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Developing Social-Emotional Learning in Physical Education through Appropriate Instructional Practices

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Abstract

Social-emotional learning (SEL) has become an important topic in education. SEL is also important in physical education (PE). The nature of PE has students learning in the affective, cognitive, and psychomotor domains, thus providing many opportunities for SEL. And who facilitates SEL? The PE teacher has the opportunity to provide games, activities, and experiences to assist and strengthen their students' SEL by implementing appropriate instructional practices (AIP) in PE. This article will highlight a number of AIP that PE teachers can implement to develop their students' SEL.

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Introduction

In our ever-changing world, K-12 students are faced with many challenges in their education. These challenges make a teacher's role important in assisting their students to navigate what comes before them. This also applies in physical education (PE). PE is a unique content area in that students receive instruction in three domains of learning: affective, cognitive, and psychomotor. The affective domain develops positive attitudes and appreciation for participation in physical activity. As part of this domain, students learn fair play, sportsmanship, and cooperation with classmates during games and activities. The cognitive domain focuses on students learning to acquire, comprehend, and evaluate knowledge. In this domain they learn values, strategies, skills, and safety in various activities. Lastly, the psychomotor domain is the physical domain where students learn locomotor skills to be used throughout their lives. Such skills as throwing, catching, striking, kicking, and others are taught throughout the curriculum (Lumpkin, 1998).

One affective goal that PE teachers strive to teach their students is to demonstrate positive social behaviors as they interact with one another in PE and other physical activity settings. The Society of Health and Physical Educators (SHAPE America) created five National Standards as guides to assist PE teachers in educating their students. The fifth Standard reinforces this concept of students exhibiting positive social interactions, stating: "The physically literate individual recognizes the value of physical activity for health, enjoyment, challenges, self-expression and/or social interactions" (SHAPE America, 2014). This National Standard closely aligns with the concept of social emotional learning (SEL). SEL has been described as a process through which students are able to better manage their emotions, feelings, and care and concern for others, as well as solve problems and have positive peer relationships (Zins,

48 Weissberg, Wang, & Walberg, 2004). As a result of PE students incorporating SEL behaviors,
49 self-management, self-awareness, and social awareness, building positive relationships, and
50 making healthy decisions manifest themselves in class activities (Jacobs & Wright, 2014). For
51 many students these SEL skills do not come naturally or automatically. Just like skills such as
52 throwing or catching, these SEL behaviors can be learned in PE. The PE teacher will teach,
53 reteach, model, give feedback, and then provide opportunities for students to practice these skills
54 throughout PE class (Ciotto & Gagnon, 2018).

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56 **Appropriate Instructional Practices (AIP) in PE**

57 One tool that can assist PE teachers in teaching SEL to their students are the Appropriate
58 Instructional Practice (AIP) Guidelines for K-12 PE. Three documents were created by the
59 National Association for Sport and Physical Education (NASPE) for informing best practices in
60 elementary school, middle school, and high school PE (NASPE, 2009a, 2009b, 2009c). The
61 documents offer specific guidelines for recognizing and implementing developmentally
62 appropriate instructional practices in PE (Barney & Strand, 2008), thus enabling students to be
63 successful in activity throughout their lives (Barney, Strand, & Prusak, 2013). The documents
64 state that instructional practices should be in the best interests of students and those that are
65 counterproductive should be avoided. Furthermore, the middle and high school documents state:

66 “Physical educators will design activity experiences that develop personal and social
67 behaviors consistent with responsible behavior in sport and in society. That includes an
68 understanding of conflict resolution, the importance of rules and ethical behavior, and the
69 positive social interaction required in physical activity settings” (NASPE, 2009b, 2009c).

70 The guidelines clearly place responsibility on the PE teacher to implement AIP in their lessons
71 and activities, and this includes teaching positive social and emotional behaviors.

72 The AIP documents are divided into five categories: 1) Learning Environment, 2)
73 Instructional Strategies, 3) Curriculum, 4) Assessment, and 5) Professionalism. Within these
74 categories are more specific appropriate and inappropriate instructional strategies to aid PE
75 teachers. The sections that follow will highlight ten instructional practices-two from each of the
76 five categories- that have potential to impact SEL from either the elementary school, middle
77 school or high school documents (see Table 1). PE lesson ideas targeting the development of
78 SEL are provided for each practice.

79

80 **The Learning Environment**

81 Appropriate Practice: “The teacher systematically plans, develops and maintains a
82 positive learning environment that allows students to feel safe (physically and emotionally),
83 supported and unafraid to make mistakes.”

84 Inappropriate Practice: “The teacher does not establish a positive, supportive and safe
85 learning environment. As a result, some students feel embarrassed, humiliated and generally
86 uncomfortable in physical education class.”

87 For this AIP, the PE teacher should plan for activities that will give students multiple
88 options when participating in a given activity. For example, if students are practicing their set
89 shot in basketball, the PE teacher can allow students to choose the distance from the basket that
90 they will shoot from (2 ft., 5 ft., 10 ft., and so on). Here the PE teacher is allowing the student to
91 make a choice. If the distance from the basket is too close (not challenging) or too far (too
92 challenging), students can adjust their own distance. Another instructional practice that PE

93 teacher can implement is to remind students that this is not a competition. Rather, students
94 should focus on the mechanics of the shot. For this instructional practice, PE teachers can
95 implement a Program Practice Sheet (PPS) (Prusak, 2005). Briefly, the PPS are designed to help
96 all students in their individual skill learning process. The PPS evaluates the learning process and
97 reports that as the product. This allows students to be successful in their learning process. The
98 PPS has the student pick the level of difficulty from the skills being practiced. On the PPS there
99 are three levels of the activity that the student can pick from to work on the skill (beginning,
100 intermediate, advanced). The PPS can be created for any skill being taught. Students can work
101 with a partner or individually (See Table 2).

102 Appropriate Practice: “Teachers promote exercise for its contribution to a healthy
103 lifestyle. Students are encouraged to participate in physical activity and exercise outside of the
104 physical education setting for enjoyment, skill development and health reasons.”

105 Inappropriate Practice: “Teacher use activities/exercise (e.g., running laps, performing
106 push-ups) to punish misbehavior.”

107 While using exercise as punishment may seem effective enough at deterring student
108 misbehavior in the short term, in the long term it could lead to devastating unintended lifelong
109 consequences. Youth who learn to associate exercise with punishment and humiliation may go
110 on to become adults with negative attitudes toward physical activity and have little propensity to
111 engage in it. They may therefore miss out on the many pleasures and health benefits-including
112 social and emotional benefits-that physical activity has to offer. Research has found that
113 exercise as punishment negatively affects the classroom environment. Barney, Pleban, Fullmer,
114 Griffiths, Higginson, and Whaley (2016) investigated former students’ PE perspectives regarding
115 their thoughts and experiences with exercise as punishment during their time in school PE. One

116 of the findings from this study was the effect exercise as punishment had on the overall
117 classroom environment. Participants were asked whether the classroom environment was
118 affected positively or negatively. Examples of participants responses include, “It’s awkward to
119 watch,” “It is humiliating,” and “It changes the mood.” One of the participants said she was
120 “embarrassed” because she had to run in front of the whole class, which included her friends. It
121 is clear that this instructional practice neither builds students’ confidence nor creates a safe or
122 comfortable classroom environment.

123 PE teachers need to mindful that instances of student misbehavior are inevitable and will
124 make it difficult to teach at times. When these moments happen, PE teachers should quickly and
125 quietly address the misbehavior and have students be responsible for their behavior. This can be
126 done by taking the student aside, while the rest of the class is in activity, and privately discuss
127 the student’s behavior (Pangrazi & Beighle, 2013).

128

129 **Instructional Strategies**

130 Appropriate Practice: “Physical educators form pairs, groups and teams in ways that
131 preserve every student’s dignity and self-respect (e.g., randomly, by fitness or skill levels, or by a
132 class system such as birthdays, squads, color or numbers).”

133 Inappropriate Practice: “Physical educators inadvertently promote exclusion by allowing
134 student captains to pick teams (e.g., “popular” or highly skilled students are chosen first and
135 cliques are evident) or by separating students by gender (boys v. girls) or skill level (high v. low-
136 skilled).

137 The nature of picking teams goes totally against the notion of creating a socially and
138 emotionally positive environment for students. The research shows that students do not like

139 when captains pick teams in front of the whole class. Students feel embarrassed when they are
140 picked last or towards the end. Those students who serve as the captains also feel bad for those
141 who are picked last (Barney, Prusak, Beddoes, & Eggett, 2016). When PE activities require that
142 students be divided into teams or groups (such as a class tournament taking place at the end of an
143 instructional unit), there are plentiful alternatives to having students pick teams. The PE teacher
144 can select the number of students to serve as captains, meet privately with the captains and from
145 there create teams. This can take place before school, during lunch or after school. Then when
146 the tournament begins the teacher can specify to the class that a private team selection took
147 place, the teams can then be read aloud, and play can begin. This method does not publicly put
148 students on display in front of their classmates. Other simpler strategies include the PE teacher
149 assigning teams, or grouping students based on any number of factors such as first letter of their
150 name, birth month, or shoe color. This instructional practice strongly lends itself to a student's
151 SEL. When PE teachers properly handle this instructional practice, students will feel better
152 about themselves among their peers.

153 Appropriate Practice: "The teacher allows students guided choices in matters such as
154 equipment, rule modification or type of skill practice (e.g., completing individual task sheets or
155 small-group instruction)."

156 Inappropriate Practice: "The teacher controls the curriculum tightly, and students rarely
157 have input regarding rules, activities covered, or equipment used for practices."

158 Prior to becoming PE teachers, they go to college and are trained in pedagogies to teach
159 in the gymnasium and on the playing field. The training received in college will guide the PE
160 teacher in their planning and delivery of the lessons and activities (Strand & Scantling, 1994).
161 While PE teachers should not let their students run the class, they do need to keep their students'

162 needs and desires in mind if they want them to successfully learn the skills taught in PE.
163 Whenever possible, the PE teacher should allow for student choice in matters such as what
164 equipment to use or how to complete a task. As long as the equipment or practice conditions
165 allow the student to work towards the learning objective (for instance, “to step in opposition
166 when throwing a ball”), it should not matter that the ball used is not regulation-sized or that the
167 student threw the ball to a partner instead of in a group setting.

168 One thing that a PE teacher might do to better understand their students’ needs is ask
169 them directly. This can be done in person during a class discussion or on a slip of paper
170 (anonymously, if the student prefers). Asking students which activities, they hope to do at the
171 beginning of a particular unit or what they feel will help them to learn certain skills may sound
172 oversimplified, yet it does work. The combination of reasonably allowing for student choice and
173 gathering their input may give students a greater sense of control over their learning environment
174 and boost PE class morale. It may even motivate students to persist in learning skills during PE
175 class if they feel a sense of ownership over the material and the way it is presented.

176

177 **Curriculum**

178 Appropriate Practice: “The physical educator extends experiences from in-class activity
179 lessons to community and family activities, promoting a physically active lifestyle.”

180 Inappropriate Practice “The physical educator makes no effort to connect physical
181 education instruction to community offerings, recreation opportunities or family involvement.”

182 Pangrazi (2003) has stated that physical education is committed to developing lifetime
183 physical activity patterns. What students learn in PE can easily be transferred to their everyday
184 lives. The PE teacher can explain to students how engaging in physical activity is beneficial to

185 them, their families, and their communities. Students can be assigned to participate in moderate
186 to vigorous physical activity at home outside of class time. Athletic practices may meet the
187 criteria for those students who participate in after school sports, but so can walking the dog with
188 a family member, vacuuming, or mowing the lawn for those who do not. Students can keep
189 track of their physical activities on an activity calendar and report back to their PE teachers on
190 what they did. PE teachers can then evaluate students' physical activity participation at home
191 and reinforce their healthy decisions. With SEL in mind, PE teachers can focus their feedback
192 on how students are positively self-managing themselves outside of class time, and in some
193 cases, building positive relationships.

194 Appropriate Practice: "Physical educators design activities throughout the program that
195 provide students with opportunities to work together, for the purpose of developing social skills
196 (cooperative and competitive) and learning responsible behavior (e.g., "good sport" skills are
197 encouraged instead of trash talking). Situations are designed purposefully for teaching these
198 skills, they're not left for 'teachable moments' only.

199 Inappropriate Practice: "Physical educators fail to systematically enhance students'
200 affective development. They don't use activities and instructional strategies such as choice of
201 equipment, peer teaching and class involvement in establishing rules that foster cooperation,
202 social skills and personal responsibility."

203 This instructional practice touches upon many of the SEL behaviors to be taught in PE
204 class. For this instructional practice, the PE teacher can lead a discussion of what a "good sport"
205 looks like and have the class brainstorm some observable qualities of a good sport: Giving high
206 fives, shaking hands with opponents, telling a teammate that they executed a nice play, and
207 others. The PE teacher can also point out the opportunity to create friendships with teammates

208 and even opponents. Research has highlighted the social bonding that can take place in a
209 competitive situation with teammates (Barney, Pleban, & Muday, 2019). In this research study,
210 PE students stated, “I met new friends and learned a new game and had fun” and “We did a
211 tournament for volleyball and I bonded with my teammates.” These types of experiences allow
212 students to practice working with others while also managing their emotions and feelings.

213

214 **Assessment**

215 Appropriate Practice: “Physical educators make every effort to create testing situations
216 that are private, nonthreatening, educational and encouraging (e.g., they explain what the test is
217 designed to measure).

218 Inappropriate Practice: “Testing is public (e.g., students observe others completing the
219 test while they wait for their turn to take it) with no reason given for the test.

220 Like any other content area, PE must have assessments of student learning. In the above-
221 mentioned instructional practices, they need to be carefully thought out so that students are not
222 embarrassed. PE classes often have higher student enrollment than other subject areas that make
223 assessment a logistical challenge for PE teachers (Pangrazi & Beighle, 2013). With little time or
224 ability to conduct tests privately while supervising the rest of the class, PE teachers might resort
225 to lining up students to attempt the skill(s) being assessed one by one. Having to perform in
226 front of their peers can be stressful for the even highly skilled students and does not lend itself to
227 an emotionally safe classroom environment.

228 Instead, the PE teachers could get creative in their approach to testing: Grading students
229 as they participate in a game or activity so that no single student is on display, administering
230 written tests to students, or sending take-home tests for parents to administer one-on-one with

231 their children. No matter the method of testing, the PE teacher should make it a point to
232 announce the assessment in advance and explain its intended purpose, including what it is (and is
233 not) designed to measure. The PE teacher could encourage students to ask questions and express
234 any concerns that they have prior to beginning the assessment. For fitness or skill assessment
235 that must take place during class time, the PE teacher can give standard phrases of
236 encouragement (“Keep going, almost there!”) and have students encourage one another unless
237 doing so would compromise the results of the test. In this case, the PE teacher can praise
238 students upon completion of the test. Even those students who performed poorly on a fitness or
239 skill tests might receive praise for their effort, persistence, or even just for completing the test.

240 Appropriate Practice: “Test results are shared privately with students and their
241 parents/guardians as a tool for developing personal goals and strategies for maintaining and
242 increasing the respective fitness parameters.”

243 Inappropriate Practice: “Individual scores and posted publicly, where others can view and
244 compare them.”

245 One method for privately sharing results is to write them down and distribute them to
246 students (face down, folded, or in a sealed envelope) as a classroom teacher would give back a
247 graded test. Alternatively, the PE teacher may opt to deliver test results to students in brief one-
248 on-one meetings. In this case it would be in the PE teacher’s best interest to remain professional
249 in stating and interpreting the results (Ernst, Corbin, Beighle, & Pangrazi, 2006). If the results
250 are unfavorable, the PE teacher should be encouraging and supportive of the student. This is also
251 a good time for the PE teacher and student to set realistic goals that are tailored to the students’
252 current skill or fitness level. The student should leave feeling confident in the goals they have
253 set. Either way, the PE teacher is building positive relationships with students and assisting them

254 with those skills that are characteristic of SEL: self-management, self-awareness, and making
255 decisions that have the possibility of positively impacting their lives.

256

257 **Professionalism**

258 Appropriate Practice: “The teacher continually seeks new information to stay current
259 (e.g., reads journals, attends conferences and in-services).”

260 Inappropriate Practice: “The teacher makes no effort to stay current.”

261 All of the suggestions given to help PE teachers stay current are all very valuable. There
262 are journals for researchers and practitioners alike that can positively influence a PE teachers’
263 instruction. The research articles can be beneficial for supporting AIP in PE, helping the PE
264 teacher to better understand the scientific proof underlying certain instructional practices. The
265 practitioner journals may be more suitable for PE teachers seeking practical tips that can be
266 readily applied in their PE programs. The practitioner journals usually have greater immediate
267 impact on the teaching of PE games and activities. Attending conferences, in-services, and other
268 professional development opportunities can also improve PE teachers’ instruction and ensure
269 that it reflects AIP. When attending conferences, PE teacher are introduced to cutting edge ideas
270 that others are successfully using in their own PE program. The new games and activities PE
271 teachers are introduced to can be taken back to their class and implemented in the next day’s
272 lesson. Another positive aspect of attending conferences and in-services is that PE teachers can
273 network with others in the profession. These relationships can serve as an ongoing source of
274 learning and sharing of ideas for teaching (Griffin & Maina, 2005).

275 Appropriate Practice: “The teacher helps create a school culture of physical activity.”

276 Inappropriate Practice: “The teacher doesn’t promote the physical education program;
277 therefore, it’s not a visible part of the school community.”

278 Here the PE teacher can affect the whole school population, including the teachers, staff,
279 and administration (Beddoes, Prusak, & Barney, 2019). The PE teacher can invite the school to
280 participate in physical activity during lunch time, before school, and after school. The school
281 community can have designated times to access to the gymnasium, pool, fields, track, weight
282 rooms, tennis courts, and other facilities for recreational use. PE teachers can participate in
283 “walk to school” days, “Jump Rope for Heart,” and other activities. The main point here for PE
284 teachers is to extend their program beyond the scheduled PE class times. Self-promotion will be
285 required for this to happen.

286

287 **Conclusion**

288 Social-emotional learning is closely linked to the affective domain of learning, a
289 frequently neglected domain. This article discussed 10 instructional practices from the
290 elementary, middle, and high school AIP documents (NASPE,2009a, 2009b, 2009c) in terms of
291 their potential to impact students’ SEL. For this article only two instructional practices were
292 discussed for each category of the AIP documents and their impact on a students’ SEL. The AIP
293 documents are to aid PE teachers in exposing students to AIP in PE, enabling students to be
294 successful in activity throughout their lives (Barney, Strand, & Prusak, 2013). The PE teacher is
295 out on the court or playing field, managing students, the lessons they teach, the equipment being
296 used in lessons along with many other variables on a daily basis. And during these lessons the
297 PE teacher has students with doubts, concerns, and other needs that they need to take into
298 consideration so that these students can be successful and learn what is taught in class. The AIP

299 documents strongly impresses upon the fact that that PE teacher is the one to initiate these
300 instructional practices for the benefit of the students.

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366 *on social and emotional learning: What does the research say?* New York, NY: Teachers
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368 Table 2 Appropriate and Inappropriate PE Practices Related to Social -Emotional Learning

Appropriate Practice	Inappropriate Practice
Learning Environment	
The teacher systematically plans for, develops and maintains a positive learning environment that allows students to feel safe (physically and emotionally), supported and unafraid to make mistakes	The teacher doesn't establish a positive, supportive and safe learning environment. As a result, some students feel embarrassed, humiliated and generally uncomfortable in physical education class.
Teachers promote exercise for its contribution to a healthy lifestyle. Students are encouraged to participate in physical activity and exercise outside of the physical education setting for enjoyment, skill development and health reasons.	Teachers use activities/exercises (e.g., running laps, performing push-ups) to punish misbehavior.
Instructional Strategies	
Physical educators form pairs, groups and teams in ways that preserve every student's dignity and self-respect (e.g., randomly, by fitness or skill level, or by a class system such as birthdays, squads, colors or numbers).	Teachers inadvertently promote exclusion by allowing student captains to pick teams or by arbitrarily separating teams by gender or skill level (e.g., "popular" or highly skilled students are chosen first and cliques are evident).
The teacher allows students guided choices in matters such as equipment, rule modification or type of skill practice (e.g., completing individual task sheets or small-group instruction).	The teacher controls the curriculum tightly, and students rarely have input regarding rules, activities covered or equipment used for practice.
Curriculum	
The physical educator extends experiences from in-class activity lessons to community and family activities, promoting a physically active lifestyle.	The physical educator makes no effort to connect physical education instruction to community offerings, recreation opportunities or family involvement.
Physical educators design activities throughout the program that provide students with opportunities to work together, for the purpose of developing social skills (cooperative and competitive) and learning responsible behavior (e.g., "good sport" skills are encouraged instead of trash talking). Situations are designed purposefully for teaching these skills; they're not left for "teachable moments" only.	Physical educators fail to systematically enhance students' affective development. They don't use activities and instructional strategies such as choice of equipment, peer teaching and class involvement in establishing rules that foster cooperation, social skills and personal responsibility.
Assessment	
Physical educators make every effort to create testing situations that are private, nonthreatening, educational and encouraging (e.g., they explain what the test is designed to measure).	Testing is public (e.g., students observe others completing the test while they wait for their turn to take it), with no reason given for the test.
Test results are shared privately with students and their parents/guardians as a tool for developing personal goals and strategies for maintaining and increasing the respective fitness parameters.	Individual scores are posted publicly, where others can view and compare them.
Professionalism	
The teacher continually seeks new information to stay current (e.g., reads journals, attends conferences and in-services).	The teacher makes no effort to stay current.
The teacher helps create a school culture of physical activity.	The teacher doesn't promote the physical education program; therefore, it's not a visible part of the school community.

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371 Table 1: Program Practice Sheet for Volleyball

372 Program Practice Sheet-Volleyball

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374 Name: _____

375 Class: _____

376 Instructions: Your skill grade will result from the successful completion of the items on this program practice sheet
 377 (PPS). As you complete each item, have a partner or the instructor initial as a witness that you did indeed complete
 378 the item. Do not initial anyone's PPS unless you actually saw them do it. This type of skill evaluation gives you
 379 credit for the doing of the skills and not how well you perform on a skills test, so do the work during the unit and get
 380 the credit. Below are three levels of skills for each item. Choose which level you think suits you best for each item.
 381 If the level you choose is too easy or too difficult, you may make an adjustment.

Date Completed	Initial	Skill Level A	Skill Level B	Skill Level C
		Bumping: Complete 20 bump passes with a partner standing 15 ft. apart. Please complete this task twice. 1. _____ 2. _____	Bumping: Complete 30 consecutive bumps with a partner standing 15 ft. apart. Please complete this task twice. 1. _____ 2. _____	Bumping: Complete 30 consecutive bumps from the back of the court to the front of the net. Please complete this task twice. 1. _____ 2. _____
		Bumping: Bump the ball to yourself 30 times. Please complete this task twice. 1. _____ 2. _____	Bumping: Bump the ball to yourself 30 consecutive times. Please complete this task twice. 1. _____ 2. _____	Bumping: Bump the ball to yourself 40 consecutive times. Please complete this task twice. 1. _____ 2. _____
		Setting: Complete 20 sets with a partner standing 15 ft. apart. Please complete this task twice. 1. _____ 2. _____	Setting: Complete 30 consecutive sets with a partner standing 15 ft. apart. Please complete this task twice. 1. _____ 2. _____	Setting: Complete 15 successful sets to a partner that allows him/her to spike the ball. Please complete this task twice. 1. _____ 2. _____

		Setting: Complete 20 sets off the wall. Please complete this task twice. 1. _____ 2. _____	Setting: Complete 20 consecutive sets off the wall. Please complete this task twice. 1. _____ 2. _____	Setting: Complete 30 consecutive sets off the wall. Please complete this task twice. 1. _____ 2. _____
		Serving: Complete 15 successful serves. Please complete the task twice. 1. _____ 2. _____	Serving: Complete 15 successful consecutive serves. Please complete the task twice. 1. _____ 2. _____	Serving: Complete 15 successful serves to the back left corner of the court. Please complete the task twice. 1. _____ 2. _____
		Explain to your partner one cue to setting. Initial item when complete.	Explain to your partner two cues to setting. Initial item when complete.	Explain to your partner three cues to setting. Initial item when complete
		Explain to your partner one cue to bumping. Initial item when complete.	Explain to your partner two cues to bumping. Initial item when complete.	Explain to your partner three cues to bumping. Initial item when complete.
		Explain to your partner one cue to serving. Initial item when complete.	Explain to your partner two cues to serving. Initial item when complete.	Explain to your partner three cues to serving. Initial item when complete.
		Demonstrate a good attitude throughout 3 separate games. <i>Only the Instructor can sign this off.</i>	High Five your teammates during 3 separate games. <i>Only the Instructor can sign this off.</i>	High Five your opponent (win or lose) for 5 separate games. <i>Only the Instructor can sign this off.</i>

		Write three sentences clearly explaining what you enjoyed about volleyball this semester.	Write three sentences clearly explaining what you enjoyed about volleyball this semester and play for ½ hour outside of class.	For each ½ hour of volleyball that you played outside of class, initial below. Then write about how volleyball can become a lifestyle activity. 1. _____ 2. _____ 3. _____ 4. _____
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Classmates Signature: _____