

METHODOLOGY**Elementary-Aged Students’
Perceptions Regarding Appropriate
Instructional Practices
in Physical Education**

David Barney and Robert Christenson

Abstract

Elementary physical educators promote their content to help students learn in the psychomotor, affective, and cognitive domains. One of the best methods to reach this is by implementing appropriate instructional practices. For this study, 2,479 elementary-aged students participated. Students were surveyed (survey of 24 statements) to ascertain their knowledge of appropriate instructional practices in elementary physical education. A majority of students incorrectly identified 11 of the 24 survey statements. For example, elementary-aged students feel it is appropriate to have captains pick teams in front of the whole class and that it is appropriate to play dodge ball. With these results, elementary physical educators have a great opportunity educate and expose their students to appropriate instructional practices.

As physical educators, we promote our content at all grade levels to help students learn in the psychomotor, affective, and cognitive domains. Yet, some of the public views physical education (PE) in the schools as glorified recess or playtime. And with this attitude

David Barney is an associate professor, Teacher Education Department, Brigham Young University. Robert Christenson is an associate professor, School of Applied Health and Educational Psychology, Oklahoma State University. Please send author correspondence to david_barney@byu.edu

from the public, many parents wonder why schools should offer PE classes to students. Although some parents may feel PE appears to be an unnecessary part of students' education, it is particularly important at the elementary level. The age of the elementary student is an optimal time for acquiring key motor skills and developing habits and attitudes toward physical activity that will serve them well for a lifetime (Hastie & Martin, 2006). Because this is an optimal time for student learning in elementary PE, elementary physical educators need to produce a curriculum that has all students involved and active, a positive learning environment, and learning opportunities to aid students. With these variables established, how can students benefit from elementary PE?

Probably the first and foremost benefit from elementary PE is the health benefits. It is no secret that the health of the U.S. population is undesirable. The most obvious problem is the prevalence of obesity. Obesity is not selective as far as whom it affects. For the past three decades, obesity has more than tripled for youth aged 6 to 11 and doubled in youth aged 12 to 19 (Committee on Prevention of Obesity in Children and Youth, 2005). The 2003–04 National Health and Nutrition Examination Survey found that 18.8% of 6- to 11-year-old youth and 17.4% of 12- to 19-year-old youth were overweight (for BMI both at or above the 85th percentile but less than 95th percentile for age and gender; Ogden, Carroll, & Curtin, 2006). The sad tale regarding these numbers is that it is estimated that between 40% to 70% of obese children will become obese adults (Jain, 2004). This creates a serious health threat on society because of the serious chronic diseases to which obesity leads such as hypertension, type 2 diabetes, coronary heart disease, stroke, osteoarthritis, and sleep apnea (Committee on Prevention of Obesity in Children and Youth, 2005). This is a direct result of a lack of participation in physical activity.

Elementary PE also has cognitive benefits. Research shows that physical activity can also play a significant role in student learning. Chaddock et al. (2010) studied 9- and 10-year-old school children after they ran on a treadmill. They took the most and least fit group of students and had them take a series of challenges including watching directional arrows on a computer screen and pushing certain keys to test how well students' brains filtered out unnecessary information and attended to relevant information. After the series of tests, the researchers had the students' brains scanned, using magnetic resonance imaging technology focusing on

the basal ganglia structure and function of the brain. They found that the most fit students showed superior performance compared to the least fit students. The findings suggest that increased aerobic fitness is associated with greater dorsal striatal volumes, which leads to enhanced cognitive control.

Another study dealing with student learning and physical activity investigated elementary classroom teachers' attitudes and perspectives of elementary physical education (Barney & Deutsch, 2009). In the study, the researchers asked elementary classroom teachers whether students learn better after returning from PE class. A large majority (over 77%) of the classroom teachers either *strongly agreed* or *agreed* that students learn better after a PE class. Some of the comments the classroom teachers made were “students are more alert and ready to listen,” “students seem to be more focused,” and “[students] got their wiggles out” (Barney & Deutsch, 2009, p. 118).

A third benefit of elementary PE is the social interaction students experience. The context and content of PE is unique when compared to other fields of study. No other content in schools allows students to use outside voices to communicate with a classmate, think of solutions in a physical activity setting, and learn to work well with others and understand that not everyone wins in a game or activity. PE has all the components of helping students improve social skills. In the national standards for PE, Standard 5 states that students will “exhibit responsible personal and social behavior that respects self and others in physical activity settings” (National Association for Sport and Physical Education [NASPE], 2004, p. 39). The aim of this standard is that in PE, students will achieve self-initiated behaviors that promote personal and group success in the activity setting, including safe practices, adherence to rules and procedures, etiquette, cooperation and teamwork, ethical behavior, and positive social interaction. Achievement of this standard in lower elementary grades begins with recognition of classroom rules, procedures, and safety. In the upper elementary grades, children learn to work independently, with a partner, and in small groups (NASPE, 2000).

A fourth and final benefit of elementary PE is the emotional component. Children's self-esteem can be greatly strengthened in the elementary PE class setting. Elementary students will be challenged to learn new motor skills during PE class. Each time students successfully learn new motor skills, they benefit by gaining confidence in themselves. This increases their feelings of

self-esteem, which gives them confidence in their abilities to learn (Pangrazi, 2007).

The presented benefits of elementary PE are significant because they affect all areas (health, cognitive, social, and emotional) of the student. One tool elementary physical educators can use to help elementary students experience success in all areas in PE is NASPE's (2009) *Appropriate Instructional Practice Guidelines for Elementary School Physical Education*. The document gives

specific guidelines for recognizing and implementing developmentally appropriate physical education activities and practices...practices that are in the best interests of children (appropriate) and those that are counterproductive or even harmful (inappropriate) need to be identified for the benefit of the students. (NASPE, 2009, p. 7)

Thus, elementary physical educators can use this document to expose their students to appropriate instructional practices in elementary PE and to give them opportunities that lead to student learning. This creates a foundation of appropriate experiences and knowledge that will last a lifetime.

The question can then be asked, so why is it important for elementary students to know what practices are appropriate in PE? Barney and Strand (2008) studied high school students' knowledge of appropriate instructional practices, and their recommendations for high school students are similar for elementary-aged students. First, by exposing elementary students to appropriate instructional practices, students have a greater likelihood for success in PE class that can lead to greater learning. Second, having successful experiences in elementary PE will result in positive feelings and attitudes about activity and lead to a greater chance for students to be active throughout their whole lives and receive the benefits of physical activity.

Other research investigating appropriate instructional practices in elementary PE studied parents' knowledge of appropriate instructional practices (Barney & Pleban, 2010). Barney and Pleban (2010) found that parents felt that teachers should administer physical fitness tests for the purpose of identifying children to receive awards or recognition for meeting district or state requirements. They also found from the parents that activities such as relays, dodge ball, and elimination tag were appropriate for their child to participate in and

that dress, attendance, and effort should be a part of their child's grade. In another study, Strand, Barney, and DeFries-Evans (2008) studied elementary education majors' knowledge of appropriate instructional practices in elementary PE. They found that elementary education majors felt that assessment items focusing on isolated skills in an artificial context (e.g., dribbles between cones for time as compared to dribbling in a game situation) and that teachers using large groups in which student participation is based on individual competitiveness were appropriate instructional practices in an elementary PE setting. These studies along with the present study provide an opportunity to add to and strengthen the literature regarding the importance of implementing appropriate instructional practices in elementary PE. Thus, the purpose of this study was to investigate elementary-aged students knowledge of appropriate instructional practices in elementary PE. The knowledge that was gleaned from this study can be helpful in preparing future elementary physical educators and for current elementary physical educators.

Methods

Participants

For this study, 2,479 elementary students (1,277 males and 1,202 females) from 14 elementary schools from the southern plains participated in this study. The University Institutional Review Board (IRB) granted approval to conduct this study, and consent from parents and the elementary physical educators was obtained. All of the elementary students were verbally informed of the purpose of the study and were familiar with the survey. Students were assured that nonparticipation or withdrawal from this study would not affect their grade in their PE class.

Instrumentation

A review of the literature identified an instrument related to appropriate instructional practices in elementary PE. This instrument was used to assess college students' and elementary education majors' knowledge of appropriate instructional practices in elementary PE (Strand et al., 2008). The instrument is a 40-item survey. For this study, the researchers modified the 40-item survey to 24 items (see Table 1). The reasons for the modifications were that many of the statements were not applicable for elementary students. To establish content validity of the modified survey, a group of third, fourth,

and fifth grade students were identified as survey reviewers (these students were not participants in this study), for the purpose that this age group of students could read and understand the questions from the survey. The third, fourth, and fifth grade students deemed the survey valid. The survey focuses on five areas of appropriate instructional practices in elementary PE: (a) curriculum, (b) learning environment, (c) health-related fitness, (d) assessment, and (e) instructional strategies. One other modification made to the survey was the answer options for each survey statement. The survey used in the Strand et al. (2008) study offered two choices: one being A for appropriate and the other being D for inappropriate. The researchers wanted to simplify the answer choices for the survey statements. The two choices that were used were a Y for *yes*, signifying that the student agreed with the survey statement and an N for *no*, signifying that the student did not agree with the statement.

Table 1

Elementary Physical Education Appropriate Practices Survey

Gender: Boy Girl

Grade in School: 3rd 4th 5th

Please circle “Y” if you agree with the statement and “N” if you do not. Thank you.

- | | | |
|---|---|--|
| Y | N | 1. In PE class, students should be involved in gymnastics, fun movements, or games. |
| Y | N | 2. In PE class, teams with many students should be allowed to “win or lose.” |
| Y | N | 3. All 3rd, 4th, & 5th graders should play the same games in PE. |
| Y | N | 4. Your PE teacher should make you think about how to play a game or complete an activity. |
| Y | N | 5. It’s okay if students are unkind to their fellow students or hurt their feelings. |
| Y | N | 6. All students should feel good about themselves, no matter how good they are at doing stuff in class. |
| Y | N | 7. All 3rd, 4th, and 5th graders should do the same amount of fitness activities. |
| Y | N | 8. Doing the same exercises in PE class is the best way to keep all students physically fit and healthy. |

Table 1 (cont.)

Y	N	9. When I take a fitness test, how I do on the test should only be seen by me and my parents.
Y	N	10. When I take fitness tests, if I do good I should get a reward or prize.
Y	N	11. I should be taught the correct way to do an exercise and why it is important.
Y	N	12. If I get in trouble in PE class, it's OK for my PE teacher to have me run for long time or do push-ups or lots of sit-ups because I got in trouble.
Y	N	13. My grade in PE class should show how hard I work and how good I am at games
Y	N	14. I should be graded on how well I can dribble a basketball through a line of cones.
Y	N	15. The PE teacher should have all students play in games and activities.
Y	N	16. I like to play dodge ball.
Y	N	17. I should play games where the rules, equipment, or the field are the same as adults play on.
Y	N	18. Should students be able to pick teams members in front of the whole class?
Y	N	19. I like playing games when it is "boys against girls."
Y	N	20. Every student should have a piece of equipment for all activities played in class.
Y	N	21. My PE teacher should have games/activities where I will get better at what I'm learning, have to learn to be a good sport, and work well with my classmates.
Y	N	22. I like playing in games and activities that have "winners or losers."
Y	N	23. If my team wins a game, we should get some kind of reward or prize.
Y	N	24. I like to sit out of a game if I lose.

Procedures

For this study, the researchers contacted elementary PE teachers and the building administrators from 14 elementary schools and proposed their intentions to conduct this study. Both building administrators and PE teachers agreed to have the students participate in the study. The 14 elementary PE teachers (four males, 10 females) had an average of 16 years of teaching experience. The researchers visited with each elementary PE teacher and explained the study and handed out consent forms. Within a week, the researcher returned to collect the consent forms and to administer the survey. Results for this paper are reported as percentages.

Results

As shown in Table 2, male and female elementary students incorrectly identified 11 of the 24 statements from the survey. And also the same elementary students in third, fourth, and fifth grades incorrectly identified 12 of the 24 statements from the survey (see Table 3). Results pertinent to each of the five general areas (curriculum, learning environment, health-related fitness, assessment, and instructional strategies) are further discussed.

Table 2

Results Regarding Elementary Students (Gender) Incorrect Responses to Appropriate Practices in Physical Education

Question	Male		Female	
	A	D	A	D
2. In PE Class, teams with many students should be allowed to “win or lose.”	68%	32%	66%	34%
7. All 3rd, 4th, & 5th graders should do the same amount of fitness activities.	63%	37%	61%	39%
8. Doing the same exercises in PE class is the best way to keep all students physically fit and healthy.	73%	27%	75%	25%
10. When I take a fitness test, if I do good I should get a reward or prize.	49%	51%	49%	51%

Table 2 (cont.)

12. If I get in trouble in PE class, its OK for my PE teacher to have me run for a long time or do push-ups or lots of sit-ups because I got in trouble.	53%	47%	52%	48%
13. My grade in PE class should show how hard I work and how good I am at games.	80%	20%	81%	19%
16. I like to play dodge ball.	87%	13%	68%	32%
17. I should play games where the rules, equipment, or field are the same as adults play on.	51%	49%	41%	59%
18. Should students be able to pick members in front of the whole class?	56%	44%	51%	49%
19. I like playing games when it is “boys against girls.”	83%	17%	73%	27%
22. I like playing in games and activities that have “winners and losers.”	63%	37%	53%	47%

Table 3

Results Regarding Elementary Students (Grade Level) Incorrect Responses to Appropriate Practices in Physical Education

2. In PE class, PE teams with many students should be allowed to “win or lose.”

	Agree	Disagree
3rd Graders	68%	32%
4th Graders	67%	33%
5th Graders	67%	33%

7. All 3rd, 4th, & 5th graders should do the same amount of fitness activities.

	Agree	Disagree
3rd Graders	62%	38%
4th Graders	62%	38%
5th Graders	61%	39%

Table 3 (cont.)

8. Doing the same exercises in PE class is the best way to keep all students physically fit and healthy.

	Agree	Disagree
3rd Graders	81%	19%
4th Graders	71%	29%
5th Graders	67%	33%

10. When I take a fitness test, if I do good I should get a reward or prize.

	Agree	Disagree
3rd Graders	55%	45%
4th Graders	40%	60%
5th Graders	50%	50%

12. If I get in trouble in PE class, it's OK for my PE teacher to have me run for long time or do push-ups or lots of sit-ups because I got in trouble.

	Agree	Disagree
3rd Graders	57%	43%
4th Graders	51%	49%
5th Graders	49%	51%

13. My grade in PE class should show how hard I work and how good I am at games.

	Agree	Disagree
3rd Graders	83%	17%
4th Graders	80%	20%
5th Graders	78%	22%

14. I should be graded on how well I can dribble a basketball through a line of cones.

	Agree	Disagree
3rd Graders	53%	47%
4th Graders	38%	62%
5th Graders	31%	69%

16. I like to play dodge ball.

	Agree	Disagree
3rd Graders	73%	27%
4th Graders	80%	20%
5th Graders	83%	17%

17. I should play games where the rules, equipment, or field are the same as adults play on.

	Agree	Disagree
3rd Graders	46%	54%
4th Graders	41%	59%
5th Graders	52%	48%

Table 3 (cont.)

18. Should students be able to pick teams members in front of the whole class?

	Agree	Disagree
3rd Graders	51%	49%
4th Graders	52%	48%
5th Graders	59%	41%

19. I like playing games when it is “boys against girls.”

	Agree	Disagree
3rd Graders	81%	19%
4th Graders	77%	23%
5th Graders	74%	26%

22. I like playing games and activities that have “winners and losers.”

	Agree	Disagree
3rd Graders	59%	41%
4th Graders	54%	46%
5th Graders	62%	38%

Curriculum

A majority of students answered three curriculum statements (2, 7, and 16) incorrectly as appropriate or inappropriate. Statement 2 states, “In PE class, teams with many students should be allowed to ‘win or lose.’” We found that 68% of third graders, 67% of fourth graders, and 67% of fifth graders felt this was an appropriate practice. When looking at the elementary students by gender, 69% of males and 66% of females felt this practice was appropriate.

Statement 7 was the second statement incorrectly answered, which states, “All 3rd, 4th, and 5th graders should do the same amount of fitness activity.” Sixty-two percent of third graders, 62% of fourth graders, and 61% of fifth graders incorrectly answered this statement. The percentages were similar for male students (63%) and female students (61%) in answering Statement 7.

Statement 16 was the third statement that students answered incorrectly. Statement 16 states, “I like to play dodge ball.” Once again students from all three grades incorrectly answered this statement. Seventy-three percent of third graders, 80% of fourth graders, and 83% of fifth graders answered this statement incorrectly. Statement 16 was incorrectly answered by 87% of males and 68% of females.

Learning Environment

Data from the statements regarding the learning environment show that elementary students think it is appropriate to have students run for a long time or do push-ups or many sit-ups because they get in trouble (Statement 12). Fifty-seven percent of third graders and 51% of fourth graders felt this was an appropriate practice. Although the percentage is not a majority, a large number of fifth graders (49%) felt this practice was appropriate. By gender, 53% of males and 52% of females felt this practice was appropriate.

The second statement that was incorrectly answered from the statements dealing with the learning environment was Statement 18, which states, “Should students be able to pick teams in front of the whole class?” All three grades incorrectly answered this statement (third graders, 51%; fourth graders, 52%; fifth graders, 59%). Both male (56%) and female (51%) students felt this practice was appropriate.

Health-Related Fitness

One statement for health-related fitness was incorrectly answered (Statement 8). Statement 8 states, “Doing the same exercises in PE class is the best way to keep all students physically fit and healthy.” Once again, all three grades incorrectly identified this statement (third graders, 81%; fourth graders, 71%; fifth graders, 67%). A majority of male students (73%) and female students (75%) incorrectly answered this statement.

Assessment

Data concerning assessment showed that male and female students incorrectly answered Statement 13. Data for each grade level revealed that Statements 10, 13, and 14 were answered incorrectly. Statement 10 states, “When I take a fitness test, if I do good I should get a reward or prize.” Two grades incorrectly answered this statement; fourth graders (60%) and fifth graders (50%) felt that getting a reward or prize was appropriate.

Statement 13 states, “My grade in PE class should show how hard I work and how good I am at games.” The data for each grade showed that 83% of third graders, 80% of fourth graders, and 76% of fifth graders felt this was an appropriate practice. The data for males (80%) and female (81%) were slightly higher than for each grade level.

Statement 14 states, “I should be graded on how well I can dribble a basketball through a line of cones.” For this incorrectly answered statement, 53% of the third graders felt this was appropriate.

Instructional Strategies

Instructional strategies data showed that elementary students incorrectly answered Statements 17, 19, and 22. For statement 17, which states, “I should play games where the rules, equipment, or field are the same as adults play on,” fifth graders (52%) incorrectly identified this statement. And only male students (51%) felt this practice was appropriate. The next statement to be incorrectly answered was Statement 19, which states, “I like playing games when it is ‘boys against girls.’” For this statement, all three grade levels incorrectly answered this statement (third graders, 81%; fourth graders, 77%; fifth graders, 74%).

The third statement incorrectly answered was Statement 22. It states, “I like playing in games and activities that have ‘winners and losers.’” Again, all three grade levels incorrectly answered this statement; 59% of third graders, 54% of fourth graders, and 62% of fifth graders felt this practice was appropriate. The data from this statement revealed that 63% of males and 53% of females incorrectly answered this statement.

Discussion

The purpose of this study was to investigate the knowledge elementary-aged students had of appropriate instructional practices in elementary PE. The data indicated that elementary-aged students had participated in or had been exposed to inappropriate instructional practices. For this reason, a couple topics are important to discuss.

One of the first items the students answered as an appropriate instructional practice was to have students participate in activities that have “winners and losers” or one team or person wins and the other team or person loses (Statements 2 and 22). Society puts plenty of emphasis on winning and losing contests or games. Yet, in elementary PE, the aspect of winning and losing in activities in class should be rethought. Pangrazi (2007) said,

Students benefit from being taught to value effort more than victory. Something is lost for many participants when winning dictates success. The process of doing one’s best is an important issue in physical education. It is possible, but

not common, to find students who participate in an activity without worrying about winning and losing. (p. 147)

Elementary PE can serve as a great place and opportunity for elementary physical educators to put winning and losing in a proper perspective for students.

Another item the students incorrectly answered dealt with students receiving an reward or prize for taking fitness tests (Statement 10). Barney and Strand (2006) stated that among elementary-aged students, teachers should promote the process of testing rather than just the product (end result). The process orientation allows teachers the flexibility to help and encourage students while making the testing a positive capstone experience. If this practice of giving awards or prizes for taking fitness tests is occurring in elementary PE, what type of message are elementary physical educators sending students? This has the possibility of negatively affecting students' motivation to exercise or participate in activity later in life. Students that are recognized may be extrinsically motivated when it comes to being physically active. As these elementary students get older and do not receive rewards or prizes for participating in physical activity, they possibly will lose interest in being physically active (Barney & Pleban, 2010).

A third item elementary students deemed appropriate was having students run or do push-ups as a form of punishment if students misbehave or get into trouble during class. Rico (2002) said that the use of physical discipline, or exercise as punishment, on children has a long and sordid tradition in America's homes, schools, and athletic programs. Williams (1996) stated that if one purpose of PE is to promote positive attitudes toward appropriate lifetime physical activity, exercise as punishment is certainly counterproductive. Physical educators should teach and expose students to physical activity as a positive experience, not a punishing experience. If physical educators have students run or do push-ups as a form of punishment, the message they are sending is negative and could have long-lasting negative effects for students toward physical activity. Hastie and Martin (2006) suggested that physical educators use time-outs for students that have misbehaved during class. The teacher should separate students from the activity and instruct the students to reflect on why they have been sent to take a time-out. Then when students are ready to come back to activity, they can quickly talk to the teacher recommitting to stay on task and do what

is asked of them. Pangrazi (2007) said that when students are put in time-out, it makes the student responsible for their actions during class time.

Another point elementary students incorrectly answered was grading students on how well they can dribble a basketball through a line of cones. A goal of physical educators should be to teach skills that students would be able to use their whole lives. One method of supporting this idea is to put students in game-like or authentic situations. When was the last time a favorite basketball player dribbled through cones during a game? It does not happen. The same applies for assessing students. The assessment needs to be in a game-like or authentic setting. Graham, Holt-Hale, and Parker (2004) said that assessments should be meaningful and worthwhile. Authentic or alternative assessments have become popular methods for evaluating student learning. Examples include rubrics, peer observations, student journals, and checklists. Such assessment is also a more efficient use of time because it can be conducted as all students are active or can be completed among and between the students themselves (Barney & Strand, 2006; Sims et al., 2010).

The final topic of discussion from the statements that elementary students incorrectly answered dealt with students liking to play dodge ball. When talking to friends, parents, or associates regarding their PE experience, people usually bring up dodge ball. Whether they consider dodge ball a positive or negative experience, it is an experience that many people remember regarding PE class. NASPE (2006) presented a position statement on dodge ball. In their statement, they said,

Dodge ball is not an appropriate activity for K–12 school physical education programs...In a quality physical education class teachers involve all children in activities. Students who are eliminated first in dodge ball are typically the ones who most need to be active and practice skills. Many times these students are also the ones with the least amount of confidence in their physical abilities. (NASPE, 2006, p. 2)

Being targeted because they are the “weaker” players and being hit by a hard-thrown ball does not help children to develop confidence. The general public argues that playing dodge ball can help develop skills such as running, dodging, throwing, and catching. Yet, for students who are not as skilled, dodge ball is not appropriate. Williams

(1996) stated that this type of activity is humiliating, embarrassing, degrading, emotionally scarring, painful, and damaging to students. Elementary physical educators need to ask themselves, what is best for the students? If elementary physical educators are honest with themselves, they will know that dodge ball is not appropriate and not in the students' best interests.

Implications for Elementary Physical Educators

From this study, we learn that elementary students think it is appropriate to have “winners and losers” in games or activities, that students should pick team members in front of the whole class, that students should either run or do push-ups as punishment for misbehaving during class, that students should have their skills tested in a closed or controlled environment (dribbling a basketball through cones), and that playing dodge ball is appropriate to play in PE class. These are teaching opportunities of which teachers can take advantage for the purpose of teaching appropriate instructional practices to students.

First, teachers must model appropriate behaviors and procedures (Barney & Strand, 2008). For example, teachers can designate captains and, in a private setting, facilitate with the captains the selection of teams. This allows a teacher to teach students why it is inappropriate to pick teams the “old way.”

Second, teachers can explain to the students why certain practices are inappropriate (Barney & Strand, 2008). For example, elementary PE teachers can explain that certain activities (dodge ball and picking teams) in which students participate on the playground during recess are not appropriate for PE class and that the students will not play in or participate in these recess activities. For example, the teacher can stress to the students the importance of doing their best during an activity or game and that there are no “winners or losers.” By stressing this concept to students, teachers impress upon them the importance of learning and improving a skill rather than winning or losing in a game or activity.

The purpose for teachers to implement appropriate instructional practices in their daily PE classes is to incorporate the best known practices into a pattern of instruction that maximizes opportunities for learning and success for all children (NASPE, 2009). Appropriate instructional practices can help teachers positively shape students' attitudes toward embracing physical activity as desirable and something they will want to do throughout their lives. If students

develop a positive attitude toward physical activity, there is a greater hope that society will be healthier, reducing obesity and other health maladies throughout the population.

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