

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, weather, and the requirements of our video hosting service (YouTube). Future funding will allow our website to professionally reshoot these videos.

Focus on Effective Teaching Strategies

Focus on 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

[See more Effective Teaching Strategies under our Teacher Resources tab!](#)

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.

An Example of a New P.E. Program

NASPE 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.

[See NASPE's website for links to your state's standards](#)

What Quality Physical Education is **NOT**

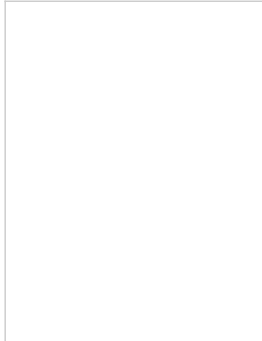
Williams, N. (1992). *The Physical Education Hall of Shame*. *Journal of Physical Education, Recreation and Dance*.

1. Absence of the proposed objectives of the activity or game
2. Barely promotes any of our major goals
3. Limited physical activity
4. Focuses on eliminating students from participation
5. Focuses on eliminating students from participation
6. Limited physical activity
7. Focuses on eliminating students from participation

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
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

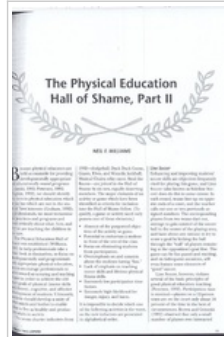
Hall of Shame 1

[Click Here for a Link to the Article](#)



Hall of Shame 2

[Click Here for a Link to the Article](#)



Hall of Shame 3

[Click Here for a Link to the Article](#)



Responsible Educators Accountable for Learning

