

SECTION ONE

Goals



1. DEFINITION OF A PHYSICALLY EDUCATED PERSON

The National Association for Sport and Physical Education (NASPE) developed the definition of a physically educated person in 1990. A physically educated person:

- ➡ Has skills necessary to perform a variety of physical activities.
- ➡ Is physically fit.
- ➡ Participates regularly in physical activity.
- ➡ Knows the implications of and the benefits from involvement in physical activities.
- ➡ Values physical activity and its contribution to a healthful lifestyle.

2. OBJECTIVES OF PHYSICAL EDUCATION

Physical education is unique in that it has the potential to contribute to the education and development of the entire individual through the medium of movement.

Psychomotor Objectives

- ➡ Physical fitness, which includes nutrition, health habits, exercise, and the development of body control and coordination.

Cognitive Objectives

- ➡ The accumulation of knowledge, and the ability to think, evaluate, make judgments, and interpret that knowledge.

Affective Objectives

- ➡ The development of traits such as the individual's values, attitudes, ideals, and interests.

3. CONTENT STANDARDS IN PHYSICAL EDUCATION

Content standards simply specify what a student should know and be able to do. In physical education this involves not only the knowledge but also the skills that a student is expected to learn.

According to the National Association for Sport and Physical Education, a physically educated person:

- ➔ Demonstrates competency in many movement forms and proficiency in a few movement forms.
- ➔ Applies movement concepts and principles to the learning and development of motor skills.
- ➔ Exhibits a physically active lifestyle.
- ➔ Achieves and maintains a health-enhancing level of physical fitness.
- ➔ Demonstrates responsible personal and social behavior in physical activity settings.
- ➔ Demonstrates understanding and respect for differences among people in physical activity settings.
- ➔ Understands that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction.

For more information, see *Moving into the Future, National Physical Education Standards: A Guide to Content and Assessment*. Developed by the National Association for Sport and Physical Education, WCB McGraw-Hill, 1995.

4. SKILLS DESIRED BY FORTUNE 500 COMPANIES

In 1990 the *Creative Education Foundation* listed the following skills desired by *Fortune 500* companies in order of importance:

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| ➔ Teamwork | ➔ Leadership |
| ➔ Problem Solving | ➔ Goal setting/Motivation |
| ➔ Interpersonal Skills | ➔ Writing |
| ➔ Oral Communication | ➔ Organizational Effectiveness |
| ➔ Listening | ➔ Computation |
| ➔ Personal/Career Development | ➔ Reading |
| ➔ Creative Thinking | |

5. BASIC PHYSICAL EDUCATION PROGRAM CONTENT

Federal legislation mandates that physical education programs be equally available to both genders (Title IX) as well as to disabled students (Individuals with Disabilities Education Act).

Elementary-Level Programs

→ Large muscle, locomotor skills:

- Walking
- Running
- Skipping
- Jumping
- Hopping
- Galloping
- Leaping

→ Large muscle, nonlocomotor skills:

- Bending
- Twisting
- Turning
- Lowering
- Reaching
- Lifting
- Raising

→ Movement skills:

- Flexibility
- Balance
- Agility
- Spatial Awareness

→ Basic elements of physical activities such as:

- Soccer
- Volleyball
- Fitness
- Basketball
- Baseball
- Dance



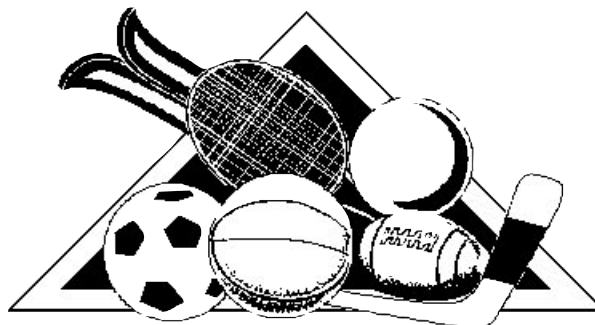
Middle-Level Programs

→ More advanced skill development with a broader range of activities and an emphasis on team sports to encourage the development of social skills.

Senior High School Programs

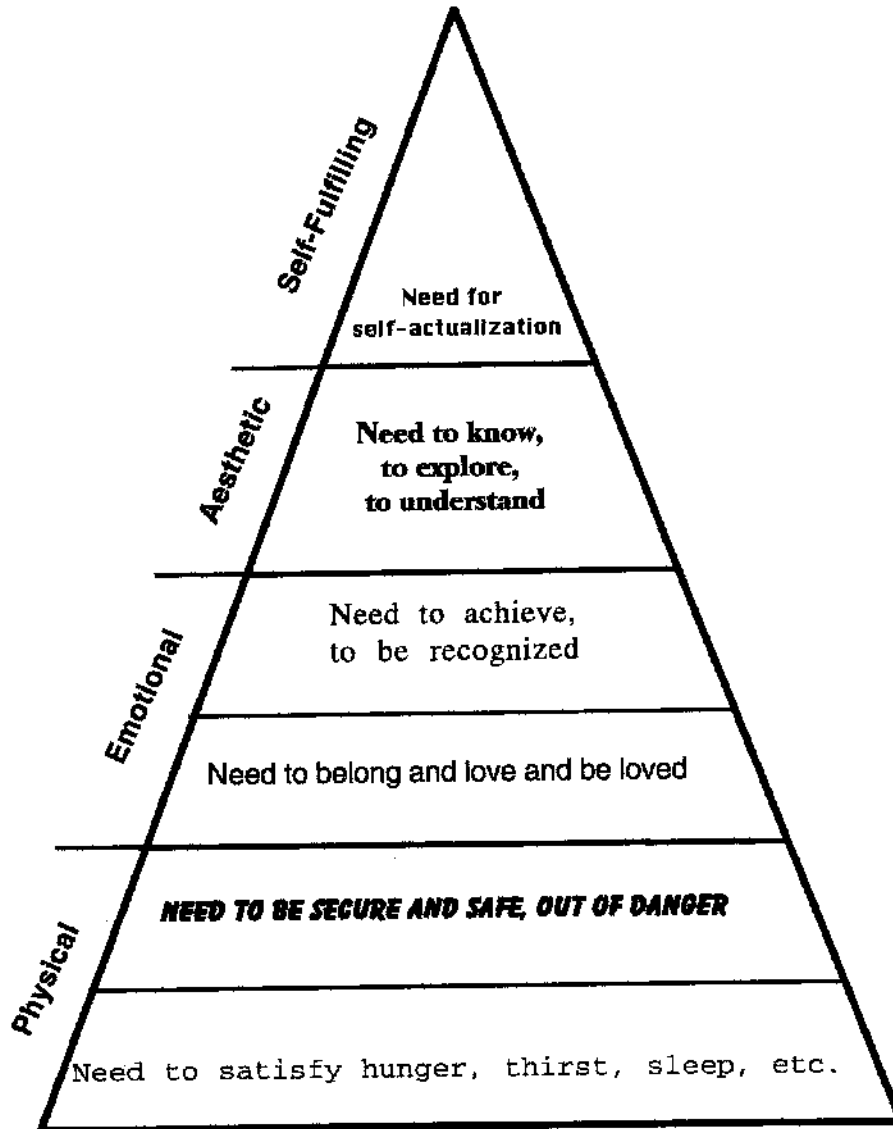
→ Designed to help students gain an understanding of the personal and social effects of physical exercise and wellness.

→ Continued participation in competitive activities and lifetime sports encourages continued interpersonal skill development.



6. MASLOW'S HIERARCHY OF NEEDS

American psychologist Abraham Maslow developed a ranked order of needs that human beings must have to survive and grow. The most basic physical needs, such as hunger and thirst, must be satisfied before a human being becomes aware of and is able to meet additional emotional needs, such as love and recognition.



7. HUMAN BODY TYPES

In 1940, W. H. Sheldon used the three primary layers of the embryonic germ cell layers (endoderm, mesoderm, and ectoderm) to describe the differences in body build.

- ➔ *Endomorph:* Dominant viscera with roundness and softness.
- ➔ *Mesomorph:* Solid and firm with excellent musculature, prominent bones, and heavy underlying tissues.
- ➔ *Ectomorph:* Linear, fragile, and delicate body with slender bones, thin muscles, and greater surface area in proportion to mass.



8. STAGES OF HUMAN DEVELOPMENT

Erik Erikson describes eight stages of human development in his theory of psychosocial development. Two of these stages span the public school years.

Stage	Ages	Basic Conflict	Important Event	Summary
Oral-Sensory	Birth to 12-18 months	Trust/Mistrust	Feeding	The infant must have a first loving, trusting relationship with the caregiver or risk developing a sense of mistrust.
Muscular-Anal	18 months-3 years	Autonomy/Shame and/or Doubt	Toilet training	The child's energies go toward developing physical skills, such as walking, grasping, and rectal sphincter control. He or she learns control but may develop shame and doubt if the training period is not handled well.
Locomotor	3-6 years	Initiative/Guilt	Independence	The child takes more initiative and becomes more assertive but may be too forceful, which may lead to guilt feelings.
Latency	6-12 years	Industry/Inferiority	School	The child must respond to learning new skills or possibly risk feeling inferior, incompetent, or have a general sense of failure.
Adolescence	12-18 years	Identity/Role Confusion	Peer relationships	The teenager must gain a sense of identity in sex roles, politics, work, and spirituality.
Young Adulthood	19 to 40 years	Intimacy/Isolation	Love relationships	The young adult must develop intimate relationships or suffer feelings of isolation.
Middle Adulthood	40-65 years	Generatively/Stagnation	Parenting	Each adult must find a way to help and support the next generation.
Maturity	65-death	Ego Integrity/Despair	Reflection on and acceptance of one's life	Knowing who you are and feeling fulfilled is the final stage of human development.

For more information, see Erikson, E. H.: *Childhood and Society*, Second Edition, New York: W. W. Norton, & Co., 1963.

9. PHYSICAL EDUCATION CAREER OPPORTUNITIES

Areas of Specialization

- ➔ Exercise Physiology
- ➔ Motor Development
- ➔ Biomechanics
- ➔ Sport History
- ➔ Sport Psychology
- ➔ Sport Sociology
- ➔ Measurement and Evaluation



Professional Applications

- | | |
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| ➔ Sports Medicine | ➔ Sports Photography |
| ➔ Athletic Training | ➔ Physical Therapy |
| ➔ Sports Journalism | ➔ Exercise Testing |
| ➔ Fitness Management | ➔ Facility Design |
| ➔ Cardiac Rehabilitation | ➔ Robotics |
| ➔ Sports Management/Business | ➔ Teaching |

10. FEDERAL STATUTES PROHIBITING DISCRIMINATION IN EDUCATION

The U.S. Department of Education's Office for Civil Rights (OCR) enforces five federal statutes that prohibit discrimination in education programs and activities that receive federal financial assistance:

- ➔ *Title VI of the Civil Rights Act of 1964*, which prohibits discrimination on the basis of race, color, and national origin, is prohibited;
- ➔ *Title IX of the Education Amendments of 1972*, which prohibits sex discrimination;
- ➔ *Section 504 of the Rehabilitation Act of 1973*, which prohibits discrimination on the basis of disability;
- ➔ *The Age Discrimination Act of 1975*, which prohibits age discrimination; and
- ➔ *Title II of the Americans with Disabilities Act of 1990*.

OCR consists of administrative offices that are located at the U.S. Department of Education's national headquarters in Washington, D.C., and 12 enforcement offices around the country.

11. LAWS PERTAINING TO ADAPTED PHYSICAL EDUCATION

- ➔ The *Individuals with Disabilities Education Act (IDEA)*, originally Public Law 94-142, requires schools to develop, according to specific standards, an individualized education program (IEP) for each eligible student with disabilities. An IEP that meets the requirements of the IDEA also fulfills the requirements of Section 504 and Title II of the ADA. An appropriate education for a disabled student is designed to ensure the following rights for students with disabilities:
 - Right to a free, appropriate education
 - Right to nondiscriminatory testing, evaluation, and placement procedures
 - Right to be educated in the least restrictive environment
 - Right to procedural due process of law
- ➔ *Section 504 of the Rehabilitation Act of 1973* essentially declared that individuals with disabilities could not be excluded from any program or activity receiving federal funds, based solely on the disability. In physical education and in intramural, extracurricular, or interscholastic athletics, a reasonable accommodation must be made to include a student with disabilities who wishes to participate.
- ➔ *Title II of the Americans with Disabilities Act, 1990* prohibits discrimination on the basis of disability by state and local governments in employment, public accommodations, transportation, state and local government services, and telecommunication relay services. The primary impact on Adapted Physical Education is its implications as it relates to recreation and sport facilities such as golf courses, bowling alleys, ski centers, canoe rental sites, etc.

12. DISABILITIES COVERED UNDER SECTION 504 OF THE REHABILITATION ACT OF 1973

The Section 504 regulation defines an “individual with handicaps” as any person who:

- ➔ Has a physical or mental impairment that substantially limits one or more major life activities
- ➔ Has a record of such impairment
- ➔ Is regarded as having such impairment

The regulation further defines a physical or mental impairment as:

- ➔ (A) any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological; musculoskeletal; special sense organs; respiratory, including speech organs; cardiovascular; reproductive; digestive; genitourinary; hemic and lymphatic; skin; and endocrine
- ➔ (B) any mental or psychological disorder, such as mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities



13. OBJECTIVES OF ADAPTED PHYSICAL EDUCATION

- ➔ To help students to improve those conditions that can be improved
- ➔ To help students protect themselves and any conditions that could be aggravated through certain physical activities
- ➔ To provide students with an opportunity to learn and to participate in a number of appropriate recreational and lifetime sports and activities
- ➔ To improve physical fitness through the maximal development of organic and neuro-muscular systems
- ➔ To help each student develop a knowledge and appreciation of his or her physical and mental limitations
- ➔ To help students make social adjustments and develop a feeling of self worth and value
- ➔ To aid each student in developing knowledge and appreciation relative to good body mechanics
- ➔ To help students understand and appreciate a variety of sports they can enjoy as nonparticipants or spectators



14. MODIFICATION OF ACTIVITIES FOR ADAPTED PHYSICAL EDUCATION

Through the use of minor modifications, almost any physical education activity can be made safe and interesting for students in the Adapted Physical Education program. Rules, techniques, and equipment for an activity should be changed as little as possible when being modified for the Adapted Physical Education student. Some ways to modify a Physical Education program include the following:

- ➔ The size of the playing area can be made smaller, reducing the amount of required physical activity.
- ➔ Larger pieces of equipment can be introduced to make the game easier or to slow down the pace of the activity.
- ➔ Smaller, lighter pieces of equipment or an object that is easier to handle may be used.
- ➔ Additional players can be added to a team, reducing the amount of activity and the amount of responsibility required from each player.
- ➔ Minor rule changes can be made while retaining as many of the basic rules as possible.
- ➔ Total amount of time for the activity can be reduced.
- ➔ Players can be required to rotate positions frequently in order for all participants to have the opportunity to perform various kinds of activities and play different positions.
- ➔ The number of points required to win a contest can be reduced.
- ➔ Free substitutions can be made, allowing participants the opportunity to have sufficient rest periods while the activity continues.



