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THE ESTABLISHMENT OF SPECIFIC BEHAVIORAL
OBJECTIVES FOR EVALUATIVE PURPOSES IN AN
ELEMENTARY PHYSICAL EDUCATION PROGRAM

by

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Chapter 1

INTRODUCTION

Physical education involves more than exercise. It holds a central place in the school life of every child. The traditional concept of physical education as an activity only for the physically gifted child cannot be a part of educational thinking today. A strong physical education program in elementary schools must be geared to serve every child in accordance with his needs and capabilities.

A well-planned physical education program must begin during the early years of childhood in order to develop healthy, coordinated students who know how to work and get along with each other.¹ A continuous physical education program must be established which contributes to the total development of children.

Physical education should not be thought of as "play" or "sports." It must be taught with purpose and its daily activities should be planned as carefully as those in any other area to equip students with the knowledge, skill, and motivation to remain fit throughout life.

PURPOSE OF THE STUDY

In order to be honest in evaluating students, a teacher must have goals defined and a means outlined for achieving these goals.

¹G. Dexter, W. Van Hagan, and J. F. Williams, Physical Education in the Elementary School (Sacramento: California State Department of Education, 1951), p. 5.

Many teachers in the past disbursed grades based on their own subjective evaluation. Now, parents and students alike are not accepting only the teachers value judgments but, want to know explicit reasons for the grade received by the student in a class. Specific behavioral objectives will simplify the planning of learning experiences by providing for specific evaluation. Specific objectives are explicit formulations of the way in which students are expected to be changed by the educative process.² They are essential aids in planning and preparing class activities.

Objectives must be stated in such a manner as to be applicable to actual teaching situations. There are many changes that affect students as a result of learning experiences. These changes must be incorporated into the evaluative objectives. Since schools are limited by both time and resources, it is important that the time allotted is not wasted by meaningless activity. This is why any teacher must select desired learning experiences for his students.

In this report, examples of specific objectives for physical education are given for each grade level from one through six. These objectives permit the teacher, student, and parent to know the performance expected from the student, the circumstances surrounding the specific activity, and the degree of achievement desired from the student. The purpose of this report was to assist teachers in both planning, developing and evaluating an effective physical education program that will consist of appropriate activities for fulfilling designated behavioral objectives within a class situation.

²B. S. Bloom, Taxonomy of Educational Objectives (New York: David McKay Company, Inc., 1967), p. 26.

METHOD OF STUDY

Consultations with experienced elementary physical education instructors, four years of personal experience, and study of materials from experts as revealed in books determined the objectives included in this report.

Objectives are accomplished through educational programs. A teacher uses knowledge, training, and experience in developing effective objectives and programs. It is in programs of physical education that children are to work toward becoming physically educated. Physical educators must afford each student the opportunity to know his physical potential and to achieve his capacities.³ Therefore, this report consists of examples of components necessary for an effective elementary physical education program.

The first thing undertaken in this report was the writing of specific objectives and goals. The writer determined what the desired goals or objectives were for his teaching situation. Specific objectives must answer three questions regarding student behavior. These are:

1. What performance is to be expected from the student?
2. Under what conditions is the student to perform?
3. To what degree is the performance desired? (In some instances the degree of performance may be disregarded.)⁴

Physical capacities, mental alertness, needs, and age level were determining factors in deciding upon the behavioral objectives.

³Charles B. Corbin, Becoming Physically Educated in the Elementary School (Philadelphia: Lea and Febiger, 1971), pp. 46-62.

⁴Robert Mager, Preparing Instructional Objectives (Palo Alto: Fearon Publishers, 1962), p. 1.

Other factors were also taken into consideration. These included: facilities, weather conditions, activity types, instructional progression, and student interest.

After objectives were written, the writer selected the corresponding behavior related to the following six areas of learning:

- I. PHYSICAL FITNESS - the ability to carry out daily tasks with vigor and alertness, without undue fatigue and with ample energy to enjoy leisure time pursuits.
- II. SKILL MOVEMENTS - to develop a wide variety of motor skills so that the individual can perform activities satisfactorily as a means to further learning.
- III. SOCIAL DEVELOPMENT - to give students an opportunity for interaction to develop respect for authority, sportsmanship, leadership, and character.
- IV. INDIVIDUAL ACHIEVEMENTS - to provide situations where all students may have the opportunity to excel and achieve to their fullest capabilities.
- V. COGNITIVE-AFFECTIVE - to develop the knowledge of physical education so that the students learn to learn as opposed to learning information only.
- VI. CARRY-OVER - to give the students the knowledge of the importance of physical education for adult living situations.^{5,6}

⁵H. Harrison Clarke, Application of Measurement to Health and Physical Education (Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1967), p. 14.

⁶Corbin, op. cit., pp. 46-62.

Components of these six areas from which objectives and priorities were designated, include the following:

I. PHYSICAL FITNESS

A. Health Related

1. strength
2. muscular endurance
3. cardio-vascular endurance
4. flexibility

B. Skill Related

1. coordination
2. reaction time
3. balance
4. speed
5. agility

II. SKILL MOVEMENTS

A. Moving Implements and Objects

C. Moving with Others

B. Locomotor

D. Moving Body Parts

III. SOCIAL DEVELOPMENT

A. Relation with Same Sex

C. Relation with Adults

B. Relation with Opposite Sex

IV. INDIVIDUAL ACHIEVEMENTS

A. Achievement

H. Suffrance

O. Aggression

B. Difference

I. Dominance

P. Self-Concept

C. Order

J. Abasement

Q. Responsibility

D. Exhibition

K. Nurturance

R. Honesty

E. Autonomy

L. Change

S. Independence

F. Affiliation

M. Endurance

T. Character

G. Intraception

N. Heterosexuality

U. Respect

V. COGNITIVE-AFFECTIVE

A. Fairness of the Game

D. Knowledge of Equipment

B. Understanding Physical Education

E. Safety

C. Strategy of the Game

F. Develop Favorable Attitude Towards Physical Education

VI. CARRY-OVER

A. Lifetime Activities

Upon these six areas with their several components, the writer based the objectives and activity situations.^{7,8}

Activities were then selected to incorporate the specific objectives into learning areas. The activities were physical fitness testing, tumbling and apparatus, rhythms, low organized games, relays, lead-up games, and team sports. Not all age levels participate in activities of each type. Because of a variety of weather conditions, activities were based on both an indoor recreational facility or gymnasium and an outdoor activity field at least 100 x 150 yards being provided. It was also assumed in this report that the school provided appropriate tools, e.g., mats for tumbling, and equipment for all activities included in this report.

After the specific objectives were written, the areas of learning, the activities, and the tools selected, the writer then determined priorities. To help determine priorities, two things were considered; (1) the importance of each objective weighed against time allowed and necessity, and (2) objectives must be converted into the program.⁹

Priorities and specific objectives were allotted percentages of time throughout the year. In tables 1 through 6, found within this report,

⁷Corbin, pp. 46-62.

⁸Allen Edwards, Personal Preference Schedule 1953-57, Psychological Corporation, 304 E. 45th Street, New York 36, N.Y.

⁹Corbin, op. cit., p. 68.

objectives were placed in corresponding vertical position to related areas of learning. The horizontal positioning of the behavior was within the activity that best accomplished the objective. The total number of objectives for each grade level was divided into 100, giving the percentage of weight for each learning area.

To develop the yearly plan of thirty-six weeks, the amount of time allotted to each class was determined. Since time was a limiting factor in this report, time priorities were given to the older children with lesser degrees of time distributed as the age level decreased. Because of the extensive growth taking place in the intermediate grades, three through six, more varied and advanced activities were incorporated in the curriculum.¹⁰ Consequently, the third, fourth, fifth, and sixth graders were allotted physical education twice a week with first and second graders meeting once a week. All periods were 30 minutes in length.

Although this report does not extend beyond yearly planning, the next step would be to plan blocks of time. This is often called unit planning because an attempt is made to plan all activities in one specific area. Areas that are covered in a unit are lesson objectives, learning experiences, materials needed, class organization, and evaluation. Each of these deserves a percentage of time within the school year determined by the age level, weather, and student capabilities. Following general unit planning, daily lesson planning would be incorporated. The writer hopes to be able to incorporate unit and lesson planning along with evaluation of the material found in this report at a later date in an actual teaching situation.

¹⁰Physical Education Staff, Topeka Curriculum Guide for Elementary Physical Education (Topeka: Topeka School District, 1967), p. 5.

Chapter 2

RESULTS AND DISCUSSION

THE FIRST GRADER

The first grade child needs constant activity which will involve all parts of the body. The first grader is highly imaginative and dramatic. He should have ample time to be creative, imitative, explorative, and to identify himself. Since a first grader's attention span is very short, activities should be directed towards few rules, active involvement, and good variety. Children this age are very curious. They want to explore and to handle equipment used in class. Their emotions are not too well controlled. They want to feel a part of everything that is going on, to take part in class evaluation, to follow and lead, and to help make rules and choices.¹¹

In this report the first grader will meet for physical education once a week for a thirty-minute class period. The school year will consist of thirty-six weeks of physical education divided in the following manner:

I. Physical Fitness	20%
II. Skill Movements	30%
III. Social Development	15%
IV. Individual Achievement	25%
V. Cognitive-Affective	10%
VI. Carry-Over	0%

¹¹Physical Education Staff, p. VIII

Table 1

Weighting Physical Education Objectives in Percentage of Time
for Grade One

Objectives	Weight of Objectives (%)	Low			
		Tumbling	Organized Games	Rhythms	Relays
I. Physical Fitness	(20)				
Coordination	10	x	x		
Balance	5	x			
Flexibility	5	x			
II. Skill Movements	(30)				
Movement of Objects	15		x	x	x
Locomotor	15	x	x	x	
III. Social Development	(15)				
Relation with Same Sex	10		x		x
Relation with Opposite Sex	5		x		
IV. Individual Achievement	(25)				
Achievement	10	x	x		
Order	15	x	x		x
V. Cognitive-Affective	(10)				
Rules	5		x		
Safety	5	x			
VI. Carry-Over	(0)				

FIRST GRADE OBJECTIVES

Tumbling

1. To be able to do a complete forward roll finishing on both feet in a squat position.
2. To be able to walk down a 15-foot line on the floor without stepping off of the line more than twice.
3. To be able to do a back-bend from a starting position of lying on the back and arching up for a count of 3.
4. To be able to do three consecutive forward rolls down tumbling mats without going off the mats.
5. To be able to perform at least two basic tumbling stunts (from those taught in class) that they were unable to complete before the learning experience was initiated.
6. To be able to take one's turn in a regular tumbling practice.
7. To be able to explain verbally all of the basic safety rules discussed in class.

Rhythm

1. To be able to follow the instructor through basic rhythm patterns while handling an object such as a hula hoop, ball, etc., without falling down or dropping the object.
2. To be able to cover a 50' x 50' floor area moving creatively with music.

Low Organized Games

1. To be able to carry an object (ball, bean bag, hanky, etc.) without dropping it while participating in a basic circle game.
2. To be able to carry a ball and pass it off to another member of the class without dropping it during a play activity.
3. To be able to cover a given distance in three different manners selected from the following choices of skipping, hopping, jumping, or crab walk.
4. To be able to take one's turn while participating in classroom games with the same sex.
5. To be able to take one's turn while participating in classroom games with the opposite sex.

First Grade Objectives Continued:

Low Organized Games

6. To be able to lead the rest of the members of the class in a game learned during the class period.
7. To be able to take one's assigned position in a classroom game.
8. To be able to explain verbally the content of three rules needed in playing one class-taught game.

Relays

1. To be able to learn one correct way in which to carry a ball while running without dropping it.
2. To be able to learn team play by taking one's turn in the activities learned in class.
3. To be able to take one's turn in all relays.

THE SECOND GRADER

This age group wants to be active at all times. Second graders desire to be running, chasing, and participating in simple activities as long as there is a use of the large muscles. They have an extreme desire to please and excel. A good teacher chooses activities in which the student can excel easily and can achieve what is designed by the activity. The second grader begins to feel the urge for leadership and responsibility. All children of this age level should have equal opportunity to participate in group activities.¹²

In this report the second grader will meet for physical education once a week for a thirty-minute period. The school year will consist of thirty-six weeks of physical education divided in the following manner:

I. Physical Fitness	16%
II. Skill Movements	28%
III. Social Development	16%
IV. Individual Achievement	28%
V. Cognitive-Affective	12%
VI. Carry-Over	0%

¹²Physical Education Staff, p. IX

Table 2

Weighting Physical Education Objectives in Percentage of Time
for Grade Two

Objectives	Weight of Objectives (%)	Low			
		Tumbling	Organized Games	Rhythms	Relays
I. Physical Fitness	(16)				
Balance	4	x			
Coordination	12	x	x	x	
II. Skill Movements	(28)				
Movement of Objects	4				x
Locomotor	16	x	x	x	x
Movement of Body Parts	8		x	x	x
III. Social Development	(16)				
Relation with Same Sex	8		x		x
Relation with Opposite Sex	8		x		x
IV. Individual Achievement	(28)				
Achievement	16	x	x	x	x
Order	12	x	x		x
V. Cognitive-Affective	(12)				
Safety	4	x			
Rules	8		x		x
VI. Carry-Over	(0)				

SECOND GRADE OBJECTIVES

Tumbling

1. To be able to walk the length of a 4" x 10' balance beam without falling off.
2. To be able to do a complete backward roll finishing on both feet in a squat position.
3. To be able to do three consecutive backward rolls down tumbling mats without going off the mats.
4. To be able to demonstrate to the instructor any new stunt learned in tumbling.
5. To be able to take one's turn in a regular tumbling practice.
6. To be able to verbally explain all of the basic safety rules discussed in class.

Low Organized Games

1. To be able to skip, hop, or gallop around a circle of students without falling down.
2. To be able to run 50 yards, carrying a ball, without falling down or dropping the ball.
3. To be able to skip a rope 50 yards without falling down.
4. To be able to take one's turn while participating in classroom games with the same sex.
5. To be able to take one's turn while participating in classroom games with the opposite sex.
6. To be able to lead other classmates in an activity learned during physical education period.
7. To be able to wait and take one's assigned position in the classroom before class activities are to begin.
8. To be able to verbally explain the rules to at least three games learned in class.

Second Grade Objectives Continued:

Rhythms

1. To be able to do basic movement skills such as walking, hopping, skipping, running, etc., to music.
2. To be able to follow specific directions involved in a basic dance call.
3. To be able to show the instructor one rhythmic pattern associated with the skills learned in rhythms.

Relays

1. To be able to dribble a ball while walking the length of a basketball court without kicking the ball.
2. To be able to run through a four piece obstacle course without falling down.
3. To be able to run up to a partner while carrying a football and hand the ball off without dropping it.
4. To be able to take one's turn while participating in relays with the same sex.
5. To be able to take one's turn while participating in relays with the opposite sex.
6. To be able to participate in two identical relays and display fewer mistakes during the second relay.
7. To be able to wait for one's turn while in line and to take one's turn when the appropriate time arrives.
8. To be able to verbally explain the basic rules needed for all relays learned in class.

THE THIRD GRADER

Third graders want to experience many kinds of vigorous activity that involve many parts of the body. Their larger muscles are more developed than the smaller muscles. Consequently, they are able to do lots of running, jumping, hanging, and throwing. Their attention span is short though, so games must be kept short and explanations to the point. The third grader is becoming more aware of individual differences and is more sensitive. He still wants to play either alone or in small groups. He often wants to organize his own games and activities. If playing in team activity, he does not want to lose his individuality. This age child is more daring, imaginative, and wants to find out things. The instructor should use rhythmic sounds and encourage the child to be creative. The child too, wants the teacher or other adults to take part in the group activity. He seeks attention from the adult in the form of praise and encouragement. The third grader is beginning to both want and to have more social contact than in the past.¹³

In this report the third grader will meet for physical education twice a week for thirty-minute periods. The seventy-two class meetings will be divided in the following manner:

I. Physical Fitness	11%
II. Skill Movements	39%
III. Social Development	19%
IV. Individual Achievement	8%
V. Cognitive-Affective	23%
VI. Carry-Over	0%

¹³Physical Education Staff, p. X

Table 3

Weighting Physical Education Objectives in Percentage of Time
for Grade Three

Objectives	Weight of Objectives (%)	Low			
		Tumbling	Organized Games	Rhythms	Relays
I. Physical Fitness	(11)				
Muscular Endurance	4	x			
Coordination	7	x		x	
II. Skill Movements	(39)				
Movement of Objects	11		x	x	x
Locomotor	10	x	x		x
Movement of Body Parts	10	x	x		x
Movement with Others	8			x	x
III. Social Development	(19)				
Relation with Same Sex	8		x		x
Relation with Opposite Sex	11		x	x	x
IV. Individual Achievement	(8)				
Achievement	8	x	x		
V. Cognitive-Affective	(23)				
Knowledge of Equipment	7	x		x	
Safety	4	x			
Rules	12	x	x		x
VI. Carry-Over	(0)				

THIRD GRADE OBJECTIVES

Tumbling and Apparatus

1. To be able to do the monkey walk on the parallel bars at least three-fourths of the length of the bars.
2. To be able to do the elbow knee stand for a count of three.
3. To be able to do eight forward rolls down a mat without going off the mat in front of the class.
4. To be able to perform three out of five basic stunts taught in class for the instructor.
5. To be able to do at least three new stunts in front of the class that the student was unable to do before.
6. To be able to put tumbling mats away in groups of four as a class procedure in learning care of the mats.
7. To be able to assist in "spotting" other students on three different stunts for safety reasons.
8. To be able to explain the safety rules of all of the basic stunts taught in class to the instructor.

Low Organized Games

1. To be able to carry a ball around a circle without dropping it in a class game.
2. To be able to run a 25 yard dash during class between two parallel lines spaced one foot apart in a given time.
3. To be able to skip rope in front of the class 15 times without a miss.
4. To be able to take one's turn while participating in classroom games with the same sex.
5. To be able to take one's turn while participating in classroom games with the opposite sex.
6. To be able to lead the class in a prior learned activity.
7. To be able to identify nine out of twelve different articles of equipment to the instructor.
8. To be able to state all of the basic rules of at least four games taught in class to the instructor.

Third Grade Objectives Continued:

Rhythms

1. To be able to march in step to a 3-4 count record while following with the rest of the class in single file formation.
2. To be able to maintain a four-four rhythmic beat with rhythm sticks through at least a two minute record in front of the class.
3. To be able to complete a class-taught dance with a partner without making any visual mistakes.
4. To be able to follow and take part in another student's instruction during a rhythm exercise with the opposite sex in class.

Relays

1. To be able to handle an eight pound medicine ball for 25 yards and hand it off to another classmate without dropping it.
2. To be able to skip 75 yards in less than twenty-five seconds during a regular class period in front of the instructor.
3. To be able to skip rope thirty yards without a miss in front of the class.
4. To be able to hold hands with a partner and run thirty yards without letting go in front of the class.
5. To be able to follow and take part in another student's instructions during a classroom game with the same sex.
6. To be able to follow and take part in another student's instructions during a classroom game with the opposite sex.
7. To be able to explain basic rules of all relays taught in class to the instructor.

THE FOURTH GRADER

The fourth grader is beginning to develop very distinct individual differences. Consequently, he needs help in learning to get along with other children. He expects, needs and wants responsibility in the form of leading activities, heading squads, and helping officiate. He is now capable of prolonged interest and may often extend an activity on his own. He wants to do things well and may become discouraged if he is pressured. Many times a fourth grader is overactive, hurried, and careless, leading to frequent accidents. Leg muscle activities should be encouraged. Simple team games satisfy his needs to be with a "gang," especially of one's sex. However, he may become aggressive and quarrelsome, often arguing over fairness. The instructor should strive to give a fourth grader approval and warm understanding.¹⁴

In this report the fourth grader will meet for physical education twice a week for thirty-minute periods. The seventy-two class meetings will be divided in the following manner:

I. Physical Fitness	12%
II. Skill Movements	36%
III. Social Development	16%
IV. Individual Achievement	20%
V. Cognitive-Affective	16%
VI. Carry-Over	0%

¹⁴Physical Education Staff, p. XI

Table 4

Weighting Physical Education Objectives in Percentage of Time
for Grade Four

Objectives	Weight of Objectives (%)	Tumbling	Games Relays	Rhythms	Lead-Up Team Sports
I. Physical Fitness	(12)				
Speed	4		x		
Agility	8		x	x	
II. Skill Movements	(36)				
Movement of Objects	8		x		x
Locomotor	8	x			x
Movement with Others	12		x	x	x
Movement of Body Parts	8	x			
III. Social Development	(16)				
Relation with Same Sex	8		x		x
Relation with Opposite Sex	8		x	x	
IV. Individual Achievement	(20)				
Achievement	12	x	x		x
Aggression	8				x
V. Cognitive-Affective	(16)				
Rules	12	x	x		x
Safety	4	x			
VI. Carry-Over	(0)				

FOURTH GRADE OBJECTIVES

Tumbling

1. To be able to travel down a 15' tumbling mat using at least two forward basic movements learned during class.
2. To be able to do an egg-roll with at least three full turns.
3. To be able to demonstrate and describe a basic stunt learned new in class which they were unable to complete previously.
4. To be able to explain to the instructor all basic rules necessary for the stunts learned during class.
5. To be able to explain the necessary safety rules regarding tumbling stunts before executing the stunts.

Games and Relays

1. To be able to reduce running time in a 50-yard dash by one-tenth of a second better than a previous run.
2. To be able to move through a six piece obstacle course without falling down.
3. To be able to carry a ball during a 50-yard running race without dropping the ball or falling down.
4. To be able to run a three legged race with a team member without falling down more than once.
5. To be able to run a race as a member of a six man team of the same sex without stopping any of the other team members from running.
6. To be able to participate with members of the opposite sex in races without interfering with the other students' performance.
7. To be able to lead other classmates in an activity learned during physical education period.
8. To be able to explain verbally to the instructor at least two rules for every game played in class.

Fourth Grade Objectives Continued:

Rhythms

1. To be able to dance through a set of four moving tinikiling poles twice to 3-4 count without stepping or tripping over the poles.
2. To be able to complete a rhythmic movement in class with a partner without making any visual mistakes.
3. To be able to complete a dance learned in class with a partner of the opposite sex without making any visual mistakes.

Lead-Up Games to Team Sports

1. To be able to trot the length of a basketball court while dribbling a basketball without losing a dribble.
2. To be able to dribble a soccer ball in a trot using the feet without tripping over the ball.
3. To be able to make three basic basketball passes with a partner without dropping the ball.
4. To be able to play on a team with members of the same sex without monopolizing the ball.
5. To be able to demonstrate and describe the fundamentals of three basic basketball passes learned in class.
6. To be able to willingly take part in all class activities.
7. To be able to explain verbally three basic rules to each team sport learned in class.

THE FIFTH GRADER

The fifth grader develops steadily in muscular strength and in bone length. His vital organs strengthen, giving him increased resistance to disease. He needs vigorous activity that use big muscles and body organs within limits of healthy fatigue. Fifth grade girls experience emotional and organic changes that mature them ahead of the boys. Both sexes are beginning to desire wholesome boy-girl relationships in activities. There is an increased interest in competitive activities, and a willingness to work to receive recognition. Activities should establish team-work as well as a self-testing. The fifth grader seeks to become more independent and is very willing to help make plans, be a leader, and check his own progress. Students of this age enjoy group participation and show loyalty to groups. They also seek approval and respect from members of their own group.¹⁵

In this report the fifth grader will meet for physical education twice a week for thirty-minute periods. The seventy-two class meetings will be divided in the following manner:

I. Physical Fitness	32%
II. Skill Movements	23%
III. Social Development	14%
IV. Individual Achievement	7%
V. Cognitive-Affective	24%
VI. Carry-Over	0%

¹⁵Physical Education Staff, p. XII

Table 5

Weighting Physical Education Objectives in Percentage of Time
for Grade Five

Objectives	Weight of Objectives (%)	Tumbling Apparatus	Relays & Games	Rhythms	Lead-Up Team Sports	Physical Fitness
I. Physical Fitness	(32)					
Strength	4					x
Coordination	7	x				x
Reaction Time	3					x
Balance	4	x				
Agility	7		x			
Speed	7		x			x
II. Skill Movements	(23)					
Movement of Objects	7		x		x	
Locomotor	8	x			x	
Movement of Body Parts	8	x	x			
III. Social Development	(14)					
Relation with Same Sex	7		x		x	
Relation with Opposite Sex	7		x	x		
IV. Individual Achievement	(7)					
Respect	4				x	
Aggression	3				x	
V. Cognitive-Affective	(24)					
Rules	7		x		x	
Safety	7	x			x	
Equipment	7	x			x	
Understanding Physical Ed.	3					x
VI. Carry-Over	(0)					

FIFTH GRADE OBJECTIVES

Tumbling

1. To be able to stand on one's head for 5 counts before breaking down.
2. To be able to sit on a low bar without holding on for the count of three before getting down.
3. To be able to travel down a 20' tumbling mat with two different basic movements learned in class without going off the mat.
4. To be able to do an elbow knee balance for a count of five before breaking down.
5. To be able to explain verbally the basic safety rules for all pieces of equipment before use.
6. To be able to do at least three movements on each of the pieces of equipment used in class.

Relays and Games

1. To be able to run through a 7 piece obstacle course without falling down.
2. To be able to improve one's speed and time while running a basic race for the second time.
3. To be able to carry a ball while racing against others and to hand it off to another student without dropping it.
4. To be able to run a race in one's own lane without going out of the lane.
5. To be able to admit willingly other students of the same sex to a game without discriminating against them.
6. To be able to admit willingly other students of the opposite sex to a game without discriminating against them.
7. To be able to verbally explain four basic rules for all relays covered in class.

Fifth Grade Objectives Continued:

Rhythms

1. To be able to do a 3-4 count dance through a set of 4 moving tinikiling poles without tripping over the poles or losing timing.
2. To be able to go through a rhythm exercise learned in class with the opposite sex without visual mistakes.

Lead-up and Team Sports

1. To be able to dribble a ball while running both down and back on a basketball court within 15 seconds time.
2. To be able to do a basketball weave while running and dribbling a basketball between five chairs within 20 seconds.
3. To be able to play with other students of the same sex on a team while allowing all team members an equal chance to play and score.
4. To be able to consider a class mate as a team member by showing regard for their feelings and turns at play.
5. To be able to play a game with some aggressiveness in their play by taking an active part in the game.
6. To be able to write four basic rules to all games played in class.
7. To be able to verbally explain all safety rules necessary for all team activities learned in class.
8. To be able to explain verbally the uses of five pieces of equipment necessary for playing the activities learned in class.

Physical Fitness

1. To be able to do the standing broad jump 3 inches better than a previous jump completed six months earlier.
2. To be able to improve one's jump in the standing broad jump by at least 1 inch in 3 tries.
3. To be able to reduce one's time in the shuttle run by at least two-tenths of a second better than a previous run made 6 months earlier.

Physical Fitness Continued: Fifth Grade

4. To be able to reduce running time in all races previously run six months earlier.
5. To be able to explain verbally four reasons why physical education is important as previously discussed in class.

THE SIXTH GRADER

During the sixth grade, some children are experiencing a rapid period of growth. The girls are developing physically more rapidly than the boys and are often able to better achieve than the boys. Differences in sexual characteristics are also becoming evident. Both sexes have a decrease of endurance and fatigue easily. They are interested in gaining skill proficiency in the activities in which they participate. Sixth graders have both increased muscular coordination and increased ability to make judgments. They need to have the opportunity to gauge moving things, objects, distances, and to be able to change direction hurriedly. There is a strong feeling of loyalty to a "gang," even to the extent of self-sacrificing for the good of the group. They tend to select heroes and are wise in their judgments. They show interest in their own growth patterns and seek ways to establish strength and independence. Often, sixth graders have difficulty in separating the realistic from the idealistic. They need opportunities to work off aggression or tension in socially accepted manners. Because of their tendency towards being self-conscious, they also need to experience success in some form of activity.¹⁶

In this report the sixth grader will meet for physical education twice a week for thirty-minute periods. The seventy-two class meetings will be divided in the following manner:

I. Physical Fitness	26%	IV. Individual Achievement	6%
II. Skill Movements	22%	V. Cognitive-Affective	22%
III. Social Development	16%	VI. Carry-Over	8%

¹⁶Physical Education Staff, p. XIII

Table 6

Weighting Physical Education Objectives in Percentage of Time
for Grade Six

Objectives	Weight of Objectives (%)	Tumbling Apparatus	Relays & Games	Rhythms	Lead-Up Team Sports	Physical Fitness
I. Physical Fitness	(26)					
Muscular Endurance	6	x				x
Strength	4					x
Coordination	6	x		x		
Balance	6	x		x		
Speed	4					x
II. Skill Movements	(22)					
Movement of Objects	7			x	x	
Locomotor	7	x			x	
Movement of Body Parts	8	x		x	x	
III. Social Development	(16)					
Relation with Same Sex	11		x	x	x	
Relation with Opposite Sex	5		x	x		
IV. Individual Achievement	(6)					
Honesty	6		x		x	
V. Cognitive-Affective	(22)					
Equipment	6	x			x	
Safety	6	x			x	
Rules	3				x	
Understanding Physical Ed.	7	x			x	x
VI. Carry-Over	(8)					
Life time	8			x	x	x

SIXTH GRADE OBJECTIVES

Tumbling

1. To be able to do a 2 minute floor exercise utilizing at least 5 basic stunts.
2. To be able to do straddle travels forward and backwards the length of parallel bars without visual major mistakes.
3. To be able to hold an elbow knee balance for a count of 5 seconds without breaking down.
4. To be able to do a series of 3 basic movements learned in class down a 15 foot mat without going off the mat.
5. To be able to do a back extension by doing a minimum of at least getting the head off the mat.
6. To be able to explain to the instructor four basic pieces of apparatus used in gymnastics.
7. To be able to explain four basic safety procedures necessary for each piece of equipment used in tumbling.
8. To be able to write a minimum of one-half page on understanding why we have tumbling in gym based on the instructor's previous explanation.

Games

1. To be able to play a game with members of the same sex without monopolizing the game.
2. To be able to share turns with members of the opposite sex when participating in a classroom game.
3. To be able to accept other classmates decisions and rulings when they are leading games.

Rhythms

1. To be able to dance through 8 moving tinikiling poles with a 3-4 count without losing rhythm.
2. To be able to dance through 8 moving tinikiling poles to a 3-4 count without tripping over the sticks.
3. To be able to do a routine with 2 lummi sticks for a 2 minute record without dropping one stick.

Rhythms Continued: Sixth Grade

4. To be able to flip and catch a set of lummi sticks to the rhythm of a 2 minute record without dropping the sticks.
5. To be able to do a rhythm pattern with lummi sticks with a partner.
6. To be able to dance with the opposite sex as a partner in square dancing without visual mistakes.
7. To be able to do basic folk and square dancing and verbally explain four reasons for learning the dances.

Team Sports

1. To be able to do four out of five basic basketball passes to a partner at 20 feet and to hit the partner between the shoulders and waist.
2. To be able to change positions while guarding an opponent on an athletic field or court without the ball.
3. To be able to dribble a soccer ball in a straight line down a 50-yard field.
4. To be able to share turns with other classmates on a team without monopolizing the game.
5. To be able to play a game with class members as leaders without debating their decisions and rulings.
6. To be able to verbally explain what equipment goes with each game learned in class and the uses of each piece of equipment.
7. To be able to verbally explain four basic safety rules for using each piece of equipment.
8. To be able to verbally explain five basic rules for all team sports covered in class.
9. To be able to list six reasons why physical education is taught as discussed in class.
10. To be able to play at least three carry-over sports and give reasons why they are lifetime sports.

Sixth Grade Objectives Continued:

Physical Fitness Tests

1. To be able to reduce one's time on the 600 yard run and walk by at least 5 seconds from a previous run completed six months earlier.
2. To be able to increase the distance on the softball throw by at least 8 feet from a previous throw six months earlier.
3. To be able to reduce time in a 50-yard dash and shuttle run by at least one-tenth of a second better than previous run six months earlier.
4. To be able to explain verbally five reasons why it is important to be physically fit.
5. To be able to explain five reasons why being fit will be an asset to your health later in life.

SUMMARY

Examples of specific objectives served as the foundations in establishing and evaluating an elementary physical education program for grades one through six. By defining explicit ways in which students could be changed by educative processes, the teacher, student, and parents were given the specific behaviors necessary for achieving in the suggested physical education program.

Evaluative methods were established in the following manner: First, specific behavioral objectives were written. The objectives or desired outcomes included overt student performance, conditions of behavior, and extent of achievement. These were arrived from personal experience, consultation with other elementary physical education instructors, and a study of literature by experts in the field. Many factors characteristic of the school situation and students were taken into consideration.

Secondly, corresponding behaviors found within the six areas of learning as given by Dr. Charles B. Corbin, Head of the Physical Education Department at Kansas State University, were established. The six areas of learning were: (1) Physical Fitness, (2) Skill Movements, (3) Social Development, (4) Individual Achievement, (5) Cognitive-Affective, and (6) Carry-Over. Percentages of time were determined among the six learning areas.

Next, activity situations were selected based upon the learning areas and behavioral objectives. The types of activities selected were physical fitness testing, tumbling and apparatus, rhythms, low organized

games, relays, lead-up games, and team sports. It was assumed in this report that the school provided adequate facilities and learning tools for all activities. After selecting tools, learning priorities were determined in order of importance. The necessary objectives were then incorporated into the program. Tables 1 through 6 show the priorities of behavioral objectives incorporated into the program activities.

Percentages of time were given to objective priorities throughout the year. The total number of objectives for each grade level was divided into 100, resulting in the percentage of weight for each learning area. The objectives were placed within the appropriate activity and corresponded to the related area of learning.

A yearly plan of thirty-six weeks was decided upon. Time allotments were distributed to grade levels. Since objectives must be based on characteristics, needs, and capabilities of children in each grade level, these were described. Because of these and the more varied and advanced activities taught to grades three through six, these grades were allotted physical education twice a week with grades one and two meeting once a week. All class periods were thirty minutes in length. This report did not extend beyond yearly planning.

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Kennedy, Bill. Personal Correspondence with the Writer, March 14, 1972.

Patterson, Garry. Personal Correspondence with the Writer, March 14, 1972.

APPENDIX

713 Goodrich Drive
Manhattan, Kansas
March 14, 1972

To Whom It May Concern:

I have been an elementary physical education instructor with the Topeka School District for two and one-half years. After receiving my master's degree from Emporia State Teacher's College, I am presently Director of Elementary Physical Education in Manhattan, Kansas, a position which I have held for three years. From my experiences in working with the varied elementary age levels, I feel that I have a good understanding of the needs, capabilities, and interests of the elementary student.

After discussing instructional objectives with Charles R. Ballard, I have found that we are in agreement regarding evaluation of a physical education program. I have also studied his master's report and will uphold his suggested program and behavioral objectives to be applicable to an actual elementary physical education setting.

Sincerely,

A handwritten signature in cursive script that reads "Garry Patterson".

Garry Patterson

322 Osage Street
Manhattan, Kansas
March 14, 1972

To Whom It May Concern:

I have been an elementary physical education instructor at Seven Dolars Elementary School, Manhattan, Kansas for two years. From my experiences in working with these varied age levels, I feel that I have a good understanding of the needs, capabilities, and interests of the elementary student.

After discussing instructional objectives with Charles R. Ballard, I have found that we are in agreement regarding evaluation of a physical education program. I have also studied his master's report and will uphold his suggested program and behavioral objectives to be applicable to an actual elementary physical education setting.

Sincerely,

Bill Kennedy
Bill Kennedy

THE ESTABLISHMENT OF SPECIFIC BEHAVIORAL
OBJECTIVES FOR EVALUATIVE PURPOSES IN AN
ELEMENTARY PHYSICAL EDUCATION PROGRAM

by

CHARLES ROBERT BALLARD

B. S., Kansas State University, 1967

AN ABSTRACT OF A MASTER'S REPORT

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

Department of Physical Education

KANSAS STATE UNIVERSITY
Manhattan, Kansas

1972

The purpose of this report was to assist teachers in both planning and developing an effective elementary physical education program. By defining specific behavioral objectives, the planning of learning experiences was simplified and these objectives provided specific evaluation.

The program has been formulated to consist of appropriate activities based on fulfillment of specific behaviors. The types of activities incorporated were: physical fitness testing, tumbling and apparatus, rhythms, low organized games, relays, lead-up games, and team sports. These activities have been determined by establishing necessary activity tools and equipment, indoor and outdoor recreational facilities, weather conditions, instructional progressions, and student interests.

Learning priorities were established in order of importance. Six areas of priority were: (1) Physical Fitness, (2) Skill Movements, (3) Social Development, (4) Individual Achievements, (5) Cognitive-Affective, and (6) Carry-Over.

A characteristic and ability description was included for each grade level, one through six. These served as guides in formulating objectives and for the entire elementary physical education instructional plan. The activities and objectives stated in this report were intended to be an aid to other teachers in developing a physical education program. They were not to be all-inclusive of every realm of physical activity and behavior.

After the specific objectives had been written and the importance of priorities determined, a yearly plan was decided upon that consisted

of thirty-six weeks. The intermediate grades of three through six were to have 30-minute physical education periods twice a week with grades one and two meeting once a week for thirty minutes. Blocks or units of time were allotted on a percentage basis to specific activity areas throughout the yearly plan. The percentages were determined by the capabilities and individual age levels of the students.

Next, daily planning would have been incorporated in accordance with the desired behavioral objectives. However, this report was concerned with the procedures leading up to the daily planning.