

Physical education



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Four examples of inappropriate use of physical activity as a physical punishment are: Withholding physical education or recess time for students to complete unfinished school work or as a consequence for misbehavior. • Forcing students to run laps or perform push-ups because of behavioral infractions • Threatening students with physical activity or no physical activity, and then removing the threat because of good behavior. • Making students run for losing a game or for poor performance. 2. NASPE opposes administering or withholding physical activity as a form of punishment and/or behavior management. Teachers should stop viewing physical activity as a means of punishment and/or behavior modification. 3. Experts perceive that physical activities used as punishment and/or behavior management tools is a “ quick fix” that actually might discourage the behavior it is intended to elicit. They have perceived that using negative consequences to change behavior suppresses the undesirable behavior only while the threat of punishment is present. It is not a long-term or permanent fix as it does not teach self-discipline or address the actual behavior problem of the students. Thus, student behavior patterns are not changed. 4. There are several strategies or techniques that could be used to address a behavior issue in a physical education class. Students may be included in establishing expectations and outcomes early in the year, and to review those expectations and outcomes frequently. They can also be included in meaningful discussions about goals and how to reach them. Another is to practice and reward compliance with rules and outcomes. There is also a need to be consistent with enforcing behavioral expectations within the learning environment. Also, offer positive feedback and catch students doing things right. It is important not to reinforce negative behavior by drawing

attention to it. Students should also be held accountable for their misbehavior. Efficient routines must be developed in order to keep students involved in learning tasks. Finally, teachers should wait for students to be attentive before providing directions. 5. Organizing a dance provides students with the opportunity to move, socialize with peers and engage in physical activity for the fun of it. 6. Research on modeling related to a physically active lifestyle has indicated that children of parents who are physically active are more likely to be active than children of sedentary parents. Further, the evidence implies that children who are active with their parents are more likely to be active than children who don't exercise with their parents 7. Research suggests that physical education teachers modeling a physically active lifestyle can exert similar positive influence over youths. 8. Engaging in physical activity can enrich physicians' counseling behaviors. Researchers have found that when physicians were physically active on a regular basis, they were more confident in guiding their patients through a physical activity regimen. Also, they felt more effective in doing so. 9. Research shows that those taught by an overweight instructor reported learning less. Students viewed the teacher as less of an expert. Further, they liked the teacher less and tended to engage in less exercise than similar students who were taught by a fit instructor. Lack of fitness can reflect negatively on the physical activity professional and even hinder employability. 10. No. Integrating physical activity programs in the school day has not been shown to reduce academic success. Sedentary classroom activities should be combined with physical activity, and when possible have movement integrated into the academic content. This helps to mediate barriers to learning such as inattentiveness and misbehavior. 11. Physical

activity opportunities and programs, including intramural and interscholastic programs, have huge promise for escalating overall daily physical activity levels of youth. 12. Examples of how schools can have an impact on a family's activity level include family fun/fitness nights, after school classes for families, and use of facilities for family active participation after school and on weekends. 13. A Comprehensive School Physical Activity Program (CSPAP) encompasses physical activity programming before, during, and after the school day. NASPE recommends that a CSPAP include: quality physical education; school-based physical activity opportunities; school employee wellness and involvement; and family and community involvement. 14. Highly qualified physical education teachers have the skills and knowledge to assist improved teaching practices, reinforce the quality of physical education instruction, and empower students to accomplish and preserve healthy, active lifestyles. 15. NASPE believes that dodgeball is not an appropriate activity for K-12 school physical education programs. 16. According to NASPE's Appropriate Practices for Elementary School Physical Education (2000), "in a quality physical education class teachers involve ALL children in activities that allow them to participate actively, both physically and mentally. Activities such as relay races, dodgeball, and elimination tag provide limited opportunities for everyone in the class, especially the slower, less agile students who need the activity the most." 17. According to NASPE guidelines, a high quality physical education program includes these essential elements: opportunity to learn, meaningful content and appropriate instruction. 18. There must be full inclusion of all students, maximum practice opportunities for class activities, well-designed lessons that facilitate student learning, out of school assignments that support learning and

practice, no physical activity for punishment and uses regular assessment to monitor and reinforce student learning. 19. The three types of learning in Bloom's Taxonomy of Learning Domain are the cognitive, affective and psychomotor training. 20. Physical benefits gained from physical activity include: disease prevention, safety and injury avoidance, decreased morbidity and premature mortality, and increased mental health. In the Cognitive aspect, greater depth and relevance can be achieved when the subject matter constructs are related to each domain of learning. Research has demonstrated that children engaged in daily physical education show superior motor fitness, academic performance, and attitude towards school versus their counterparts who did not participate in daily physical education. In the Affective learning, physical competence builds self-esteem. Quality physical education programs enhance the development of both competence and confidence in performing motor skills. Attitudes, habits, and perceptions are critical prerequisites for persistent participation in physical activity.

Appropriate levels of health-related fitness enhance feelings of wellbeing and efficacy. REFERENCE * Reston, VA. " Physical education is critical to a complete education" [Position statement]. National Association for Sport and Physical Education. 2001. < <http://www.aahperd.org/naspe/standards/upload/Physical-Education-is-Critical-to-a-Complete-Education-2001.pdf>> * Reston, VA. " What constitutes a quality physical education program" [Position statement]. National Association for Sport and Physical Education. 2003. * Reston, VA. " Position on dodgeball in physical education." [Position statement]. National Association for Sport and Physical Education. 2006. * Reston, VA. " Comprehensive school physical activity programs." [Position statement]. National Association for Sport and Physical

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