INTRODUCTION TO PHYSICAL EDUCATION

A balanced physical education program provides each student with an opportunity to develop into a physically-educated person; one who learns skills necessary to perform a variety of physical activities, is physically fit, participates regularly in physical activity, knows the benefits from involvement in physical activity and its contributions to a healthy lifestyle.

For all students to become physically educated, instruction is designed for all students with special consideration for students who need help the most, less skilled students and students with disabilities. Students who are skilled and blessed with innate ability have many opportunities to learn. All students must feel successful if they are expected to enjoy and value physical activity. Activity is the basis of the program and offers opportunities for repetition and refinement of physical skills. Activities are success oriented so students are motivated to continue.

Physical education prepares students to participate in activities they can perform when they are adults. The physical education program will be of little value to the majority of adults if it is restricted to team sports. Participation in sport activities declines rapidly with age. Less than five percent of adults above the age 30 report playing a team sport (U.S. Dept. Health and Human Services, 1996)

The assessment practices must support and guide the instruction of physical education and the learning of each student. The process of gathering evidence to make inferences about student learning, communicates to students and all those concerned about their learning in physical education how students are progressing toward certain goals. The evidence gathered needs to be consistent with goals and will guide teaching as well as document student learning.

The 1999 Legislature approved Physical Education to be part of the Certificate of Initial Mastery (CIM). The State Board of Education adopted revised Physical Education Common Curriculum Goals and Content Standards in September 2001. Tenth grade students who earn a CIM must demonstrate proficiency in physical education starting in 2003-2004. Standards are measurable so both teacher and students know when progress has been made. The legislation calls for the assessment and performance standards to be determined by school.

The resources gathered here are to help educators build an environment where:

- Students can learn physical skills without barriers
- Students are engaged in active learning with teaching that builds upon past experiences and previous knowledge
- Skills and activities match student’s physical and emotional development.