

What Does Quality Physical Education Look Like?

The following lessons were taught by graduate students from CSU Chico. Their purpose is to highlight effective teaching strategies, give an example of how to infuse fitness concepts into a lesson, and demonstrate what quality physical education may look like. These lessons are not perfect nor do they attempt to represent a real 50 minute physical education lesson. The quality of the videos was affected by time constraints, amateur video equipment, and weather. See more [Effective Teaching Strategies](#) here.

Effective Teaching Strategies

Incorporating Fitness Concepts



**Thank you to Scott Amick and David Wellman for teaching the lessons and to the students from Sierra View Elementary for helping us create these videos.

What Quality Physical Education is NOT - Hall of Shame Articles

Williams, N. (1992). *The Physical Education Hall of Shame*. *Journal of Physical Education, Recreation and Dance*.

1. Absence of the proposed objectives of the activity or game
2. Barely promotes any of our major goals
3. Lack of emphasis on teaching motor skill and lifetime physical activity or fitness
4. Overemphasis on and concern for fun
5. Extremely low participation time for any of the students
6. Limited physical activity
7. Focuses on eliminating students from participation
8. Potential to embarrass a student in front of the class
9. Extremely high likelihood for danger, injury, and harm
10. Require little training or pedagogical skill to teach

[Link to the Article The Physical Education Hall of Shame I](#)
[Link to the Article The Physical Education Hall of Shame III](#)



Standards Based Education

Quality physical education is based on national and state standards. These standards define what a physically educated person is and also lists the outcomes and benchmarks that serve as curricular guidelines for each grade level. See the NASPE Standards below or [see NASPE's website for links to your state's standards](#).

- Standard 1:** Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
- Standard 2:** Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.
- Standard 3:** Participates regularly in physical activity.
- Standard 4:** Achieves and maintains a health-enhancing level of physical fitness.
- Standard 5:** Exhibits responsible personal and social behavior that respects self and others in physical activity settings.
- Standard 6:** Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

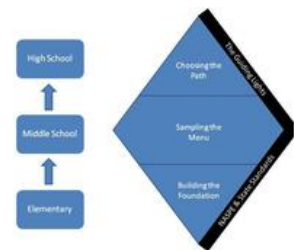
Examples of Quality P.E. Programs



Diamond Conceptual Framework

- Choosing the Path**
 - Students focus on and become competent in a few activities that they enjoy and will continue to participate throughout their lifetime.
- Sampling the Menu**
 - Students learn specialized skills and concepts in a variety of activities.
- Building the Foundation**
 - Students begin learning the fundamental skills and concepts needed to be successful in a variety of activities.

The diamond shape helps illustrate the progression of skills and concepts taught in physical education. Students should first learn the fundamental skills needed to be successful in activities, then experience a variety of activities with the goal of finding a few they enjoy, and lastly become proficient in those chosen activities with the hope that they will continue to participate in them throughout their lifetime. The guiding principles of the physical education curriculum are the [national](#) and state standards.



Responsible Educators Accountable for Learning

Promoting quality physical education through accountability and access to resources

Top of Page