

## PHYSICAL EDUCATION AND THE **TEACHING ACTIVITY PACKAGE SYSTEM**

### WHY T.A.P.S.?

- All teachers can present an effective program
- Very little preparation is needed
- Dozens of activities are learned by students
- Only 3 major areas of preparation is needed in a school year by any one teacher
- An excellent text with excellent photos is used as a resource guide
- Student fitness level of health increase while developing a wide range of skills
- Students experience activities useful for now and future years
- Develops morale between students and teachers
- Eliminates need/cost of physical education specialists
- Provides daily activities that develop student physical, emotional and confidence levels that carry over to academic progress

### THE NEED FOR T.A.P.S.

In most elementary schools, physical education is losing ground. It is being de-emphasized because of:

- a. little awareness of its value
- b. physical education specialists hired to teach only about 20-30 minute sessions twice a week
- c. budget cuts
- d. "untrained" classroom teachers too often "throwing out the ball" rather than developing skills and knowledge

Most classroom teachers, although not meaning to do so, shortchange pupils when they don't teach skills and develop self-esteem by helping the student learn. Typically, if a teacher does get involved, the rules for the activity or game is glossed over. A few students naturally or for other reasons stand out. Most other students end up going through the motions, perhaps even have fun, but aren't taught skill development or encouraged to participate as much as the stand-outs.

As human beings, we participate in those things we have either experienced or feel a degree of skill. We fear rejection, ridicule or other negative feelings when we don't succeed at something. If we want our young people to participate in sports, group games, dancing and/or have confidence about their abilities, we must as educators provide positive experiences for these activities in early elementary schooling. Middle and high school level students are less likely

to participate or "give it their all" due to fear of failure and not being accepted by their peers.

All educators are capable of successfully presenting physical education activities. I have seen teachers near retirement, lacking physical capabilities, being successful at offering effective class direction. A teacher does not need to be skilled in an activity to present basic skills, etc. at an elementary level. Basic skills being presented will provide the needed background for more advanced interest and development. Without basics, the skill development and esteem will be lacking for future values in later youth and adult years. The self-esteem or lack of it is a key factor for success in the classroom as well as in the child's future.

If the program is offered as suggested, each teacher will only need to become knowledgeable in three areas during the school year. The suggested text has a resource guide that offers excellent photos and steps for presenting the activities. Teachers will also find much material in the text that is applicable to classroom management, etc. This could be one of the most valuable teacher resource guides for their years of teaching as well as being useful for community youth and parenting activities.

## **TEACHING ACTIVITY PACKAGE SYSTEM** Using TAPS

Most instruction packages will describe the skills to be taught, starting at the most basic levels adaptable to elementary students. These should be explained, demonstrated, and then experienced by each student before progressing to skill building activities. The activities are generally in order in each package, with the least difficult ones listed first. If possible, all activities within the package should be experienced by each student. Succeeding TAPS in the middle grades, or activities in middle or Sr. High School may well depend on the learning of those skills. Develop each package by copying the photos from the text listed below with brief description of each activity.

### Bad Weather

Most packages will suggest activities that can be done indoors in case of inclement weather. Sometimes videos are appropriate. Discussion of rules or demonstration of techniques are usually valuable to an activity. A teacher should have these ready to use if the weather or other conditions prevent use of regular facilities. If the above suggestions are not practical, relays may sometimes be held in hallways or low organization games played in the teacher's classroom. *Physical Education In The Elementary School* is an excellent source for developing these activities.

In order to help our youngsters reach a high degree of physical fitness, we must provide at least 10 minutes of exercises before each day's activities. Even in the classroom many exercises can be done, including isometrics that doesn't require a lot of movement.

## Physical Fitness

At least 5 to 10 minutes at the beginning of each class should be devoted to exercises. During that time at least one exercise should strengthen the upper arms and shoulders, back muscles, abdominal muscles, and leg muscles.

In addition, exercises should be geared to promote agility, and in increasing muscular stamina and lung capacity. Perhaps an obstacle course could be developed that would offer running and strength building activities.

Sometimes after students have learned how to do some standard exercises, a student(s) could be selected to prepare and lead their class. This is appropriate when a teacher is not physically capable for some reason. The teacher should always be prepared in case the exercises move too slowly when directed by a student.

Every day possible we should encourage our students to run the obstacle course outdoors to help prevent "staleness" and encourage the best possible fitness results. Friday's "free play" should be preceded by 10 minutes of fitness activities. Don't be tempted to believe that the instructed or play activities will replace these important first 10 minutes.

## Teacher

Complete success for obtaining good instruction and worthwhile learning experiences depends on being well prepared and enthusiastic.

### ORGANIZATION FOR T.A.P.S.

All the teaching staff will be involved in teaching about three activity areas in a school year. One teacher should be selected as a director by the principal or teachers. This director will:

1. select the activities to be offered during the school year
2. approach each teacher to see what activities they would prefer to direct
3. coordinate with each teacher to be sure adequate equipment and supplies are available
4. make certain the text is available for each teacher (Dynamic Physical Education For Elementary School Children, Dauer and Pangrazi), 1989 by Macmillan Publishing Co., 866 Third Ave., New York, NY 10022 Review this on the internet for latest editions and more.
5. Develop a schedule of student rotation to activities
  - a. be aware of alternate locations and activities for inclement weather and grounds
  - b. provide a printed schedule of activities and student group rotation for teachers and bulletin boards

### General Format For Classes

In a daily 30 minute class, the first 5 to 10 minutes should be devoted to fitness activities. They may be led by the teacher or the teacher may call upon students to lead. The exercises or activity should begin with warm-ups using stretching positions or slow moving skills. These activities should not be "the same old thing" each day. Direct a distance running program on occasion that will take about five minutes after warm-ups. A variety of skills and even

challenges can be presented, including mass movements by the group. The text presents ideas for fitness and includes many pages of photographs, stunts and games.

After about five minutes of fitness activities, move into presenting new skills and perhaps reviewing former learned skills in connection with your "activity package". Keep explanations to a minimum and activity to a maximum. Be aware of individuals and their needs. Skill building should begin with the simple, moving to the complex. Understanding and enjoying the activities is most important for your students. No one needs to become expert or have perfect form while performing. Everyone needs to participate, respecting others while developing their own skills.

At a classes' end, students should be responsible for returning equipment to a designated area so that everyone may return quickly to their next school function.

## A PHYSICAL EDUCATION PROGRAM FOR ALL TEACHERS TO USE

### SCHOOL YEAR ACTIVITY SAMPLE

Text pages from: *Dynamic Physical Education For Elementary School Children* by Dauer & Pangrazi, ninth edition 1989

#### FALL

1. Football (pgs.577-588)
2. Foursquare (pg.533)  
Tetherball (pgs.533-534)  
Hopscotch, Dodgeball
3. Movement educ. (pgs. 267-294)
4. Stunts & Tumbling (pgs.425-479)
5. Games Program (pgs.487-535)
6. Running & Tag Games  
(pgs.206-211; 230, 232)

#### WINTER

1. Volleyball (pgs.647-657)
2. Basketball (pgs.557-576)
3. Gymnastics (pgs.405-424)
4. Movement Education (pgs.357-389)
5. Jump Rope (pgs.391-403)  
356)
6. Games Program (pgs.487-535)

#### Inclement Weather Activities

- Phys. Educ. In The Class (pgs. 659-668)
- Bowling (pg.603)  
Chair Quoits (pg.663)  
Limited Move. Games (664-668)  
Hop Scotch; jump rope  
Phys.Educ. video tapes  
Flexibility Activities (426-427)  
Table games  
FITNESS ACTIVITIES (234-256)

#### SPRING

1. Softball (pgs. 617-633)
2. Soccer (pgs. 597- 615)
3. Track and Field (pgs. 635-645)
4. Relays (pgs. 537-546)
5. Rhythm & Dance (pgs. 297-356)
6. Games Program (pgs. 487-535)