Lesson Goal & Objectives

- **Lesson Goal:** Challenge students to “think open-mindedly about the purposes of physical education” Pate & Hohn (1994).

- **Lesson Objectives:** Following the completion of this lecture the student will be able to:
  - Discuss society’s ambivalent attitude toward physical education.
  - Discuss Pate & Hohn’s (1994) position concerning a contemporary mission for physical education.

Lesson Advanced Organizer

1. Physical education paradox
2. Analysis of the problem
3. Contemporary mission for physical education
4. Lesson preview

Physical Education Paradox I

- Positive elements for the profession
  - Physical education is an established component of the U.S. school system.
  - American “Fitness Revolution” of the 1970’s and 1980’s has lead to increased adult interest and participation in physical activity, public support for increased physical activity and fitness programming.
  - Summary Statement:
    - “When viewed comprehensively and from a national perspective, physical education in the United States represents an enormous societal investment of school time, space, and personnel” (Pate & Hohn, 1994).

Physical Education Paradox II

- Negative elements for the profession
  - Insufficient time & space allocated for school physical education programs (Siedentop, Mand, & Taggart, 1986).
  - Use of poorly prepared & disinterested classroom teachers to deliver physical education in schools (NASPE, 1993; Siedentop, 1990).
  - Erosion of state requirements for physical education (NASPE, 1993).
  - Summary Statement:
    - “Such trends indicate that, when confronted with financial restrictions and public concerns about academic achievement, school administrators often respond by transferring resources away from physical education to other school programs” (Pate & Hohn, 1994).

Analysis of the Problem

- “We propose that societal support for school physical education has decreased despite an overall increase in support for activity and fitness programs, because it is society’s perception that physical education has not ‘delivered the goods.’ We suspect that society’s attitude toward physical education is fundamentally ambivalent” (Pate & Hohn, 1994).
  - Tax-paying adults acknowledge the importance of children’s physical activity, physical fitness, & motor skill acquisition, but remain unconvinced of physical education’s potential contribution in these areas.
  - What factors have contributed to the public’s ambivalence towards physical education?
Problematic Issues in PE

- Personal experiences
  - Pain & embarrassment
  - Boredom & triviality
  - Irrelevance

- Muddled mission of PE
  - Motor skill acquisition
  - Physical fitness
  - Cognition learning
  - Social development
  - Cultural awareness
  - Academic performance
  - Lifelong physical activity

Contemporary Mission of Physical Education

- "In our view, physical education will not come to be or be seen as a successful enterprise until it tracks out meaningful, realistic goals and then documents their attainment" (Pate & Hohn, 1994).

- The aim or mission of the physical education profession must meet certain criteria. The aim must be:
  - Important
  - Realistic
  - Understandable
  - Professionally accepted

Lesson Preview

- Lecture Topic: General Health Benefits of Physical Activity

- Read: