

OMB No.: 0920-0340
Expiration Date: 1/31/95

1994 School Health Policies and Programs Study (SHPPS)

School Physical Education

Classroom Teacher Interview

Public reporting burden for this collection of information is estimated to average 1 hour (or 60 minutes) per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden to PHS Reports Clearance Officer; ATTN: PRA; Hubert H. Humphrey Bldg., Rm. 721-B; 200 Independence Ave., SW; Washington, DC 20201, and to the Office of Management and Budget; Paperwork Reduction Project (0920-0340); Washington, DC 20503

CONTENTS

PAGE

I.COURSE ORGANIZATION AND CONTENT	2
II.SKILLS AND METHODS	7
III.STUDENT ASSESSMENT AND ASSIGNMENTS	8
IV.PHYSICAL FITNESS AND ACTIVITY	9
V. IMPROVING PHYSICAL EDUCATION	14
VI.PROFESSIONAL PREPARATION	14
VII.SCHOOL ATHLETICS	17
HANDCARDS	
1.WRITTEN PHYSICAL EDUCATION MATERIALS	19
2.PHYSICAL ACTIVITIES	20
3.PHYSICAL FITNESS AND BENEFITS OF EXERCISE	21
4.STRUCTURE OF CLASS PERIODS	22
5.GROUPING STUDENTS FOR ACTIVITY	23
6.TEACHING STUDENTS WITH SPECIAL NEEDS	24
7.SKILL ASSESSMENT	25
8.TEACHING METHODS	26
9.STUDENT GRADES	27
10.RUNS	28
11.TESTS OF UPPER BODY STRENGTH	29
12.TESTS OF FLEXIBILITY	30
13.TESTS OF ABDOMINAL STRENGTH	31
14.TESTS OF BODY COMPOSITION	32
15.OTHER FITNESS TESTS	33
16.FITNESS SCORES	34
17.IN-SERVICE FOR TEACHING	35
18.IN-SERVICE FOR COACHING	36

I. COURSE ORGANIZATION AND CONTENT

Let me define some terms first so that we'll be talking about the same things. When I say "course," I mean an entire set of classes that a group of students attends throughout a school term. When I use the term "class section," I mean one group of students that meets for a particular course. Do you have any questions about how I'll be using these terms? **IF NEEDED, REVIEW DEFINITIONS.**

1. The last time you taught (**READ NAME OF COURSE**), mainly what grade were the students who took your course? **CHECK ALL THAT APPLY (1-7). RECORD (8) OTHER.**

- 1 6th
- 2 7th
- 3 8th
- 4 9th
- 5 10th
- 6 11th
- 7 12th
- 8 Other (**SPECIFY**):

2. How many weeks did the course last? **RECORD NUMBER OF WEEKS.**

Weeks: _____

3. How many times per week did the course meet? **CHECK THE ONE BEST ANSWER (1-6).**

- 1 One day
- 2 Two days
- 3 Two days one week/three days the next (alternating)
- 4 Three days
- 5 Four days
- 6 Five days

4. How many minutes were in one class period? **RECORD NUMBER OF MINUTES.**

Minutes: _____

5. Did your course include all boys or all girls, OR did you teach boys and girls together in coed classes? **CHECK ALL THAT APPLY (1-3), SINCE RESPONDENT MAY HAVE TAUGHT MORE THAN ONE CLASS SECTION.**

- 1 All boys
- 2 All girls
- 3 Coed

6. The last time you taught your course, did you assess your students' needs and interests at any time, through methods such as class discussions, written questionnaires, or a suggestion or question box? **IF NO, CHECK BOX 1, AND GO ON TO NEXT QUESTION. IF YES, CHECK ALL THAT APPLY (2-4). RECORD (5) OTHER.**

- 1 No
- 2 Discussion with class
- 3 Written questionnaire
- 4 Suggestion or question box
- 5 Other (**SPECIFY**):

7. **HANDCARD #1.** Look at Handcard #1. Did you use written curricular materials such as these for your course? **IF NO, CHECK BOX 1, AND GO ON TO NEXT QUESTION. IF YES, SAY:** Please tell me the titles, if applicable, and approximate dates they were developed. (**NOTE: MATERIALS SUCH AS THOSE THAT ARE TEACHER-DEVELOPED MAY NOT HAVE A FORMAL TITLE.**) **CHECK ALL THAT APPLY (2-9). RECORD TITLES AND DATES FOR EACH. IF TEACHER DID NOT BRING WRITTEN MATERIALS FOR INTERVIEW, SAY:** If you don't have the materials with you, just tell me the titles and dates you can remember.

- 1 None of these
- 2 Student textbook:
Date:
- 3 Teacher's Guide for student textbook:
Date:
- 4 State curriculum/guidelines/framework:
Date:
- 5 District or diocese curriculum/guidelines/framework:
Date:
- 6 School curriculum/guidelines/framework
Date:
- 7 Other state, district, or school materials:
Date:
- 8 Teacher-developed lesson plans or other materials:
Date:

9 Other commercial materials:
Date:

(1) ACTIVITY NUMBER	(2) NUMBER OF CLASS PERIODS

9. Were your students allowed to choose any of the activities they did in your course? **CHECK THE ONE BEST ANSWER.**

- 1 No
- 2 Yes

10. **HANDCARD #3.** Looking at Handcard #3, did you teach planned lessons on topics such as these about fitness and the benefits of exercise? **DO NOT READ LIST. IF NO, CHECK BOX 1, AND SKIP TO Q.12. IF YES, ASK:** Which of these did you teach? **CHECK ALL THAT APPLY (2-16). RECORD (17) OTHER.**

- 1 None of these
- 2 Benefits of regular participation in aerobic activity
- 3 Benefits of regular participation in stretching exercises
- 4 Benefits of regular participation in strengthening exercises
- 5 Overcoming barriers to regular physical activity
- 6 Planning a personal fitness program
- 7 Healthy weight management
- 8 Fitness fads/gimmicks
- 9 Reducing risk for certain diseases, such as cardiovascular disease or osteoporosis
- 10 How to measure one's own fitness
- 11 Statistics on death and disability associated with sedentary lifestyle
- 12 Community opportunities for physical activity
- 13 Preventing injury during physical activity
- 14 Physiological benefits of exercise
- 15 Psychological benefits of exercise
- 16 Social benefits of exercise
- 17 Other (**SPECIFY**):

11. The last time you taught your course, approximately what percent of the course would you say you spent on teaching about fitness and the benefits of exercise, such as we've just listed? **RECORD PERCENTAGE.**

_____ percent

12. **HANDCARD #4.** Now I'd like to get a picture of how a typical class period is structured. Looking at Handcard #4, approximately how many minutes would you say were spent on each of these parts of a typical class period? **RECORD NUMBER OF MINUTES FOR EACH (1-6).** **THEN ASK:** Were there other activities in a typical class that aren't listed? **RECORD (7) OTHER.**

ACTIVITY	Minutes
1 Dressing out/changing clothes before class	
2 Taking role, announcements, other administrative activities	
3 Warm-up and routine fitness activities	
4 Instruction and demonstration	
5 Practicing skills, playing games or sports	
6 Showering and/or changing clothes after class	
7 Other (SPECIFY):	

13. **HANDCARD #5.** Looking at Handcard #5, did you use any of these methods to group students for activities? **IF NO, CHECK BOX 1, AND GO ON TO NEXT QUESTION. IF YES, ASK:** Which methods did you use? **CHECK ALL THAT APPLY (2-6).** **THEN ASK:** Did you use other methods to group students that aren't listed? **RECORD (7) OTHER.**

- 1 None of these
- 2 Selected team captains who chose sides
 - 3 Had students count off and grouped students that had the same number
 - 4 Allowed students to form their own groups
 - 5 Grouped students by skill level
- 6 Grouped students to avoid conflict
- 7 Other (**SPECIFY**):

14. Were special needs students mainstreamed into your course? By mainstreamed, I mean special needs students who primarily are educated in a self-contained or resource room who come to your course specifically for physical education. **CHECK THE ONE BEST ANSWER (1-3).**

- 1 No--**SKIP TO Q.16 (Section II)**
- 2 Yes
- 3 Don't know--**SKIP TO Q.16 (Section II)**

15. **HANDCARD #6.** Look at Handcard #6. Did you modify your instruction for special needs students in ways such as these? **IF NO, CHECK BOX 1, AND GO ON TO NEXT QUESTION. IF YES, ASK:** In which ways? **CHECK ALL THAT APPLY (2-5). THEN ASK:** Did you modify your instruction in other ways that aren't listed? **RECORD (6) OTHER.**

- 1 None of these
- 2 One-on-one instruction
- 3 Modified activities
- 4 Modified class requirements
- 5 Modified equipment
- 6 Other (**SPECIFY**):

II. SKILLS AND METHODS

16. **HANDCARD #7.** As part of your course, did you do a baseline assessment of your students' basic skills? **IF NO, CHECK BOX 1, AND GO ON TO NEXT QUESTION. IF YES, ASK:** Look at Handcard #7. Which of these methods, if any, did you use? **CHECK ALL THAT APPLY (2-4). THEN ASK:** Did you use other methods to do a baseline assessment of students' basic skills that aren't listed? **RECORD (5) OTHER.**

- 1 None of these
 - 2 Informal observation
 - 3 Formal observation using specific criteria
- 4 Skills or performance tests
- 5 Other (**SPECIFY**):

17. **HANDCARD #8.** Did you teach skills in your course? **IF NO, CHECK BOX 1, AND GO ON TO NEXT QUESTION. IF YES, ASK:** Look at Handcard #8. Which of these methods, if any, did you use? **CHECK ALL THAT APPLY (2-13). THEN ASK:** Did you use other methods to teach skills that aren't listed? **RECORD (14) OTHER.**

- 1 None of these
- 2 Formal instruction, including explanation and demonstration
- 3 Skill drills and practice
- 4 Modified games, such as two on two
- 5 Games that use skills in novel ways, such as "New Games"
- 6 Games designed by students
- 7 Regulation game or sport play
- 8 Competitive activities
- 9 Cooperative activities
- 10 Offensive and defensive strategies
- 11 Sport and game rules
- 12 Peer instruction
- 13 Student officiating
- 14 Other (**SPECIFY**):

18. Is there anything in particular you did in your course to help students learn ethical and cooperative behavior? **IF NO, CHECK BOX 1, AND GO ON TO NEXT QUESTION. IF YES, CHECK BOX 2, AND RECORD RESPONSE.**

- 1 No
- 2 Yes (**SPECIFY**):

III. STUDENT ASSESSMENT AND ASSIGNMENTS

19. **HANDCARD #9.** Now I'd like to ask about your students' grades and assignments. Did students receive a grade in your physical education course? **IF NO, CHECK BOX 1, AND GO ON TO NEXT QUESTION. IF YES, ASK:** Looking at Handcard #9, did you use any of the criteria on this list for grading? **MARK ALL THAT APPLY (2-9). THEN ASK:** Did you use any other criteria for grading that aren't listed? **RECORD (10) OTHER.**

- 1 No grade
- 2 Attendance
- 3 Dressing out
- 4 Participation
- 5 Attitude
- 6 Skills tests
- 7 Performance tests in actual play

8 Homework assignments

9 Written tests

10 Other (**SPECIFY**):

20. Were your students required to demonstrate basic competence in a variety of skills in your course?
CHECK THE ONE BEST ANSWER.

- 1 No
- 2 Yes

21. Were your students required to demonstrate intermediate or advanced competence in at least one skill? **CHECK THE ONE BEST ANSWER.**

- 1 No--**SKIP TO Q.23**
- 2 Yes

22. Were your students allowed to choose any of the skills in which they wanted to achieve intermediate or advanced competence? **CHECK THE ONE BEST ANSWER.**

- 1 No
- 2 Yes

23. **SHOW HANDCARD #7.** Looking at Handcard #7 again, did you use methods such as these to determine whether a student had achieved a certain level of competence? **IF NO, CHECK BOX 1, AND GO ON TO NEXT QUESTION. IF YES, ASK:** Which methods did you use? **CHECK ALL THAT APPLY (2-4). THEN ASK:** Did you use other methods to determine competence that aren't listed? **RECORD (5) OTHER.**

- 1 None of these
 - 2 Informal observation
 - 3 Formal observation using specific criteria
- 4 Skills or performance tests
- 5 Other (**SPECIFY**):

IV. PHYSICAL FITNESS AND ACTIVITY

24. Did you conduct fitness testing in your course? **CHECK THE ONE BEST ANSWER.**

- 1 No--**SKIP TO Q.36**
- 2 Yes

25. Did you schedule some time during most class periods for students to train for fitness testing?
CHECK THE ONE BEST ANSWER.

- 1 No
- 2 Yes

26. Did you schedule some entire class periods for students to train for fitness testing? **CHECK THE ONE BEST ANSWER. IF YES, RECORD NUMBER OF CLASS PERIODS.**

- 1 No
- 2 Yes--**NUMBER OF CLASS PERIODS:** _____

27. **HANDCARD #10.** Looking at Handcard #10, did you use any of these runs for fitness testing in your course? **DO NOT READ LIST. IF NO, CHECK BOX 1, AND GO ON TO NEXT QUESTION. IF YES, CHECK ALL THAT APPLY (2-8). THEN ASK:** Did you use any other runs that aren't listed? **RECORD (9) OTHER.**

- 1 None of these
- 2 50 yard dash (or similar sprint distance)
- 3 Shuttle run
- 4 Multistage 20 meter shuttle run
- 5 600 yard walk/run
- 6 Half mile walk/run
- 7 One mile walk/run
- 8 Walk/run longer than one mile
- 9 Other runs (**SPECIFY**):

28. **HANDCARD #11.** Looking at Handcard #11, did you use any of these tests of upper body strength? **IF NO, CHECK BOX 1, AND GO ON TO NEXT QUESTION. IF YES, CHECK ALL THAT APPLY (2-5). THEN ASK:** Did you use any other tests of upper body strength that aren't listed? **RECORD (6) OTHER.**

- 1 None of these
- 2 Push-ups or modified push-ups
- 3 Regular chin-ups or pull-ups
- 4 Modified pull-ups - New York or Vermont
- 5 Flexed-arm hang
- 6 Other test of upper body strength (**SPECIFY**):

29. **HANDCARD #12.** Looking at Handcard #12, did you use any of these tests of flexibility? **IF NO, CHECK BOX 1, AND GO ON TO NEXT QUESTION. IF YES, CHECK ALL THAT APPLY (2-3). THEN ASK:** Did you use any other tests of flexibility that aren't listed? **RECORD (4) OTHER.**

- 1 None of these
- 2 Sit-and-reach or V-sit
- 3 Shoulder stretch
- 4 Other test of flexibility (**SPECIFY**):

30.**HANDCARD #13.** Looking at Handcard #13, did you use any of these tests of abdominal strength? **IF NO, CHECK BOX 1, AND GO ON TO NEXT QUESTION. IF YES, CHECK ALL THAT APPLY (2-4). THEN ASK:** Did you use any other tests of abdominal strength that aren't listed? **RECORD (5) OTHER.**

- 1 None of these
- 2 Straight leg sit-ups
- 3 Bent-knee sit-ups (forearm touches knees)
- 4 Curl-ups (back comes off the floor but student doesn't actually sit up)
- 5 Other test of abdominal strength (**SPECIFY**):

31.**HANDCARD #14.** Looking at Handcard #14, did you use any of these tests of body composition? **IF NO, CHECK BOX 1, AND GO ON TO NEXT QUESTION. IF YES, CHECK ALL THAT APPLY (2-4). THEN ASK:** Did you use any other tests of body composition that aren't listed? **RECORD (5) OTHER.**

- 1 None of these
- 2 Height/weight
- 3 Skinfolds
- 4 Impedance or futrex body fat measures
- 5 Other test of body fat composition (**SPECIFY**):

32.**HANDCARD #15.** Looking at Handcard #15, did you use any of these other fitness tests? **IF NO, CHECK BOX 1, AND GO ON TO NEXT QUESTION. IF YES, CHECK ALL THAT APPLY (2-5). THEN ASK:** Did you use any other fitness tests that haven't been listed? **RECORD (6) OTHER.**

- 1 None of these
- 2 Broad or long jump (standing or running)
- 3 Softball throw for distance
- 4 Squat thrusts
- 5 Trunklift
- 6 Other (**SPECIFY**):

33.**HANDCARD #16.** Looking at the top of Handcard #16, were students' fitness scores compared to any of these items? **IF NO, CHECK BOX 1, AND GO ON TO NEXT QUESTION. IF YES, ASK:** Which comparisons were made? **CHECK ALL THAT APPLY (2-5). THEN ASK:** Were any other comparisons made that aren't listed? **RECORD (6) OTHER.**

- 1 None of these
 - 2 Percentile norms (norm-referenced)
 - 3 Performance standards (criterion-referenced)
- 4 Students' own prior fitness test scores
- 5 Other students' fitness test scores
 - 6 Other (**SPECIFY**):

34.**HANDCARD #16.** Looking at the middle of Handcard #16, were students informed about their fitness scores in any of these ways? **IF NO, CHECK BOX 1, AND GO ON TO NEXT QUESTIONS. IF YES, ASK:** How were they informed? **CHECK ALL THAT APPLY (2-5). THEN ASK:** Were students informed in other ways that aren't listed? **RECORD (6) OTHER.**

- 1 None of these
- 2 Given in writing
- 3 Called out as students finished each test
- 4 Explained to students individually
- 5 Posted in physical education class
- 6 Other (**SPECIFY**):

35.**SAME HANDCARD #16.** Look at the bottom of Handcard #16. What was done with students' fitness test scores? Were any of these done? **IF NO, CHECK BOX 1, AND GO ON TO NEXT QUESTION. IF YES, ASK:** Which were done? **CHECK ALL THAT APPLY (2-7). THEN ASK:** Were scores used in other ways that aren't listed? **RECORD (8) OTHER.**

- 1 None of these
- 2 Sent home to parents
- 3 Filed in students' permanent school records
- 4 Filed in physical education teachers' records
- 5 Passed on to next physical education teacher
- 6 Used to determine recipients of fitness awards
- 7 Used to develop individualized fitness programs
- 8 Other (**SPECIFY**):

36.As part of your course, were students required to develop a plan for their own individualized fitness program? **CHECK THE ONE BEST ANSWER.**

1 No--**SKIP TO Q.38**

2 Yes

37.Were you able to give each student individual feedback about developing an individual fitness program? **CHECK THE ONE BEST ANSWER.**

1 No

2 Yes

38.As part of your course, did you require students to keep logs or records of their physical activity outside of physical education class? **CHECK THE ONE BEST ANSWER.**

1 No

2 Yes

39.As part of your course, did you give students information about opportunities for participation in physical activity outside of class, in the school and community? **CHECK THE ONE BEST ANSWER.**

1 No

2 Yes

V.IMPROVING PHYSICAL EDUCATION

40.What would you like to DO, if anything, in physical education that you have NOT been able to do?
IF NOTHING, CHECK BOX 1, AND SKIP TO Q.42. IF WOULD LIKE TO DO, CHECK BOX 2, AND RECORD RESPONSE.

- 1 Nothing--**SKIP TO Q.42 (Section VI)**
- 2 Would like to do (**SPECIFY**):

41.What needs to happen so that you can do these things? **RECORD RESPONSE.**

VI.PROFESSIONAL PREPARATION

My next questions are about your own professional background.

42.How many years, counting this year as a full year, have you been teaching physical education?
RECORD NUMBER OF YEARS.

Years: _____

43.How many years, counting this year as a full year, have you been teaching physical education in this school? **RECORD NUMBER OF YEARS.**

Years: _____

44.Do you currently teach physical education in any other schools? **CHECK THE ONE BEST ANSWER. IF YES, ASK:** How many other schools? **RECORD NUMBER OF SCHOOLS FOR (2) YES.**

1 No

2 Yes--**NUMBER OF OTHER SCHOOLS:** _____

45. I'd like to ask about your education background and certification or endorsement. **WORK ACROSS COLUMNS 1-4 AT THE TOP OF THE GRID. ASK ABOUT EACH TYPE OF DEGREE OR CERTIFICATION/ENDORSEMENT ONE AT A TIME.** **ASK:** Do you have (a college major, a college minor, a graduate degree or 30 graduate credits, state education agency certification or endorsement)? **IF NO, CHECK "NO" OR "NOT AVAILABLE" IN CORRESPONDING COLUMNS. IF YES, ASK:** In what area(s)? **DO NOT READ LIST. CHECK ALL THAT APPLY IN EACH COLUMN. RECORD OTHER, AND CHECK CORRESPONDING COLUMNS.**

DEGREE OR CERTIFICATION	(1) College major	(2) College minor	(3) Graduate degree or 30 graduate credits	(4) SEA certification or endorsement
	<input type="checkbox"/> No	<input type="checkbox"/> No	<input type="checkbox"/> No	<input type="checkbox"/> No <input type="checkbox"/> Not available
Health education <u>AND</u> physical education				
Health education				
Physical education				
Exercise science				
Biology or other science				
Kinesiology				
Recreation				
Social studies				
Public health				
Administration				
Nursing				
Home economics				
Nutrition				
Counseling				
Other (SPECIFY):				

--	--	--	--	--

46. **DO NOT ASK THIS QUESTION IF RESPONDENT HAS NO SEA CERTIFICATION/ENDORSEMENT (Q.45, COLUMN 4). GO ON TO NEXT QUESTION. OTHERWISE, ASK:** What levels and grades are you certified or endorsed to teach? **DO NOT READ LIST. SELECT THE ONE BEST ANSWER (1-3). RECORD (4) OTHER.**

- 1 K-12
- 2 Elementary school (SPECIFY GRADES):
- 3 Secondary school (SPECIFY GRADES):
- 4 Other (SPECIFY):

47. **HANDCARD #17.** Look at Handcard #17. During the past two years, have you received four or more hours (at least a half-day) of in-service training on any of these topics? **DO NOT READ LIST. IF NO, CHECK "NO" IN COLUMN 1 IN GRID. OTHERWISE, CHECK COLUMN 1 FOR ALL TOPICS THAT APPLY (1-7). NEXT, ASK:** Which of these topics, if any, would you select as your top three priorities to receive in-service training? These could be different topics or some of the same ones you selected before. **IF NO TOPICS, CHECK "NO" IN COLUMN 2 IN GRID. OTHERWISE, CHECK COLUMN 2 FOR ALL TOPICS THAT APPLY (1-7). THEN ASK:** Are there other topics on which you've received training during the past two years or would like to receive in-service training? **IF YES, RECORD (8) OTHER, AND CHECK COLUMNS 1 AND/OR 2.**

TOPIC	(1) Received training	(2) Would like training
	<input type="checkbox"/> No	<input type="checkbox"/> No
1 Teaching sports or activities		
2 Developing individualized fitness programs		
3 Fitness testing--administration and use		
4 Increasing students' physical activity in physical education class		
5 Increasing students' physical activity outside physical education class		
6 Involving families in physical activity		
7 Staff wellness		
8 Other (SPECIFY):		

TOPIC	(1) Received training	(2) Would like training

48.I'd like your opinion about teaching physical education today. Would you recommend it to teachers starting out? Why or why not? **RECORD RESPONSE.**

VII.SCHOOL ATHLETICS

49.During the past 12 months, did you coach any sports teams in this school? **CHECK THE ONE BEST ANSWER.**

- 1 No--**SKIP TO THANK YOU ON LAST PAGE OF QUESTIONNAIRE**
2 Yes

50.SHOW HANDCARD #18. Look at Handcard #18. During the past two years, have you received four or more hours (at least a half-day) of in-service training on any of these topics? **DO NOT READ LIST. IF NO, CHECK "NO" IN COLUMN 1 IN GRID. OTHERWISE, CHECK COLUMN 1 FOR ALL TOPICS THAT APPLY (1-4). NEXT, ASK:** Which of these topics, if any, would you select as your top priorities to receive in-service training? These could be different topics or some of the same ones you selected before. **IF NO TOPICS, CHECK "NO" IN COLUMN 2 IN GRID. OTHERWISE, CHECK COLUMN 2 FOR ALL TOPICS THAT APPLY (1-4). THEN ASK:** Are there other topics on which you've received training during the past two years or would like to receive in-service training? **IF YES, RECORD (5) OTHER, AND CHECK COLUMNS 1 AND/OR 2.**

TOPIC	(1) Received training	(2) Would like training
	<input type="checkbox"/> No	<input type="checkbox"/> No
1 Injury prevention and first aid		
2 Scientific foundations of sports performance		
3 Philosophy of youth sport programming		
4 Coaching techniques		
5 Other (SPECIFY):		

AT END OF INTERVIEW, SAY: Thank you so much for your time talking with me! Your answers will really help us get a feel for what schools like yours are doing and what they need!

HANDCARD #1

WRITTEN PHYSICAL EDUCATION MATERIALS

- 1 None of these
- 2 Student textbook
- 3 Teacher's Guide for student textbook
- 4 State curriculum/guidelines/framework
- 5 District or diocese curriculum/guidelines/framework
- 6 School curriculum/guidelines/framework
- 7 Other state, district, or school materials
- 8 Teacher-developed lesson plans or other materials
- 9 Other commercial materials

HANDCARD #2
PHYSICAL ACTIVITIES

- 1 Archery
- 2 Badminton
- 3 Baseball/softball
- 4 Basketball
- 5 Bicycling
- 6 Bowling/duckpins
- 7 Boxing
- 8 Cageball/crab soccer
- 9 Calisthenics/exercises
- 10 Canoeing/kayaking
- 11 Cheerleading/pom squad
- 12 Climbing ropes/monkey bars
- 13 Croquet/miniature golf

- Dance**
- 14 Aerobic dance
- 15 Ballet, jazz, or modern dance
- 16 Ballroom (cotillion) dance
- 17 Disco or popular music
- 18 Folk or square dance
- 19 Other vigorous dance

- 20 Diving
- 21 Dodge ball/bombardment
- 22 Fencing
- 23 Field hockey/street hockey
- 24 Fishing
- 25 Football (tackle)
- 26 Football (touch or flag)
- 27 Four-square
- 28 Frisbee
- 29 Golf

- Gymnastics**
- 30 Apparatus (with equipment)
- 31 Free exercise
- 32 Rhythmic
- 33 Tumbling

- 34 Handball
- 35 Hang gliding
- 36 Hiking/backpacking/camping
- 37 Hopscotch
- 38 Horseback riding

- 39 Horseshoes
- 40 Hunting
- 41 Ice hockey
- 42 Ice skating
- 43 Jogging (distance running)
- 44 Jumping or skipping rope
- 45 Karate/judo/martial arts
- 46 Kickball
- 47 King of the hill/capture the flag
- 48 Lacrosse
- 49 Marching/drills/band
- 50 Marco polo/underwater games
- 51 Paddleball
- 52 Ping pong (table tennis)
- 53 Punchball
- 54 Racquetball
- 55 Red Rover
- 56 Relays
- 57 Riflery/shooting sports
- 58 Rock climbing
- 59 Rollerskating/rollerblading
- 60 Rowing/crew
- 61 Rugby
- 62 Running sprints
- 63 Sailing
- 64 Scuba diving/snorkeling
- 65 Skateboarding
- 66 Skiing (cross country)
- 67 Skiing (downhill)
- 68 Sledding
- 69 Soccer
- 70 Spud
- 71 Squash
- 72 Stickball/whiffleball
- 73 Surfing
- 74 Swimming
- 75 Tag
- 76 Tennis
- 77 Tetherball
- 78 Track and field (not running)
- 79 Tug-of-war
- 80 Volleyball
- 81 Walking quickly
- 82 Water polo
- 83 Waterskiing
- 84 Weightlifting or training
- 85 Wrestling

HANDCARD #3

PHYSICAL FITNESS AND BENEFITS OF EXERCISE

1None of these

2Benefits of regular participation in aerobic activity

3Benefits of regular participation in stretching exercises

4Benefits of regular participation in strengthening exercises

5Overcoming barriers to regular physical activity

6Planning a personal fitness program

7Healthy weight management

8Fitness fads/gimmicks

9Reducing risk for certain diseases, such as cardiovascular disease or osteoporosis

10How to measure one's own fitness

11Statistics on death and disability associated with sedentary lifestyle

12Community opportunities for physical activity

13Preventing injury during physical activity

14Physiological benefits of exercise

15Psychological benefits of exercise

16Social benefits of exercise

HANDCARD #4

STRUCTURE OF CLASS PERIODS

1 Dressing out/changing clothes before class

2 Taking role, announcements, other administrative activities

3 Warm-up and routine fitness activities

4 Instruction and demonstration

5 Practicing skills, playing games or sports

6 Showering and/or changing clothes after class

HANDCARD #5

GROUPING STUDENTS FOR ACTIVITY

1None of these

2Selected team captains who chose sides

3Had students count off and grouped students that had the same number

4Allowed students to form their own groups

5Grouped students by skill level

6Grouped students to avoid conflict

HANDCARD #6

TEACHING STUDENTS WITH SPECIAL NEEDS

- 1 None of these
- 2 One-on-one assistance
- 3 Modified activities
- 4 Modified class requirements
- 5 Modified equipment

HANDCARD #7

SKILL ASSESSMENT

- 1 None of these
- 2 Informal observation
- 3 Formal observation using specific criteria
- 4 Skills or performance tests

HANDCARD #8

TEACHING METHODS

- 1 None of these
- 2 Formal instruction, including explanation and demonstration
- 3 Skill drills and practice
- 4 Modified games, such as two on two
- 5 Games that use skills in novel ways, such as "New Games"
- 6 Games designed by students
- 7 Regulation game or sport play
- 8 Competitive activities
- 9 Cooperative activities
- 10 Offensive and defensive strategies
- 11 Sport and game rules
- 12 Peer instruction
- 13 Student officiating

HANDCARD #9

STUDENT GRADES

1 No grade

2 Attendance

3 Dressing out

4 Participation

5 Attitude

6 Skills tests

7 Performance tests in actual play

8 Homework assignments

9 Written tests

HANDCARD #10

RUNS

- 1 None of these
- 2 50 yard dash (or similar sprint distance)
- 3 Shuttle run
- 4 Multistage 20 meter shuttle run
- 5 600 yard walk/run
- 6 Half mile walk/run
- 7 One mile walk/run
- 8 Walk/run longer than one mile

HANDCARD #11

TESTS OF UPPER BODY STRENGTH

1 None of these

2 Push-ups or modified push-ups

3 Regular chin-ups or pull-ups

4 Modified pull-ups (New York or Vermont)

5 Flexed-arm hang

HANDCARD #12

TESTS OF FLEXIBILITY

1 None of these

2 Sit-and-reach or V-sit

3 Shoulder stretch

HANDCARD #13

TESTS OF ABDOMINAL STRENGTH

1 None of these

2 Straight leg sit-ups

3 Bent-knee sit-ups (forearm touches knees)

4 Curl-ups (back comes off the floor but student doesn't actually sit up)

HANDCARD #14

TESTS OF BODY COMPOSITION

1 None of these

2 Height/weight

3 Skinfolds

4 Impedance or futrex body fat measures

HANDCARD #15

OTHER FITNESS TESTS

1 None of these

2 Broad or long jump (standing or running)

3 Softball throw for distance

4 Squat thrusts

5 Trunklift

HANDCARD #16

FITNESS SCORES

WHAT WERE SCORES COMPARED TO?

- 1 None of these
 - 2 Percentile norms (norm-referenced)
 - 3 Performance standards (criterion-referenced)
 - 4 Students' own prior fitness test scores
 - 5 Other students' fitness test scores
-

HOW WERE STUDENTS INFORMED ABOUT SCORES?

- 1 None of these
 - 2 Given in writing
 - 3 Called out as students finished each test
 - 4 Explained to students individually
 - 5 Posted in physical education class
-

WHAT WAS DONE WITH FITNESS SCORES?

- 1 None of these
- 2 Sent home to parents
- 3 Filed in students' permanent school records
- 4 Filed in physical education teachers' records
- 5 Passed on to next physical education teacher

6Used to determine recipients of fitness awards

7Used to develop individualized fitness programs

HANDCARD #17

IN-SERVICE FOR TEACHING

1 Teaching sports or activities

2 Developing individualized fitness programs

3 Fitness testing--administration and use

4 Increasing students' physical activity in physical education class

5 Increasing students' physical activity outside physical education class

6 Involving families in physical activity

7 Staff wellness

HANDCARD #18

IN-SERVICE FOR COACHING

- 1 Injury prevention and first aid
- 2 Scientific foundations of sports performance
- 3 Philosophy of youth sport programming
- 4 Coaching techniques