

2019-04-24

Physical Education Teacher Education (PETE) Majors' Perceptions and Opinions of Appropriate Instructional Practices: A Qualitative Approach

David C. Barney

Brigham Young University, david_barney@byu.edu

Liana Davis

Texas A&M Corpus Christi, Liana.Davis@tamucc.edu

Follow this and additional works at: <https://scholarsarchive.byu.edu/facpub>

Part of the [Health and Physical Education Commons](#), and the [Teacher Education and Professional Development Commons](#)

BYU ScholarsArchive Citation

Barney, David C. and Davis, Liana, "Physical Education Teacher Education (PETE) Majors' Perceptions and Opinions of Appropriate Instructional Practices: A Qualitative Approach" (2019). *All Faculty Publications*. 3135.

<https://scholarsarchive.byu.edu/facpub/3135>

This Peer-Reviewed Article is brought to you for free and open access by BYU ScholarsArchive. It has been accepted for inclusion in All Faculty Publications by an authorized administrator of BYU ScholarsArchive. For more information, please contact scholarsarchive@byu.edu, ellen_amatangelo@byu.edu.

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23

Abstract

Physical education (PE) teachers are responsible for helping students learn in their classes. Unfortunately, many students have been exposed to games and activities that were inappropriate, thus negatively affecting their learning in PE class. Inappropriate instructional practices have been a common occurrence for many students. One group that can help curb the inclusion of inappropriate instructional practices are Physical Education Teacher Education (PETE) majors. This study investigated PETE majors' beliefs of certain instructional practices that have been implemented in PE games and activities. Many of the instructional practices were inappropriate. The PETE majors' felt that dodge ball, relay games, and elimination tag were appropriate for students to participate in.

24 Many Pre-Service Teachers (PST) enter their teacher education courses with
25 preconceived beliefs regarding how to teach and teaching in general (Pajares, 1992). This also
26 applies to physical education teacher education (PETE) majors. For many PETE majors, they
27 have attended 13 years of schooling (K-12), being exposed to certain instructional practices,
28 which in some cases were inappropriate. For example, PETE majors witnessed/experienced
29 captains picking teams in full view of the rest of the class. Another example of an inappropriate
30 instructional practice was for students to participate in a game or activity in which the class was
31 divided in half and only one ball was used during game play. When this would take place, a
32 majority of the students would have minimal interaction with the ball or very little physical
33 activity because of the students standing around and watching the game go on around them.

34 Research has been conducted looking at specific instructional practices that students
35 participated in and how it has affected them and their attitudes towards PE. One study
36 investigated the effects of captains picking teams on junior high school students' situational
37 motivation (Barney, Prusak, Beddoes, & Eggett, 2016). For this study, the students participated
38 in two separate studies dealing with four different curriculum units. For each study, students
39 participated in captains picking teams and the teacher overseeing a private draft. The first
40 study's curriculum units were soccer and flag football. The second study curriculum units were
41 volleyball and basketball. The results of the two studies were that the student's motivation was
42 not positively or negatively affected by captains picking teams or by the teacher overseeing a
43 private draft. Overall, they were neutral. These results surprised the researchers which led to
44 adding a qualitative component to the study. With the neutral attitudes of the participants, the
45 researchers interviewed a number of the participants. Through the interviews three themes
46 emerged. The first theme was the selection motives. For example, one participant stated, "It

47 [team selection] is determined by skill level. If you have a captain that is athletic, he will choose
48 athletic kids to be on his team...so they can win!" Another student stated, "I was just hoping to
49 have some of my friends on the team. Some kids may be going for their friends first. Or if they
50 want to win, they will go for the better kids." Another theme from the interviews was a
51 differentiation of conceptions of ability. One student stated, "If you are not picked first in
52 soccer, how do you feel? It could be upsetting. But I know why. Because I am no good at that.
53 I accept that." Another student stated, "[Not a big deal] because I knew I would be one of the
54 last ones picked. So, I really don't care." A last theme from the interviews dealt with empathy.
55 One student said, "It can be [a big deal] because it excludes people, if you are the last picked."
56 Another student stated, "Do you feel sorry for those students that were picked? Yes, because I
57 would not want to be in their position. It is not fun being the last one picked. It means you don't
58 have any friends or you are not very good."

59 Another study investigating a specific instructional practice in PE dealt with student's
60 exercising as punishment for misbehavior in class (Barney, Pleban, Fullmer, Griffiths,
61 Higginson, & Whaley, 2016). For this study college-aged students were surveyed regarding their
62 experiences with exercise as punishment in their PE classes. The survey consisted of yes/no
63 statements with open-ended follow up questions. The results of this study found that the
64 participants generally did not enjoy exercising as punishment in their PE classes. Participants
65 were asked how they felt when they or classmates had to exercise as a form of punishment.
66 They used words like "humiliated", "it was awkward to watch", and "it changed the mood in the
67 class." Another statement participants were asked was regarding the effects of exercise as
68 punishment had on the participants own exercise. One participant stated, "Why choose to do
69 something that you've learned is a punishment."

70 The results from these two studies hint as to how negatively instructional practices can
71 affect a students' attitude toward their PE class and possibly lifelong physical activity. Luckily,
72 there are documents that have been created by the Society of Health and Physical Educators, also
73 known as SHAPE America. There are documents for elementary (NASPE, 2009a), middle
74 school (NASPE, 2009b), and high school (2009c) PE. The purpose of these documents is to give
75 Specific guidelines for recognizing and implementing developmentally appropriate
76 physical education activities and practices ... practices that are in the best interest of
77 children (appropriate) and those that are counterproductive or even harmful
78 (inappropriate) need to be identified for benefits of the students (NASPE, 2009b, p.7).
79 These documents are written for parents, school administrators, and policymakers. The
80 documents allow PE teachers to assess the quality of their instructional practices. One of the
81 most beneficial uses of these documents is that it provides school administrators and parents a
82 guide for what should be taking place in PE class.

83 A series of studies have been conducted to assess certain populations knowledge of
84 appropriate and inappropriate instructional practices in K-12 PE. Three studies in particular
85 studied PETE majors' knowledge of appropriate instructional practices in PE (Barney,
86 Christenson, & Pleban, 2015; Barney & Christenson, 2013; Barney, Christenson & Pleban,
87 2015). The population for these three studies were PETE majors from seven universities in the
88 United States. Three were located in the south and four were located west of the Rockies. The
89 three studies assessed PETE major's knowledge of elementary, middle school, and high school
90 PE. The results of the three studies revealed that PETE majors found the following instructional
91 practices appropriate in PE class, Curriculum should consist of large and competitive team
92 games, Teachers should administer physical fitness tests once or twice a year for the purpose of

93 identifying children to receive awards that meet state or district requirements, dress and
94 attendance and effort should be graded, activities such as relays, dodge ball and elimination tag
95 should be used to provide opportunities for everyone in class, and one method for teachers to
96 implement social interactions among students is to let them randomly select teams with captains
97 picking teams in front of the whole class. The three studies were quantitative in nature, thus
98 informing the researcher that a majority of the PETE majors misidentified instructional practices.
99 Thus, the purpose of this study was to investigate PETE majors' beliefs of certain instructional
100 practices that have been implemented in PE games and activities.

101 **Methods**

102 **Participants**

103 Participants in this study were 30 undergraduate PETE majors (9 males and 21 females)
104 from a private university in the western region of the United States. The participants ages ranged
105 from 19 to 25 years of age. The participants ethnicities were either Caucasian or Hispanic. The
106 researcher chose this population because the PETE majors were at the beginning of their PETE
107 course of study. Thus, they had not been exposed to appropriate instructional practices in PE.
108 For this reason, their opinions towards what is appropriate in PE pedagogy had not been affected.

109 **Instrumentation**

110 Through the Appropriate Instructional Practices (AIP) literature (Barney & Christenson,
111 2013), interview questions were formulated. For this study, the researcher developed nine-
112 opened-ended survey statements for the PETE majors to answer regarding inappropriate
113 instructional practices in PE (See Table 1). To establish content validity, the researcher had a
114 different group of PETE majors review the open-ended survey questions for clarity and for
115 understanding. For reliability, the instrument was further pilot tested to another group of

116 college-aged students who did not participate in the study. This group found the survey to be
117 reliable.

118 **Procedures**

119 Upon gaining IRB approval, the lead researcher recruited PETE majors for participating
120 in the study from a class he taught over a three-year period. Participation in the study involved
121 responding to the survey statements. The survey the participants took was a paper and pen
122 instrument. Before students agreed to take the survey, the researcher explained the study to the
123 students. PETE majors were assured that their voluntary decision to participate or not participate
124 in the study would not negatively affect their grade in their classes or class standings. For this
125 study 98% of the students over the three-period agreed to participate in the study.

126 **Data Analysis**

127 For the open-ended statements, student responses were correlated for each survey
128 statement and reviewed to generate preliminary coding categories, with the framework analysis
129 methodology for participant responses as outlined by Check and Schutt (2011). Framework
130 analysis incorporated the stages of 1) familiarization, 2) thematic, 3) identification, and 4)
131 charting and interpretation (Rabiee, 2004).

132 **Results**

133 Themes emerged from each of the nine survey statements. Themes ranged from
134 agreement/support for the statement to disagreement/disapproval. These will be discussed by
135 statements in the sections that follow. Participants actual names were not used, pseudonyms are
136 used.

137

138

139 **Curriculum Should Consist of Large Groups and Competitive Team Games**

140 The main theme from this survey statement was the lack of participation on the student's
141 part. A majority of the participants (21) felt this was appropriate. Sally stated:

142 "Think that large groups often lead to many people standing around only a few
143 participate, which is not the result I want. When I was in PE, the teacher would make us
144 dribble a basketball up and down the court, people would mess around when we did this."

145 Along these lines Cindy stated:

146 "This is not appropriate (large teams & competitive games) and won't benefit student
147 learning. With large groups, there is significantly less participation from each student as
148 it is mainly a couple dominant students that overtake the group, while others stand
149 around."

150 Yet, John said, "I think that this is an important part of PE because students can learn a lot from
151 working with their peers.

152 **Administration of Physical Fitness Tests**

153 The theme that came forward from this survey statement was fitness testing is important
154 and should be done, but awarding students is not the best practice to do. For this statement 20
155 students felt this statement was appropriate. Stan stated, "I think administering regular fitness
156 tests are good and needed because it tracks your progress. I don't think you should give
157 additional rewards. You don't do that in other classes." Along this same thought, Heather
158 stated,

159 "The tests should be administered, but not so students get rewarded. They should be
160 tested and shown their progress so they understand that they have made improvements, and
161 encouraged one-on-one with the PE teacher to continue making improvements." Frank had a

162 contrasting opinion, when he stated, “Helps motivate kids. I lost a lot of weight in middle school
163 and got awarded and it was awesome.”

164 **Calisthenics/Mass Exercises should be the Arena for Fitness Development**

165 The theme for this survey statement was doing calisthenics/mass exercises are fine to do,
166 yet having variety would be better for students. For this statement, it was almost split (16 felt
167 this was appropriate) in half. Stephanie stated:

168 “I do think that it is important to vary the exercises so that students do more than only
169 calisthenics to ensure that students are still having fun in education. When I was in
170 elementary school I was grateful for the variation in routines.”

171 Roberta stated;

172 “Maybe you could demonstrate and have the lads try it out just so you can see them all at
173 once, but variety is good. Also, it is easy for students to hide (not work hard, mess around, talk)
174 in large groups they are hard to monitor and kids get distracted and bored easily.”

175 **Dress, Attendance, and Effort should be Graded as a Portion of a Student’s Grade**

176 When reading through the participants responses a majority (28 participants) felt that
177 dress, attendance and effort should be graded as a portion of a student’s grade. Patty plainly
178 stated, “I believe grading students for dress, attendance and effort is fair in a PE class.” Heather
179 said;

180 “I do believe in grading on effort, because sometimes a student will not have skills but
181 they will be trying their hardest and should be rewarded for that. Effort will in part
182 encapsulate their attendance and dress and are trying in class, but not as a focus.”

183 Stan stated;

184 “Students are graded on these things in other classes, so why not PE? These should be
185 expectations in your class as appropriate dress allows for maximum participation and
186 safety. Attendance allows students to learn and develop new skills and effort should be a
187 given! I do not think it’s okay to just show up! You must at least try out the activity!”

188 John stated: “Absolutely. I think students who come prepared and participate should receive a
189 good grade in PE. It’s not about being the best, it’s about effort and progress.” And finally,
190 Stephanie said: “Effort is slightly different since it is not as easy to measure, so I think that
191 program practice sheet (assessment form) are a great way to go when looking at effort and
192 grading it.”

193 **Students should be Graded by Dribbling a Basketball Through a Line of Cones**

194 The theme that came from participants responses regarding this survey statement was that
195 this practice of dribbling a basketball through a line of cones was inappropriate, with no real-life
196 application. Twenty-eight participants did not think this practice was appropriate. Kevin said:
197 “I think that it is inappropriate for students to be graded by dribbling through a line of
198 cones. I think it’s possibly more beneficial that they be graded in their improvement on
199 dribbling a ball through a line of cones. I could be biased though because dribbling was
200 not my strong suite.”

201 Susan said:

202 Dribbling through cones is not necessarily a skill that will help a student when actually
203 playing basketball. I think students should be graded as skills that develop their ability in
204 a game setting allowing them to participate and understand the focus of the unit in real
205 life.”

206

207 **Large Groups in which Student Participation is based on Individual Competitiveness.**

208 For this survey statement the participants felt this instructional practice was appropriate.

209 For this statement 19 participants felt this was an appropriate practice. Stan stated:

210 “I think this is good because it can teach group skills and teamwork, but still allow
211 students to be independent. Sometimes good students are penalized because of a bad group, so
212 this way prevents that to a degree. A lot of my PE teachers used this and other students actually
213 encouraged their teammates to play and learn the game,”

214 Sally stated, “I agree with this because it is all about the individual not the group.” And
215 Sarah plainly stated, “Yes, I think that this is fine.”

216 **Relays, Dodge Ball and Elimination Tag**

217 For this survey statement the participants overwhelmingly felt (29 participants) that
218 relays, elimination tag, and especially dodge ball are appropriate to have students participate in.

219 Adam stated:

220 “I think this statement is appropriate. I mostly agree with this statement because I loved
221 playing dodge ball and doing relays in PE. But I also agree that it is a great way to get
222 everyone involved. Dodge ball can be a little more difficult with that just because you
223 have those kids that stand in the back corner or try to get out right away, but a relay is a
224 great way to have everyone involved. But I like dodge ball because it is a game that most
225 students really enjoy and so you know that kids will try. It was one of my favorite things
226 to do in high school PE and there were usually only a few kids in the class who didn’t
227 participate.”

228 Frank felt these activities were appropriate when he stated:

229 “I actually agree with this! I understand the safety concerns and because of that I would

230 modify dodge ball, but I believe that this is actually appropriate and professional because
231 it teaches the students real life things! I think we are being too nice and coddling to our
232 kids, which does not prepare them for the real world! They will have relays and
233 competitions later and I think the sooner they learn how to handle disappointment and
234 how to lose. The better adjusted they will be for their futures and more successfully.”
235 John stated, “I was always a fan of those games so I say let them keep coming! They are a great
236 way to elevate heart rate and provide entertainment to the students.”

237 **Full-Sided or Large-Sided Games**

238 The theme that came forward from the survey statement was that it would not benefit
239 students. Twenty-four participants agree that this was appropriate. Heather said:

240 “I think that generally this is not a good method because it will be hard for all students to
241 get “touches” in a game if it is so crowded. I think it would be best to divide into smaller
242 groups and have rotations and the teams sitting out can be doing another activity.”

243 Patty stated:

244 “Too many people on a team means that only the kids who exert more effort will get
245 touches on the ball and the others will passively stand and not participate. In my PE
246 classes we had no larger than six players to a team.”

247 Steve felt differently when he stated, “I think it would be better to split into smaller groups. It
248 encourages more participation and doesn’t leave the good kids out of activity.”

249 **Captains Picking Teams in Front of the Whole Class.**

250 Generally speaking the participants felt that captains picking teams in front of the whole
251 class is not an appropriate instructional practice. All but one student felt this practice was
252 inappropriate. Adam stated:

253 “I do not like captains picking teams at all. I feel like it is an awkward situation for
254 everyone, especially the kids who get picked last. It also puts the captain in a difficult
255 situation where they choose favorites and might offend some of their friends.”

256 Cindy added:

257 “I don’t think this is ever a good idea because there are always kids that get left out of the
258 team they want to be with and it can be humiliating for the kids who get picked towards
259 the end.”

260 John concluded by saying:

261 “We used this method of choosing teams all the time. But it really is just not a good way
262 to go. It builds up kids who already feel good about themselves and it tears down the
263 kids who already feel bad about themselves there is really just no winning in the
264 situation. It’s so much better for the teacher to strategically or randomly determine
265 teams.”

266 **Discussion**

267 The purpose of this study was to investigate PETE major’s beliefs of certain instructional
268 practices that have been implemented in PE games and activities. For example, PETE students
269 as a whole felt that dress, attendance, and effort should be part of a student’s grade. Putting
270 students in large groups to participate in activities is appropriate. Likewise, overall PETE
271 students felt that having students participate in such activities as elimination tag, relays, and
272 dodge ball are also appropriate for students to participate in class activities. However, PETE
273 students did not feel that having students dribble through cones was an appropriate form of
274 assessment, nor did they feel students picking teams was appropriate. When looking into the
275 instructional practices that were misidentified, the researchers noticed that the participants had

276 been exposed to them as K-12 students in their PE classes. This finding parallels Calderhead and
277 Robson (1991) findings where pre-service teachers stated that past events and experiences
278 influence how they will teach. Thus, in this study the PETE majors felt that a number of
279 instructional practices were appropriate to implement in their teaching.

280 One of the practices that PETE majors felt was appropriate was dress, attendance and
281 effort should be a part of a student's grade. Miller (2002) has stated that by basing grades on
282 dress, attendance, and effort undermine the true purpose of a PE class. These categories of
283 assessment are not relevant assessments or students' affective skills related to PE. Effort is a
284 subjective measure for the fact that the PE teacher might interpret one students' effort as casual.
285 Yet, in the students' mind he/she is giving his/her best effort in the given activity. Because effort
286 is a subjective assessment, parents and administrators may call into question the validity of a
287 students' grade. If PE teachers assess students this way, they are demonstrating to parents and
288 administrators that K-12 PE is glorified playtime.

289 A second instructional practice that many of the PETE majors felt was appropriate was
290 that PE teachers may use large groups in which student participation is based on individual
291 competitiveness. Once again participants felt this instructional practice was "completely
292 acceptable" and "there will be plenty of chances for students to participate in this situation."
293 Interestingly, the researchers noticed that for a previously addressed survey statement of
294 "Curriculum should consist of large groups and competitive team games," participants must feel
295 that an occasional activity or game with large teams of students competing against one another
296 are appropriate. Yet, a curriculum that has units or extended periods of time with students in
297 large groups is inappropriate. When PE teachers put students in teams with large numbers they
298 are setting themselves up for the strong possibility of students misbehaving and typically have

299 those students that are more skilled taking over the game or activity. Thus, the less skilled
300 students usually stand around not learning or benefitting from the activity, and in some cases
301 being off-task or misbehaving. These results align with previous research (Barney &
302 Christenson, 2013).

303 One of the last and commonly misidentified instructional practice is using activities such
304 as relay races, elimination tag, and dodge ball to be used to provide opportunities for everyone in
305 the class. Of these three activities dodge ball is the most identifiable game. The media has
306 glamorized dodge ball as an activity that should be played by all students in PE class (Cooper,
307 Dobkin, & Gillespie, 2007). When discussing dodge ball with someone it is the activity that
308 stands out in their mind that defined their PE experience. In many cases their experience has
309 been negative. At this time in society dodge ball could be considered as a form of bullying
310 (Jensen, Cushing & Elledge, 2014). Because of this it could negatively affect long-term physical
311 activity (Cardinal, Yan & Cardinal, 2013).

312 **Implications**

313 After analyzing the survey statements from PETE majors, it should give PETE faculty a
314 better idea of the importance of instructing PETE majors on appropriate and inappropriate
315 practices in their content area. One of the main goals of PE is to teach students the importance of
316 being physically active throughout a lifetime and giving students the tools (knowledge) to be
317 able to successfully do it (Pangrazi & Beighle, 2013). PETE faculty have a serious responsibility
318 to teach their PETE majors why it is so important for them to implement appropriate practices in
319 the curriculum and lessons they will be teaching after they graduate. During the process of
320 course work it would be wise for PETE faculty to get copies of the Appropriate Instructional
321 Practices documents (Elementary, Middle School and High School) to the students (Barney &

322 Strand, 2006). Also, PETE majors need to be reminded that they need to do what is best for the
323 students, not what they want or like (Prusak & Vincent, 2005). Courses preparing PETE majors
324 are a good starting point to teach and implement appropriate instructional practices in PE.

325 **Study Limitations**

326 The researchers have noted limitations to this study. Because the participants came from
327 one university, it may not allow a representative sampling of participants from other colleges,
328 universities or geographic regions, thus limiting the generalizability of the findings.
329 Additionally, the research study was conducted at a private university, which may further limit
330 the generalizability of the findings. Thus, the conclusions and implications are mostly applicable
331 to those participant's demographics.

332

333

334

335

336

337

338

339

340

341

342

343

344

References

- 345
346 Barney, D., & Christenson, R. (2013). Do physical education majors know what instructional
347 practices are appropriate in elementary physical education? *The Global Journal of Health*
348 *and Physical Education Pedagogy*, 2, 17-29.
- 349 Barney, D., Christenson, R., & Pleban, F. (2012). Pre-service physical education teachers'
350 knowledge of appropriate instructional practices in secondary school physical education.
351 *Journal of Teacher Education for Sustainability*, 14, 30-38.
- 352 Barney, D., Christenson, R., & Pleban, F. (2015). Physical education majors' knowledge of
353 appropriate instructional practices in middle school physical education. *Asian Journal of*
354 *Physical Education and Recreation*, 21, 33-39.
- 355 Barney, D., Pleban, F. T., Fullmer, M., Griffiths, R. Higginson, K., & Whaley, D. (2016).
356 Appropriate or inappropriate practice: Exercise as punishment in physical education
357 class. *The Physical Educator*, 73, 59-73.
- 358 Barney, D, Prusak, K. A., Beddoes, Z, & Eggett, D. (2016). Picking teams: Motivational effects
359 on team selection strategies in physical education. *The Physical Educator*, 73, 230-254.
- 360 Barney, D., & Strand, B. (2006). Appropriate practices in elementary physical education: Create
361 a foundation for physical education majors. *Teaching Elementary Physical Education*,
362 17, 20-23.
- 363 Calderhead, J., & Robson, M. (1991). Images of teaching: Student teachers' early conceptions of
364 classroom practice. *Teacher & Teaching Education*, 7, 1-8.
- 365 Cardinal, B. J., Yan, Z., & Cardinal, M. K. (2013). Negative experiences in physical education
366 and sport: How much do they affect physical activity participation later in life? *Journal of*
367 *Physical Education, Recreation and Dance*, 84, 49-53.

368 Check, J., & Schutt, R. (2011). *Research methods in education*. Thousand Oaks, CA: Sage.

369 Cooper, R. W. (Producer), Dobkin, D. (Producer), & Gillespie, C. (Director). (2007). *Mr.*
370 *Woodcock* [Motion Picture]. United States of America: New Line Cinema.

371 Jensen, C. D., Cushing, C. C., & Elledge, A. R. (2014). Associations between teasing, quality of
372 life, and physical activity among preadolescent children. *Journal of Pediatric*
373 *Psychology, 39*, 65-73. <http://dx.doi.org/10.1080/07303084.2014.875805>

374 Miller, D. K. (2002). *Measurement by the physical educator: How and Why*. Boston, MA:
375 McGraw-Hill.

376 National Association for Sport and Physical Education. (2009a). *Appropriate instructional*
377 *practice guidelines for elementary school physical education*. Reston, VA. Author.

378 National Association for Sport and Physical Education. (2009b). *Appropriate instructional*
379 *practice guidelines for middle school physical education*. Reston, VA. Author.

380 National Association for Sport and Physical Education. (2009c). *Appropriate instructional*
381 *practice guidelines for high school physical education*. Reston, VA. Author.

382 Pajares, M. F. (1992). Teachers' beliefs and educational research: Cleaning up a messy construct.
383 *Review of Educational Research, 62*, 307-332.

384 Pangrazi, R. P. & Beighle, A. (2013). *Dynamic physical education for elementary school*
385 *children* (17th ed.). Boston, MA: Pearson.

386 Prusak, K. A., & Vincent, S. D. (2005). Is your class about something? Guiding principles for
387 physical education teachers. *Journal of Physical Education, Recreation, and Dance, 76*,
388 25-28, 35.

389 Rabiee, F. (2004). Focus-group interview and data analysis. *Proceedings of the Nutrition Society*,
390 63, 655-660. <https://doi.org/10.1079/PNS200439>

391 Table 1
392 PETE Majors' Perceptions of Appropriate Instructional Practices in Physical Education

393
394 Male _____ Female _____

395
396 Please take a moment and answer the following statements regarding appropriate
397 instructional practices in physical education. When writing your responses to the statements,
398 please discuss why you feel the statement is appropriate or inappropriate instructional practice in
399 physical education, how it can benefit or not benefit students learning and experience in physical
400 education. Also discuss any experiences you may have had when you were a K-12 student in
401 physical education for the specific statement you are writing about. Thank you.

402
403 1. Curriculum should consist of large groups and competitive team games.

404
405
406
407
408
409
410

411 2. Teachers should administer physical fitness tests once or twice each year for the purpose
412 of identifying children to receive awards that meet a requirement of the school district or
413 a state department.

414
415
416
417
418
419
420

421 3. Calisthenics/mass exercise should be the arena for fitness development.

422
423
424
425
426
427
428
429
430

431 4. Dress, attendance and effort should be graded as a portion of a student's grade.

432
433
434
435
436

- 437
438
439
440
441
442
443
444
445
- 446 5. Students should be graded by dribbling a basketball through a line of cones.
447
448
449
450
451
452
453
454
455
- 456 6. Teachers may use large groups in which student participation is based on individual
457 competitiveness.
458
459
460
461
462
463
464
465
- 466 7. Activities such as relays, dodge ball and elimination tag should be used because they
467 provide opportunities for everyone in the class.
468
469
470
471
472
473
474
475
- 476 8. Teachers may organize full-sided or large-sided game (e.g., the class of 30 students split
477 into two groups of 15 that play against each other).
478
- 479
480
481
482
483
484
485
486
487
488
- 489 9. One method for teachers to implement social interaction among pupils is to let them
490 randomly select teams with captains picking teams in front of the whole class.
491
492
493
494
495
496
497
498