Dance and Exercise Book, by Carol Hansel
- Jump for Joy, by Jamer R. White
- Soft Aerobics, by Nancy Burnstein
- The Aerobics Program for Total Well-Being: Exercise, Diet, Emotional Balance,
by Ken H. Cooper
- The Aerobics Way, by Ken H. Cooper

Badminton

The purpose of this unit is to acquire and develop the skills necessary to play badminton. This unit will include instruction in basic skills, rules, strategy, and proper etiquette in match play.

I. Values

- A. Badminton is an activity the beginner can learn easily and one from which he/she can derive immediate pleasure and satisfaction.
- B. Badminton challenges quick thinking and develops good hand-eye coordination.
- C. Badminton is a game that can be enjoyed throughout life.

II. Objectives

A. Skills

- to develop good hand, eye, and foot coordination
- to develop proper service technique
- to develop proper technique in return strokes
- demonstrate gross and fine motor coordination skills
- improve level of cardiovascular endurance
- display speed, agility, timing, and coordination

B. Understanding and Appreciation

- acquire a knowledge of the rules for singles and doubles
- to understand offensive and defensive play and game strategy
- to understand common nomenclature, etiquette, and procedures

III. Activities

1. Service

- a) short service
- b) long high serve
- c) driven serve

2. Return Strokes

- a) drive (forehand and backhand)
- b) smash (forehand and backhand)
- c) clear (forehand and backhand)
- d) drop shot

3. Footwork

- a) getting body in effective position for playing the shuttle

4. Doubles Game

- a) side by side play
- b) up and back play
- c) rotation play

5. Singles Game

- a) strategy
- b) techniques

6. Strategy

- a) play to an opponents weakness
- b) play for an opening
- c) play to an unguarded court spot
- d) play to the opponents body

IV. Teaching Suggestions

- discuss the rules of badminton
- use visual aids
 - * films
 - * techniques and skills as pictured in journals to use on bulletin boards
 - * demonstrations by students and instructor
- have students practice serves and returns in organized groups
- help each student with grip and stance for returns and service
- discuss common faults
- use helpful suggestions, "keep your eye on the shuttle"
- play strokes at least three feet from the body
- anticipate where the shuttle will come and get ready for the return

V. Books for Students

- Badminton, by James Poole
- Complete Badminton, by Pat Davis

Basketball

This unit is to help the student acquire the individual and team skills necessary to play basketball. The student shall develop an awareness of basic skills, rules, and strategies of the game.

I. Values

- A. Basketball teaches self-discipline through presenting situations of mental and physical stress.
- B. Basketball involves coordination, agility, speed, and body control training.
- C. Basketball involves cooperation, leadership, and self-control, and it is a sport which has much appeal for spectators.

II. Objectives

A. Skills

- to develop proper passing technique
- to be able to catch a pass properly
- to develop proper fundamentals of shooting field goals and free throws
- to be able to dribble properly with each hand
- to develop proper rebounding positioning and technique
- to develop hand, eye, and foot

coordination

- to understand offense to defense transition
- to learn how to set a screen, and be able to run off of it
- to improve cardiovascular endurance
- to demonstrate coordination, speed, agility, and timing

B. Understanding and Appreciation

- to develop a knowledge of the rules, and an understanding of the game of basketball
- to develop desirable social attitudes towards teammates, opponents, and officials
- to understand basketball strategy
- to become understanding spectators
- to develop an appreciation of basketball as a lifelong physical fitness activity

III. Activities

1. Passing

- a) chest pass
- b) one handed and two handed bounce pass
- c) overhead pass

- d) baseball pass
- 2. Catching
- 3. Field goal shooting
 - a) lay-up
 - b) set shot
 - c) jump shot
- 4. Free throws
 - a) underhand shot
 - b) set shot
- 5. Individual skills
 - a) dribbling either hand
 - b) feinting
 - c) pivoting
 - d) rebounding
 - e) stopping
- 6. Individual offense
 - a) dribbling fakes
 - b) shooting fakes
 - c) screening
 - d) avoiding traveling
 - e) use of peripheral vision
- 7. Individual defense
 - a) basic stance
 - b) footwork
 - c) use of hands

- d) switching
- 8. Team offense
 - a) fast break
 - b) single post
 - c) against man to man
 - d) against a zone
- 9. Team defense
 - a) full court press
 - b) man to man
 - c) zone
 - d) trapping

IV. Teaching Suggestions

- introduce the game, giving its history
- discuss rules to give a basic understanding of the game
- discuss with students the importance of practicing skills
- use visual aids
 - * films, videos
 - * chalkboard, diagram plays, positioning
 - * teacher, student demonstrations
- passing drills
 - * circle passing
 - * two line passing
 - * eye passing

- * call ball
- dribbling drills
 - * driving into the basket
 - * changing hands and direction
 - * change of pace
- rebounding
 - * screen-out
 - * spread eagle
- stopping
 - * jump stop
 - * stop-in-stride
- pivoting
 - * circle pivot
 - * back pivot
- use a three line fast break
- use only a half court to practice skills
- play two on one, and three on one

V. Books for Students

- Basketball My Way, by Jerry West
- Complete Handbook of Pro Basketball, by Zander Hollander
- Dynamic Basketball: The Basics of Power Play by Mark Mahoney
- Hoops: Official NBA Guide to Playing Basketball, by Giorgio Gandolfi

- How to Play and Teach Basketball, by Franklin A. Lindeburg
- Sports Illustrated Basketball, by Neil David Isaacs

Calisthenics/Warm-up

This unit emphasizes that proper warm-up and stretching is a very important part of a physical education program. The conditioning unit should be an ongoing, daily ritual in every physical education program. This unit should take place at the beginning of every class period. Areas covered should be flexibility exercises, general conditioning exercises, jogging for a length of distance/time, and any other activity to promote fitness.

I. Values

- A. Daily exercises involves coordination, agility, flexibility, and cardiorespiratory endurance.
- B. Daily exercises are a means of developing muscular control, body awareness, and a sense of bodily movements.

II. Objectives

A. Skills

- to develop agility, flexibility, and a sense of awareness
- to help improve muscular strength and endurance
- to be able to execute specific exercise movements
- to develop gross and fine motor

coordination

- to improve level of cardiorespiratory endurance

B. Understanding and Appreciation

- to develop a desire for accomplishment
- to develop appreciation of controlled body movements
- to understand that proper warm-up is essential to follow up activities
- to develop an awareness that exercise and warm-up is part of a lifelong commitment to physical fitness

III. Activities

1. Teach exercises that will help students become aware of body movements, muscular strength and coordination.
 - a) jumping jacks
 - b) push ups
 - c) windmills
 - d) burpees
2. Teaching Stretching Exercises and Proper Techniques.
 - a) groin stretches, butterfly
 - b) hurdler's stretch
 - c) trunk twister

- d) cross leg bends
- e) straight bends
- f) arm stretches
- g) back stretches

3. Jogging

- a) running a required distance
- b) running for a required period of time

IV. Teaching Suggestions

- visually demonstrate exercises for students
- have students work in pairs where deemed necessary
- stretching should be done on an untimed basis, otherwise students may rush and will receive little if any benefit
- tell students not to bounce when stretching, simply reach and hold

V. Books for Students

- Don't Touch Your Toes! The Right Way to Total Fitness, by Roger E. Greeley
- Exercise Plans for Physical Fitness, by Royal Canadian Air Force
- The Complete Encyclopedia of Exercises, by The Diagram Group
- The Exercisers Handbook, by Charles Kuntzelman
- The U.S. Army Total Fitness Program, by D. Hales

Cross Country/Distance Running

This unit is specifically designed to help students develop higher levels of cardiorespiratory endurance. This unit should be an integral part of every physical education program. Cross country/distance running should be done throughout the school year on at least a weekly basis.

I. Values

- A. Distance running helps to develop speed, agility, and coordination.
- B. Distance running helps an individual's cardiorespiratory endurance, and overall physical fitness.

II. Objectives

A. Skills

- to develop the proper fundamentals in running
- to develop gross and fine motor control
- to demonstrate improved performance levels during the course of the school year
- to develop increased muscular strength, and power
- to develop coordination, speed, and agility

B. Understanding and Appreciation

- to utilize proper warm-up procedures.
- to develop an awareness for safety

- to develop an appreciation that distance running is an integral part to a lifelong commitment to physical fitness
- to demonstrate a desire to improve upon personal fitness levels

III. Activities

1. Running cross-country. This can be a specifically designed course by the teacher which would have the students run on terrain which covers the school's physical education fields.
2. Run the track
 - a) half mile run
 - b) mile run
 - c) two mile run
 - d) ten minute run (or timed run) for distance

IV. Teaching Suggestions

- teach students to pace themselves
- encourage students to work on improving upon their times
- have students work on proper breathing control
- teach students to run relaxed, not tense, otherwise they will tire more easily

V. Books for Students

- Complete Diet Guide for Runners and Other Athletes, by World Publications

- Jogging, by William J. Bowerman
- Marathoning, by Bill Rodgers
- Olympic Gold: A Runner's Life and Times, by Frank Shorter
- Running Free, by Sebastian Coe
- The Four Minute Mile, by Roger Bannister
- The Practical Runner, by James Fixx

Dance

This unit is designed to develop the basic steps used in social dancing. Students are to develop an appreciation and awareness of the recreational value of dancing as well as its cultural background. This unit will help students to develop the skills and basic steps in a variety of dances: square, folk, social, and/or ethnic dances.

I. Values

Cultural, social, and recreational experiences are to be gained, as well as valuable exercise, from the use of various forms of dance.

II. Objectives

A. Skills

- to be able to demonstrate basic dance steps
- to improve agility, and flexibility
- to demonstrate coordination and timing
- to improve one's physical fitness level
- to become aware of rhythm, balance, and poise

B. Understanding and Appreciation

- to develop good personality traits
- to develop good social graces
- to understand the history and background of America, and foreign countries cultures
- to appreciate various forms of music and dance

III. Activities

1. Demonstration by P.E. Department (and by community dance clubs if possible)
2. Actual dancing
3. Class demonstrations for school or social gatherings

IV. Teaching Suggestions

- use of records and recordings to teach the following:
 - * square dance
 - * folk dance
 - * ethnic dances
 - * social dances
- visual aids
 - * films
 - * dance steps chalked out, or masked out on the ground
- the use of square dance clubs

V. Books for Students

- American Modern Dancers, by Olga Maynard
- Chalif Textbook of Dancing, by Louis H. Chalif
- Childrens Dances Around the World, by H. Fletcher
- Community Dances Manual, by Douglas Kennedy
- Cowboy Dances, by Lloyd Shaw
- Dance in America, by Walter Terry

Football (Touch/Flag)

This unit is designed to help the students develop the skills and knowledge necessary to play football. This unit shall include skill development and provide opportunity for leadership, followship, and cooperation in team play. The students must also develop essential safety skills for protection of one's self and others.

I. Values

- A. Touch football develops leadership, cooperation, and self-discipline.
- B. Touch football develops overall endurance and coordination.
- C. Touch football develops to a high degree the understanding of teamwork and the meaning of playing by the 'Rules of the game'.

II. Objectives

A. Skills

- to develop ability to throw and catch a football
- to develop proper techniques of kicking a football
- to develop proper blocking techniques
- to develop hand, eye, and foot coordination
- to demonstrate lateral mobility, balance

and quickness

- to display agility, speed, timing, and coordination

B. Understanding and Appreciation

- to develop knowledge and appreciation of football
- to develop proper stretching and warm-up procedures
- to develop essential safety skills for one's self and others
- to display cooperation, and respect for teammates, coaches, opponents, and officials

III. Activities

1. Select drills involving maximum participation

- a) ball handling
- b) receiving the ball
- c) forward passing
- d) dodging and side step
- e) carrying the ball
- f) kicking
 - * punts
 - * drop-kicks
 - * place-kicks
- g) centering the ball

- h) blocking
- i) proper stance
 - * offensive and defensive line
 - * offensive and defensive backfield

IV. Teaching Suggestions

- keep records and develop standards for skill tests
 - * forward passing for accuracy, distance
 - * center passing for accuracy
 - * kick for distance, accuracy
 - * punting for distance, accuracy

V. Books for Students

- Football for Fun, by Ben Hodge
- How to Watch Pro Football on TV, by Chris Schenkel
- Paper Lion, by George Plimpton
- Pro Football's Hall of Fame, by Arthur Daley
- Pro Football for the Fan, by Kyle Rote
- The Armchair Quarterback, by John Thorn
- The Football Playbook, by Sam DeLuca

Gymnastics/Tumbling

This unit is designed to help the student develop strength, agility, and coordination through gymnastic stunts and tumbling skills. In a unit such as this, it is essential to stress proper warm-up and safety measures.

I. Values

- A. Gymnastics develops poise and confidence in one's own athletic ability.
- B. Gymnastics is a means of developing muscular control, coordination, a sense of precise balance, and a timing of bodily movements.

II. Objectives

A. Skill

- to develop gross and fine motor coordination
- to be able to execute basic tumbling skills
 - * forward roll
 - * backward roll
 - * handstand
 - * cartwheel
 - * round-off
- to help improve muscular strength, and endurance
- to develop agility, flexibility, and a

sense of awareness

- to demonstrate balance, speed, and poise

B. Understanding and Appreciation

- to provoke thought and encourage originality
- to develop a desire for accomplishment
- to know that guided practice improves performance levels
- to develop appreciation of controlled body movements
- to know proper safety procedures and warm-up
- to learn how to 'spot' for fellow students, and work cooperatively

III. Activities

1. Teach free exercise movements

- a) Poses
- b) Balances
- c) Supported turns and their connecting movements

2. Teach tumbling stunts that may be used in free exercise

- a) Forward roll (straight leg)
- b) Backward roll to stride position
- c) Handstand

- d) Handstand to bridge
- e) Backbend
- f) Cartwheel
- g) Round-off
- h) Wall-over
- i) Splits
- j) Front flip
- k) Back flip

- 3. Work with students to develop their own routines

IV. Teaching Suggestions

- separate the components of free exercise, and teach separately
- combine tumbling with students working on their own routines
- help students strive for form and originality

V. Books for Students

- Beginning Gymnastics, by Bill Sands
- Everybody's Gymnastics Book, by Bill Sands
- Gymnastics for Girls, by Frank Tyan
- Mens Gymnastics, by Jack Wiley
- Skills and Tactics of Gymnastics, by Peter Aykroyd
- The Complete Book of Gymnastics, by David Hunn

Handball

This unit is designed to help students develop the skills necessary to play handball. Over the course of this unit, students will develop keen hand-eye coordination as well as rules, strategy, and proper etiquette.

I. Values

- A. Handball develops speed, agility, coordination, and endurance.
- B. Handball is an excellent recreational activity, and may be played throughout the adult years of life.
- C. Handball is a great activity to develop keen hand-eye coordination.

II. Objectives

A. Skills

- to develop hand, eye, and foot coordination
- to display agility, speed, and timing
- to improve level of cardiorespiratory endurance
- to be able to play both singles and doubles
- to develop muscular strength and power
- to develop proper serving technique
- to demonstrate proper backhand and

forehand drives

B. Understanding and Appreciation

- to know and practice desirable standards of etiquette, sportsmanship, and safety, in relation to handball
- to learn the rules, and apply strategy to the game
- to utilize proper warm-up and safety procedures
- to develop an appreciation of handball as a potential lifelong physical fitness activity

III. Activities

1. The serve

- a) body position
- b) the drive
- c) placement of shots
- d) follow through

2. Forehand and backhand drive

- a) timing
- b) body position
- c) transfer or weight
- d) follow through
- e) placement

3. Play and strategy

- a) volley
- b) overhead smash
- c) corners
- d) court position
- e) discovering an opponent's weakness

IV. Teaching Suggestions

- discuss in terms of specific objectives and basic rules. Use visual aids, and drills to teach proper form
- practice drives with emphasis on positioning the body/feet, and follow through
- for large classes, play doubles
- use skill tests for evaluation

V. Books for Students

- The Handball Book, by Pete Tyson and Jim Turman

Hustleball

This unit is actually a modified version of softball. In the game of softball, batters face opposing players as pitchers. In hustleball, batters get to hit a pitch thrown by a teammate. This modification helps the game to move rapidly, and allows students to hit an easy pitch, whereas in regular softball, the idea is not to let the opposition hit. Basic skills are those that are incorporated in softball, such as throwing, catching, running, but most important - hitting. This unit shall cover skills development, strategy, rules, safety, and proper behavior.

I. Values

- A. Hustleball allows students an easier chance to hit as compared to softball.
- B. Hustleball is a fast moving game. Since you pitch to your own team, each batter is allowed only three pitches maximum to hit it fair, or be called out.
- C. Hustleball develops reaction time, speed, agility, and hand-eye coordination.
- D. Hustleball develops leadership, cooperation, self-control and teamwork.

II. Objectives

A. Skills

- demonstrate the ability to hit a pitched ball

- demonstrate the ability to pitch accurately to teammate
- develop proper throwing and catching technique
- develop proper base running technique
- improve hand-eye coordination
- develop better speed, agility, timing, and coordination
- develop gross and fine motor coordination skills
- demonstrate the ability to judge, and catch flyballs
- demonstrate the ability to field ground balls

B. Understanding and Appreciation

- to know and understand the rules of hustleball
- to know and apply common rules of safety in the playing of the game
- develop respect for teammates, opponents, coaches, and officials
- demonstrate good sportsmanship

III. Activities - same as softball

IV. Teaching Suggestions - same as softball

V. Books for Students - see unit on softball

Racquetball

This unit is designed to teach the skills necessary to play racquetball. Depended upon facilities available, this activity can be played either indoors or outdoors. The game of racquetball combines the skills and principles of both handball and tennis. In this unit students will develop or refine these skills, learn strategy, rules, and proper court etiquette.

I. Values

- A. Racquetball develops speed, agility, coordination, and endurance.
- B. Racquetball is an excellent recreational activity, and may be carried on throughout the adult years of life.

II. Objectives

A. Skills

- to develop proper serving technique, and accuracy
- to demonstrate proper grip
- to demonstrate proper drives - forehand, backhand
- to develop hand, eye, and foot coordination
- to develop gross and fine motor coordination

- to improve cardiorespiratory endurance
- to display agility, speed, timing, and endurance
- to become skilled in both offensive and defensive play
- to develop lateral quickness and mobility

B. Understanding and Appreciation

- to acquire knowledge of the selection and care of the equipment
- to know and practice desirable standards of etiquette, sportsmanship, and safety in relation to racquetball
- to show an appreciation for racquetball as a potential lifelong physical fitness activity
- to know and understand the rules and strategy
- to know proper warm-up procedures

III. Activities

- 1) The serve
 - a) body position
 - b) swing
 - c) placement
 - d) follow through

2) Forehand and Backhand Drive

- a) grip
- b) timing
- c) body position
- d) weight transfer
- e) follow through
- f) ball placement

3) Play and Strategy

- a) volley
- b) corners
- c) court position
- d) discovering opponents weakness
- e) selection of shot or shots to out maneuver opponent

IV. Teaching Suggestion

- discuss in terms of specific objectives and basic rules. Use visual aids and drills to teach grip, and the difference between forehand and backhand drives
- practice swinging with an emphasis on footwork
- use any available wall to practice strokes
- for large classes play doubles
- skills tests may be used for evaluation

V. Books for Students

- Championship Racquetball, by John W. Reznik

- Marty Hogan's Power Racquetball, by Marty Hogan
- Racquetball, by John Reznik
- Racquetball The Easy Way, by Charles Garfinkel
- Strategic Racquetball, by Steve Strandemu
- The Complete Book of Racquetball, by Steve Keeley

Soccer

This unit is designed to help students acquire the skills necessary to play the sport of soccer. The students will also learn and appreciate the origin and development of the game. Soccer is a fast paced sport and can be an excellent activity to develop a higher level of physical fitness and endurance among students.

I. Values

- A. Soccer develops leadership, cooperation, self-control, and teamwork.
- B. Soccer develops to a high degree, the skillful use of the legs and feet.

II. Objectives

A. Skills

- to develop proper dribbling and kicking technique
- to develop proper passing
- to improve cardiorespiratory endurance
- to demonstrate foot-eye coordination
- to learn how to play all positions on the field
- to develop fine and gross motor skills
- to display agility, speed, timing, and coordination

B. Understanding and Appreciation

- to understand game strategy
- to learn and follow proper warm-up procedures
- to learn the rules, and safety precautions
- to show respect for teammates, opponents, coaches, and officials
- to develop an appreciation of what soccer may do to one's physical fitness level

III. Activities

1. Kicking

- a) place kick - any kick made with the ball resting in stationary position on the field
 - * kickoff
 - * penalty kick
 - * free kick
 - * corner kick
 - * defense kick
- b) moving ball kick
 - * defense kick
 - * offensive kick
- c) punt - used only by the goal keeper in goal area

2. Dribbling
 - a) by using inside of foot
 - b) by using outside of foot
3. Trapping
 - a) foot trap
 - b) shin trap - single and double
 - c) body trap
4. Passing
 - a) sideward
 - b) forward
 - c) backward
5. Volleying
 - a) using leg and foot
 - b) using shoulder
 - c) using chest
 - d) using head
6. Throw Ins
 - a) must be two hands over head
 - b) both feet on the ground
7. Tackling
 - a) with one leg, right or left
 - b) with sole of foot
8. Charging
9. Obstructing
10. Evading

11. Heading
12. Chesting
13. Using game strategy on offense and defense
14. The players' positions and duties during the following situations should be thoroughly practiced
 - a) kickoff
 - b) free kick
 - c) throw in
 - d) penalty kick
 - e) corner kick
 - f) defense kick
 - g) advancing ball
 - h) changing from offense to defense and vice versa

IV. Teaching Suggestions

- introduce the pupils to the whole game
- discuss basic rules, history, and development of the game
- play the game for a short period of time to acquaint pupils with the nature of the game and to discover the needs of pupils
- use visual aids such as films, diagrams, and charts
- select drills involving maximum participation

and activity for the following

- * line dribbling
- * line passing
- * two and three line passing and dribbling
- * half field offense and defense
- avoid heading low balls
- one ball should be provided for each six pupils
- fields should be appropriately marked
- use skill tests
- give written tests on basic rules

V. Books for Students

- How to Play Soccer, by Basil G. Kane
- Soccer: Coaching to Win, by Alexander Weide
- Soccer Science; How to Play and Win, by George Eastham
- Soccer Skills and Tactics, by Ken Jones
- Soccer Tactics, by David Brenner
- Soccer Tips, by David Clements
- Sports Illustrated Soccer, by Dan Herbst
- Winning Soccer, by Al Miller

Softball

This unit is designed for students to develop the knowledge and skills for playing softball. Skill development shall include throwing, hitting, catching, and running. Students shall also learn and understand the rules of the game. The basis for this unit is to develop the execution of the fundamental skills of softball for greater enjoyment in participation.

I. Values

- A. Softball develops leadership, cooperation, self-control, and teamwork.
- B. Softball develops reaction time, speed, agility, and hand-eye coordination.
- C. Softball has great appeal as a recreational activity.

II. Objectives

A. Skill

- to develop proper fundamentals of playing catch - throwing and catching
- to develop the ability to field ground balls
- to develop the ability to judge, and catch fly balls
- demonstrate the ability to hit a pitched ball

- demonstrate proper base running techniques
 - * rounding the base
 - * sliding
- to improve hand-eye coordination
- to demonstrate speed, agility, timing, and coordination
- to develop gross and fine motor coordination skills

B. Understanding and Appreciation

- to know and understand the rules of softball
- to develop proper reaction to play situations
- to know and apply common rules of safety in the playing of the game
- to implement proper warm-up procedures
- to demonstrate good sportsmanship
- develop respect for teammates, opponents, coaches, and officials

III. Activities

1. Throwing

- a) pitcher
- b) infielders
- c) outfielders

d) catchers

2. Catching

a) shifting the feet

b) relaxing and giving with the ball when it
is received

3. Hitting

a) stance

b) arms

c) head and eyes

d) legs and hips

4. Fielding

a) fly balls

b) ground balls

5. Infield Play

a) double play

b) on bunts

c) relays

d) tagging a runner

e) rundowns

f) pivoting

6. Outfield Play

a) calling flies

b) stance

c) throwing

d) relaying

7. Sliding
 - a) bent leg
 - b) hook slide
 - c) no head first
8. Game Strategy
 - a) signals
 - b) coaching bases

IV. Teaching Suggestions

- introduction of the game
 - * rules
 - * strategy
- catching drills
- throwing drills
- hitting drills
- sliding drills
- infield practice with base runners
- outfield practice with infield and base runners
- lead up games such as work up, and five hundred

V. Books for Students

- Beginning Softball, by Robert Gensemer
- Coaching Softball Effectively, by Steven D. Houseworth
- Coaching Winning Softball, by Loren Walsh

- Illustrated Softball Rules, by Merle O. Butler
- Softball for Girls, by Viola Mitchell
- Softball Rules in Pictures, by G. Jacobs
McCrary
- Winning Softball, by Joan Joyce

Speedball

This unit is designed to learn and use the skills necessary to play speedball. Speedball is a game which combines the rules of soccer, basketball, and touch football. Skill emphasis will be focused on catching, throwing, and kicking the ball. This unit must also emphasize rules and strategies of the game.

I. Values

- A. Speedball develops leadership, cooperation, self-control and teamwork.
- B. Speedball develops high skill levels in arm and leg movements in coordination.
- C. Speedball is highly competitive and fast moving, but participants of all sizes may compete together with comparative equality.

II. Objectives

A. Skills

- to develop proper dribbling skills with both the hands (basketball), and feet (soccer)
- to demonstrate proper passing with both hands (basketball pass), and feet (soccer pass)
- to develop ability to 'kick-up' to ones' self

- to be able to make the transition from one set of rules to another (basketball to soccer, and vice versa)
- to utilize appropriate basketball and soccer skills
- to develop hand, eye, and foot coordination
- to improve level of cardiorespiratory endurance
- to display speed, agility, timing, and coordination

B. Understanding and Appreciation

- to become more knowledgeable, and gain an appreciation for speedball
- to understand basic strategies
- to understand the rules, and basic penalties
- to develop respect for teammates, opponents, coaches, and officials
- to develop an awareness for safety
- to utilize proper warm-up procedures

III. Activities

A. Kicking

1. Placekick

- a) place the left foot near the side of

the ball, with the right foot directly behind it

- b) kick the ball on the underside with the top of the toe and instep
- c) keep the eyes on the ball through contact
- d) follow through with the kicking foot
- e) extend the ankle of the kicking foot

2. Punting

- a) hold the ball with both hands, waist high, in front of the body at arm's length
- b) drop the ball as a step forward is made with the left foot and kick the ball with a pendulum swing of the extended right foot
- c) meet the ball with the instep of the foot and follow through keeping the toe extended
- d) keep the eyes on the ball

B. Dribbling

- 1. A review of dribbling and passing may be found in the soccer and basketball units

C. Catching

D. Trapping

E. Kick-up or lift-up

1. with both feet to self
2. with one foot on moving ball to self
3. with one foot on stationary ball to self
4. with one foot to teammate

F. Tackling

G. Heading

IV. Teaching Suggestions

- have students learn early, the rules of basketball and soccer
- implement soccer and basketball rules into speedball, students must know when which rules apply
- refer to unit on basketball for suggested drills
- refer to unit on soccer for suggested drills
- use relays for warm-up drills
- refer to football unit for passing and catching drills

V. Books for Students - see units on soccer, and basketball

Tennis

This unit is designed to develop skills and knowledge necessary for playing tennis. Instruction in this unit will be focused on basic skills, rules, strategy, and scoring.

I. Values

- A. Tennis develops speed, agility, coordination, and endurance.
- B. Tennis is as excellent co-recreational activity, and may be carried on throughout the adult years of life.

II. Objectives

A. Skills

- to develop proper serving technique
- to develop proper ground strokes
 - * forehand
 - * backhand
 - * overhead
 - * lob
- to become skilled in offensive and defensive play
- to be able to play either singles or doubles
- to demonstrate gross and fine motor coordination skills
- to develop hand, eye, and foot

coordination

- to improve level of cardiorespiratory endurance
- to display agility, speed, timing, and coordination

B. Understanding and Appreciation

- to acquire knowledge of the selection and care of equipment
- to know and practice desirable standards of etiquette, sportsmanship, and safety in relation to tennis
- to use proper warm-up procedures
- to show an appreciation for tennis as a potential lifelong physical fitness activity

III. Activities

1. The Serve

- a) body position
- b) ball toss
- c) swing
- d) follow through
- e) foot faulting

2. Forehand and Backhand Drive

- a) grip
- b) timing

- c) body position
- d) transfer of weight
- e) follow through
- f) placement of ball

3. Play

- a) volley
- b) overhead smash
- c) lob
- d) net play

4. Doubles and Singles Play

5. Strategy

- a) court position
- b) discovering opponent's weakness
- c) selection of shot or shots to out maneuver an opponent

IV. Teaching Suggestions

- discuss in terms of specific objectives and basic rules. Use visual aids and drills to teach grip, and change of grip for backhand
- practice swinging and stroking with emphasis on footwork. Use any backboard or wall available to practice strokes
- for large classes, play doubles
- evaluation may be done by using skills tests, and written tests

V. Books for Students

- Arthur Ashe's Tennis Clinic, by Arthur Ashe
- How to Play Better Tennis, by William Tilden
- How to Play Tougher Tennis, by Jimmy Connors
- How to Play Winning Tennis, by Mary Hawton
- Hitting Hot: A 21-Day Tennis Clinic, by Ivan Lendl
- Play Better Tennis, by Billie Jean King
- Teach Yourself Tennis, by Robert J. LaMarche
- The Complete Beginner's Guide to Tennis, by Rex Lardner
- Total Tennis: A Complete Guide for Today's Player, by Peter Burwash
- Wimbledon, A Celebration, by John McPhee

Track and Field

This unit is designed to provide students with the opportunity to develop skills in selected track and field events, such as running, jumping, and throwing. The instructor should stimulate interest to participate in track and field. Many skills learned in this area have a tremendous carryover value into other sports. The activities included in the unit are often determined by the availability of athletic facilities.

I. Values

- A. Track and field activities give the participant a feeling of accomplishment.
- B. Track and field aids in the development of speed, agility, and endurance through running, jumping, and throwing.
- C. Track and field offers an opportunity for practically every type of individual to participate successfully.

II. Objectives

A. Skills

- to demonstrate the ability to use the running style appropriate for distance covered (sprints, distance runs)
- to develop skills in running, jumping, and throwing

- to increase endurance, speed, agility, and strength
- to develop hand, eye, and foot coordination
- to improve gross and fine motor skills
- to improve flexibility and balance
- to improve muscular power, strength and endurance
- to improve level of cardiorespiratory endurance

B. Understanding and Appreciation

- to appreciate the value of good form
- to learn respect for the ability of an opponent
- to recognize the value of improving physical fitness
- understand the rules and strategies of various track and field events
- develop an awareness and appreciation of the fact that many track activities can be part of a lifelong physical fitness program
- utilize proper warm-up and safety procedures

III. Activities

1. Sprinting

Good form in sprinting requires that the toes of the feet be placed straight ahead, that the body lean slightly forward, and that the arms be carried and swung across the body. The head should be in line with the body so that it also is inclined slightly forward. The hands should be open and swung across the chest so that they do not go back of the waist or higher than the shoulders.

2. Jumps

a) high

- 1) scissor
- 2) western
- 3) fosbury flop

b) long

- 1) approach
- 2) takeoff
- 3) jumping form
- 4) landing

c) hurdles

- 1) high
- 2) low

- d) triple jump
 - 1) approach
 - 2) takeoff
 - 3) landing

3. Throws

- a) softball
- b) shotput
- c) discus

IV. Teaching Suggestions

A. For Sprinting

- run naturally, relax, don't tighten neck muscles
- keep knees from wobbling
- keep toes pointed and feet in a straight line
- breathe from the mouth
- must run on toes in all sprints
- warm up thoroughly
- don't jump through the finish line
- run out of blocks, don't jump
- get to running position as soon as possible

B. High Jumps

- learn to kick the lead leg
- stand up and jump - don't lie down to

jump

- run easy and relax for jump

C. Long Jump

- warm up gradually, take short, easy jumps at first
- run far enough to get up full speed
- work for height
- throw the belly out on takeoff
- fight for distance just as you go to land

V. Books for Students

- Book for Track and Field, by James Dunaway
- Championship Track and Field, by Tom Ecker
- Sports Illustrated Track and Field Events, by Bobbie Moore
- Track and Field, by Earl Myers
- Track and Field Coaching Manual, by Vern Gambetta
- Track and Field Rules in Pictures, by Michael Brown

Volleyball

This unit is designed to provide students with the basic knowledge and skills in the game of volleyball. The areas covered are skills, strategies, rules, and game play.

I. Values

- A. Volleyball develops good body control and muscular coordination through jumping and twisting actions.
- B. Volleyball has great appeal as a recreational activity through most age groups.

II. Objectives

A. Skills

- to develop the proper technique in bumping and setting
- to develop accuracy on the placement of the serve
- to demonstrate the ability to block and spike the ball
- to follow proper rotation in court play
- to improve upon hand-eye coordination
- to develop lateral mobility and movement
- to improve gross and fine motor skills
- to display agility, speed, timing, balance, and coordination

B. Understanding and Appreciation

- to develop an appreciation for the game of volleyball as a lifelong recreational activity
- to know the rules of volleyball, including proper rotation, and scoring
- to develop respect for teammates, opponents, coaches, and officials
- to utilize knowledge of rules to implement effective strategies
- follow proper warm-up and safety procedures

III. Activities

1. Serve

- a) overhand
- b) underhand
- c) accuracy and placement

2. Bumping

- a) hands and arm alignment
- b) knees bent slightly
- c) contact on forearms, and follow through

3. Setting

- a) fingers and hands properly aligned
- b) elbows out
- c) body directly under ball

- d) catch the ball, cushion it
- e) follow through

4. Spiking and Blocking

- a) timing
- b) arm extension
- c) follow through

IV. Teaching Suggestions

- work on one aspect of the game at a time, do not combine different skills until students have proven proficiency in other areas
- modified games which team can keep a ball in the air longest using just bumping, or just setting technique
- send students through proper rotation before games are ever played
- explain rules and strategies of offense and defense

V. Books for Students

- Bump, Set, Spike: Everybody's Volleyball Book, by Joe Pedersen
- Inside Volleyball, by Gene Selznick
- Pass, Set, Crush: Volleyball Illustrated, by Jeff Lucas
- Volleyball, by Robert E. Laveaga

Weight Training

The aim of this unit is not only to improve the individual's muscle tones, hand-eye coordination, endurance, and agility, but to interest the student in working toward greater body development beyond the physical education class. This unit will include instruction in proper lifting techniques, safety rules, and principles of progressive body building.

I. Values

A regular program of resistance exercises will increase a person's general muscular conditioning.

II. Objectives

A. Skills

- to demonstrate the ability to properly lift and control weights
- to improve muscular strength and power
- to develop and maintain flexibility and balance
- to demonstrate quickness, agility, and coordination
- to be able to 'spot' for other students as needed

B. Understanding and Appreciation

- to recognize the role that weight training can hold in a lifelong physical

fitness program

- to improve one's self concept
- to exhibit cooperation and tolerance towards others
- to utilize proper warm-up and safety procedures
- to develop an awareness of the need to maintain an optimal fitness level

III. Activities

A. General Development Exercises

1. warm up
2. curls
3. upright row
4. chin ups
5. military press
6. situps
7. two arm row
8. one-half squats
9. bench press
10. dead lift

B. Specialized Development Exercises

1. Deltoid (shoulder group)
 - a) military press
 - b) lateral raises
 - c) alternate dumbbell raises

- d) press behind neck
- e) upright row or high pull
- 2. Pectoralis (chest)
 - a) pushups
 - b) bench press
 - c) bent arm pull over
 - d) straight arm pull over
 - e) dips on the parallel bars
- 3. Abdominal (stomach)
 - a) sit ups
 - b) sit ups with knee raise combined
 - c) leg raise from bar or supine position
 - d) head and shoulder raise from supine position
 - e) leg raise and knee raise while hanging from a bar
- 4. Gastrocnemius (calf)
 - a) toe raises weight on shoulders
 - b) toe raises one foot at a time with weight in hands or on shoulders
 - c) ballet bouncing for height
- 5. Quadriceps (upper leg)
 - a) squats - half or full
 - b) leg press

- c) squat jumps
- d) one leg squats with wide stance
- 6. Biceps Femoralis (upper leg)
 - a) leg curl using resistance
 - b) leg curl using bench
- 7. Triceps (upper arm)
 - a) bench press
 - b) military press
 - c) dips on parallel bars
 - d) push ups
- 8. Biceps (upper arm)
 - a) curls with barbell
 - b) chinning with underhand grip
- 9. Latissimus Dorsi (upper back)
 - a) chin ups
 - b) rope climb
 - c) rowing with barbell
 - d) alternate rows with dumbbells

IV. Teaching Suggestions

- stress safety first
- demonstrate proper techniques on every lift
- have students always work in pairs, or even threesomes
- have students always put outside collars on bars

- have students work on a planned program

V. Books for Students

- Arnold: The Education of a Bodybuilder, by Arnold Schwarzenegger
- Bodybuilding for Everyone, by Lou Ravelle
- Joe Weider's Weight Training for Sports, by Joe Weider
- Modern Weight Training, by Alistair Murray
- Sports Illustrated Strength Training, by John Garhammer
- The Gold's Gym Weight Training Book, by Bill Dobbins
- The New Muscle Building for Beginners, by Oscar Heidenstam
- Weight Training for Beginners, by Bill Reynolds
- Weight Training in Athletics, by Jim Murray

Wrestling

This unit is designed to give students the opportunity to learn and develop wrestling skills. Due to the nature of wrestling, safety precautions have a very high priority in this unit. Basic wrestling technique, safety, and strategy will be included in this unit.

I. Values

- A. Wrestling develops self-discipline under conditions of physical and emotional stress.
- B. Wrestling develops the total body musculature, balance, timing, and endurance.

II. Objectives

A. Skills

- to develop basic wrestling techniques
 - * takedowns
 - * reversals
 - * escapes
 - * breakdowns
 - * pins
- to demonstrate gross motor skills coordination
- to combine hand, eye, and foot coordination
- to build muscular strength and endurance
- to increase flexibility and movement

- to demonstrate agility, speed, timing, and overall coordination

B. Understanding and Appreciation

- to learn discipline and sportsmanship
- to learn the rules and scoring of wrestling
- to show an awareness of safety precautions
- to exhibit respect for opponents, rules, and authority
- to appreciate that conditioning for wrestling can enhance one's physical fitness level
- to utilize proper warm-up

III. Activities

1. Review rules and scoring of wrestling
2. Know takedowns
 - a) leg drive
 - b) arm drag
 - c) heel pickup
 - d) head drag
 - e) wing lock
 - f) head lock (including arm)
 - g) standing switch
3. Breakdowns

- a) arm bar waist lock and variations
 - b) far arm - far ankle, and variations
 - c) far leg - near arm, and variations
 - d) stack
 - e) grapevine
 - f) crossface
4. Reversals and escapes
- a) switch
 - b) near arm roll
 - c) far arm roll
 - d) sit out
 - e) stand up
5. Pins
- a) half nelson and crotch hold
 - b) reverse half nelson and crotch
 - c) three-quarter nelson
 - d) cradle
6. Counters for takedowns
7. Counters for switches

IV. Teaching Suggestions

- sufficient protective matting should be provided
- instruction in the dangers of illegal holds should precede any techniques taught
- teaching holds by the number system

1. break a hold down into steps
2. number the steps one through four, and so on
3. the teacher calls the numbers off and wrestlers do one step at a time
4. after they learn the hold, have them do the whole thing without stopping between steps
5. have a warm up period before wrestling
6. do not let the mats slip apart
7. break wrestlers when they are close to the edge of the mat
8. be ready to break any dangerous holds

V. Books for Students

- An Illustrated Guide to Teaching Kids to Wrestle, by Bill Martel
- An Instructional Guide to Amateur Wrestling, by Russ Hellickson
- Coaching Youth Wrestling, by Steve Combs and Ben Bennett
- Complete Book of High School Wrestling, by Robert L. Brown
- Wrestling for Beginners, by Tom Jarman

APPENDIX A

TEACHER ASSESSMENT SURVEY AND RESULTS

MIDDLE SCHOOLS

SAN BERNARDINO CITY UNIFIED SCHOOL DISTRICT

Developed by:

William M. Eatinger. M.A.

In developing a curriculum that would meet the needs of all students in the San Bernardino City Unified School District, the author deemed it necessary to require input from middle school physical education teachers throughout the district. In order to do this, a survey was developed and sent to every middle school physical education teacher. On this survey, a variety of activities were listed, and each teacher was asked to indicate how important each activity was to his or her program. Importance was measured on a scale of one to five, with one being not very important, and five being very important. Teachers were also asked to list how much time they spend on each activity (in number of weeks, once a week, daily, and so on).

The results of this survey, provided conclusive evidence and a near unanimous support for activities deemed most important. The two activities that recorded the highest average scores were calisthenics (4.8), and cross country/distance running (4.9). The author also found that every teacher who responded to the survey stated that calisthenics were done on a daily basis and cross country was done on at least a weekly basis.

The group activities that recorded the highest scores were softball (4.4), soccer (4.2), basketball (4.2), football (4.0), and volleyball (4.0). These five group activities appear to be the foundation for every school's curriculum.

The length of time that the responding teachers spent on each of these five units was anywhere from four to eight weeks. This length of time takes up almost an entire year for some teachers. And it showed in regarding importance to other activities.

The activities that recorded the lowest average scores were dance (1.9) and wrestling (2.2). This was due to the fact that most teachers didn't even include these activities at all in their curriculum, not even for a day. The results of the survey, and the survey itself, appear on the following pages.

Bill Eatinger
Arrowview Middle School
2299 N "G" St
San Bernardino, CA 92405
(714) 882-3781

TEACHER SURVEY

Dear Colleague:

I am currently working on a Master's project at Cal St. San Bernardino. My project is to develop a P.E. curriculum for the middle schools in San Bernardino. Since our school district does not have any current P.E. curriculum, the objective of my project will be to provide some guidelines which may help us all.

In order to meet the needs of all the middle school students/teachers in San Bernardino, I am asking for your help in this project. Your input would be of great help. I would appreciate your cooperation if you could find the time to fill this survey out, and get it back to me as soon as possible.

Thank You,


Bill Eatinger

School: _____

Years Teaching _____

P.E. _____

Years in S.B. District _____

No. of P.E. _____

Classes _____

Please circle the number that corresponds to how important you believe each activity is to your program. Then fill in how much time you spend on each activity (number of weeks, once a week, daily, and so on).

	Not Very Important			Very Important		How Often
Aerobics	1	2	3	4	5	_____
Badminton	1	2	3	4	5	_____
Basketball	1	2	3	4	5	_____
Calisthenics	1	2	3	4	5	_____
Cross Country/ Dist. Running	1	2	3	4	5	_____
Dance	1	2	3	4	5	_____
Football (Touch)	1	2	3	4	5	_____
Gymnastics	1	2	3	4	5	_____
Handball	1	2	3	4	5	_____
Hustleball	1	2	3	4	5	_____
Racquetball	1	2	3	4	5	_____
Soccer	1	2	3	4	5	_____

	Not Very Important			Very Important		How Often
Softball	1	2	3	4	5	_____
Speedball	1	2	3	4	5	_____
Tennis	1	2	3	4	5	_____
Track and Field	1	2	3	4	5	_____
Volleyball	1	2	3	4	5	_____
Weight Lifting	1	2	3	4	5	_____
Wrestling	1	2	3	4	5	_____

Are there any activities not listed above which you believe to be an important part of a middle school P.E. program?

Are there any activities you don't do (possibly because of a lack of equipment/facilities, or Coed), but would like to? If yes, then why?

If you teach Coed, what activities/sports have you found to be best suited for this arrangement?

What activities/sports have you found are not best suited for a Coed P.E. class?

A7

Do you believe Coed P.E. should be a part of the middle school program? (Please explain, as this will be included as part of my project).

Survey Results

The results from the survey are listed below. Teachers were to determine how important they believed each activity was to their program; with a one being least important, and a five being most important. Teachers were also asked to give the length of time that they spend on each activity. Some of the activities listed below were not a part of every school's program. Listed below is the number of teachers responding, the number of teachers who include this activity as part of their curriculum, the average score for each activity (based on importance), and the average length of time spent on each activity.

	No. of Teachers Responding	No. of Teachers who include this Activity	Avg. Score	Avg. Length of Time
Aerobics	18	2	2.7	1-2wks
Badminton	18	4	2.4	2-4 wks
Basketball	18	18	4.2	4-8 wks
Calisthenics	18	18	4.8	Daily
Cross Country	18	18	4.9	Weekly
Dance	18	2	1.9	4-5 wks
Football	18	16	4.0	2-3 wks
Gymnastics	18	3	2.5	2-3 wks
Handball	18	4	2.4	2-3 wks

	No. of Teachers Responding	No. of Teachers Who Include This Activity	Avg. Score	Avg. Length of Time
Hustleball	18	3	2.7	3-5 wks
Racquetball	18	8	2.5	2-3 wks
Soccer	18	18	4.2	4-8 wks
Softball	18	18	4.4	4-8 wks
Speedball	18	8	2.5	3-5 wks
Tennis	18	6	3.0	2-5 wks
Track & Field	18	16	3.8	2-8 wks
Volleyball	18	18	4.0	4-8 wks
Weight Lifting	18	4	3.0	4-5 wks
Wrestling	18	0	2.2	0 wks

Teachers were also asked to list activities which were not on the survey, but were believed to be an important part of a physical education program. Responses included the following:

- physical fitness activities
- team handball
- tumbling
- hockey
- cooperative learning activities, and new games
- earthball
- class time, for information

Teachers were also asked if there were any activities that they don't do, (because of lack of equipment/facilities, or coed, and so on) but would like to. Responses include the following:

- Badminton - lack of facilities
- gymnastics - lack of facilities, safety
- handball - lack of facilities
- racquetball - lack of facilities
- tennis - lack of facilities, equipment
- track and field - lack of facilities, equipment
- weightlifting - lack of facilities, equipment
- wrestling - lack of facilities, safety
- street hockey - lack of equipment
- swimming - lack of facilities
- football - coed is a problem
- basketball - coed can be a problem

Another question teachers were asked to respond to, was what activities/sports have they found to be best suited for coed, responses include:

- soccer
- volleyball
- softball
- running
- gymnastics
- no activities suit coed at the middle school

Teachers were then asked what activities/sports have they found do not work well with coed, responses included:

- combatives/wrestling
- football
- basketball
- soccer
- weight lifting
- all activities in middle school

The last question on the survey asked teachers how they felt about coed physical education at the middle school level. Of the eighteen teachers who responded to the survey, only two were in favor of coed physical education, while the remaining sixteen were strongly opposed to it. The two teachers that favored coed physical education were both from the same middle school. Reasons stated are as follows:

Absolutely, coed P.E. should exist. If we expect people to get along throughout life and especially as adults, how can we justify segregating them at a time when they are beginning to become so aware of themselves as male/female and their relationships to each other as people. We add to the potential 'battle of the sexes' by segregating them at this crucial time.

Yes, coed P.E. does have a place in the middle school. But it should be as even (boy/girl) as possible. When the boy/girl ratio is not even, then inactivity occurs.

As mentioned earlier, most teachers were strongly opposed to coed physical education at the middle school. Reasons are stated below:

The skill level of the girls is way below that of the

boys, and the girls stand around and let the boys do all the work.

There are too many variables that are not conducive to the proper results and desired outcomes of the P.E. programs within our district. Coed P.E. may be working in some school districts, but they have considerably better facilities and student to teacher ratios. Coed programs are simply not successful in San Bernardino.

Both the boys and girls are too immature... and there are physical differences also.

More is accomplished in a middle school P.E. program when the classes are not coed. The problem with coed at this age is that the students are not yet mature enough to be in a social setting like P.E. with the opposite sex. Unlike the classroom setting, P.E. is much more social and there tends to be more interaction between students in a P.E. class. This age group can not handle this interaction for the most part.

The skill level and interest in P.E. is very different at this age level. While there are always exceptions to this fact, for the most part middle school boys are much more advanced skill wise, and much more interested in P.E. than girls..... By splitting up coed classes into boy groups and girl groups, both groups performed much better, and were much more enthusiastic about the activity. The girls do not get as embarrassed like they do in front of the boys. And the boys weren't frustrated about the girls not playing the right way or putting forth a good effort.

No way! There would be less discipline problems if there wasn't coed P.E.

None, students are at different points in the following areas: attitude, ability, and area of interest.

The worst thing that ever happened. Delays, waiting for the girls to report for roll is a daily problem. Increased problems supervising locker room when you have other teachers' kids... Makes bad weather days even more difficult seeing how you can not have a coed group in the boys or girls locker room. Most of the kids at this age don't do their best when competing against the opposite sex, the total program becomes less effective... Finally, many kids at this age look to P.E. teachers for a role

model, and for this reason, boys should have men teachers, and the girls should have women.

I hate coed P.E. We have to put up with the playing around that is natural for boys and girls at this age. Also, the skill levels are so far apart - from the athlete who has played for years, to the young girl who has just noticed boys. It has not helped the program. We always gave boys and girls the same opportunity to play the same sports, but now it's like having two classes a period. On bad weather days there is really a problem, what do you do with students who are in the other sexes' locker room?

Coed P.E. should be changed. The skill level broadens with coed, (P.E. is already strained with seventh and eighth graders together). Seventh grade boys need a male role model, and the girls need a female role model.

Modification of team sports are helpful with girls, but it is hard to do when they are combined. There are also increased discipline problems having both sexes together. Title IX was designed to meet the needs of the extremely gifted girl athlete. It has destroyed traditional P.E. programs... If P.E. people would communicate a little more, we could make better use of collective pressure on the school district. Above all, if there is a choice, coed P.E. should be done away with in our district.

Based on the results of this survey, the author has come to a conclusion that the San Bernardino City Unified School District would be better off by eliminating coed P.E. Major reasons for reaching this decision are based on students' maturity levels, difference in skill level, difference in interests, performance dropoffs, lack of adequate facilities (especially for rainy days), and having same sex role models.

The activities that should be included into each individual schools' curriculum will be left up to the individual instructor. Major reasons for this have to do with

facilities, and equipment available. But regardless of the activities chosen for each teachers program, teachers should be reminded that middle school programs should be designed for the development of skills, application of skills used in activities, and should include social and intellectual development and understanding. Middle school physical education should not be considered a training ground for athletic teams for high school or middle school. We need to recognize that there is a definite division between physical education and athletic participation. One is governed by the Education Code, the other by C.I.F.

APPENDIX B
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