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**DEVELOPING THE ETIWANDA INTERMEDIATE SCHOOL PHYSICAL
EDUCATION CURRICULUM THROUGH INSERVICES
AND STAFF DEVELOPMENT**

**A Project
Presented to the
Faculty of
California State University,
San Bernardino**

**In Partial Fulfillment
of the Requirements for the Degree
Master of Arts
in
Education**

**by
Mark Steven Duffy
Diane Marie Taylor**

June 1996

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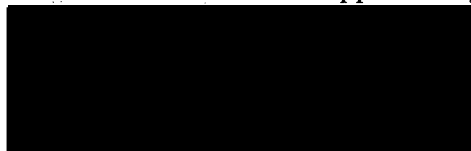
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June 10/1996
Date



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ABSTRACT

Despite having a successful physical education program at Etiwanda Intermediate School the need still remains for a written curriculum that ties in with the California State Framework (1994). The development of this project represents the beginnings of the goal of a written curriculum at Etiwanda Intermediate School. This will be an on-going process, through use of needs assessment surveys, including the teachers at all levels, focus on teaching practices, plenty of hands-on practice, and incentives for teachers. There is also an evaluation form to meet the needs in the ever-changing world of physical education.

ACKNOWLEDGMENTS

We would like to thank our families, first and foremost, for their support and understanding for the past year and a half while working on our project: Cindy, Krista, Caroline, Katelyn, Chloe, Eric, and others. We could not have accomplished our Masters without the continued support of fellow staff members, Jim and Betsy, at EIS. And a special thank you to Dr. Irvin Howard for his commitment to middle school education and our “26 member family.”

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Chapter One: Introduction

Physical education is an integral part of the overall development of a middle school student. The first and, perhaps, the most important aspect of physical education is the direct bearing it has on children's physical, mental, and social well-being. The child who is well educated physically is likely to become a healthy adult who is motivated to remain healthy (California State Board of Education, 1994). Dorothy M. Zakrajsek (1994) states that, "Physical vitality is necessary for experiencing the human phenomenon that define the 'good life', and doing physical activity interacts with all dimensions of human behaving. Being physically engaged evokes self-expression, emotional responses, sensory perceptions, mental reactions, personal and interpersonal relationships, physical demands, and biological responses. As physical benefits accrue, associated learning's likewise emerge through the dynamic interaction of mind/body functions.

There is not a written curriculum for physical education at Etiwanda Intermediate School. In the past, our overall school enrollment was always lower than the surrounding districts, so classroom teachers were used during their elective period to "instruct" the physical education classes. Because these teachers had no curriculum to follow, nor did they have any preservice training in teaching physical education, they ran the program like an after-school sports program, emphasizing team sports rather than lifelong fitness. If a particular teacher's strength was basketball, their students played basketball for one-third of the school year. There were few drills and skills taught. The emphasis was on playing games of basketball rather than the fundamentals. There was no written testing of a student's knowledge of the game. Athletic ability and suiting up were the only measuring tools used to evaluate a student's grade. Although physical education was a requirement for every student to take, it was not considered as important as the other subjects being

taught ,therefore, class sizes were double the size of a regular homeroom making teaching that much more ineffective.

During the 1989-1990 school year at Etiwanda Intermediate School, due to rapid growth and our new principal's desire to become a "true" middle school, a teacher-driven full time physical education program was started. Because there was no existing curriculum in the district, the staff used ideas from a model middle school we visited to begin a "grass roots" physical education program. Caught in the Middle (Honig, 1987) was also a guideline used to develop the program for that school year. Each individual teacher developed their own lesson plans and units using information gained from Caught in the Middle, attending conferences, workshops and past experiences. Some of these "lesson plans" were strictly in the heads of certain teachers and there was no written documentation for anyone else to follow or use if they were not proficient in a certain sport.

In order to establish more consistency in our program, we approached the administration about adapting our school schedule so that we would not need part time teachers in physical education thus making our program become more consistent with a full time physical education staff. We also requested a common preparation period in order to sit down together daily and discuss how and what we were teaching in our individual units. We were supported in this endeavor and started to share ideas, lesson plans, and began to coordinate our whole program. Since that time, we have continued to attend various workshops, conferences, and classes, adding new and innovative elements to our program. Although we have been recognized as having an outstanding program, with the arrival of the long awaited California State Physical Education Framework, we realize that we need to have a written curriculum put into place that follows the guidelines set forth by the framework.

A written curriculum will serve our school in the following manner: (1) Provides us with concrete evidence of what is being taught to each student for their three year stay at our school; (2) Puts us in line with the standards set forth by the state of California in order for our school to gain yearly accreditation; (3) Due to liability and safety issues that arise in daily physical education classes, it is essential that a written curriculum be put in place that has been approved by the Board of Trustees to protect the teachers in the event of a serious injury or lawsuit; and, most importantly, (4) Students will gain the skills necessary at the sixth grade level in order to have a solid foundation to build on so that they are prepared to participate at a more advanced level in the years to come. Ideally, the district will develop a K-5 Physical Education Curriculum in the near future giving the students the skills necessary to be successful at the middle school level.

From what has been previously stated, it would be reasonable to assume that Etiwanda Intermediate School's Physical Education Program is fully implemented and running smoothly. Such is not the case. In reality there are many obstacles that we may encounter as we develop and create our sixth grade curriculum. Some of these problems may include the following: (1) Lack of financial support from the District level; (2) Parental and administrative non-support of what is being taught; (3) The physical education staff not concurring on what the curriculum should include; and, most notably, (4) The physical education staff's lack of knowledge and skill in some areas of the framework.

What follows in the next chapter of this project is a review of the literature citing what we feel are key aspects of a quality curriculum. These aspects include: (1) learning goals; (2) socio/cultural goals; (3) educational goals; (4) developmental appropriateness; (5) lifetime fitness; (6) technology and video; (7) integrating physical education with core subject areas; and (8) inservice training.

Chapter Two: Review of Literature

Learning Goals

When deciding on what to cover in our sixth grade curriculum, we looked closely at the new physical education framework, learning goals from other programs, and we wanted to implement some of our own learning goals. A learning goal is simply a statement of expectations for student learning within the constraints of (a) the school setting (facilities, equipment, scheduling, staffing, administrative policies), (b) the characteristics of students (present skill/fitness levels, readiness to learn, motivation), (c) the expertise of the teacher (knowledge, teaching ability, rapport with students) (Ennis, 1992).

In the physical education framework for California, the emphasis for sixth grade is for the students to work cooperatively to achieve a common goal. Students at this age are able to combine various skills in cooperative activities and give appropriate feedback to others. Because their interest in team play and organized games is strong, learning experiences can focus on developing the skills required for cooperative effort toward a common goal. The state framework (1994) also states that students at this level are ready to combine skills for practice in lead-up games (a team, individual, or dual activity leading to an organized sport.) These activities facilitate the learning of physical skills while allowing for cooperative effort. A unit should be included in sixth grade on cooperative games that can be used as lead-up games for more traditional sports. Juggling, unicycling, pogo-stick activities, bowling, foot-bag game skills, and throwing activities add variety and challenge as students improve their eye-hand and eye-foot coordination. The framework also states that this is a good time to add tumbling to previously learned stunts.

Students also learn concepts related to Newton's Third Law. That is, when struck, an object will rebound in the opposite direction with the same amount of force with which it

is hit. The harder an object is hit, the greater will be the force that causes the object to rebound in the opposite direction.

Socio/Cultural Goals

In a recent article in *Quest*, (Kirk, 1992) analyzed the hidden curriculum in physical education as a cultural practice based on ideology and discourse. In his analysis, Kirk helped clarify that the hidden curriculum, as an intrinsic part of schooling, not only has a pedagogical basis but is intimately related to how students and teachers acquire their sociocultural beliefs and practices. This means that teachers have a moral responsibility to be culturally responsive or to design curricular programs that are responsive to the educational needs of learners from diverse cultural backgrounds. In physical education, through games and activities, social boundaries can be dissolved as well and all children can be made to feel secure and successful.

What images do the physical environment of our program portray? Competition is commonplace in gymnasiums and classrooms and has been considered to be motivating in education. Traditional sport and game curricula frequently seen in our programs promote only one way to approach physical education and accept only one view of reality. This skewed framework may turn off many students or cause them to fail. To avoid this phenomenon, incorporate cooperative and collaborative learning experiences to add balance to competition, focus on group participation rather than assessing isolated skills, and minimize special groupings (Smith, 1993). Butt and Pahnos (1993) state that as teachers, we need to recognize the importance of self esteem as a major factor in students' achievement. We must be able to promote a sense of connection among children; create a climate of mutual respect; celebrate uniqueness; promote personal responsibility which helps students control the direction of their lives; and provide leadership and role models that emulate different backgrounds.

Clearly, the sociocultural aspects of a physical education curriculum are an important component of any program.

Educational Goals

"The psychomotor, cognitive, and affective domains of learning frame the elementary school physical education program. Important goals from the psychomotor domain include: demonstrating efficient body and spatial awareness movement; acquiring nonlocomotor, locomotor, manipulative, game/sport, and dance skills; and attaining healthful levels of physical fitness. Goals based on cognition include: naming and locating body parts; knowing body part actions and relation of body parts to objects in space; understanding mechanical principles related to skill performance; creating and modifying games/dances; and applying strategies in sport/game situations. Demonstrating positive social interactions with peers and cooperating with others to accomplish a task are examples of goals from the affective domain. Children who participate in programs that are goal-directed (i.e. activity selected to accomplish specific goals) become skillful, physically fit, knowledgeable, and caring."

According to Johnson and Johnson (1975) of all the components of instruction, it is teachers' skills in implementing the appropriate goal structures that are the most important and which have been mostly ignored. Goal structure is defined as "the ways in which students will relate [physical, verbal and nonverbal interactions] to each other and to the teacher in working toward the accomplishment of instructional goals" (Johnson and Johnson, 1975).

There are three different goal structures that are used to facilitate learning:

Competitive - students work in opposition to other students attempting to achieve a goal that can only be achieved by one student or group of students. Examples of competitive goal structuring in physical education include elimination games, sideline games, large group rope-skipping contests, and team sport ladder-type tournaments.

Individual - students work in isolation to achieve a goal. Individualized contract programs for gymnastics/physical fitness and country line dances are physical education activities using individual goal structure.

Cooperative - students work collectively to achieve a goal. Students must make a contribution to goal achievement and are held accountable for their contribution. Two examples of physical education practices using cooperative goal structures are collectively scored games and small group pyramid play (Grineski, 1990).

Outside the field of physical education a significant amount of research has been conducted examining effects of the three different goal structures on learning (Johnson and Johnson, 1981). Findings from these studies revealed higher levels of achievement, more favorable attitudes toward school, and higher levels of positive social interaction when learning was cooperatively structured rather than individualistically and competitively structured.

According to Grineski (1990), physical education teaching that provides goal achievement across the psychomotor, cognitive, and affective domains makes a unique contribution to children's growth and development.

Developmental Appropriateness

Another important factor to consider when developing a sixth grade curriculum, is developmental appropriateness. "Physical educators need to modify activities in ways that will increase each student's chances of successful participation" (Helion and Fry, 1995).

Developmental appropriateness is based on three general educational principles: (1) children's motor skill development is sequential and age-related; (2) the progressions of motor development are similar for all children; and (3) the rates at which children progress vary from one individual to the next (Grineski, 1992).

Many traditional teacher preparation programs focus on the development of sport skills through lead-up games and team sport activities. As a result, many programs reflect this type of sport and game model.

When modifying an activity, one can manipulate the organism (student population), the environment (field, gymnasium, or activity area), or the task/activity itself (Soules, 1994). Since we cannot get rid of our students we must concentrate on modifying the environment and the activity itself.

When modifying the environment we can change the size and shape of the playing field or facility we are using. Other things to consider are number and size of goals, equipment - type and amount, and safe zones with rest areas.

When modifying the task we could consider how points are scored, size and make-up of the team, time limits, number of attempts, and required movements.

One example I use in modifying my soccer unit is that I set up a triangular field with three goals, three teams, and anywhere from three to ten balls. The number of students can vary from thirty to sixty and everyone has a chance to score. The goals also contain three goalies each so the goalies have fun trying to work together to keep balls out.

Another example in my Kinacki/football unit is that everyone rotates every play at quarterback and everyone is eligible. The ball can be passed as many times as a team prefers and can be passed in any manner and at any time on the playing field. The teams that work together as a team usually do better than the teams that have the best athletes.

Some teachers have trouble or are uncomfortable modifying games. They believe that games must be played the way they are described in a book or that the time-honored rules for playing a game or conducting an activity must be observed. This prevents the critical thinking necessary for the evolution of games and activities into more developmentally appropriate forms. If physical education is to meet the needs of all students, activities must be reworked to include all students at developmentally appropriate levels.

Lifetime Fitness

According to the state Framework (1994), sixth graders are beginning to understand the purpose of each health-fitness component and the interrelatedness of all the fitness components in the development and maintenance of optimum health. Special emphasis should be given to the interaction of the circulatory and respiratory systems in conditioning for health-fitness.

The 1994 Guide and Criteria for Program Quality Review has a focus statement for physical education. It reads, "All students participate in developmentally appropriate physical activity in a thinking, meaning-centered learning environment. The quality and productivity of each individual's life is enhanced through participation in a comprehensive, inclusive, and sequentially planned physical education program that promotes through movement the physical, mental, emotional, and social well-being of every individual in the pursuit of lifelong health."

The unhealthy life style habits of Americans regarding diet, exercise, smoking, obesity, and other health behaviors have contributed significantly to spiraling health care costs (Hoeger, 1986). Negative health behaviors continue to be prominent risk factors in chronic diseases, despite the warnings of health and medical professionals.

Unfortunately, studies over the last ten to fifteen years show that children of elementary and secondary school age are not developing a life style which would lead to low risk of chronic disease. The presence of alterable coronary heart disease (CHD) risk factors in the nation's youth was clearly established in the 1970's (Gilliam, 1977). While cardiovascular diseases account for fifty percent of all deaths in the United States, cancer is responsible for twenty percent. The American Cancer Society has established protective and risk factors which could prevent many of these deaths as well. Studies from the 1980s indicate a continued concern of health professionals regarding the life styles and chronic disease risk factors for young people (American Academy of Pediatrics, 1986).

Florida educators were prompted to develop and implement a cardiovascular fitness education program after reading the statistics that American children are fatter than their counterparts of twenty years ago. Their program focuses on a collaborative effort between physical educators and classroom teachers; uses an interdisciplinary learning approach; and reinforces fitness education in the three educational domains.

Can physical education have an impact on these health problems faced by our society today? In a survey conducted by the Nebraska State Department of Education to ascertain the perceptions of nine hundred adults about physical education programs in their state, the answer was "Yes" (Petrakis, Newman and LeGrande, 1985). Ninety-five percent of the respondents believed that physical education should concentrate on teaching activities designed to improve overall health and fitness.

Within the physical education profession itself, respected leaders are suggesting the need to emphasize lifetime health and fitness concepts. In discussing curricular reform in physical education, Corbin (1986) stated, "Failure to produce fit students suggests that physical educators are either teaching a haphazard curriculum or placing emphasis on goals not related to physical fitness." He also states, "Fitness is not something you do to people; it is something you help them do for themselves."

At the University of Nebraska - Lincoln, consistently strong support was found for a physical education curriculum which would emphasize healthful living knowledge, attitudes and participation (Petrakis, 1985). Administrators also indicated that it is more important for physical education teachers to be able to produce health outcomes than to be able to coach one or more sports.

Deborah Loper (1989) states that "If physical education is to respond to present societal needs, a reassessment of the goals and outcomes of our programs is a beginning step. Designing and implementing specific curricular changes to meet new goals must follow. Physical educators can and should make every effort to contribute to improved

life styles and health in our students and graduates. We should take advantage of our present opportunity for physical education to assume a larger, leadership role in our schools and society."

Technology and Video

With the technology wave upon us, why not incorporate some technology into the physical education department. There are many uses for a video camera alone. Since the physical education teacher tends to have larger classes and many names to learn in a short period of time, video taping the students can be an extremely useful memory aid for instructors. Barbara McKenzie (1994) of West Georgia College suggests, "At the beginning of the school year have students introduce themselves to the class while being videotaped and provide selected personal information (grade in school, favorite sports, why this class is important to them, expectations of the course.) The introductory video will assist teachers in learning student names, familiarize them with various aspects of student backgrounds and interests, and serve as a resource file."

Videotapes in physical education that have been developed by McKenzie and Croom (1994) for use by physical education teachers include the following: (a) Demonstration videotapes of selected sports, skills showing the class how to perform a skill properly, especially in areas where the instructor is unable to personally demonstrate the specific skill (gymnastics, self defense, springboard diving.) The videotape can be shot on or off the school grounds at a convenient time for both the athlete and instructor and shown at a later date; (b) Videotapes of guest speakers presenting timely information to the class on appropriate content areas (first aid tips for students, effective tennis techniques, the relationship between nutrition and sports performance.) The video also can be used by students who are absent or need remedial work; (c) videotapes of the instructor presenting topics of importance that are frequently taught each year (the meaning and

purpose of physical education, physical education classroom procedures, the historical background of physical education.) The videotape can be used to introduce a unit of study or for review purposes.

Something we have done at our school is to use videotape to showcase our physical education program. We videotaped students performing various activities during physical education and then showed the tape to incoming parents of fifth graders. We have also shown the tape to our school board and Parent/Teacher Association.

Learning how to use a video camera and having an opportunity to experiment is an educational experience that most students find appealing. The chance to create a video, the instant feedback provided, and the hands-on experience offered by this popular type of technology are just a few of the positive outcomes of student video utilization.

Another useful approach utilized today is having students videotape and evaluate each other (Bennett, 1988). After students are instructed on how to use the equipment properly, the instructor should give them the opportunity to videotape their classmates performing a selected skill, such as an individual sports skill, a class presentation on an important issue, or team play in a sport they are studying. Once the footage is shot, students can review the video for self or peer assessment. This exercise also gives the instructor an opportunity to observe student problem-solving skills and their ability to differentiate between effective and ineffective student performances.

Students can do physical education reports using the video camera. Some possible assignments include the following: (a) videotape information on the various career opportunities in physical education (corporate fitness, physical therapy, athletic training, sports nutrition, sports sociology, sports psychology, sports administration, sports journalist, sports official, professional athletics, physical education teacher, coaching.); (b) videotape information in an area of study in physical education class (sports safety, leading women in sports, movement mechanics involved in selected sports such as the golf

swing.); (c) videotape information dealing with the historical development of a sport (basketball, golf, tennis) accompanied by an interview of a recognized athlete in the state or region.); and (d) videotape fitness facilities in the area (recreational park facilities, gymnastics centers, private sports clubs) and provide information on the types of people served by these facilities and how the facilities are utilized by the community.

The activities mentioned previously are but a small sampling of the many types of video-based activities that can be integrated into the teaching and learning process. Such activities will prove useful to those who implement some of these exercises with their students as well as serve to generate other innovative video uses in physical education.

Integrating Physical Education with Core Subject Areas

More and more physical educators are engaging in integrative activities with teachers of other subjects (Rauschenbach, 1996). Integrative activities highlight the most worthwhile and unique aspects of each subject area and blend them, so that they reveal relationships among the subject areas that would not have been understood had each subject been studied in isolation. An integrative activity should enhance the effectiveness of all teachers involved and improve student performance in each of the integrated subject areas.

Physical fitness should be a matter of pride for all in the school community, including teachers, staff and all students. Regular physical education and involvement in sports and fitness activities should be available for students and staff (Carnegie, 1989).

The book , A Middle School Curriculum: From Rhetoric to Reality (Beane, 1990) presents a clear and impressive vision of possible curricula for the middle school. Discussing exploratory subjects, such as art, music, and physical education, Beane believes the current situation of segregating these courses from the typical "big four" core interdisciplinary courses (math, science, social studies, and language arts) or occasionally

involving them in a unit is a disservice to their potential contributions to the curriculum (Beane, 1990). He gives the example of home economics, with students sewing colonial clothes or cooking colonial foods in the "venerable" colonial living unit. It doesn't take much imagination to transfer that to physical education and "playing colonial sports and games." He states that it would be more appropriate for programs such as physical education to be integrated fully into the thematic units.

"We have known for a long time that students learn best through active learning experiences, and physical education can be a vehicle for generating these type of experiences. Many abstract and complex concepts can be clearly understood when they are experienced in a physical setting. We also know that students learn best through repetition and feedback. Integrative gross motor activities that motivate students to make repeated responses provide opportunities for high response rates of motor activities as well as high response rates in other subject areas "(Rauschenbach, 1996).

Placek (1992) sees five possible conceptions of middle school physical education curriculum:

Conception 1: Separate and Unequal
Interdisciplinary core courses taught by specialists
(usually science, math, language arts, and social studies).
P.E. is a special subject grounded in traditional activity
units, taught and scheduled separately from any core
subjects.

Conception 2: Separate but Thematic
Interdisciplinary core courses taught by specialists.
P.E. is a special subject developed around themes deemed
important to middle school students.

Conception 3: Separate but Contributing
Interdisciplinary core courses taught by specialists.
P.E. teaches part of a core course or develops a unit that is
integrated into other courses.

Variations:

- a. P.E. teacher initiates and teaches an occasional unit.

- b. Built in structurally to use P.E. teachers' strengths
(content knowledge or process)

Conception 4: Separate but Parallel

Interdisciplinary core courses taught by specialists.

P.E. uses themes from core courses and develops a unit or series of units using those themes.

Conception 5: Integrated Into the Core Curriculum

P.E. teachers and P.E. are part of the core interdisciplinary curriculum.

Middle school interdisciplinary core curricula are in a developmental stage. In fact, several different designs exist (Vars, 1991). The most integrated design, an interdisciplinary team approach, is similar to Beane's vision. Several teachers work together with a group of students and organize instruction around a series of themes. Another design uses brief units (the roaring Twenties, ancient Egypt, the fabulous Fifties) in which the whole school participates (Brodsky, 1987). The third design is the least integrated approach - several teachers are given a block of time to teach several subjects, but the degree of integration varies with the inclinations of the teachers.

Given the unsettled state of core interdisciplinary programs, Placek believes this is a propitious time for physical educators to initiate the drive to integrate physical education into the middle school core curriculum. To accomplish this admittedly formidable task, we must not only reconceptualize our view of physical education but work cooperatively with other educators struggling with middle school curriculum. Physical educators should begin to think about the entire middle school curriculum and about ourselves as vital contributors to this core curriculum.

Inservice Training in Physical Education

As an integral part of the school curriculum, physical education should be taught by qualified professionals who have been trained in physical education or who have

participated in a program of professional development focusing on the teaching of physical education (California State Board of Education, 1994). A variety of staff development activities should be available to enhance the physical education program. Teachers of physical education should be encouraged to (1) participate in ongoing staff development to improve instructional strategies and program implementation; (2) remain current on educational research; (3) learn to be effective with an increasingly diverse student population; and (4) enjoy the benefits of working and learning with other professionals in the field. Framework states that they should also be encouraged to work with local colleges and universities to influence preservice training and provide inservice training opportunities.

The diverseness of the school population makes it crucial for teachers to be re-educated to effectively relate to the diversity of the students (Butt, 1995). Inservice education may be the only means through which experienced teachers gain skills and competencies in multicultural education.

Self-study is a form of inservice education. Teachers can learn more about diversity by reviewing the literature, attending conferences, taking classes, accessing electronic mailings, and talking to their colleagues. However, merely reviewing research on multicultural education will not foster equity and changes in teaching. Teachers must recognize how they - the rest of the educational institution and community - behave toward students who are different.

Chapter Three: Physical Education Inservice Plan

This physical education inservice plan is designed for the teachers of Etiwanda Intermediate School(EIS) located in Etiwanda, California. EIS is 1 of 2 middle schools in the Etiwanda School District. EIS has an enrollment of approximately 900 students in grades 6 through 8 and is still growing. The teaching staff consists of 37 full-time teachers. In the physical education department there are 4 full-time teachers responsible for all 3 grade levels.

As stated previously in Chapter 1 of this document, there is not a written physical education curriculum at EIS. The physical education teachers have been using ideas gleaned from model middle schools, ideas from attending conferences, workshops, and sharing their own ideas during their common preparation period. Most of these plans are not formalized on paper, but are taught by rote memory.

A written curriculum will serve our school in the following manner: (1) Provides us with concrete evidence of what is being taught to each student for their three year stay at our school; (2) Puts us in line with the standards set forth by the state of California in order for our school to gain yearly accreditation; (3) Due to liability and safety issues that arise in daily physical education classes, it is essential that a written curriculum be put in place that has been approved by the Board of Trustees to protect the teachers in the event of a serious injury or lawsuit; and, most importantly, (4) Students will gain the skills necessary at the sixth grade level in order to have a solid foundation to build on so that they are prepared to participate at a more advanced level in the years to come. Ideally, the

District will develop a K-5 physical education curriculum in the near future giving the students the skills necessary to be successful at the middle school level.

As with any new curriculum attempting to be developed and implemented, there are obstacles that may be encountered. The 2 main obstacles we foresee are: (1) The physical education staff not unanimously concurring on what the curriculum should include; and (2) The physical education staff's lack of knowledge and skill in some areas of the framework.

From the District's point of view, teacher-directed inservices are an excellent way to continue a meaningful program of staff development without putting a further strain on the already stretched budgets. In-house training is cost effective and is also good for teacher morale. Furthermore, these inservices are consistent with the District's policy of staff development. Their policy requires teachers to set goals in the area of professional growth and to work on those goals throughout the year. Inservicing ourselves on physical education is exactly the sort of professional growth encouraged by the District. There are no apparent reasons why the District would not wholeheartedly support the efforts of this project. Fisher(1989) provides a favorable argument when he writes, "Thinking about staff development as a way of promoting the growth of each individual teacher also helps us remember that staff development is not a thing unto itself, but a service and a resource for teachers and the district."

Guidelines

The following is a plan for teacher-directed inservices on developing the physical education curriculum for the physical education department at EIS. There is ample evidence in the literature supporting the belief that teachers acting as the trainers is essential to any inservice. This plan is based on the following five guidelines from the review of related literature: (1) conduct a needs assessment; (2) include teachers in every phase; (3) focus on teaching practices; (4) provide hands-on practice; and (5) provide incentives. Each of these guidelines is addressed following an overview of the inservice plan.

Overview of the Inservice Plan

The first step in implementing this inservice plan is to conduct a needs assessment. A survey will be used to conduct the needs assessment (Appendix A). The needs assessment survey investigates each teacher's level of competence in the 9 areas of the California State Framework (1994). Based on this survey, a plan will be formulated for the years' inservice days addressing the weaknesses and needs of the physical education staff in the 9 areas of the needs assessment. These areas are: (1) cooperative activities; (2) circus skills; (3) rhythms; (4) tinikling; (5) jump rope; (6) stunts/tumbling; (7) frisbee; (8) racquets; and (9) games from around the world. At the end of each inservice session, teachers will receive an evaluation form (Appendix A). The evaluation process is addressed in detail in Chapter 4 of this project. Since there are 9 different topics, the general plan is to address

one of these framework activities per month. Depending on the results from the needs assessment each inservice session will be tailored to the needs of its participants.

Some of these teacher-led inservices will be held on the minimum day Mondays that have been set aside, by the District, once a month, for staff development. When the physical education staff's attendance is required for other school meetings, such as literacy, which is not easily addressed in physical education, the physical education staff will still make time during the month to inservice on the aforementioned 9 areas of the framework. These meetings will be held during their common preparation period.

Due to the uniqueness of each framework activity, it is not possible to give a detailed outline of what each session will cover. There is, however, a detailed unit/lesson plan for our sixth grade golf unit (Appendix B) that will be discussed later in this document.

Needs Assessment

A needs assessment is the first step in a well designed inservice. The needs assessment survey (Appendix A) has 3 sections that investigate each teacher's overall experience in teaching physical education. Section 1 has the teacher rate their level of expertise. The rating scale goes from 1 to 4 with a 1 indicating no experience and a 4 indicating a competent teacher. Section 2 asks about physical education courses and workshops the teacher has attended. Section 3 addresses any anxieties a teacher might have about teaching physical education. All together, these three sections are expected to provide a clear picture of each teacher's level of experience and proficiency in physical education.

This information will be useful in tailoring the inservices to meet the needs of teachers, inform them about the framework, address barriers to teaching, and find new experts to facilitate future inservices. Assessing a teachers skill level is essential in order to tailor the inservices to the participants.

Inclusion of Teachers

A sense of involvement is critical to successful change in schools (Fisher, 1989). From planning to evaluation, teachers should be included in every phase of the inservice. In the needs assessment, teacher involvement is initiated by allowing them to choose which areas they need to be inserviced on and at what level of experience they are at. In this manner they will be designing the outline of the rest of the inservices. As each topic is presented more, the targeted skill level of the inservice sessions will be determined solely by the teacher's responses on the needs assessment survey.

Another level of involvement within the inservice sessions will be the use of teachers experienced in teaching physical education. From the physical education staff, 4 teachers will be available to act as presenters on the various topics. Those framework activities unfamiliar to these 4 teachers will require outside experts to come and present these activities.

Overall, this plan is designed as a teacher-directed inservice and as such will involve teachers in every aspect. More specifically, teachers will be involved in the planning, presentation, and evaluation of the inservice.

While the inclusion of teachers is essential to any inservice, it is secondary to teacher buy-in. The opportunity to participate is meaningless to a teacher who does not wish to participate. What reasons then do the teachers of the physical education department have for buying-in to these inservices? The design of these inservices can provide many reasons for teacher buy-in. Scheduling the inservices during regular department meetings and providing plenty of hands-on practice are strong incentives for participation. These and other incentives are discussed at length later in this project.

Focus on Teaching Practices

Teachers need to see how a complete physical education unit can be taught in an effective manner and minimize wasted time and effort. As the EIS physical education staff meets for the first inservice, the head of the department will facilitate and demonstrate a complete 3 week unit on golf (Appendix B). This unit will include an overall view of daily activities, objectives for each lesson, guided practice, equipment needed, tests, and any other written materials required. There will be daily lesson plans giving detailed step-by-step instructions that a teacher can follow verbatim or make changes to fit their style of teaching. Study guides, vocabulary, and other sources will also be included.

Building upon this foundation, the staff will then have a blueprint to follow for future inservices. Although unique in content, the 9 framework activities can be presented in this format or any deviation that will suit the presenter of the information. Sharing and using

these units will minimize preparation time and give the teachers more personal/family time when they leave work daily, instead of preparing for the next day.

Hands-On Practice

If teachers are going to be responsible for teaching physical education to a group of students, then it is essential to let these teachers get hands-on practice during inservices. The importance of hands-on experience for a physical educator should not be underestimated. This inservice plan will insure hands-on practice by having teachers dressed in appropriate physical education attire to "get down and dirty", meaning physically doing what the instructor is teaching them to do. An example of this would be to have the instructor show the proper grip and golf swing of a 9-iron to the other teachers. Each teacher would then be given a 9-iron to practice the grip and swing as the instructor moves from teacher to teacher checking for proper technique. Naturally, there will be some lecture and demonstration, but that will be kept to a minimum to provide more hands-on time. This hands-on time will be needed because of the uniqueness of the 9 areas of the framework mentioned in the needs assessment.

Incentives

When possible, an effective inservice plan will schedule sessions during school hours and offer incentives for participation. The design of this project offers many incentives to teachers for their participation. Allowing teachers to use their own work during inservices

is intended to be an incentive. Knowing that most teachers consider inservice days an interruption to the time they should be spending in preparation for classes, the opportunity to do work in preparation for their classes should be a strong incentive. Many teachers of the physical education department have supported this feeling and have indicated that they usually spend time at home after the inservice preparing for their classes.

In the Etiwanda School District, 2 hours during 1 Monday a month is specifically set aside for staff development. These meetings usually address issues that pertain more specifically to classroom teachers as opposed to physical education teachers. As an incentive to attend and glean relevant information from these meetings, the physical education department is planning to use a few of these Mondays to present and discuss new physical education units that will bring us closer to our goal of being in alignment with the California State Framework for Physical Education (1994).

Another incentive offered by this project is that of professional growth. The opportunity to learn new skills that can be applied to their profession is an intrinsic incentive. When the teacher exhibits enthusiasm for newly learned skills, that attitude carries over to the students who in turn will give their best effort in that particular endeavor.

While this project offers its own incentives, other incentives such as payment for expenses from conferences or college courses, and credit toward pay scale advancement can be made available by the administration. Again, teachers must make the effort to persuade school districts that their efforts are worth the financial costs. To cause a change

in the district's spending priorities is understandably a difficult task in light of the current financial constraints on school district's budgets.

Chapter 4: Evaluation

The evaluation of the inservice plan will be based on the same guidelines used to develop the plan. Results obtained from an evaluation questionnaire will be used to refine the planning and implementation of future inservices for the department. Appendix A contains the evaluation form that will be used at the end of each inservice. The form contains 2 open response questions and 6 statements. For the statements, teachers will circle a number on a scale of 1 to 5 to indicate the degree to which they agree or disagree. Each item is constructed to generate evaluative information regarding the 9 framework activities used to plan the physical education inservices.

Needs Assessment

Each teachers' level of expertise in the 9 framework activities are surveyed by the needs assessment. The results should assist the staff in finding out the appropriate level of instruction for each inservice session. An evaluation of this needs assessment should result in establishing the effectiveness of the instruments used to determine teacher placement. Any discrepancies will indicate the need for a more reliable needs assessment; that is, a survey that more accurately assesses teacher competencies in physical education. Reassessing will be necessary to determine which framework activity the staff needs more training in. Responses to these questions will be used to evaluate the needs assessment itself and to serve as a needs assessment for future inservices.

To summarize, an evaluation of the needs assessment should determine if specific needs have been identified. Evaluation should also be a continuous process much like the needs assessment. An ongoing needs assessment can be considered a method of evaluation. By asking teachers about their needs from physical education inservices, it is possible to continually refine the inservice process.

Inclusion of Teachers

The purpose of the evaluation of this guideline should determine the extent and nature of teacher involvement in the inservices. Involvement of teachers includes participation in the planning, presentation, and evaluation of the inservice. One of the statements in the evaluation form asks if the teacher was involved in the planning and implementation of the inservice. The response to this statement will give us the pertinent information for evaluation and changes can be made according to the response.

Focus on Teaching Practices

Evaluating this guideline should be black and white. The second, fourth and sixth statements on the evaluation form will indicate whether or not participants found the inservice to help them in their instruction. If the responses are on the high end (4 or 5) then the teachers are gaining the information needed. If they are low marks (1 or 2), then our inservices should be restructured using the 'suggestions for improvement' on the form.

Hands-On Practice

The evaluation of this guideline will determine if the teachers felt there was ample hands-on practice provided during the inservice. Their responses to the third statement, which asks straightforwardly if there was adequate hands-on practice, will give us evaluative information on whether or not there was sufficient hands-on practice. The fourth statement deals also with hands-on practice, even though it relates to instruction, because physical education instructions should involve a great deal of hands-on practice.

Incentives

Evaluating this guideline will only give partial answers to what could be a myriad of questions. Because the participants have the ability to respond freely to what sort of incentives are of value to them, our evaluation will have to be an on-going process to meet the various needs of the participants. For example, one participant might enjoy obtaining vital lesson plan material given locally by an on-site teacher, while another teacher might want to travel to a larger conference and gain information from off-site sources that they can bring back to share with the department. Both are viable incentives but depending on the evaluator's perspective one might seem more important than the other. Suggestions offered could prove useful in evaluating any of the 5 guidelines.

Project Summary

This project has shown in a review of related literature that developing the physical education curriculum through inservice and staff development is important to our school. Much of the reason for the neglect can be attributed to no previous written curriculum, no physical education framework to follow, and inadequate inservice staff training. The literature indicates the need for a written curriculum. The framework suggests that teacher-lead inservices are the best way to develop currently aligned curriculum. From these factors, a set of five guidelines for physical education inservices is presented. These guidelines are: (1) conduct a needs assessment; (2) include teachers in every phase; (3) focus on teaching practices; (4) provide hands-on practice; and (5) provide incentives.

Hopefully this plan will encourage physical education teachers to seek out those with more experience and knowledge than themselves in teaching areas of the framework that promote lifelong learning. Another expectation is that a teacher will develop an enthusiasm for physical education so that they will pass on that enthusiasm to their

students. Lastly, this inservice plan can provide teachers with ongoing training in physical education designed around their interests, needs, and schedules.

Appendix A: Inservice Forms
Physical Education Inservice Needs Assessment

Name: _____

I. Physical Education Skills

Please rate your level of expertise with the following framework activities.

- 1 = no experience
- 2 = novice with minimal skills
- 3 = experience with room for growth
- 4 = very competent

FRAMEWORK ACTIVITIES	LEVEL OF EXPERTISE			
Cooperative Activities	1	2	3	4
Circus Skills	1	2	3	4
Rhythms	1	2	3	4
Tinikling	1	2	3	4
Jump Rope	1	2	3	4
Stunts/Tumbling	1	2	3	4
Frisbee	1	2	3	4
Racquets	1	2	3	4
Games from Around the World	1	2	3	4

II. Education

Please list Physical Education courses/workshops you have attended:

II. Anxieties

Please list any hesitations you might have, if any, about teaching Physical Education:

Physical Education Inservice Evaluation

The inservice was appropriate to my skill level.	5	4	3	2	1
	Agree				Disagree
I obtained vital lesson plan material I would have had to do on my own time.	5	4	3	2	1
	Agree				Disagree
There was adequate hands-on practice.	5	4	3	2	1
	Agree				Disagree
The instruction was adequate for the inservice.	5	4	3	2	1
	Agree				Disagree
I was involved in the planning and implementation of this inservice.	5	4	3	2	1
	Agree				Disagree
I would like to attend inservices similar to today's on a more regular basis.	5	4	3	2	1
	Agree				Disagree

What sorts of incentives to attend inservices on physical education are of value to you?

Suggestions for improvement:

Appendix B: Golf Lesson Plans and Forms

Lesson Plan Day 1

On the first day, students will be receiving a general overview on the entire golf unit. They will also be given a golf pre-test to check their current knowledge in golf. The teacher will also present a brief introduction on the history of golf, along with some golf terms.

Students will be taken into a classroom where, through lecture and with the use of an overhead projector, the teacher will present the overview of the golf unit, which should only take a few minutes. Students will then be administered a golf pre-test to check for current knowledge. They will have a maximum of about 20 minutes to complete as much as they can. They will be told this is not a graded test, but to do the best they can.

After the tests have been collected, the teacher, through use of lecture and an overhead projector, and an actual golf club will present a brief history of golf and golf terms the students will be held accountable for to know.

After the information has been presented, there will be a verbal question and answer time to check and see if the students learned the objectives for the day.

Materials needed: one golf iron, an overhead projector, overhead copies of pages 42 and 52, and pencils for each student.

Lesson Plan Day 2

Students will once again meet inside, but only for the first part of class. At this time, the teacher can review some of the information learned from the previous day to see how much information was retained. Then, by use of the overhead projector, the teacher will verbally and visually explain the different types of golf clubs used in golf in relation to the loft they each create.

The students will then move outside with the teacher to an area on the grass where all the different clubs will be laid on the ground in order. Using small whiffle balls, the teacher can now, by use of demonstration, show the students how different clubs create different loft on the ball. This is a good time to tie in math with the physical education lesson and talk about angles and trajectories. Newton's Third Law from the framework can also be brought into the lesson at this time.

After the teacher has demonstrated, a few students can attempt some swings. Then, the teacher can close with a short review of the lesson.

Materials needed: overhead projector, page 42, 1-4 woods, 1-9 irons, 1 dozen small whiffle balls.

**Special note: Emphasize relative height and distance of each club; tie in math with lesson through angles and trajectories, and explain Newton's Third Law.

Lesson Plan Day 3

Today's objectives will be on the proper grip and swing of a golf club. This is probably the most important day because it is the foundation of the whole golf unit. The class should meet outside, preferably in a shady area. The teacher will break the lesson into 2 parts, words that help describe the swing, and the actual swing itself.

Following page 44 from the Timesaver by Eileen Conlogue, the teacher will verbally and visually demonstrate, with a short iron, such as a 9, the five check points of any swing. Briefly, they are: grip, stance, knees, head, and eye on the ball. The swing itself also needs to be broken down into six areas, which include: address position, takeaway, top of backswing, start of downswing, impact area, and follow through. Page 44 explains all of these areas in more detail.

Students will pair up with a partner to practice their grips and swings. To assure safety and spacing, cones will be set-up about five yards apart and as one student is swinging the teacher will circulate from station to station checking for proper grip and swing. Students can also peer teach each other and offer constructive tips to improve each other's swings. The teacher should remind the students that the sole of the club should make a "swishing" sound as it passes over the top of the grass.

Near the end of the period, call the students back together and close with a quick review of the check points of a good swing and the swing itself.

Materials needed: notes from page 44, 20-25 short irons(7-9), 20-25 cones

****Special note:** On page 37 of the framework, it states, "Students at this stage are able to combine various skills in cooperative activities and give appropriate feedback to others. Despite their desire for independence, however, sixth graders are likely to be genuinely interested in helping others."(California State Board of Education, 1994)

Lesson Plan Day 4

Students will need more practice time than they had on Day 3, but they will not need a whole period. Begin the period by taking the students outside to continue their practice swings with short irons, but after about 15 to 20 minutes bring them inside for an overhead session on simplified golf rules.

Children at this age like and need to know the rules of golf, especially since they will not know many of the rules. Using overhead page 46 and 47 from the Timesaver, cover the simplified golf rules and 8 steps to a sound golf swing. The students will now be ready to actually hit some large plastic balls, which they will do on Day 5.

Materials needed: overhead pages 46 and 47, 20-25 short irons(7-9), 20-25 cones.

Lesson Plan Day 5

This is a big day!!! Students will be very excited and will need to be reminded about safety. Once again, coned stations need to be set up about 5 yards apart. One short iron with about 3 large plastic balls (4") need to be placed between the cones. This would be a good time to sit the children down and demonstrate the proper technique for hitting. Explain to the students that when one student is hitting the 3 balls that the partner is sitting behind the student a good 10 to 15 feet away. After ALL of the students have hit their 3 balls, they put their club down between the cones, a whistle is blown, and the students that have just completed swinging run out and collect 3 balls to bring back to their coned area. After the teacher sees that the ball area has been cleared and all students are back in their proper areas, then a whistle is blown again to start the next round of swings.

This whole process assures safety, order, and a chance for everyone to get an equal amount of practice time. In the later lesson plans, all actual hitting practice is conducted in this manner and students that do not follow this procedure are in danger of hurting themselves or someone else. If they cannot or will not follow the proper procedure, remove them from the activity and deal with them after class. Remember, safety for all students is the number 1 concern!!!

Make sure at the end of each period that the students have 3 balls and 1 club between their cones. They should also be sitting or kneeling down before they are excused. This will help the teacher maintain control and cut back on losing equipment from period to period.

The equipment can be brought out and set up first period and stay out all day because students are not allowed out on the golf areas during recess or lunch at EIS. They can be brought back in and put away at the end of the day.

Materials needed: about 20-25 short irons(7-9), 20-25 cones, about 60 -75 4" plastic balls, a whistle.

****Special note:** As previously stated in the framework, students are leaning concepts related to Newton's Third Law. That is, when struck, an object will rebound in the opposite direction with the same amount of force with which it is hit. The harder an object is hit, the greater the force will be that causes the object to rebound in the opposite direction. It is always a good idea to tie in other subject areas, such as science, whenever possible. This shows the students that physical education is relevant to other core areas and to everyday life.

Lesson Plan Day 6

Hopefully, the students had some success hitting the large plastic balls. They will now be moving to tennis balls, which will require more concentration and skill. The balls will also travel a further distance when properly struck. This is when self-image and personal development come into play and as stated in the framework, "Students at this stage are able to recognize stylistic differences in performance, develop more realistic self-image, and form collective attitudes as members of a group. They also begin to value looking good more than ever before as they become aware of the varying levels of physical development within their peer group." (California State Department of Education, 1994).

The teacher really needs to give the students lots of encouragement at this point. Also, maybe give bonus points to the students that are encouraging their partners and do not allow students to put each other down.

Remember to set up everything as in lesson 5, but tennis balls will now take the place of the plastic balls. Allow yourself about 5 minutes at the end of this hitting session to bring students back together to cover error identification from page 44 in the Timesaver. As you verbally cover error identification words and definitions, remind the students that even the top professionals make bad shots. End the session with the 4 "give thought" sentences on the bottom of page 44. This will end the lesson on a positive note even if they had a rough day with the tennis balls.

Materials needed: about 20-25 short irons(7-9), 20-25 cones, about 60-75 tennis balls, a whistle, and page 44.

Lesson Plan Day 7

The students should now be ready to move up to the middle irons(4-6). Since these irons are a little longer, remind students that they will be a little further away from the balls, which will be plastic again, and to move their stance so that the ball is near the middle of their body.

This also a good time to introduce page 43 from the Timesaver, a "typical golf course hole". This is done on an overhead and gives a description of the different parts and areas of a typical golf course hole. Start from the tee area and work your way to the actual cup, covering everything that could happen along the way.

As with previous lesson plans, this overhead can be done before going outside to hit or can be done the second part of the class. This allows you some flexibility and really can be done either way, depending on what the students are like.

Materials needed: about 20-25 middle irons(4-6), 20-25 cones, about 60-75 4" plastic balls, a whistle, and page 43.

Lesson Plan Day 8

This day will be very similar to Day 7. The students will hit the plastic balls again with middle irons. Page 43 will be needed because now that the students have learned the layout of a typical golf course hole, they will need to know the language of scoring, which is located on the bottom of page 43.

As before, you may alternate page 43 on the overhead with hitting the plastic balls. Page 43 can also be done orally out at the hitting area if you need to save time.

Materials needed: about 20-25 middle irons(4-6), 20-25 cones, about 60-75 plastic balls, a whistle, and page 43 and 45.

****Special note:** When the sixth graders are hitting today a good point to remember is that sixth graders can accept and respect the performance of others, regardless of ability level, and are able to interact positively with others to develop friendships and participate in peer coaching activities with a partner. This comes under social development in the framework and should be emphasized.

Lesson Plan Day 9

The students are now ready to use the middle irons to hit tennis balls. This should be a full period of hitting and a big day of social development. As students work in their cooperative groups, they should learn to provide one another with feedback and support in skill execution. This comes naturally for some students, but many times is a skill that has to be modeled and taught by the teacher.

As you move from station to station, spend a few minutes giving positive, corrective feedback to the students in front of their partners. The framework feels that this type of feedback improves skill development more rapidly than general, negative, or neutral feedback and that the more promptly feedback is given after performance, the more meaningful the feedback is.

This is also a good day to mention that golf is a lifelong sport that is good exercise, if you walk the course.

Materials needed: about 20-25 middle irons(4-6), 20-25 cones, 60-75 tennis balls, and a whistle.

Lesson Plan Day 10

This is going to be an inside day. At EIS, a good place to do day 10 would be out on the gym floor or on the basketball courts outside if the gym is being used.

Today's topics are going to be putting and golf etiquette, using page 45. Stress that golf is a 'gentlemen's' game and is considered special because of the fair play involved. Each person has to police himself and even though there are many ways to cheat, a good golfer is always honest and considerate, not only considerate to the other golfers but also to the course itself.

After golf etiquette is discussed verbally or with the overhead, it is time to discuss the finer points of putting. Explain that putting is half the game, and that you might drive the ball for show, but you putt for dough. Many of the students have probably putted playing miniature golf, but on a real golf course it can be very serious and requires great concentration.

The teacher can use the gym or concrete floor and putt into a portable putting cup or you can use a portable strip of turf with built in hole and ball return. Both are available at EIS. Remember to teach students to have their head over the ball, only the arms move, and to have a nice smooth stroke. Putting requires a lot of practice and requires a certain feel or touch. Also remind students that every green has certain breaks in it and some are faster than others.

After you have demonstrated these concepts, students can form groups and take turns putting at portable holes or on the putting turf.

Near the end of the period have students come together for some review. Then explain to them that they will be taking a golf crossword puzzle home with them. This is a homework assignment that they may use as bonus points on their upcoming test at the end of the unit.

Materials needed: Artificial putting turf, about 5 or 6 portable putting holes, about 20 real golf balls, about 5 or 6 putters, and pages 45, 49, 50 from Timesaver.

Lesson Plan Day 11

You are now entering the third and final week and it is time to pull out the big clubs. This is another exciting day because students want to hit the balls far. This can also be a frustrating day because woods are the longest and hardest clubs to control.

The students will have to be shown how to tee up their balls on the rubber tees provided. Review how the ball will now be up near the front of their stance. Explain that some drivers are made of wood and some are made of metal just like bats in baseball. Drivers or woods are usually the first club used off the tee especially on longer holes. They can be used on the fairway but you may not tee the ball up after the first shot.

After some demonstration let the students partner up and hit some of the large plastic balls as done with the short and middle irons. I left out long irons in the unit because I wanted to keep it to three weeks but the long irons can be added in before the woods if you wish.

Remember to bring the students together to go over any problems they have and to discuss safety issues when using a driver or a wood since they are the largest and heaviest of the clubs.

Materials needed: 20 to 25 drivers and woods, 20 to 25 cones, a whistle, 20 to 25 rubber tees, and about 60 to 75 large plastic balls.

Lesson Plan Day 12

Students will now use their drivers and woods to hit tennis balls. This is a difficult day but many of the students enjoy the challenge. Remember you will need to circulate and encourage each student, especially those experiencing trouble with the woods. If a student becomes frustrated, an option might be to have some long or middle irons on hand so they can use these.

This might be a good time to remind students that are having trouble, that a child's development, as stated in the framework, which is influenced by heredity, hormones, nutrition, and exercise, is also influenced by cultural expectations and gender differences. Students should understand that the achievement of certain levels of physical skill is dependent on all of these factors and that they should accept their individual differences. Remind them to do the best they can do and don't worry about measuring up to someone else.

Materials needed: 20 to 25 woods and drivers, 20 to 25 cones and tees, 60 to 75 tennis balls and a whistle. (some irons maybe)

Lesson Plan Day 13

This day will be an easy one for students since it is a student choice day. What I mean is that the driving range will be set up with all types of clubs starting with short irons at one end and ending with drivers at the other end. Tennis balls will be used and tees will be needed where the drivers are located. If you have too many students that want to hit certain types of clubs then rotate them to each area. Also make sure there are plenty of left-handed clubs for the lefties.

Let the students know that if they do a super great job today, tomorrow it will be real golf ball hitting time. This usually motivates them to have a great day on the driving range. This is also a good day to hand over page 48, a golf study sheet, and to pass back their corrected crosswords so they can review for the upcoming test.

Materials needed: All the clubs and tennis balls, all tees and cones you can find, a whistle and corrected crossword puzzles plus study sheet page 48.

Lesson Plan Day 14

These last two days are very exciting. Today can be fun but dangerous. Supervision is a high priority because getting hit by a real golf ball can be a painful lesson to learn.

Once again, it is free choice day and many students will want to hit drivers. Make sure there are plenty of clubs, real balls and tees. It is important that stations are spaced properly (about 5 yards apart) and that no one hits until the whistle is blown. The students will also need extra time to chase down balls because they are traveling further and are harder to find. Have a few extra balls available to replenish the balls that the students can not find. They might find them later on another run. Make sure everyone is between the cones and partners are behind the cones before blowing the whistle for the next round.

The students will want to do this forever but make sure time is left at the end of each period to return clubs, tees, and around 3 balls per station before the students go in. If things go well you could always extend this lesson into another day.

Remind students to study for their tests and to bring back their crossword puzzles if they want bonus points on their tests.

Materials needed: All the clubs, cones, tees, real golf balls that you have and a whistle.

****Special note:** Near the beginning of the unit, I set up a day in advance with our local driving range for students to come down after school and for them to hit a large bucket of balls. It is a good way to involve parents and a community business and is optional for the students. It is a great culminating experience and one the students really look forward to because they do not have to chase the balls they hit.

Lesson Plan Day 15

The students will meet in the gymnasium to get ready for their golf test. (page 52 from Timesaver.) I like the students to partner up to make foursomes so they can work together and discuss possible answers among themselves. This is a less threatening way of test-taking and they tend to learn more this way. They also can do it all alone if they choose or if the teacher decides.

After the students hand in their tests, remind them of the driving range and what time you will be there. I usually give them about a 2 hour time frame to show up in and I bring all my clubs with me.

Materials needed: Page 52, enough for every individual student and pencils for everyone.

GOLF UNIT



GOLF UNIT CONTENTS

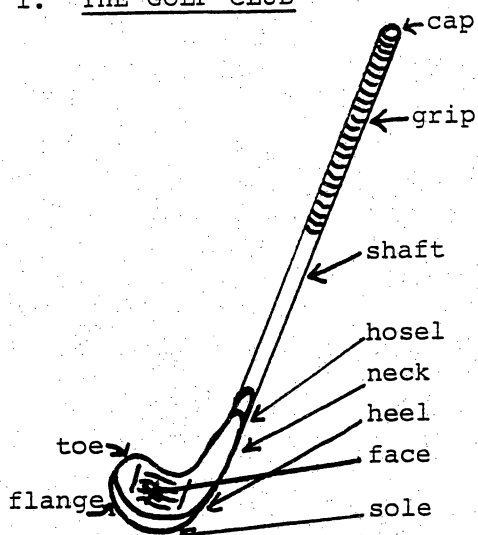
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THE GOLF STORY

HISTORY: Introduced in New York in 1880 by a Scot named Reid. Three million Americans have made it the nation's favorite participating outdoor game. Limitations of size, strength, age or weight do not lessen the fun of the game nor the ability to play it well. Golf's handicap system adjusts scores so that the average player can compete with the more advanced golfer. San Diego area has more than 66 golf courses to choose from not counting the Miniture Putting Courses.

TERMINOLOGY: Golf has a language all its own and one should take the time to learn and understand it. To make it as easy to learn as possible the terms are presented in groups of usage.

1. THE GOLF CLUB



The slant of the club face gives the loft of the ball.

2. THE SET OF CLUBS

Woods: #1 - Driver
#2 - Brassie
#3 - Spoon
#4 - Cleek

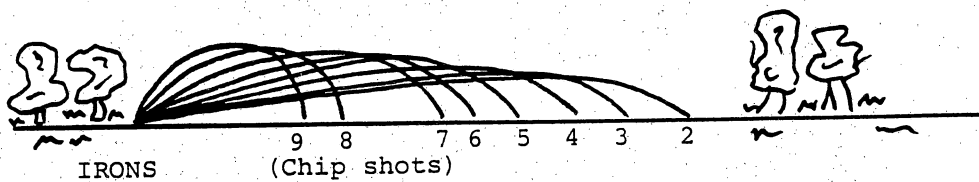
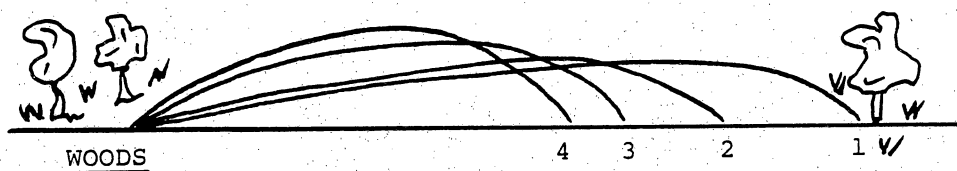
Irons: #1 - Long (180 yds.)
#2 - Long (175 yds.)
#3 - Long (170 yds.)
#4 - Medium (160 ")
#5 - Mashie (150 ")
#6 - Medium (140 ")
#7 - Short (130 ")
#8 - Short (120 ")
#9 - Niblick (110 ")

Wedge: Dual
Sand
Pitching

Putter: For the Green

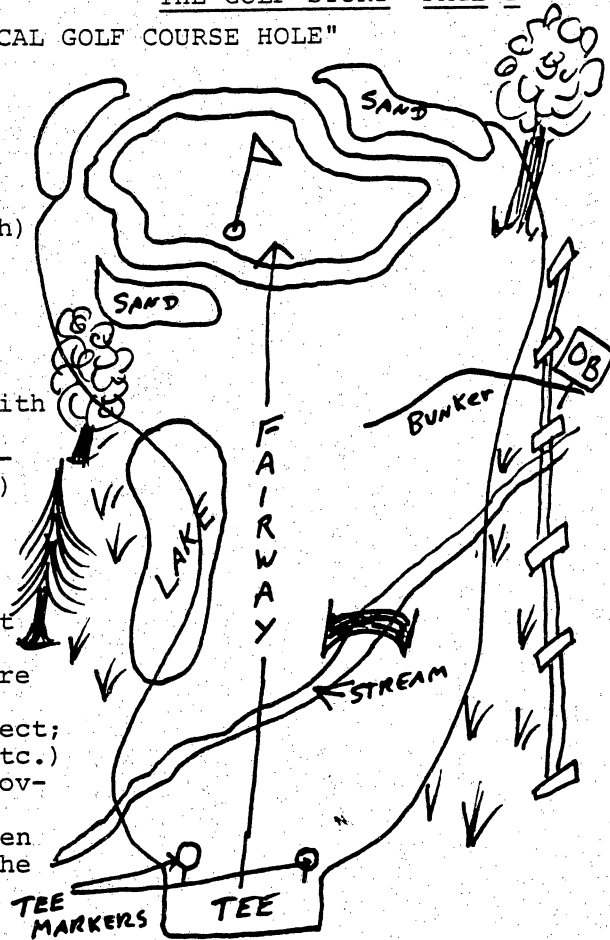
Regulation set is 14 clubs, in any combination.

3. Relative height and distance of each club:



4. TERMS: Pertaining to the "TYPICAL GOLF COURSE HOLE"

- APRON... (edge of putting green)
- CASUAL WATER... (water that is not intended)
- FLAG... (Point of reference)
- FLAG STICK - PIN... (hold flag high)
- FAIRWAY... (mowed area from tee to green)
- BUNKER... (hill or depression)
- HAZARD... (stream, lake, or sand)
- SAND TRAPS... (depression filled with sand)
- OUT-OF-BOUNDS... (penalty areas designed on course)
- ROUGH... (unkept area on sides of fairway)
- DOG LEG... (a definite turn in the fairway)
- TEE... (wooden peg OR area to shoot from)
- TEE MARKERS... (they designate where to tee off)
- LOOSE IMPEDIMENT... (a natural object; leaf, twig, etc.)
- WINTER RULES... (privilege of improving the lie)
- CUP OR HOLE... (target of the green in which to sink the ball)



* * * * *

5. LANGUAGE OF SCORING:

- ACE... Hole in one (1)
- BIRDIE... One (1) under Par
- BOGEY... One (1) over Par
- DOUBLE BOGEY... Two (2) over par (Sometimes called a BUZZARD)
- EAGLE... Two (2) under Par
- PAR... The score an average player should be able to score on the hole. (Consider the distance from the tee and two strokes on the green)
- HOLING OUT... Putting the ball in the cup.
- MATCH PLAY... Play in which each hole is a separate contest.
- MEDAL PLAY... (also called STROKE PLAY) Total strokes for the round.
- ROUND OF GOLF... The stipulated round is 18 holes unless you choose less (9) or more (36) or (54) if you so deem.

(YOU COUNT THE NUMBER OF STROKES "swings" IT TAKES YOU TO PUT THE BALL IN THE CUP FROM THE TEE)

6. WORDS THAT HELP DESCRIBE THE SWING:

- a) GRIP...The way you hold the club. The grip is FIRM but not TIGHT.
- b) STANCE...The way you stand. Feet are shoulder width apart with the weight equally distributed on both feet.
- c) KNEES...They are bent slightly, NEVER LOCKED.
- d) HEAD...Down and held steady throughout the swing.
- f) EYE ON THE BALL...This is necessary for correct contact.

The above five are the important CHECK POINTS for each swing.

THE SWING ITSELF:

- a) ADDRESS POSITION...(grip, stance, posture) Club face touching the ball.
- b) TAKEAWAY...(weight shift, arm and club extension) Club is being lifted away from the ball.
- c) TOP OF BACKSWING...(firmness of grip, shoulder turn, extension of target arm)
- d) START OF DOWNSWING...(weight shift in relation to clubhead position)
- e) IMPACT AREA...(weight shifted, firmness of target side, head steady, hands leading clubhead)
- f) FOLLOW THROUGH...(arm and club extension through the ball, high finish of hands, body facing target, overall balance and control)

ERROR IDENTIFICATION:

- a) SLICE...(curves right of target)
- b) HOOK...(curves left of target)
- c) PUSH...(straight but right of target)
- d) PULL...(straight but left of target)
- e) WHIFF...(swung and missed the ball completely)
- f) TOP...(hitting the lower half of clubface or sole with the top of the ball)
- g) TOED...(hitting the ball with the toe of the club)
- h) HEELED...(hitting the ball with the heel of the club)
- i) FAT SHOT...(hitting the ground behind the ball) Pressing too hard.
- j) SHANKED...(hitting with the hosel or neck)

YOU WANT THE CLUBHEAD PATH THROUGH THE IMPACT AREA TO BE STRAIGHT.

GIVE THOUGHT:

- a) Let the club do the work.
- b) Build a rhythm to your swing.
- c) Concentrate on hitting a perfect hit every time.
- d) Keep relaxed and not get up tight if you goof.

7. WORDS THAT HELP!

- a) AWAY...Farthest away from the green shoots first.
- b) DIVOT...Piece of grass taken up by the swing. (ALWAYS REPLACE)
- c) FORE...Called as a warning. Never called unnecessarily.
- d) HONOR...Privilege of teeing off first. (For winning the last hole.)
- e) LIE...Position of the ball on the fairway or in the rough.
- f) PENALTY STROKE...Added to score for balls unplayable or lost.
- g) HANDICAP...Strokes given to equalize playing ability, usually based on a players best scores.
- h) MATCH...Sides playing against each other.
- i) MULLIGAN...Illegal second tee shot.
- j) PROVISIONAL BALL...A second ball played if first may have been lost.
- k) UP...The number of holes or strokes a player is ahead of his opponent in match play.
- l) WAGGLE...Preliminary action of flexing the wrists and hips before swinging. Helps to relax tense muscles.

* * * * *

GOLF ETIQUETTE

SO IMPORTANT FOR A GOOD GAME OF GOLF:

- 1) Whenever another person is making a stroke, stand where you won't be in their line of vision and remain silent. (Be sure to be far enough away for safety.)
- 2) Help others look for their lost ball. (However no more than five minutes should be taken.)
- 3) If after 5 minutes, you are unable to find the ball, drop another one and play it or wave waiting players through.
- 4) Always replace divots and press them down. (Stamp with your foot.)
- 5) Cry out F O R E if there is the slightest danger of your ball hitting someone.
- 6) Always smooth out a sandtrap to eliminate your footprints after playing your ball. (Put rake face down after use.)
- 7) Do not drag your cart or your bag near the edge of the green.
- 8) Protect the green, walk carefully on it and carefully remove the flag without dropping it.
- 9) After putting, don't loiter on the green, mark your score on the next tee.
- 10) Don't be a litterbug on the course or anytime. Find a waste can or use your pockets till you find one.
- 11) Try and keep the noise level of any conversation to a low pitch.
- 12) Keep alert and never cross a fairway without checking where the other golfers are playing.

SIMPLIFIED GOLF RULES

- 1) Decide before you start whether you will play MATCH or STROKE golf.
- 2) No more than 4 players may tee off together on a hole.
- 3) Identify your own ball. Playing the wrong ball results in the following penalties: (a) Match....loss of hole
(b) Stroke...2 stroke penalty
- 4) The ball may be teed up once on each hole, in the tee area between the tee markers and behind them. (A second shot is illegal and is called a Mulligan.)
- 5) If the ball is hit in any manner, or moved while addressing it, it counts as one stroke and must be played from where it lies.
- 6) If the ball falls off the tee:
Before your forward swing.....replace it with no penalty.
On the downward swing.....replace it and add 1 stroke penalty.
- 7) Improving one's lie, except where authorized, is a two stroke penalty....(Stroke play) or loss of the hole....(Match play).
- 8) Removing loose impediments from around the ball is permissible, however, if the ball is accidentally moved there is a 1 stroke penalty.
- 9) Order of play:
Tee shots....person who won the last hole has the honors and shoots first. (On the first tee, determined by a toss of the coin.)
Fairway shots and putting....person farthest from the cup or the person who is away shoots first. (No one should go ahead of the person who is away for safety as well as courtesy reasons.)
- 10) Hitting an opponent's ball with your ball or club.
Match Play...No penalty. Opponent may play the ball where it lies or drop it near the spot from where it was moved.
Stroke Play...Two stroke penalty if closer than 20 yards to the hole. Opponent must drop ball near the spot from which it was moved.
- 11) If your ball is lost and cannot be found, go back to where it was originally hit, drop and replay another ball, taking a one stroke penalty.
- 12) Out-of-bounds balls.....one stroke penalty, drop and replay another ball from where the ball was originally hit.
- 13) If the ball is lying next to a tree or other unplayable lie, you may: Go back and replay it with a 1 stroke penalty OR drop the ball over your shoulder and play it with a two stroke penalty.
- 14) TO SAVE TIME you may play a second ball if you think your first one went out-of-bounds or landed unplayable provided you inform your opponents ahead of time what you are doing. If the first is in-bounds, you may play it with no penalty, picking up the 2nd ball.
- 15) If the ball lands near an immovable artificial obstruction (bench, water pipe, fence, etc.) it may be moved 2 club lengths away from the obstruction, with no penalty, but not nearer to the hole.
- 16) If the ball lands on the wrong green, drop the ball opposite where

16) (continued)

it landed and not closer to the hole, on the fairway before replaying it. (No Penalty!)

17) Hitting the flag while it is lying on the ground or being held by a player results in loss of the hole in MATCH Play and a one (1) stroke penalty in STROKE Play.

18) Play safely, stroke far and straight, putt accurately and you will enjoy the game called GOLF.

RESPECT THE RIGHTS OF OTHERS.....

TAKE TIME FOR YOUR SWING BUT DON'T WASTE TIME.....

CHECK AROUND BEFORE YOU SWING THAT CLUB.....

LOOK BEFORE YOU CROSS THE FAIRWAY...

C O N C E N T R A T E !

T H I N K ! ! !

E N J O Y ! ! ! !

REMEMBER:

EIGHT STEPS TO A SOUND GOLF SWING

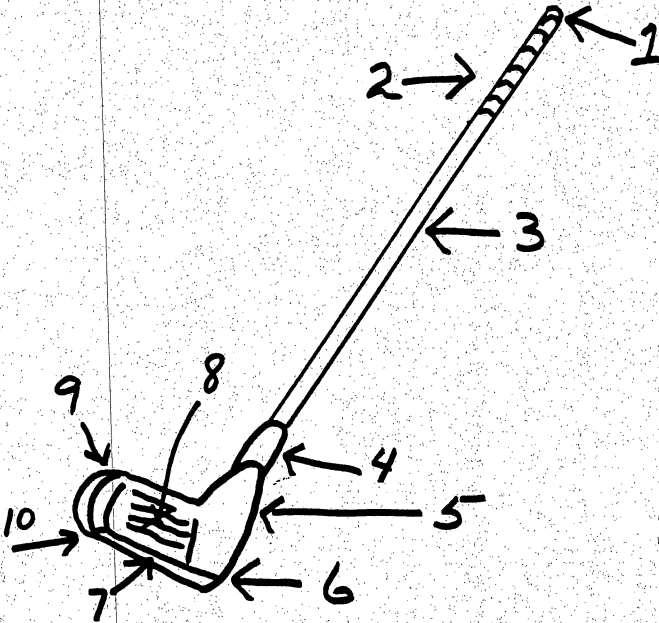
- GRIP.....1 I take a comfortable natural grip in my fingers while the club is resting flat on its sole and square to its target.
- STANCE.....2 I stand in a relaxed-comfortable position, with good balance, the correct distance from the ball.
- FOOTWORK...3 I use my lower trunk, legs, and feet to transfer my weight and create the base of power for my swing.
- RELEASE....4 I know how to cock and release my wrists.
- POSITION...5 I reach a position at the top of my back-swing that has my clubface square and my left arm extended.
- SWING.....6 I swing the club, I do not hit at the ball.
- ARC.....7 I let the clubhead approach the ball from inside the intended line of flight and let it swing out and through toward my target.
- RHYTHM.....8 I have a smooth pattern of rhythm in all my swings.

NOW-----I can

GET THE BALL IN THE AIR
WITHOUT DIFFICULTY.

HIT THE BALL CONSISTENTLY
SQUARE AND STRAIGHT.

GOLF STUDY SHEET



PARTS OF THE CLUB

1. cap
2. grip
3. shaft
4. neck
5. hosel
6. heel
7. sole
8. face
9. toe
10. flange

CHECK POINTS WHEN YOU ADDRESS THE BALL:

1. stance
2. grip
3. address (put club next to ball)
4. head (keep it still)
5. eye on the ball
6. knees flexed

WORDS THAT PERTAIN TO THE ETIQUETTE OF THE GAME:

1. The person who is AWAY hits their ball first.
2. The warning call is FORE and should be used only when necessary.
3. Give yourself only FIVE minutes to find your lost ball.
4. Replace DIVOT and press them down.
5. Always smooth out a SANDTRAP to eliminate your foot-prints.
6. Do not drag your CART or BAG onto the GREEN.
7. Protect the green, WALK CAREFULLY and don't drop the FLAG.
8. MARK your score on the next TEE.
9. Try to keep the NOISE level down in all conversation.
10. KEEP ALERT and never cross a FAIRWAY without checking where players are hitting.
11. Read and know the RULES.
12. Stand away and be silent when another person is taking their STROKE OR SWING.

GOLF CROSSWORD

ACROSS

4. Position of readiness to hit the ball.
6. The ? finger of the right hand laps over the left hand forefinger.
8. The flagstick is called the ?.
9. Establishing a smooth ? is essential to good golfing.
12. Movement of the clubhead away from the ball is the ?.
15. In the square stance, a line across the ? is parallel to the line to target.
17. The ? of the clubhead is the surface which contacts the ball.
19. Clubs with ? numbers project the ball farther.
21. Golf ranks ? in sports participation in the United States.
23. Golf replaced ? as the national pastime of England.
25. The ball is farther to the left when hit with a ?.
26. The point at which the backswing ends and the downswing begins is called the ?.
27. The rear tip of the clubhead.
29. The upper right arm should be close to the right ? on the downswing.
30. The ? of the club should be flat on the ground at the address.
31. The grip rests on the ? segment of the left middle finger.
32. To force the stroke.
34. The ? hand is at the top.
35. Most important fundamental.
37. The grip will feel ? at first.
38. Where clubhead joins shaft.
39. Another term for 38 across.
42. ? balls reduce air resistance.
44. Balls are made of ?.
46. Hole in the green.
47. A good ? is rhythmical.
49. A ? iron projects the ball farther than a short iron.
50. The hands should feel thin or ?.
51. The front tip of clubhead.
53. The longer the club, the ? the stance.
54. St. Andrews is in ?.

DOWN

1. Knees should be ? ly bent.
2. Placement of feet.
3. If ground is ?, ball is farther

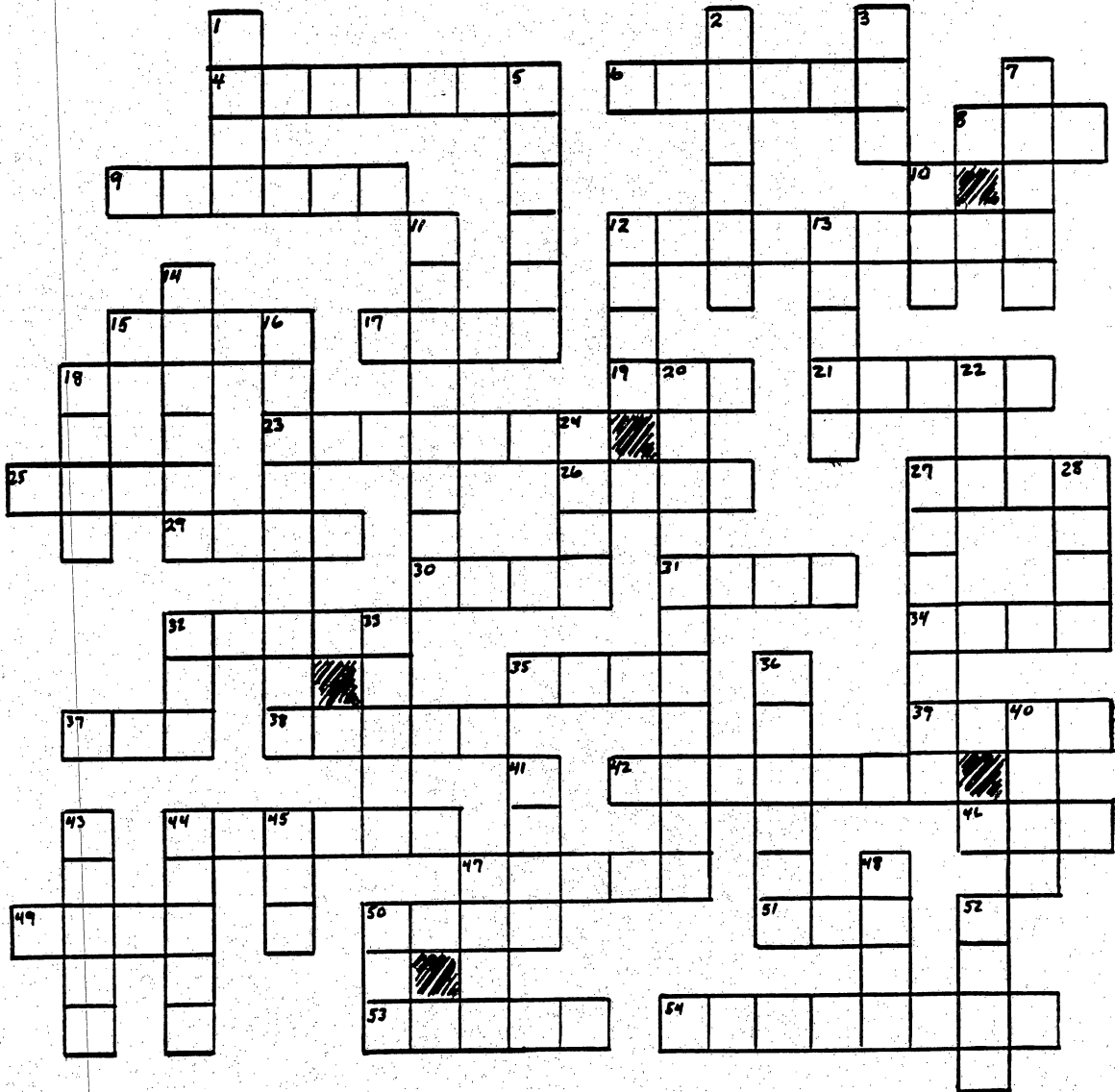
DOWN CONTINUED

- to the right.
5. The ? stance should be used by beginners with the 9 iron.
7. The grip rests on the spot where the finger joins the palm.
10. Impact or contact is sometimes called the ?.
11. The first golf balls were made of ?.
12. 131 operations are involved in the process of manufacturing a ?.
13. The long part of the club.
14. Games in golf are referred to as ?.
16. ? is one of the world's most famous golf courses.
18. The speed of the backswing should be ?.
20. The ? grip is used by most golfers.
22. Walter Hagen introduced the ?.
24. ? was the first college to include golf in the physical education program.
27. Scotland or ? is the birthplace of the game of golf.
28. The backward slant of the club face is called the ?.
32. The grip rests on the ? above the little finger of the left hand.
33. The hands must work together; there is no ? between them.
36. The instant at which the clubhead contacts the ball is the ?.
40. The ? should be placed as close as possible behind the ball without touching it.
41. The ? swing is the movement from the top of the swing back to the ball.
43. The ball should be in the center of the stance when using a ? iron.
44. To play the ball into the wind, it should be farther to the ? than normal.
45. Receptacle in which golf clubs are carried.

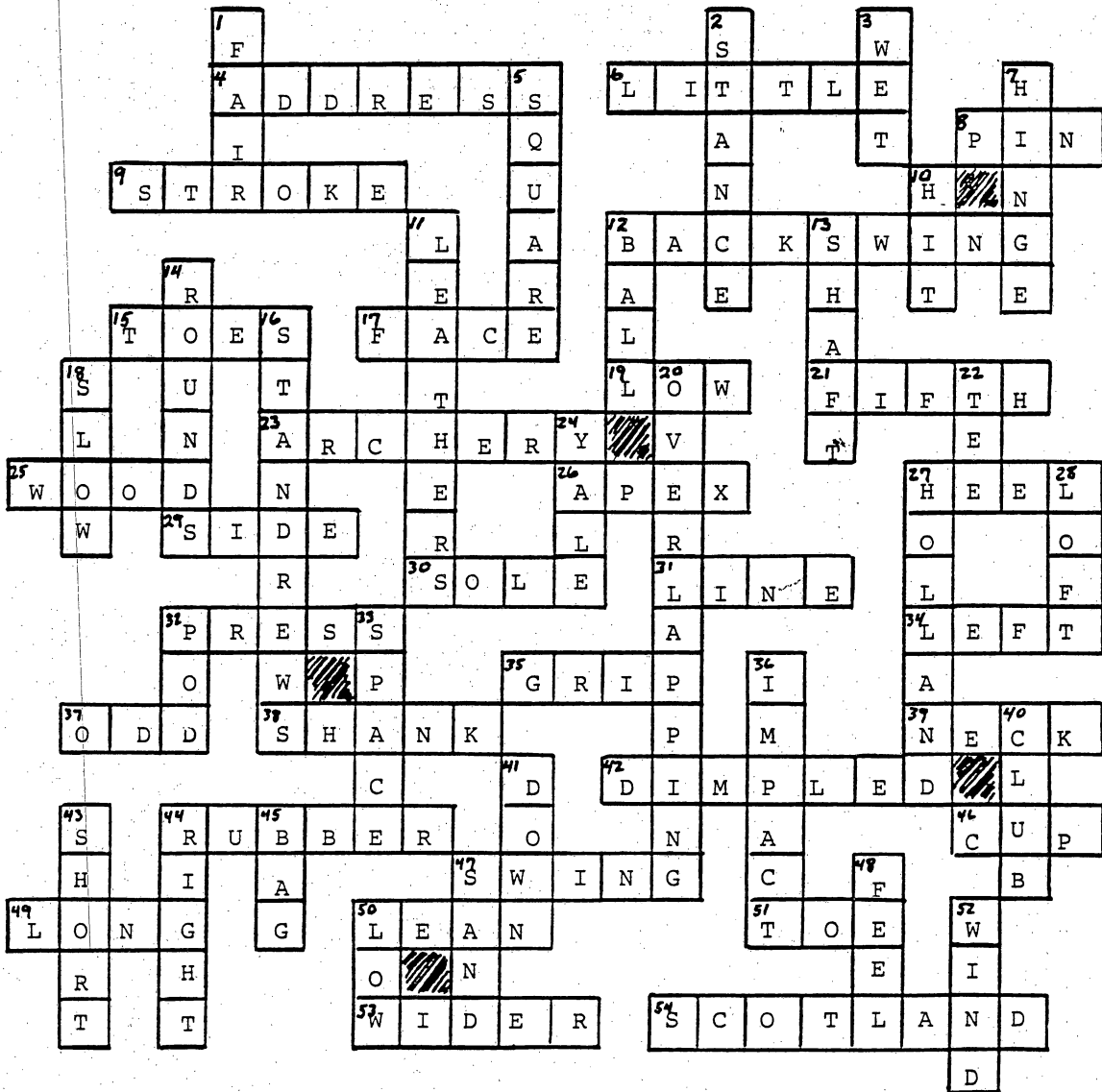
DOWN (continued)

- 47. Before commercial tees were used, players teed the ball on ?.
- 48. During the swing, the player should ? the weight of the club-head.
- 50. The ball is positioned farther to the right to keep it ?.
- 52. Ball is farther to the right against the ?.

GOOD LUCK!



GOLF CROSSWORD PUZZLE KEY



GOLF TEST
(50 Points)

NAME _____
PERIOD _____ ROLL # _____

NAME THE TERM USED FOR THESE DEFINITIONS:

- | | |
|-----------------------------------|---|
| 1) A wooded peg... _____ | |
| 2) Marks tee... _____ | 28) Stroke off tee... _____ |
| 3) Missed swing... _____ | 29) Shoots 1st off tee... _____ |
| 4) Area of putt... _____ | 30) Action to hit ball... _____ |
| 5) Point of aim... _____ | 31) Movement of club away
from ball... _____ |
| 6) Feet placement... _____ | 32) Movement of club to
the ball... _____ |
| 7) Area around green... _____ | |
| 8) Approach shot... _____ | 33) Double bogey... _____ |
| 9) Area of play... _____ | 34) Movement after
impact... _____ |
| 10) Wet hazard... _____ | 35) Ball goes to the
right... _____ |
| 11) Turn in fairway... _____ | 36) Ball goes to the
left... _____ |
| 12) Putt into... _____ | 37) Tall grass... _____ |
| 13) Club hitting ball... _____ | 38) Holds the flag... _____ |
| 14) Holding the club... _____ | 39) Shoots first from
fairway... _____ |
| 15) Common fault... _____ | 40) To even the competi-
tion... _____ |
| 16) Slant of club... _____ | 41) Take if ball goes into
lake or out of
bounds... _____ |
| 17) Club hitting surface... _____ | 42) Club to use for
chip shot... _____ |
| 18) Clod of turf... _____ | 43) Club to use for
short hole... _____ |
| 19) Warning call... _____ | 44) Club used on green... _____ |
| 20) Usual round... _____ | 45) Hitting the ball with
the sole of club... _____ |
| 21) One under par... _____ | 46) Name of game... _____ |
| 22) Two under par... _____ | 47) Hole filled with
sand... _____ |
| 23) Hole in one... _____ | 48) Place where played... _____ |
| 24) One over par... _____ | 49) Number of strokes
from tee to hole... _____ |
| 25) Two over par... _____ | 50) Position of ball... _____ |
| 26) Group of four... _____ | |
| 27) Mud puddle... _____ | |

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