

## INFORMATION TO USERS

This was produced from a copy of a document sent to us for microfilming. While the most advanced technological means to photograph and reproduce this document have been used, the quality is heavily dependent upon the quality of the material submitted.

The following explanation of techniques is provided to help you understand markings or notations which may appear on this reproduction.

1. The sign or "target" for pages apparently lacking from the document photographed is "Missing Page(s)". If it was possible to obtain the missing page(s) or section, they are spliced into the film along with adjacent pages. This may have necessitated cutting through an image and duplicating adjacent pages to assure you of complete continuity.
2. When an image on the film is obliterated with a round black mark it is an indication that the film inspector noticed either blurred copy because of movement during exposure, or duplicate copy. Unless we meant to delete copyrighted materials that should not have been filmed, you will find a good image of the page in the adjacent frame.
3. When a map, drawing or chart, etc., is part of the material being photographed the photographer has followed a definite method in "sectioning" the material. It is customary to begin filming at the upper left hand corner of a large sheet and to continue from left to right in equal sections with small overlaps. If necessary, sectioning is continued again—beginning below the first row and continuing on until complete.
4. For any illustrations that cannot be reproduced satisfactorily by xerography, photographic prints can be purchased at additional cost and tipped into your xerographic copy. Requests can be made to our Dissertations Customer Services Department.
5. Some pages in any document may have indistinct print. In all cases we have filmed the best available copy.

University  
Microfilms  
International

300 N. ZEEB ROAD, ANN ARBOR, MI 48106  
18 BEDFORD ROW, LONDON WC1R 4EJ, ENGLAND

CARLSON, JUDITH BRENDA

PROBING AND PERCEIVING SECOND GRADERS' AFFECTIVE  
RESPONSES TO MOVEMENT EXPERIENCES

*The University of North Carolina at Greensboro*

ED.D.

1980

University  
Microfilms  
International

300 N. Zeeb Road, Ann Arbor, MI 48106

18 Bedford Row, London WC1R 4EJ, England

Copyright 1980

by

Carlson, Judith Brenda

All Rights Reserved

PLEASE NOTE:

In all cases this material has been filmed in the best possible way from the available copy. Problems encountered with this document have been identified here with a check mark .

1. Glossy photographs
2. Colored illustrations
3. Photographs with dark background
4. Illustrations are poor copy \_\_\_\_\_
5. Print shows through as there is text on both sides of page \_\_\_\_\_
6. Indistinct, broken or small print on several pages  throughout \_\_\_\_\_
7. Tightly bound copy with print lost in spine \_\_\_\_\_
8. Computer printout pages with indistinct print \_\_\_\_\_
9. Page(s) \_\_\_\_\_ lacking when material received, and not available from school or author \_\_\_\_\_
10. Page(s) \_\_\_\_\_ seem to be missing in numbering only as text follows \_\_\_\_\_
11. Poor carbon copy \_\_\_\_\_
12. Not original copy, several pages with blurred type \_\_\_\_\_
13. Appendix pages are poor copy \_\_\_\_\_
14. Original copy with light type \_\_\_\_\_
15. Curling and wrinkled pages \_\_\_\_\_
16. Other \_\_\_\_\_

PROBING AND PERCEIVING SECOND GRADERS'  
AFFECTIVE RESPONSES TO  
MOVEMENT EXPERIENCES

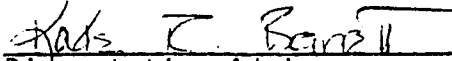
by

Judith Brenda Carlson

A Dissertation Submitted to  
the Faculty of the Graduate School at  
The University of North Carolina at Greensboro  
in Partial Fulfillment  
of the Requirements for the Degree  
Doctor of Education

Greensboro  
1980

Approved by

  
Dissertation Adviser

APPROVAL PAGE

This dissertation has been approved by the following committee of the Faculty of the Graduate School at the University of North Carolina at Greensboro.

Dissertation  
Adviser

John T. Fowell

Oral Examination  
Committee Members

Nancy White

Maie Riley

Raymond McGee

March 14, 1980  
Date of Acceptance by Committee

## ABSTRACT

CARLSON, JUDITH B. Probing and Perceiving Second Graders' Affective Responses to Movement Experiences. (1980) Directed by: Dr. Kate R. Barrett. pp. 284.

The purpose of this study was to assess the personal meaning and significance of selected movement experiences of second graders as determined by self-report. The writer probed directly into the personal, affective dimensions of each child. The direct, open-ended inquiry tapped the attitudes and feelings of children with specific reference to five major categories which characterize physical education classes: environment, self, social interactions, content of physical education, and teacher. For the purpose of this study, only the categories of self--physical and emotional, and content of physical education were examined and interpreted.

Self-report, the means of obtaining one's internal frame of reference of the self, was the technique used to gather the affective responses of the children. This included three distinct types of expression: (a) written--sentence and story completion, creative writing, poetry, and diaries; (b) artistic--drawing, painting, and bulletin boards; and (c) discussion--videotape playback, small group, total class, and the focused interviews. Questions and topics were designed to gather affective responses as a direct outgrowth of the physical education program. The technique of content analysis was used to identify common characteristics of the responses, for making inferences and for describing the content of the responses.

The breadth of affective responses, both written and verbal, was interpreted by selected criteria: (a) uniqueness and diversity of individual responses; (b) consistency of responses among the group; (c) depth of involvement in the responses; (d) personal meaning and implication of the responses; and (e) similarity of responses obtained from the three different types of techniques. Trends were reflected according to the frequency of the responses. The artistic expression was used as a tool of inquiry and was not interpreted.

This study showed that with regard to awareness of the body, physical growth, and physical appearance, the children responded with mostly strong, positive feelings of satisfaction with their own physical selves. They described their feelings about their bodies in terms of their developing accomplishments and increasing efficiency. Further, their egocentric perspective was gradually transformed into a more complex and sensitive view of others. Their sense of adequacy, feelings of accomplishment, and growing desire for increased independence were greatly affected by their peers. The children expressed a wide diversity of both positive and negative feelings including fear, anger, embarrassment, insecurity as well as pride, joy, and delight. They showed strong individuality and distinctiveness in their responses to questions and topics relevant to feelings and emotions, social interactions, moral development, intellectual abilities, and sex-role development.

Movement, the content of physical education, was the genesis of their growing awareness of the self. Through movement experiences in games, gymnastics, and dance, the children made discoveries about themselves. They explored creatively the actions and activities of the body, how the body moves, where the body moves, and what relationships occur. Their affective responses offered insights relative to many variables, e.g., participation, leadership, being chosen for a team, winning and losing, sex differences, movement preferences, favorite experiences, musical preferences, special concerns, interdisciplinary activities, and cognitive constructs.

This study of second graders' affective responses to movement experiences clearly revealed that the physical education environment which characterized this study was a rich and varied setting for encouraging and obtaining children's affective responses. Further, the children studied could definitely share their feelings about experiences in physical education. Their affective responses were spontaneous, unpredictable, and highly personal--often defying categorization.



## ACKNOWLEDGMENTS

Sincere appreciation is expressed to Dr. Kate Barrett who led this writer to believe that the quest for knowledge is an endless adventure. Her standards of high quality have been a strong influence.

The committee shared a diversity of interests which converged and provided a mutual blending of ideas and support. Special thanks go to each committee member: Dr. Marie Riley for her cooperative effort and her high level of both thought and expression; Dr. Rosemary McGee, a devoted person who strives to enhance what is worthwhile and human about the individual, and reflects a beauty of mind and spirit which ennobles the true teacher and friend; Dr. Celeste Ulrich, who pierced the writer's prejudices with the glow of understanding and wisdom and stimulated her creative, personal, and professional growth; Mrs. Mary Frances Johnson, who guided the writer's thrill of discovery in children's books, believed in her dream, and provided faithful encouragement. Her death brought sadness, but her memory is lasting. Dr. Nancy White willingly and enthusiastically consented to fill a vacant position at an important time.

It is a privilege to consider the countless friends who cared. Particular gratitude goes to Gretchen, who is committed to the cause of education. Throughout the process, she provided a setting for creativity and always stressed, "You study hard, Judy." Thanks go to all my family, especially sister Tracy and nephew Rob, who have

listened to and encouraged me. My appreciation goes to Essie, who exemplifies the basic ideals of friendship, loyalty, and helpfulness.

Thanks go to my colleagues who have shown compassion and concern and upheld the ideals of teaching. Finally, special thanks go to each of the second grade boys and girls in my study who have helped me to see as a child sees--the joy . . . the wonder . . . the hope.

## TABLE OF CONTENTS

	Page
APPROVAL PAGE . . . . .	ii
ACKNOWLEDGMENTS . . . . .	iii
LIST OF TABLES . . . . .	vii
LIST OF FIGURES . . . . .	viii
CHAPTER	
I. INTRODUCTION . . . . .	1
Education Embraces Humanism . . . . .	1
Physical Education Develops Self Esteem . . . . .	2
Significance of the Study . . . . .	5
Statement of the Problem . . . . .	6
Definition of Terms . . . . .	7
Assumptions Underlying the Study . . . . .	8
Scope of the Study . . . . .	8
II. REVIEW OF LITERATURE . . . . .	10
Affective Concerns of Education . . . . .	10
Affective Concerns of Physical Education . . . . .	15
Affective Concerns in Elementary School Physical Education . . . . .	17
Opportunities for Affective Development in Games, Gymnastics, and Dance . . . . .	20
Affective Concerns of Child Development . . . . .	23
Techniques for Assessment of Affective Behaviors . . . . .	35
III. PROCEDURES . . . . .	41
Data Collection . . . . .	41
Presentation and Interpretation of Data . . . . .	49
IV. THE PHYSICAL SELF . . . . .	54
Introduction . . . . .	54
Awareness of the Body . . . . .	54
Physical Growth . . . . .	60
Physical Appearance . . . . .	63

CHAPTER	Page
V. THE EMOTIONAL SELF . . . . .	69
Introduction . . . . .	69
Feelings and Attitudes . . . . .	70
Social Interactions . . . . .	86
Moral Development . . . . .	108
Intellectual Abilities . . . . .	111
Sex-Role Development . . . . .	119
VI. THE CONTENT OF PHYSICAL EDUCATION . . . . .	126
Introduction . . . . .	126
Components of Movement . . . . .	126
Body . . . . .	126
Space . . . . .	145
Effort . . . . .	150
Relationship . . . . .	154
Forms of Movement . . . . .	156
Games . . . . .	156
Gymnastics . . . . .	175
Dance . . . . .	178
Games/Gymnastics/Dance . . . . .	189
Cognitive Constructs . . . . .	197
VII. SUMMARY, CONCLUSIONS, AND IMPLICATIONS . . . . .	211
Summary . . . . .	211
Conclusions . . . . .	215
Implications . . . . .	215
BIBLIOGRAPHY . . . . .	218
APPENDICES . . . . .	
A. Question and Topic Response Sheets . . . . .	231
B. Diary Entry Sheets . . . . .	276
C. Poster Defining Feelings and Emotions . . . . .	279
D. Worry Bird Bulletin Board . . . . .	281
E. Letter to Parents and Permission to Release Records Card . . . . .	283

## LIST OF TABLES

TABLE	Page
1. Schedule for Data Collection . . . . .	44
2. Organizational Scheme for Responses to Written Questions and Topics . . . . .	51
3. Organizational Scheme for Written Data . . . . .	52
4. Sex Preferences in Activities . . . . .	196

## LIST OF FIGURES

Figure		Page
1	I feel strong when I get a good lot of sit ups. . . . .	58
2	I like my body because it can move, it is strong, and it is mine. . . . .	59
3	I have a very good body and I can do most everything in gym. . . . .	62
4	I am afraid of falling off the balance beam. . . . .	83
5	I get unhappy every time I try to climb the ropes. . . .	87
6	Boys and girls are happy doing lots of things together. .	123
7	I feel dizzy when I'm upside down. . . . .	136
8	I can leap far and I can leap near. . . . .	138
9	Leaping over hurdles feels good. . . . .	139
10	Running is good for you. . . . .	141
11	The ball was light and colorful. . . . .	144
12	We're all working on striking the light balls. . . . .	146
13	When we pick teams for games . . . I just hope I get picked. . . . .	167
14	I am volleying the ball. . . . .	170
15	My favorite thing is striking with the hockey stick. . .	172
16	I like games with kicking and running. . . . .	173
17	It kind of goes together. I need them and they need me. . . . .	174
18	I like gymnastics best. . . . .	179

Figure		Page
19	I am free because I move and it makes me feel free and good. . . . .	187
20	This is me on the mat by the rings. . . . .	201
21	I'm using the hula hoop. . . . .	202
22	I'm going upside down on the rings. . . . .	203
23	My picture is of me running to jump at the vault. . . . .	204
24	I'm on the balance beam. . . . .	205
25	I can stretch and balance on two body parts. . . . .	207
26	I turned cartwheels like never before. . . . .	208

## CHAPTER I

### INTRODUCTION

How do you feel? It's a thought-provoking question we all ask yet rarely do we have an in-depth understanding of what those feelings really mean. In a time when so many people seem compelled to discover the emotions that make one fully human, feelings have become an integral part of living. To experience the exhilaration of autumn colors, a full moon or a setting sun; the tension of driving in a rain-storm; the pleasure of children absorbed in movement; the appreciation and awe of a Mozart symphony; the gentility and wisdom of the elderly-- each is a distinctive and natural feeling.

In the words of Socarides (1978):

The relation of man to self, to others, to things, and to the surrounding world can be identified, defined, and understood in terms of one's affective life. It is through our awareness of our predominant emotion at any given time that we interpret our whole state of being. Whether we feel happy or sad, up or down, hopeful or despairing, responsive or withdrawn, determines in great part what we do and how we do it: eagerly, reluctantly, confidently, uncertainly, graciously, compassionately, rudely, scornfully. Our emotions are what mobilize us for action and sustain that action regardless of its direction or purpose. (p. 10)

#### Education Embraces Humanism

In today's time of change, education has embraced humanism, re-introducing the concept of self as important for the good of society. In dealing with children's concerns for themselves, we show recognition and respect for them. By acknowledging their experiences and feelings, we tell them that they do know something. This is probably the most



important factor linking relevant content with self-concept (Weinstein & Fantini, 1975). Exploring human behavior is what education is about. Real learning, real change of behavior happens through physical and emotional involvement. Wittow (1971) said, "For me, that means finding out what discoveries we can make, then sharing them . . . for the purpose of greater self-awareness" (p. 3).

The most effective teachers are those capable of bringing to their students an understanding of the nature of the affective experience. As Dobson (1974) stresses, educators "can contribute greatly to the self-respect of the next generation if we can genuinely empathize with children--see what they see, hear what they hear, and feel what they feel" (p. 14).

Parents, teachers, administrators, and students share a common commitment to the well-being and education of the child and therefore must work cooperatively toward that end. A study of parental attitudes revealed that teaching is not a teacher's only duty. The main thrust ought to be not only to teach a subject, but to build enthusiasm in children and to encourage them to learn for the sake of fulfilling their own potential (Mahoney, 1978).

#### Physical Education Develops Self-Esteem

Most physical educators would agree that the child's self-esteem is important. What a child thinks of the self as a person is significant. Self-esteem needs to be strengthened especially for those children who feel a lack of confidence in their own ability to manage their lives. Such a goal seems to be of paramount importance. The nurturance of self-esteem is however a goal for which physical educators have no

special monopoly. Others, too, are equally concerned. Physical educators have a special responsibility for helping children become aware of their moving bodies and feeling selves. This awareness is dependent on the provision of movement experiences that actualize children's feeling potential.

Burton (1977) noted that one of the unique characteristics of movement is the way in which it unites the cognitive, affective, and motor domains. Her holistic goal suggests a child's optimal development in all domains through an individualized and personalized process. To enable each child to move efficiently, expressively, and experientially--this implies achievement of skill. To enable satisfaction and understanding of how and why the body moves as it does--this implies the principles that regulate and control movement. To enable each child to become aware of the self as a moving being, developing an appreciation for activity and the qualities of movement and feeling states which result from using the body as an expressive and effective instrument--this is an individualized and personalized process.

LeShan (1968), in suggesting that play can provide a natural situation in which to learn about a child's needs, said "in guiding his play we can help him find healthy attitudes of self-expression; in offering him opportunities for creative play in a social environment we can help him develop self-understanding" (p. 23). Experiences in physical education, which provide movement and play opportunities, are a locus for creative discovery and the building of a sense of self. There seems to be little doubt that one's self-concept strongly influences one's behavior. The Physical Education Public Information

Project of AAHPER (1978) advanced five key values which were stressed in their attempt to communicate what physical education is really all about and why it is essential for every child. One such value suggested that "a sound physical education program contributes to development of a positive self-concept."

Through words to represent ideas, and sounds to represent conceptions of reality, man has transmitted ideas and feelings to others. He has also communicated ideas and emotions with music and paintings as well as with games, sports, and dance (Metheny, 1965). To know and to understand students better is to collect and utilize information about their needs, interests, capabilities, and understandings. This requires continuous feedback and evaluation throughout learning experiences in order for both the teacher and learner to reveal and clarify feelings, actions, purposes, and thoughts. Caldwell and Skaff (1976) noted that verbal or nonverbal statements of values, attitudes, and feelings are useful tools for taking stock, student-assessment, and self-education. These are contained in prose, poetry, painting, interest inventories, and feedback sheets expressing feelings about a learning experience.

Interviews with children provide another valuable means of deriving insight into the self. Orlick & Botterill (1975), in seeking answers to how children feel in various situations, revealed that adults were often unaware of what children were feeling because they seldom sat down and talked with them. They urged that we learn from children by listening to what they say and by closely observing how they respond. According to them, "children are perceptive and have a tremendous amount

to offer if they are given an opportunity to express their views. It is extremely important for adults to communicate with children in order to better understand their perspective" (p. 58).

The implications are clear. One of the chief responsibilities of teachers and parents is to help children develop a sense of personal worth. That is, if they believe that self-esteem is the cornerstone for good mental health, it is important to create an atmosphere in which children can experience self-worth.

#### Significance of the Study

It is not half so important to know as to feel. Facts are the seeds that later produce knowledge and wisdom, then the emotion and the impressions of the senses are the fertile soil in which the seeds must grow. The years of early childhood are the time to prepare the soil. Once emotions are aroused, then we wish for knowledge. Once found, it has lasting meaning (Carson, 1956, p. 21).

Inquiry into the human personality of children is necessary. The formation of attitudes and values constitutes a critical dimension of child development; yet, the theories and methods of investigation are elusive. Thoughtful research is essential. Affective outcomes are an important aspect of school experiences and it is essential to describe children in terms of how they feel about their experiences as well as their motives for behavior.

Research on affective behaviors is needed in physical education. Physical educators have been concerned with cognitive and motor teaching tasks but have paid little attention to the affective aspects of student performance. They have recognized the existence of the affective domain in education, but have not readily advanced an innovative plan of action to determine students' feelings toward their environment,

learning experiences, or interactions with their teacher. Although there is more room for disagreement regarding evidence of affective behavior change, affective objectives must not be excluded. A deliberate plan for attitude development is essential and physical education is a natural setting for studying affective behaviors.

Attitude development is linked closely with all aspects of development implying a totality of human behavior. It is essential in studying attitudes to examine the wealth of children's feelings, including positive and negative, ambivalent, and intense, as well as moderate. It is important to encourage children to speak about their feelings and ideas as a valid part of the learning process.

#### Statement of the Problem

The purpose of this study was to assess the personal meaning and significance of selected movement experiences of second graders as determined by self-report. To investigate the problem, the writer probed directly into the personal, affective dimensions of each child. The direct, open-ended inquiry tapped the attitudes and feelings of children with specific reference to five major categories which characterize physical education classes: environment, self, social interactions, content of physical education, and teacher. For the purpose of this study, only the categories of self and content of physical education were examined and interpreted. Three questions framed the study:

1. What perceptions of children about the content of physical education may be evoked through the selected projective techniques?

2. What insights about the self and the content of physical education may be revealed through verbal interaction between the teacher, an open and willing child, and peers?

3. How satisfied is the child with self? Is there a discrepancy between the self and ideal self?

### Definition of Terms

The following definitions are used in this study and presented here for clarification:

Affective: The feeling or emotional aspect of experience and learning.

Attitude: A relative stable and enduring disposition to behave or respond in a given way characterized by the positive or negative affect toward a social or psychological object.

Development: The dynamic, continuous changes throughout all the years of the human life span (Helms & Turner, 1978).

Growth: The harmonious biological development which forms ultimately a complex organism with its orderly adjustment of structure and function (Helms & Turner, 1978).

Humanism: A system of thought based upon the nature, dignity, interests, and ideals of man.

Ideal: A desirable, personal condition toward which one strives; a standard of perfection often considered unattainable.

Ideal Self: The integration of values one holds for oneself and seeks to realize.

Middle Childhood: The years of childhood between the ages of 6 and 11 characterized by many diverse changes in development.

Movement Experiences: The process of learning through self-discovery which is designed to improve one's ability to move, engage the thought processes, and contribute positively to one's self-esteem.

Projective Techniques: The instruments used to project or predict one's way of seeing life, meanings, feelings, and affective reactions.

Self: The totality of one's being.

Self-Concept: One's identity as a distinct individual, including appearance, abilities, attitudes and feelings.

Self-Esteem: The basic respect one has for oneself.

Self-Image: The self one believes or imagines oneself to be.

Self-Report: The professed attitude of an individual toward self.

Values: Those things one considers as right, desirable, or worthy based upon the processes of choosing, prizing, and acting, (Raths, Harmin, & Simon, 1966).

#### Assumptions Underlying the Study

The following assumptions have guided this study:

1. Self-report is a report of one's personal inner feelings and experiences.
2. Second grade boys and girls are capable of various, selected methods of self-report; it is a suitable means of obtaining an affective measure of one's feelings about movement experiences.
3. Parents, peers, significant others, and teachers affect young children and precondition their self-report.

#### Scope of the Study

This study was concerned with the affective responses of a selected class of 27 second graders. Based upon the total physical

education program throughout an entire academic year, information, insights, and impressions were procured from each child. Physical education classes met twice a week for 30 minutes. Data were gathered once a week for 30 weeks, beginning the second week of school, during a follow-up session to the movement experiences. These sessions were held in the second-grade classroom for 30 to 45 minutes following the second gym class session each week. Data were gathered relevant to five categories: self, social interactions, content of physical education, environment, and teacher. For the final interpretation, only the categories of self and content of physical education were studied. The method of inquiry, performed directly by the writer, included three distinct types of projective techniques--(a) written: sentence and story completion, creative writing, poetry, and dairies; (b) artistic expression: drawing and painting, montages, and bulletin boards; and, (c) discussion: videotape playback, small group, and total class.

Both the verbal and nonverbal techniques were used to determine affective responses of children in games, gymnastics and dance activities. Occasionally, a specific technique was used with a particular movement experience. For example, one artistic expression included a line drawing which was designed for use as a floor plan in a dance experience. Discussions were planned following the scheduled videotape playbacks as well as for open communication of greater depth than was sometimes obtained from the written techniques. The use of techniques was varied from time to time to help motivate the children being studied and to obtain the different saliencies reflected in their responses.



## CHAPTER II

### REVIEW OF LITERATURE

Chapter II is divided into four sections, each focusing on literature relevant to the assessment of children's affective responses. In the first section a discussion of literature regarding the affective concerns of education is presented, followed by a section in which the affective concerns to physical education are examined. In the third section literature is reviewed that pertains to child development. An examination of the instrumentation involved with the affect concludes the review.

#### Affective Concerns of Education

Technological and cultural changes have intensified the importance of affective concerns in education. Values of society and students are gradually adapting from an emphasis on achievement to one of a sense of fulfillment in one's life (Johnson, 1973). Moreover, the emphasis is shifting from self-control to self-expression, from independence to interdependence with others, and from the endurance of stress to a capacity for joy.

Schools are finding new ways to use emotional involvement to make children more aware of what they are, what they have, and what they can become. Johnson (1973) characterized humanistic education with a focus on the process of learning and suggested that the emphasis on humanistic education and self-actualization was the result of a collision between

a traditional culture based upon competition and a culture based on development of human potential.

Silberman (1970), in his critique of American education, stated that "our most pressing educational problem . . . is not how to increase the efficiency of our schools, it is how to create and maintain a humane society" (p. 203). Acknowledging that we are all born with the capacity to be human, Combs (1972) stressed the importance of the nature of our interactions. He suggested that it is the human side, the more subjective side, one that attempts to see the world through the student's eyes, that is most meaningful.

Many distinguished contributors, focusing on educational humanism, have endowed us with thought-provoking essays on the human experience shaped between students and teachers (Brown, 1975; Bruner, 1971; Combs, 1975; Goodlad, 1966; Harmin & Simon, 1975; Jersild, 1975; Leonard, 1968; Purkey, 1970; Rogers, 1961; Yamamoto, 1972). Each has implored the placement of human content into a proper perspective with curriculum content (Read & Simon, 1975). Thelen (1972) urged that people need to assist each other in furthering the excitement and beauty of their experience. In discussing theory and practice, Ginott (1972) stated that the most significant factor in education was that of attitudes expressed in skills. A teacher must capture a child's heart in order to reach the mind, for only if one feels right can one think in the right way.

## The Concept of Attitude

Definitional variations of the term "attitudes" representing different theoretical viewpoints were offered throughout the literature. According to Allport (1935), attitude is:

A mental and neural state of readiness, organized through experience, exerting a direct and dynamic influence upon the individual's response to all objects and situations with which it is related (p. 37).

The affective component attached to a stimulus object, including emotions, feelings and values, was emphasized strongly in the study of attitudes by Fishbein (1967), and Osgood, Suci, & Tannenbaum (1957). The affective function of instruction, according to McMurrin (1967) pertained to the practical life, to the emotions, the passions, the dispositions, the motives, the moral and esthetic sensibilities, the capacity for feeling, concern, attachment or detachment, sympathy, empathy, and appreciation. Although definitions were varied, the commonality among them suggested that attitudes are acquired and integrated selectively through experience, are enduring dispositions, and include both a positive and a negative affect toward a social/psychological object.

Innumerable researchers, due to a lack of agreement on definition, pleaded for a common psychology of human meaning to interpret affective behavior (Combs, 1972; Gordon, 1972; Green, 1954; LaBeene, 1969; Purkey, 1970; Yamamoto, 1972). Johnson (1973) stressed that attitudes and values are a combination of cognitions and feelings and are usually defined as having cognitive, affective, and behavioral components. Phenix (1977) noted that the affect is not a single phenomenon, but a complex of interrelated types and levels of experience.

## The Concept of Affective-Cognitive Interdependence

The theme of unity of life was pervasive. This unit was exemplified by the expressed interdependence of the affective and the cognitive. According to Silberman (1970), to be called humanistic, teachers and administrators must become involved in affective education: the child's development of personal feelings, emotions, values, and interpersonal relationships. He said, "Affective development has been neglected. It must be attended to without negating cognitive development. Both interact and can ill-afford neglect" (p. 217). Brown (1970) advised that there needs to be harmony between the affect and cognition, for too often in the ongoing growth of the individual the affective domain has become anesthetized. Feelings seem to travel in a direction opposite to that of cognitive knowing.

In their taxonomy of education objectives Krathwohl, Bloom, & Masia (1964) offered a logical rationale for the fundamental relationship between cognitive and affective behaviors. Affect is not only intense feeling or emotion; it is an expression of the basic forces that direct and control behavior. Teachers can explore the affective domain without asserting its primacy over cognition (Weinstein & Fantini, 1975). Clearly, affect and cognition should be regarded as complementary, not contradictory forces, and should play balanced roles in education.

Research on application of cognitive and affective experiences within the classroom is definitely sparse. Harmin, Kirschenbaum, & Simon (1973) observed that concern for clarifying values has given considerable impetus to integrating values clarification with affective

or humanistic education. There is a "happening" in today's education in which open, alternative, middle, and experimental schools are consciously attempting to hear and understand what children and youth are saying about themselves, their lives, and their futures. Additionally, there is a Parent Teacher Association movement in which the parents and teachers are saying "let's make a real effort to understand what young people are saying" (Belgum, 1974, p. 39).

Radio and television networks have transmitted an "All About You" series for young children and have promoted an understanding of how people grow and develop through innovative programs such as "You and Your Feelings" and "Everyone Else and You." "Listening To My Feelings" and "Think Fine, Feel Fine" were other series designed to help children understand their own feelings and attitudes and how they change (WERTVN, 1978).

Human development experts, eager to help young children become and stay aware of themselves and understand themselves and others better, are effecting curriculum program development. These programs are designed to improve communication between teacher and child, and to provide a framework within which a child's behavior may be recognized and understood. One such program, "The Magic Circle" (Bessell & Palomares, 1972), is a preventive scheme used with children to assure positive direction in emotional growth. After implementation and evaluation of this curriculum program the results show that children have greater verbal expressiveness and self-confidence both in the classroom and on the playground, having discussed their problems and concerns together.

Educational theorists and researchers have become increasingly aware that one's concept of self is related to how one learns. As previously indicated, the evidence reported in the literature signifies a strong interdependence of school and life success with one's perceptions and feelings. Therefore, in an attempt to determine the role of the school in the development of the self-concept, strong attention to humanism must be pervasive.

#### Affective Concerns of Physical Education

There has been a certain slowness in the physical education profession to forge ahead with efforts focused genuinely on the affect. Motor skill development has been seemingly the preoccupation (Dodds, 1976). This priority does not suggest, however, that physical educators are complacent. Countless claims support their commitment to affective development (Burton, 1977; Hellison, 1978; Kneer, 1976; Little, 1977; Logsdon, 1977; Miller, 1978; Orlick, 1977; Riley, 1975; Snodgrass, 1977).

Education is conceived not as a series of inconsequential learnings, but as related to the realization, actualization, and fulfillment of the self. With concern for more than movement, Felshin (1972) stated, "'Cognition' and 'affect' imply a relevant, holistic relationship with knowledge and the situations in which both pupils and teachers can explore and actualize themselves and their abilities" (p. 158).

H'Doubler (1966), with her interest in expression, highlighted the inescapable relationship between feeling and movement. She urged that the emotions are a phase of man's natural endowment, needing understanding and guidance. "Emotional guidance and growth is education's responsibility as well as to impart factual knowledge" (p. 18).

In the physical education experience, when basic desires are involved, the whole organism is involved. According to Oberteuffer and Ulrich (1970), success or failure can be clearly seen and felt. They advised, "There is a clash of person . . . wholly, bodily, intellectually, in every respect. The interplay of personality with personality is very real, sometimes stark" (p. 95).

Jersild (1952) urged the need for improving the quality of the psychological content of the general curriculum. He believed that something can be done by teachers to aid boys and girls in making the ultimate discovery, themselves. He, furthermore, offered the following tribute and challenge:

The physical education program especially abounds in psychological possibilities. In it children can learn to discover and accept their bodies, to face up against false and prudish attitudes of shame and guilt which some have learned to associate with nakedness. Here they can discover, try, and test their capacity for acquiring enjoyable skills; here they can learn to recognize their competitive tendencies and the healthy as well as the morbid features of competition. Here they are introduced to a psychological laboratory in which they see, in raw form, acts of meanness, cruelty, and hostility which are symptomatic of emotional poverty or mental conflict; and they can observe behavior which reflects good sportsmanship, greatness in defeat, ability to "take it," and behavior which reveals a self richer in resources and inner assurance (pp. 103-104).

According to the American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD), there seems to be little doubt that one's self-concept strongly influences behavior. An ad hoc committee report described a wide range of approaches directed at personalizing the learning process in physical education (AAHPERD, 1976). This report suggested that humanistic education is a strategy which "stresses primacy of the individual's feelings, the value of

long-range outcomes such as self-actualization and personal awareness, and involvement in such processes as continual self-examination and open communication with others in the learning environment" (p. 14).

### Affective Concerns in Elementary

#### School Physical Education

Holism in physical education. Several theorists espoused the concept of affective, cognitive, and motor domains playing balanced roles in education. Halverson (1971) suggested that a child needs to grow and learn as a whole being, not a self split into motor, social, perceptual, conceptual, and affective pieces. Bilbrough and Jones (1968) proposed that the education of the whole child must be the foremost aim of physical education. North (1973) viewed education as an integration of intellectual, emotional, physical, and social growth with meaningful experiences in order that a child may develop, learn, and express. Mauldon and Redfern (1969) shared their beliefs about education as being the integration of doing, thinking, and feeling--all recognized as essential. In addition to the learner existing as a holistic being, the uniqueness and individuality of each learner is stressed, therefore advocating a natural and continuous integration of physical education with education as a whole.

Echoes of influence (Riley (1977a) was an effort by the AAHPERD to collect many of the writings on the subject of elementary physical education since 1970. In an anthology from 1971 to 1975 which represented various philosophical commitments, there was evident concern for the affective dimension.



Hanson (1977) indicated that in an effort to vitalize learning for all children there has been a growing focus on the affective domain and its contribution to helping children develop a positive self-image which motivates learning. Tanner and Barrett (1975) advocated a global view of movement education which incorporates affective concerns, inferring that it is synonymous with physical education, and that "the individual rates of development and styles of learning are respected with belief that capacity for learning is related to confidence in self" (p. 20). Whitehurst (1971) implored the necessity for creating a joint effort across disciplines to consider the "wholeness" of human beings whom we teach, through an integrative philosophy of learning, rather than compartmentalized training.

Awareness of self in movement. Metheny (1968) shared insights in her focus on the act of moving, the nonverbal form of human understanding. She hinted that the meaning of movement depends upon one's interest, an affective feeling. As an individual acquires certain skills, comes to behave in certain ways, and experiences feelings of self and discoveries made, he/she will find meaning in what has been learned. In the search for the sources of meaning in dance, sport, and exercise, each person's connotations are personal. One must find personal meaning; the teacher cannot explain these meanings for the learner, for "no matter how ingenious the teacher may be, the student must ultimately do his own learning and find his own meaning in what he learns" (p. 95).

Omwake (1972) stressed that confidence in motor competence is related directly to the motivation to extend learning to other aspects

of education. It is possible we pay too little attention to motor development as it relates to self-confidence.

Humanistic physical education emphasizes the search for self, placing self-esteem, self-actualization, self-understanding and interpersonal relations at the center of the physical education teaching-learning act (Hellison, 1978). Hellison said, "as we become more aware of ourselves . . . as we begin to get in touch with our own feelings and desires and potentialities, we begin the process of searching for and building our own identities (p. 2). He urged moving beyond a "balls and bats" orientation in physical education toward an integrated "self-body-world" connection, a playful spirit, and a sense of community with others.

Logsdon and his associates (1977) espoused some basic tenets in their publication Physical Education For Children: A Focus on the Teaching Process. One of their specific experiential goals advocates that students should become aware of the meaning, significance, feeling, and joy of movement as a performer and as an observer. This, along with the plea for skillful movement performance and the application of knowledge governing human movement, reveals their strong belief in the unification of the affective with the motor and cognitive domains.

Numerous other physical educators have given attention to affective concerns (Dodds, 1976; Hurwitz, 1977; Kneer, 1976; Rasmus and Fowler, 1977; Snodgrass, 1977). As Snodgrass observed, the concept of self is an integrating force in all behavior, and all human behavior involves movement. She emphasized, "It is through awareness of the self that movement becomes significant" (p. 22).

Opportunities For Affective Development in Games,  
Gymnastics, and Dance

The September 1977 issue of the Journal of Physical Education and Recreation featured a section on Games Teaching. In this feature, Riley (1977) suggested "a more purposeful and rewarding approach to games for children relative to meeting the affective goals of the physical education program" (p. 17). Robertson (1977) advised that teachers must make the games environment supportive so that each child can successfully meet the challenges that will lead to continual growth in skill and self-confidence. Morris (1977) urged that the game design should account for emotional and social developmental stages which parallel growth developmental stages. Orlick (1977) provoked the question, "Why not play games that help us become the kind of humanistic and concerned people we know we have the potential to be?" (p. 33). Riley (1977) offered the assurance that original games have the potential for meeting children's physical, affective, and intellectual needs.

In an effort to give new direction to the teaching of games in elementary physical education, Riley (1975) emphasized the potential for humanism to be compatible with a competitive games emphasis. She stressed the necessity for clarifying the meaning of the humanistic position and identified a games approach that was consistent with humanism.

A major force has been exerting its influence in recent years, and should not go unmentioned with reference to games teaching. This is the concept of noncompetitive games, popularized currently by a

variety of enthusiasts (Orlick, 1978; Schneider, 1976; The New Games Foundation, 1978). Their common quest has been to humanize contemporary games. These enthusiasts have suggested that acceptance, sharing, sensitivity, and cooperation reaffirmed the need for self-confidence and offered new ways to think about winning and losing. Schneider (1976) has alluded that maybe everybody is a winner.

Concern has also been directed at parents, teachers, and coaches by those seriously committed to helping children enjoy sport, whether athletically talented or not (Martens, 1978; Orlick & Botterill, 1975; Pietras, 1978). The hope is that sports will help children develop healthy, strong identities so that they may have an opportunity to fully recognize their potentialities. Orlick & Botterill (1975) observed, "A child is a developing individual with a need for an identity, a tremendous capacity for emotions and feelings, and often quite a limited physical capacity" (p. 29).

In Educational Gymnastics (Mauldon & Layson, 1965) there has been great emphasis placed on the learners' knowledge and awareness of what they are doing. In a recent feature in the Journal of Physical Education and Recreation, Parent (1978) discussed the development of the spirit. She stressed the need for educating specialists who love children and love sharing their successes and failures, and urged that a specialist who really knows gymnastics and its limitless movement possibilities can help to personalize learning for children and develop a spirit of feeling within their experiences.

In discussing "Education for a Dynamic Lifestyle," Ulrich (1977) reasoned that whatever the purpose of dance, the process is the same;

learning about self through movement. In searching for the meaning of dance, Little (1977) indicated that dance and children are natural companions. The quest is to know and to have others know that you are a person of worth, a feeling human being. To her the unique contribution of dance is that it provides a means of expression and communication.

Dance is the stuff of the affective domain! Through movement experiences children learn about themselves. They are clearer on their "whoness" . . . me as a unique individual who likes myself and feels of worth (p. 37).

Boorman (1969) recommended bringing children into the process of assessing their movement by asking them many carefully chosen questions which can help them to clarify their own performance. Joyce (1973) stated that children need to find out for themselves what their bodies can do. Dance experiences teach children awareness, as well as control of movement. Dance is ultimately an expression of inner being.

Fleming (1976) viewed creative rhythmic movement as an integral part of the whole child. She observed that dance experiences are not endpoints, but are dynamic and essential ingredients in the total curriculum design. Potential is unlimited for creative rhythmic movement to help children feel good about themselves, find zest in learning, and relate to others in a meaningful way.

H'Doubler (1966) wrote of the inherent relationship among feeling, thought, and action which provides the basis and direction for a procedure of creative teaching and learning. It is the awareness of their inseparability in the totally functioning human organism which forms the basis of educational dance.

## Summary

Countless professionals have addressed the ever-emerging issue of affective outcomes in physical education. Although concrete data are sparse, it is apparent within elementary physical education programs that environments for games, gymnastics, and dance are being designed with a careful focus on the unity of the motor, cognitive, and affective dimensions. Further, it is evident that students are being urged to verbalize both positive and negative feelings. It may be inferred from the literature, therefore, that there is a need or desire for all who care about and work with children to help them discover their competencies and develop a sense of belonging and worth in relationship to the total learning environment.

### Affective Concerns of Child Development

Of importance to this study is the responsibility for understanding the 7 year old child, part of the uniquely appealing middle childhood stage of development. The developmental shifts in middle childhood suggest that children are capable of more complex cognitive and social behaviors. They are developing through wider experiences with the environment and the people in it, and they reveal an increasing ability in language development, thinking, reasoning, communicating with others, and knowing the self in terms of capabilities and feelings. Theories abound which describe the developing child and characterize the emotional, social, physical, and intellectual growth, behavior, and special needs (Elkind, 1970; Erikson, 1963; Helms & Turner, 1978; Jersild, 1968; Jenkins, 1971; Kagan, 1971; Kiester, 1973; Leeper, 1974; Maier, 1969; Mussen, 1969).

If children are to be helped to reach their potential, the teacher must get to know them as individuals, know their capabilities, and recognize and accept their negative as well as positive feelings. Jenkins (1971) urged that teachers must be fully aware of the importance of a child's self-picture as it relates to the development of potential. Each child has a particular contribution to make, for it is in these formative years that he/she must gain the tools with which to attack and solve more difficult challenges, to gain further knowledge, and to develop positive attitudes toward the value of learning.

Mussen (1969) observed that it is during the middle childhood years that the child is exposed to an ever-expanding series of extra-familial influences. Nevertheless, relationships with parents remain generally the most important factor in determining the kind of person the child will become and the kinds of problems to be faced in the quest for maturity.

The development of sex-role standards is fostered increasingly during middle childhood. Traditionally, boys are expected to be strong, courageous, ambitious, and aggressive; girls are expected to be neat, well-mannered, and lacking in verbal and physical assertiveness. Current research has professed the myths and realities of sex differences (Carro, 1978; Christina, 1977; Maccoby & Jacklin, 1974). Contemporary experts no longer dispute whether it is nature or nurture at work. It is the interaction of both the environment and the genes. Psychologists tend to believe that a great deal of sex-linked behavior is learned. Carro (1978) stated that "we should promote what is

special and unique in each child . . . regardless of sex" (p. 24). While there is a great deal of myth in both the popular and scientific views about male-female differences, there may be evidence in support of these "popular" assertions. After an exhaustive three-year research study on sex differences in motivation, social behavior, and intellectual ability, Maccoby & Jacklin (1974) concluded that many popular beliefs about the psychological characteristics of the two sexes have little or no factual basis. People's attention, however, is selective. Regardless of the quality or quantity of research to the contrary, many continue to believe, for example, that girls are more social and suggestible than boys (Maccoby & Jacklin, 1974).

The middle childhood years represent a critical period for conscience development. According to Piaget (1959), prior to the age of 7 or 8 years, the child's concept of justice is based upon rigid notions of right and wrong learned from parents. Gradually, a progressive equalitarianism develops. A positive development of the conscience is dependent upon the child's level of cognitive maturation and the parental and other influences to which the child is subjected.

All children encounter some psychological problems during middle childhood. The problems cited with most frequency were nightmares and sleep disturbances, school phobias, death phobias, obsessions and compulsions, hostility toward parents, and various psychophysiological symptoms (Leeper, 1974; Mussen, 1969). Jenkins (1971) encouraged being sensitive to troubled feelings and insecurity when she stated:



Children cannot always tell their real feelings. Words do not come easily to all. Neither are they always conscious of why they are as they are. Feelings run very deep and the motives behind them aren't always apparent. Behavior is a signal of the feelings that may lie beneath the surface (p. 127).

Adjusting to new and changing conditions is often difficult for children. Their intense inner feelings, needs, frustrations, excitements, and pleasures, often make them feel and act as they do. Fleming (1976) suggested that children are interested particularly in activities in which they can excel. They desire individual distinction and opportunities to say, "I am a 'somboddy,' let me show you" (p. 16). They need a variety of opportunities to talk, write, draw, sing, work, play, move, and dance out their feelings. These are adventurous and vital years.

### Intellectual Development

During the stage of intellectual development, defined by Piaget (1959) as the period of "operational thought," children reveal an increasing ability to grasp relationships. They become aware of the sequence of actions cognitively and discover that they are able to order their own experiences. Concepts are derived from direct contact with reality. Piaget's efforts have had an increased impact upon the way in which children are viewed and how they learn. His theories of cognitive growth and structure have been unique, based upon over 50 years of empirical research with children of all ages. Piaget recognized that emotions influence thought, and he suggested repeatedly that not one single act of intelligence is complete without emotions.

Pre-conceptual stage. This subperiod of concrete operations characterizes the 7-year-old child according to Piaget's stages of intellectual development (Piaget, 1959). Several investigators (Droz, 1972; Elkind, 1970; Ginsburg & Opper, 1969) have studied Piaget's theories and concur that the child is capable of using tools or representation such as language, drawing, and visual imagery. "Logical" thought, in the strictest sense, is just beginning at age 7. The pre-operational thought at this stage remains midway between the action schema of the sensorimotor level and the conceptual thought of the operational level. The child is not able completely to deal with the immediate situations with sufficient objectivity.

Representation. This is another outstanding feature of a period of development which governs a child's thought. The child is capable of thinking before acting. This representation has little mobility and is limited to familiar situations. Objects and events may be evoked through symbolism, as the child is no longer confined to direct action (Droz, 1972).

Egocentrism. Children between the ages of 7 and 11 are egocentric, reflecting a lack of differentiation. As they experience new-found successes and failures they have difficulty in differentiating between assumption and fact. Elkind (1970) emphasized that during this "I" period, the behavior of egocentric children is one of self-centeredness. Each child considers his/her own point of view as completely correct. Each is incapable of putting the "self" in another's place, as he/she is unaware that the other person has a point of view. This

is a normal, natural tendency of intelligence during the process of growth and development and it becomes corrected very slowly as the child matures.

Cognitive Conceit. This is another characteristic of the age 7 child who is unaware of the origin of personal knowledge but acts as though it is developed personally (Piaget, 1973). Cognitive conceit operates in children's games. Concrete operations make it possible to play games with rules. During this age children play games with rules with one aim, to win. This need to win may reflect the child's desire to reassert the concept of self as superior in knowledge and ability.

#### Physical and Motor Development

Various developmental theorists (Helms & Turner, 1978; Jenkins, 1966; Jersild, 1968) suggested that during the vital stage of life known as middle childhood, children exhibit marked increases in proficiency in a wide range of activities. They are increasingly able to differentiate in their use of the body, to combine and repeat phrases of movement, and to relate action and effort qualities in simple spatial orientations with others. Physical educators (Bilbrough & Jones, 1968; Logsdon, et al., 1977; Mauldon & Layson, 1965; Stanley, 1969) have supported these claims and have focused their attention on the developmental needs and concerns of children. Other writers (Corbin, 1973; Espenshade & Eckert, 1967; Halverson, 1966; Halverson & Robertson, 1979; Robertson, Halverson, Langendorfer, & Williams, 1979; Wickstrom, 1977) have revealed their concern for the

development of programs which recognize the developmental needs of individual children and the goal of efficient movement.

The middle childhood age group is at the threshold of movement discoveries. Fein (1978) suggested that these children are eager to develop movement skills characteristic of the adult society. They envision themselves kicking a soccer ball, dancing like a ballet dancer, performing like an Olympic gymnast, or hitting with Dad's racquetball paddle. At the same time, they continue to explore the early, more personal movement patterns. Children 7 years old are immensely active, keen, ready to learn and to master a wide range of cognitive and motor skills. They are play-centered and action-minded. These "toothless wonders" have an average height of 46 inches, an average weight of 48 pounds, muscle tissue increasing proportionately, and continued increase in strength (Brisbane, 1971; Fein, 1978; Helms & Turner, 1978).

Children as well as adults seem to be obsessed with being thin, beautiful, young, and sexy, and go to extraordinary lengths to satisfy such ideals. Dobson (1974) claimed that beauty has become frequently the gold coin of human worth. This distorted system of evaluating human worth is very apparent. He suggested that very early in life a child begins to learn the social importance of physical beauty. There are many things children dislike about themselves. Most often boys want to be taller and girls, smarter. There is voluminous scientific evidence to document a child's preoccupation and dissatisfaction with his/her own physical characteristics.

Berschild, Walster & Bohrnstedt (1973), in a survey to determine just how important bodies are to attitudes, self-esteem, and experiences with the same and opposite sex, determined that people tend to have an overall sense of their appearance, as well as specific reactions to their body parts. They suggested that one's self-concept develops out of the reflected appraisals others have of us. Opinions are formed of our abilities, emotional states, and attractiveness largely from the feedback obtained from others. The childhood and preadolescent years are critical in the development of the self-concept generally, and of one's body image, particularly. Berschild et al. (1973), stressed that childhood teasing seemingly has a lasting effect. They wrote, "children can be painfully honest and painfully cruel to one of their number who is too fat, too freckled, too skinny, too odd" (p. 122).

In a study of the social stereotyping of body image in male children aged 6 to 10, results clearly indicated that stereotypical behavior and personality are associated with somotyping (Staffieri, 1967). The majority of the subjects preferred identification with the mesomorphic body type. Further, evidence supported the notion that body type is a determinant of personality through the social learning process. According to Staffieri (1967), social expectation may explain the correlation between body type and behavior to personality traits.

### Social Development

The child's social environment expands markedly during the middle childhood years. According to Mussen (1969), in the continuing

interaction between the developing child and his/her expanding environment some motives become strengthened and articulated more clearly while others diminish in importance; new standards are set and the child is confronted with new problems and challenges. The child is faced with particular adjustments during the movement away from home. The school becomes the center of his/her extrafamilial life. Mussen (1969) observed that the kinds of experiences that the child encounters in the school environment have significant effects upon his/her academic progress, capacity to master new problems and challenges and, ultimately, upon self-confidence and self-esteem.

The child's contact with peers also expands greatly during the early school years. The peer group provides an opportunity to learn to interact with age-mates, deal with hostility and dominance, relate to a leader, lead others, deal with social problems, and develop a concept of oneself. Fein (1978) stressed that the child whose school experience and interactions with peers are constructive and rewarding and whose relationships with parents are favorable will develop a clearer self-image, increased competencies, and enhanced self-esteem. Unfavorable experiences in one or more of these areas is likely to foster crippling conflicts, anxieties, and impair the child's self-image.

The young children of today are more privileged culturally than in any other time. Unlimited opportunities that overwhelm the imagination are available in sports and athletics (Michener, 1976; Orlick & Botterill, 1975). Socially, it is important for the child to be accepted by the peer group. Orlick & Botterill (1975) advised the

importance of setting up an atmosphere in which a child can feel or develop a sense of self-worth. As a social being, every child needs approval, praise, and encouragement. They urged that it is implicit that sport promotes the values in our society by teaching children how to compete and cooperate.

Sherif (1978) discussed the social context of competition. By the age of 6 in our society, a child can and does compete. There is, however, no consistent performance standard. This must develop with age and through interaction with peers. Parents, siblings, and peers provide the important social context for testing one's own performance and for learning the reciprocal nature of rules and standards.

Children during the middle childhood years enjoy the personal exploration of movement patterns. They are eager to learn and they exhibit marked increases in proficiency in a variety of activities. Evidence from Logsdon (1977), Mauldon & Redfern (1969), and Riley (1977) suggested that, although games become increasingly more formalized due to cultural pressures and a growing understanding of rules, children delight in their capacity to originate their own games.

Hardisty (1972) reiterated the prominence of "I" during the egocentric stage of middle childhood. He stressed that successful games are those in which each child can become a prominent figure, rather than those involving the blending of individuality into team cooperation. Small groups are preferable to large. Children at this age, he suggested, are not interested in competing against each other. The rules are fantasized, as the child plays for himself. Each individual longs to feel the self as a member of a group who knows

how to play correctly and successfully. According to Hardisty (1972), the pleasure derived from a game is essentially motor, not social, with the enjoyment coming from the development of skill.

Fleming (1976), in her concern for creative rhythmic movement, characterized the egocentric 7-year-old child as often wanting his/her own way. She typified this period of egocentrism as an age of constant chatter and self-expression. According to Fleming (1976), these children often assert their own authority, yet they frequently ask for help and security from adults. She proposed that they need opportunities to play, move, and dance out their feelings and that they have a strong desire for individual distinction.

### Summary

Childhood is developmental. Klein (1975) described it as a process of becoming rather than a state of being. To a startling new degree a child today is at the center of his/her own becoming. Each experiences the world in ways personally unique.

Clearly, the job of understanding children is a big one. Those who have studied children and shared their knowledge of the growth and development process have stressed the interrelatedness of emotional, intellectual, physical, and social development (Brisbane, 1971; Dobson, 1974; Fein, 1978; Helms & Turner, 1978; Jersild, 1968; Jenkins, 1971; Mussen, 1969; Piaget, 1959). It is characteristic of middle childhood that children are constantly learning new things and becoming more capable. Their language development is expanding; sex-role development is growing; conscience development is increasing; logical thought begins. As the egocentric period of self-centeredness



diminishes, children come to know themselves better and become increasingly aware that others have a point of view. Growth in social interactions presents new problems, challenges and adjustments, and children are increasing their skills in a variety of activities as they explore movement.

Burton (1977) stressed the goal of providing for the child's optimal development in all three educational domains. She acknowledged that one of the unique characteristics of movement is the way in which it unites the cognitive, affective, and motor domains. Others have supported the same goal and have stressed the importance of feeling to the child in the process of education as they describe children (Helms & Turner, 1978; Jersild, 1968; Jenkins, 1971). Children are eager to show their ability to perform tasks of considerable complexity. They strongly want to succeed although sometimes they take on challenges that exceed their ability. They have an acute sense of fairness, also a fear of the loss of status among peers. They prefer activity to inaction and are easily involved in vigorous pursuits. The ability to concentrate and sustain themselves depends on their interest and available energy. Understandably, the affective, cognitive, and motor domains should be regarded as complementary, not contradictory forces.

Teachers, parents, and significant others, in their knowledge of a child's potential, strongly influence positive development. Thelen (1972) presented four learning experiences that he believes a child must have to become educated: personal inquiry, group investigation, reflection, and skill development. Learning involves an interaction

between the learner and the environment, experiencing the world, enjoying it, and coping with it. This intense involvement heightens awareness and gives meaning. Childhood is developmental-- emotionally, intellectually, physically, socially--and this is the process of learning.

#### Techniques for Assessment of Affective Behaviors

The concept of self has proven to be one of the most difficult, measurable ideas in psychological theory. Wylie (1961), in her review of measures of the self-concept, used the term self-regard as an all-inclusive label, under which to subsume other terms: self-worth, self-respect, self-appraisal. Self-esteem is a general label providing a kind of common thread running through a diversity of approaches and styles.

Numerous methods are available for exploring the inner world of the child (Baldwin, 1960; Beatty, 1969; Bloom, Hastings, & Madaus, 1971; Fishbein, 1967; Green, 1954; Henry, 1960; Kahn & Weiss, 1973; Piers & Harris, 1964; Rabin & Haworth, 1960; Seiler & Hough, 1970; Simon & Boyer, 1967; Summers, 1970; Wight & Doxsey, 1972; Wells & Marwell, 1976; Yarrow, 1960). Self-report, observational, and projective techniques have been used for assessment of affective behaviors of teachers and students and for measuring classroom climate. According to Secord & Backman (1964) "it is convenient to think of a person's attitudes toward himself as having three aspects . . . the cognitive, the affective, and the behavioral" (p. 579). Each person places some kind of estimate upon the self as an object of value. This evaluation, the judgmental or affective aspect of one's self-conception, involves

the process referred to as self-esteem. A factor which complicates discussion of self-esteem is the distinction made frequently between genuine and "observed" self-esteem, e.g., self-reported. Generally, there is suspicion of either a very high or a very low self-reported self-esteem (Wells & Marwell, 1976).

McGee (1977) advised that measurement in the affective domain deserves special attention by physical educators. She urged that students' learning experiences should be approached from the holistic perspective as all of us feel as we move and think. Such affective measurement could provide students with the opportunity to know themselves better. It could also encourage teachers to better structure experiences to help students to move, feel, and think in harmony.

Other investigators support the need for assessment to achieve a more complete understanding of the child, human movement, and the teaching-learning process. Stanley (1969) urged that each child acquire the skill of observing and assessing the movement of his/her classmates. Ammons (1977) endorsed the importance of such often overlooked activities as discussion, painting, diaries, and revelations of aspirations. Wahn, Dorn, & Liddle (1962) recommended that adults listen to children, stand by for questions, sometimes remain silent to simply absorb impressions, and encourage reasoning, thinking, and generalizing.

### Self-Report

Self-report, a standard psychometric procedure, is utilized generally as the operational format in indexing self-esteem. According

to Secord & Backmann (1964), self-report instruments involve a relatively direct form of measurement. The respondents indicate perceptions, aspirations, and feelings about the self; these reports are taken to indicate those actual feelings. These self-reports are not generally taken to be identical with self-perceptions and self-evaluations, but as forms of behavior in which self-perceptions are evident. Secord & Backman (1964) suggest that from a given set of descriptors the respondent in this procedure attempts to apply the description to him/herself. Since the processes of interest are internal to the respondents, they are the most direct source of relevant information. Wylie (1964) alluded that this social process between respondents and research involve communication, interaction, exchange, and other processes characterizing active social situations. As a verbal process, it depends on linguistic skills and styles. The measurement is not simply a psychometric task, but a social-psychological one.

Written Expression. This includes sentence and story completion, creative writing, poetry, and diaries. Baldwin (1960) stated that in written expression children have the opportunity to use fantasy and imagination. Possible fears and conflicts may be discovered which the child may be reluctant to reveal or admit in a different situation. Of importance also are the facts that speed is not a crucial element, nor is the examiner too involved in the written expression of children. Wahn, Dorn & Little (1962), in their support for children's ability to respond expressively, showed that "they were using words beautifully, metaphorically, humorously, nonsensically, and imaginatively . . . in all ways that were different and fresh" to express feelings (p. 98).

Artistic Expression. This includes drawing and painting, which children respond to with pleasure, enthusiasm, and feelings of security. Lowenfeld & Brittain (1964) suggested that the child's general growth is tied up with his/her creative growth. Children need and thrive on opportunities to investigate, invent, explore, make mistakes, and express feelings of fear, hate, love, and joy.

The artistic skills of the preschematic stage of middle childhood are used as tools of inquiry. Drawing is a way of recording facts (Lowenfeld & Brittain, 1964). This nonfrivolous process is one method children use to relate their experiences. It has the obvious advantage of enabling children who have difficulty in verbal self-expression to communicate in another form (Feldman, 1970; Lowenfeld & Brittain, 1964).

Feldman (1970) urged that "to make art significant for the child, we must slow down the rate at which he produces it while enriching and extending the process during which it is born in him" (p. 197). He suggested asking questions for the purpose of opening up new lines of inquiry and developing a potentially rich experience, as well as watching for the child's readiness to say something.

The child's identification with his/her own art experience is critical. Lowenfeld & Brittain (1964) stressed that the child must be able to identify with his/her own experiences before being motivated to produce creatively. They noted that the creative process and the creative product are taken directly from the reality of the child's knowledge of self in the environment and for developing a concept of the environment through one's own body self. According to Lowenfeld & Brittain (1964), such experiences can stimulate an awareness of one's

sensations. They propose that the recall of something in which children have been involved provides each with the opportunity to express feelings and emotions in an individual and personal way.

Discussion. This includes the focused interview involving large and small groups and one-to-one dialogue. Yarrow (1960) said that the verbal technique of self-report is well adapted to disclosing subjective definitions of experiences, assessing the child's perceptions of significant people and events in the environment, and studying how the child conceptualizes life experiences. He suggested that the videotape playback reflects the child's manner of coping with varied aspects of a defined social situation, attempts at mastery, persistence, dependency and passivity.

Merton, Fiske, & Kendall (1956), in recommending criteria for the focused interview, suggested its use for interpreting discrepancies between anticipated and actual effects. They stressed the need to guide the process of retrospection carefully. This specific interview technique enables a thorough report of the situation being recalled to be elicited, rather than one that may be superficial and unrelated to the original experience. In discussing the group interview, the authors indicated that this procedure yields a more diversified array of responses and releases inhibitions advantageously. They suggested the possibility, however, that there may be an inhibiting effect on the group, with more interplay of personalities and status claims with the group than on the actual focus of the interview.

## Summary

To fully understand the child during the learning process and to promote the fullest possible development, assessment of affective behavior is essential. Techniques have been effectively used to assess affective attributes of children, particularly projective techniques which include sentence completions, essays, drawings, and discussions. These self-report methods are the main sources of collection of data on attitudes. Second & Backman (1964) implied that two basic forms of the behavior involved in self-report are self-description, and self-evaluation. As children report traits, characteristics, abilities, feelings, and judgments, the process as well as the outcomes can be meaningful. The essential difficulty, they acknowledged, is that one's concept of self cannot be observed directly; it must be inferred from behavior and from one's willingness to report. Wylie (1964) concurred that self-report techniques are largely a function of the motives of the individual being measured.

## CHAPTER III

### PROCEDURES

The purpose of this study was to assess the personal meaning and significance of selected movement experiences of second graders as determined by self-report. This chapter is divided into two sections, each reviewing the procedures essential to the study. In the first section the process of collecting data is described. The second section presents the approach taken for presentation and interpretation of the data.

#### Data Collection

##### Selection of Subjects

The population selected for this study was composed of an intact second-grade class of 27 children from Richards School in Whitefish Bay, Wisconsin. This second grade class was selected because of the willingness of the classroom teacher and the overall humanistic climate of trust and caring within the room. The class was composed of 13 boys and 14 girls. Nine children were from single-parent homes. Two children moved from the school district during the year; one student transferred into this classroom at mid-year. One student was severely restricted in his activity because of a benign cyst at the tip of the femur near the hip joint.



### Preparation for Data Collection

Techniques for data collection. The techniques used for collecting data were written, artistic, and discussional. The written expression included sentence completion, stories, poetry, and diaries. The artistic expression was comprised of drawing and painting and the discussion techniques consisted of the focused interview involving small and large groups and one-to-one dialogues.

The three techniques provided appropriate opportunities for the child's use of fantasy, imagination, creativity, and ability to conceptualize life experiences. The following considerations had important implications for the selection of the technique to be used:

(a) the second-grade child is making important strides in language development; (b) the individuality of children suggests that some will be freer with written expression than in a focused interview while others may prefer to draw; (c) the development of social communication skills, and reading and writing skills needs to be facilitated; and (d) second graders are generally very willing to reveal and express their feelings and concerns directly to adults.

Discussion questions and topics for written and artistic expression were designed to probe the affective responses pertaining to five categories: (a) self; (b) social interactions; (c) content of physical education; (d) environment; and (e) teacher. The information sought was to be a direct outgrowth of the actual "gym" experience. Prior to actual data collection, the questions and topics were coded by letter, numbered, and listed for later use (see Appendix A for complete listing), to distinguish one technique from another. All

questions and topics to be answered in written form were coded "A", all topics for artistic expression were coded "B", and all questions and topics for discussion were coded "C."

Schedule for data collection. A calendar was developed outlining the plan for data collection (see Table 1). This embraced the theme of the specific unit or lesson content, whether games, gymnastics, or dance, and the questions and topics, by code. The calendar schedule was followed closely and served as a guideline for the writer and auxiliary personnel: audiovisual staff, typist, and interdisciplinary team members, who helped during the data-gathering process.

Methods for obtaining data. Written response sheets were developed to use with the children to gather their responses to questions and topics. These were prepared by a volunteer mother of one of the second graders who was provided with a complete copy of the coded data, a calendar of what was needed each week, and ditto masters. She completed the work at home and brought the material prior to actual use (see Appendix A for response sheets).

Personal diaries were an informal method used with the children focusing on their feelings about themselves and their experiences. Two diary entry sheets were developed for completion (see Appendix B). Cooperation with the school art specialist made it possible for each boy and girl to design the cover for a person diary during a design and print lesson in art class. With the help of some eighth-grade girls, the children punched holes in 8½" x 11" paper (35 lined pieces, 20 plain, colored) and assembled the pages with the cover and notebook rings.

Table 1  
Schedule for Data Collection

Theme	Week	Data Questions and Topics
Self Awareness	1	Set tone; discuss poster; read books aloud
	2	Diary entry #1; describe new balls
	3	Diary entry #2; weigh and measure with nurse
	4	Write in diaries; B63 <sup>b</sup>
	5	A15 <sup>a</sup>
	6	A7
	7	A39; photos outdoors
	8	A24, A43
	9	A56, C81 <sup>c</sup>
	10	A4, A5, A6, A13
	11	A29, A30, A32, C87
	12	A2, A9, B67, C79
Gymnastics	13	A25, A44, B75
	14	A18, A37, A47, A48, B76
	15	B59, C78, C82
	16	A11, A14, A22, B70
	17	A26, A41, A52, B62
	18	B74, C82, C83
Games	19	A19, A23, A28, B66
	20	A40, C80, C95
	21	A27, A31, A42, A53
Dance	22	A57, B65, C83
	23	B68, C84, C93
	24	A10, A21, C86, C89
	25	A33, A38, A55, C88, C91
Games	26	A12, A20, C90, C94
	27	A16, A17, A58, B73
	28	A51, C82, C83, C85
	29	A8, A36; Photos in classroom
	30	A49, B71

Note. The questions and topics . . .

<sup>a</sup>(A) A written question or topic, number 15.

<sup>b</sup>(B) An artistic topic, number 63.

<sup>c</sup>(C) A discussion question or topic, number 81.

Preparation for artistic expression was minimal. Large sheets of manila construction paper were always available and in evidence. Each child had crayons or markers, scissors, paste, and other essentials.

In preparing for the focused interviews, a 30-minute cassette tape for each child was provided through the services of the audiovisual center. Each was identified with the child's name on a gummed label. All were stored in a cassette case and kept in the physical education office. For small or large group discussions, approximately a dozen 60-minute tapes were made available. Topics for discussions were developed by the writer in advance with some spontaneous ideas from the class. Arrangements were made with the audiovisual center to use the videotape recorder, camera, and equipment at various intervals throughout the year to film lessons in games, gymnastics, and dance.

Folders were prepared in which were placed all written response sheets, artistic expression, and photographs. Each child had a 12" x 18" tie folder; names were adhered with gummed labels in the upper right-hand corner. All folders were filed alphabetically in a carton and stored in a cabinet in the physical education office.

Creation of affective climate. An atmosphere of trust, cooperation, sharing, and respect had to be established. This was done in a variety of ways: (a) discussing feelings and emotions; (b) creating a bulletin board display; (c) photographing the boys and girls; and (d) informing parents.

The initial session was planned as a time to openly discuss attitudes, feelings, and emotions with the boys and girls. To help set

the tone, stimulate vocabulary, and clarify word meanings, a poster was created and displayed in the classroom (see Appendix C). It included definitions and examples of feelings and emotions, and was used as a means of describing the general scope of the study. It also served as a reference source throughout the year as the boys and girls dealt with feelings and emotions in their writing and discussions. A variety of children's books were gathered from the school library, all presenting examples of feelings. These included: The Day Everybody Cried by de Regniers (1967), I Need A Friend by Kakka (1971), The Angry Book by King (1962), Mama I Wish I Was A Snow Child, You'd Be Very Cold by Krauss (1971), Having a Friend by Miles (1962), Sad Day, Glad Day by Thompson (1969), The Don't Be Scared Book by Vogel (1974), and The Hating Book by Zolotow (1969). The first and last stories were read aloud. All books were displayed in the classroom for one week and available for the children's use.

A "worry bird" bulletin board was developed with assistance from several eighth-grade girls who constructed the bird (see Appendix D). This was left up for several weeks during a period in which fears and worries were discussed as natural feelings. Children who were willing jotted "something that worries me" on one side of a 3" x 5" card, and their name on the other. These were taped securely atop the worry bird, and together we resolved to try to help one another ease that particular worry. Success was determined during a later follow-up discussion.

Individual black and white photographs of the boys and girls were taken twice during the year. In the fall this was done outdoors as a candid shot; each child was moving with a favorite piece of equipment. In the spring a photo was taken in the classroom; each child was working at his/her desk during a follow-up session.

An important, although less direct means of creating an affective climate, was to develop rapport with the parents of the children being studied. During the third week of school, the writer had an opportunity to attend an evening second grade orientation session with parents. Following the classroom teacher's presentations, parents were briefed on the nature of the study. Besides numerous questions, there was considerable interest, support, and requests for follow-up information upon completion of the study.

To enable use of the data gathered in the research with second graders, a letter from the principal went out to all parents. It explained the nature of the study and requested their signature on an enclosed "permission to release records" card. This card was signed and returned (see Appendix E). Throughout the year the writer conferred with the principal, guidance counselor, classroom teacher, and concerned parents regarding the delicacy of feelings, respect for confidentiality, expectations of the study, and other pertinent concerns.

Confidentiality was considered an intangible concept but vital to this study as it dealt directly with affective responses. It was considered essential to create and maintain an affective climate. It was also believed to be as important to children as it was to parents

and teachers. Clearly, reassurance, guidance, clarification, sincerity, and sensitivity were critical elements in building trust with each child being studied.

In this year-long investigation there would be times when some of the children being studied might express various mixed emotions or share feelings of reluctance and resentment toward what they believed to be an invasion of their privacy. Some children might grow weary of the relentless routine of the data collection, while some might find that certain demands exceed their ability or their willingness. Some children might be caught in the confusion resulting from the lack of support and cooperation between the writer and the classroom teacher, whereas others might have positive feelings toward being involved in the data collection and willingly share those feelings. The influence of the peer group was expected to be very powerful in shaping the children's attitudes toward this entire experience. Because of these "concerns" the writer worked continually to establish and maintain good rapport.

#### Collection of Data

Each child had physical education twice a week for 30 minutes each day. Information, insights, and impressions were procured from each child once a week for 30 weeks during a follow-up session to the movement experiences using the techniques previously described. These sessions were held in the second grade classroom for 30 to 45 minutes following the second gym class session each week (see Table 1 for the Schedule for Data Collection). Additional sessions were scheduled occasionally for the purpose of small group or individual tape recording.

Written techniques. The written response sheets contained a code number and sentence or story completion questions and statements. The children responded and labeled their sheets with name and date. Diaries were another vehicle of written expression, although optional. The content of the diary was to be free and unstructured, a spontaneous feeling or concern about oneself or something relative to movement experiences. The children were encouraged to make an entry at least once a week. It was agreed that the content of the diaries would be highly confidential between each child and the writer. They remained in the possession of each child until being collected at the end of the year.

Artistic techniques. The children drew pictures to illustrate either their written responses or class discussions. They labeled all artistic work with their names, the date, and title of their drawings, and the code number which was assigned and copied from the chalkboard.

Discussion techniques. The cassette case was taken to the classroom when taping was scheduled and each child selected his/her own and assisted in preparing for individual taping. For group taping, two student volunteers assisted with the preparations for recording during each session. Data were collected through the focused interview discussion technique according to the predetermined schedule. Individual tape-recording sessions were determined in advance by the writer and included each child at some time during the year.

### Presentation and Interpretation of Data

#### Presentation

The data gathered represented the self-reported information of second graders throughout one year. Written and verbal responses were



presented separately. Artistic expression was presented to illustrate the written and verbal responses.

In preparation for interpreting the data, all written responses were typed on 3" x 5" cards, coded by initials of each child, and filed by question or topic. All written affective responses were gathered on written response sheets. Each of these included the question or topic and its code number, the responses given by the children, and the tallied frequencies of the responses in descending order (see Table 2 for an example of this information). In interpreting the data, the term "many responses" was used to indicate that more than five children made the same response, whereas the term "several responses" was used to denote that three to five children made the same response. All written affective responses were then categorized according to a scheme designed to describe the content of the three categories selected for presentation--Physical Self, Emotional Self, and Content of Physical Education (see Table 3).

All verbal responses were transcribed from the tape recordings and data from individual interviews were considered separately from the group discussions. The technique of content analysis (Holsti, 1969) was used to identify common characteristics of the written and verbal responses, for making inferences, and for describing the content of the responses.

### Interpretation

The breadth of affective responses in the three major categories including written and verbal responses was interpreted by selected criteria: (a) uniqueness and diversity of individual responses,

Table 2  
Organizational Scheme of Responses to  
Written Questions and Topics

Code	Question or Topic	Children's Responses	Frequency
A2	I Feel Proud When I . . .	jump all the hurdles.	9
		climb to the top of the rope.	8
		hit the ball with a racquet or bat. over a net.	4 3
		win a race. a game.	2 2
		make a basket	2
		score.	2
		beat a boy.	
		am on a good team.	
		try something new and can do it.	
		do something nice.	
		do something well.	
		do something right.	
		get to use special equipment in gym.	
		learn new ways to use my body from my gym teacher.	

Table 3  
Organizational Scheme for Written Data

Categories	Components
Physical self	Awareness of the Body Physical Growth Physical Appearance
Emotional Self	Feelings and Attitudes Social Interaction Moral Development Intellectual Abilities Sex Role Development
	Movement
	Body
	Actions
	Activities
Content of Physical Education	Space Effort Relationship Games Gymnastics Dance Games/Gymnastics/Dance
	Cognitive Constructs

(b) consistency of responses among the group; (c) depth of involvement in the responses; (d) personal meaning and implication of the responses; and (e) similarities of responses obtained from the three different techniques. Trends were reflected when a question showed that many or several similar responses were given by the children. The artistic expression was used as a tool of inquiry and was not interpreted. Each child's drawing was the expression of a personal discovery to be interpreted only as his/her communication of ideas, images, and feelings.

The data from this study are presented in three chapters: Chapter IV, The Physical Self; Chapter V, The Emotional Self; and Chapter VI, The Content of Physical Education. Questions and Topics are listed followed by the children's responses. All responses are unedited except for spelling. Responses to some questions are general and limited in scope; others are more fully developed. Additional questions have been asked during discussions with children in an effort to expand their thinking and broaden their responses. Single-word responses are generally characteristic of the sentence completion statements. All references to names of the children are fictitious in order to protect their identity. There are no references to the sex of the respondent.

CHAPTER IV  
THE PHYSICAL SELF

Introduction

This chapter will present and discuss the findings obtained through the written and verbal techniques, and will focus on the following themes which describe self: (a) awareness of the body; (b) physical growth; and (c) physical appearance.

Throughout the course of childhood, boys and girls become increasingly aware of their physical selves. With each year, a child becomes a more unique individual, less like anyone else. All aspects of development have a simultaneous and interactive effect on the formation of attitudes. A focus on the physical self is not to deny the holistic nature of human behavior, but it is seen as a necessary delineation for the purpose of discussion.

Awareness of the Body

DESCRIBE YOURSELF IN AS MANY  
WAYS AS POSSIBLE

Children's Responses

I have blue eyes. I like school, especially gym. I like to wear dresses. I like to play football, and with dolls.

I have red, curly hair, brown eyes, and my favorite color is red or pink. I love to play with balls and make up games.

I have brown eyes. I am fat. I have an outer belly button. I am sun-tanned. I have blue tennis shoes. I have a scar on my arm. I have eight teeth missing and another one loose.

I have pretty eyes. I love gym. I cannot stand the word "die." I am beautiful. I have blonde hair.

I sometimes am a little crabby, sometimes I'm not. I have pierced ears and blond hair. I like to wear pants. I have docksiders and I wear tennis socks.

I like myself very much and I like the way I move.

#### I FEEL STRONG WHEN

I run.

I win a race.

I kick a ball hard.

I throw a ball.

I hang on a bar.

I am in shape.

My heart beats.

I'm feelin' great.

As a girl I do some things better than the boys.

#### I LIKE MY BODY BECAUSE

It helps me do physical fitness.

My stomach muscles do the sit-ups and running, my arms do the hanging on the bar, and that makes me feel good.

I can move and eat and think.

I can wiggle every part of it.

It moves the way I want it to, so I feel really good.

It is special and different from all others.

If you really don't care about what you do and what you're like, and what you wear, fitness doesn't matter, but I care what I do and what I look like. I like to dress nice and fix my hair and look good. Then, I'm fit.

Discussion

Many boys and girls expressed varied awarenesses regarding their bodies, when asked to DESCRIBE YOURSELF IN AS MANY WAYS AS POSSIBLE. Their responses were grouped to include size, clothes, hair, eyes, teeth, special characteristics, feelings, and interests. Clearly, the view of the self extended beyond merely the physical.

Through writing and discussion, and their artistic expression, the children revealed a preference for the mesomorphic body build. This concurred with research suggesting that children at an early age prefer the mesomorphic type which they associate with a strong, healthy body (Lerner & Korn, 1972; Staffieri, 1967), a solid structure of bone and muscle, and an overall athletic appearance. Staffieri (1967) urged that the reactions of others provide a framework for one's body concept, which becomes a significant part of the total self-concept.

He provided supportive evidence that body type is a determinant of personality through the process of social learning.

The children studied showed an eagerness to participate in strenuous activities that they associated with the mesomorphic image, e.g., running, kicking, throwing. In response to I FEEL STRONG WHEN, they expressed an awareness of their bodies and a sensitivity to strength, speed, endurance, control, accuracy, coordination, and the sense of rhythm, all of which are maturing. One child expressed, "I feel strong when I get a good lot of sit-ups" (see Figure 1). These physical abilities depend upon opportunity and encouragement as well as increasing maturity and learning.

When asked I LIKE MY BODY BECAUSE, the children's responses were grouped into three general categories: responses relative to health and fitness, e.g., "My stomach muscles do the sit-ups and running;" responses relative to movement, e.g., "I can wiggle every part of it;" and responses relative to the uniqueness of one's body, e.g., "It is special and different from all others." As one child summed it up, "I like my body because it can move, it is strong, and it is mine" (see Figure 2). The unique world of each child was reflected through his expressed feelings and awareness about his physical self. These were manifest in particular movement experiences as well as within the context of fitness and "wellness." Bodily forces such as growth and maturity, body build, size, strength, energy, speed, and coordination do play a role, along with numerous other influences, in the formation of attitudes toward the self. Clearly, these children perceived the value of their physical selves.



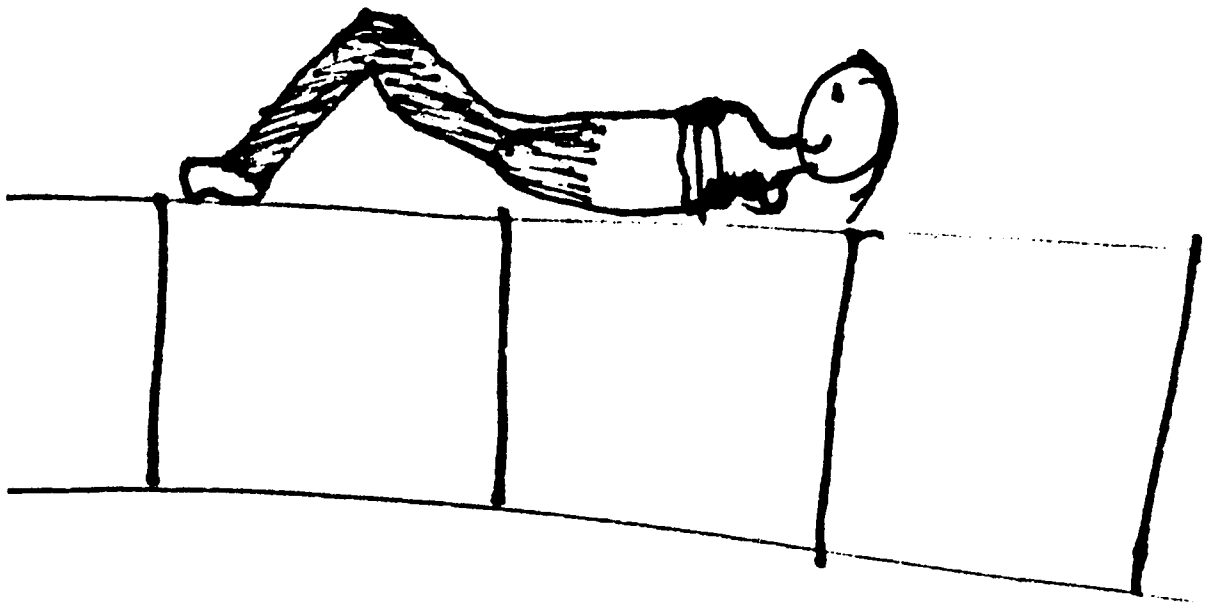


Figure 1. I feel strong when I get a good lot of sit ups.



Figure 2. I like my body because it can move, it is strong, and it is mine.

## Physical Growth

### DESCRIBE YOUR FEELINGS ABOUT YOUR BODY

#### Children's Responses

I feel kind of good about my body. When I was in first grade I knew I'd be better someday, and now I am!

I'm a little bigger all over. My shoe size is bigger. My hands are a little bigger. My hair keeps growing. I wear bigger sizes, 'cuz I'm growing. I can do better in things like kicking and throwing and striking. I run much faster now.

This year I am a few inches higher. I've changed a lot. I've improved in kicking and throwing. I'm much faster. I'm getting to be a good looking kid.

I always do my very best. It's getting easier now. I can kick balls farther and I'm better on the hurdles. I have stronger legs and I am a little taller.

I am less afraid of heights. My mother will now allow me to have things I couldn't have a year ago, like Levi jeans. I am more grown up.

I used to be a really slow runner, now I am better. I am not afraid of some things any more, and I am not as shy and quiet. I'm much stronger in both my arms and legs.

I'm bigger and stronger. I can climb better. I practice everything and then I see myself get better.

#### Discussion

Middle childhood is a time of growth spurts, especially for girls. It is a time of radical changes in proportion and posture. Legs still lead body parts in growth. The rapid growth of arms and legs gives an awkward, gangling appearance. "Boniness" is characteristic.

Uneven growth of different body parts adds to a lanky, unfinished look. Big feet and hands are common. There is great variation in body shape, ranging from fat to thin, short to tall. This variation continues to become more pronounced (Brisbane, 1971).

When asked to DESCRIBE YOUR FEELINGS ABOUT YOUR BODY, the responses clearly revealed each child's growing awareness of the physical self and its developing accomplishments. Many discussed themselves with confidence and satisfaction as they made comparisons to earlier experiences and indicated personal growth, e.g., "It's getting easier now;" "Now I am better." They commonly cited specific characteristics such as size of body parts and height, e.g., "My hands are a little bigger;" "I am a few inches higher." Many noted progress in their skills, acknowledging that they were stronger and could throw farther, kick better, run faster, and jump higher, e.g., "I can kick balls farther and I'm better on the hurdles now."

Children's awareness of the physical self seemed to be enhanced by their increasing efficiency with various motor skills. With this progress came the expressions of personal satisfaction, e.g., "I feel kind of good about my body;" "I have a very good body and I can do most everything in gym" (see Figure 3). Gordon (1975) stated that a major factor in the definition of the adequate self is the child's ability to undertake tasks which had previously been done by others. He suggested this not only enables one to do more, but it also affects the self-image.



Figure 3. I have a very good body and I can do most everything in gym.

The attitudes of the children toward themselves were mostly very positive as they discovered their capabilities in a variety of movement experiences. Some studies have shown that children's attitudes toward their bodies exert strong influences on their overall development, particularly their self-concept. Those with high levels of self-esteem, for example, seem to develop favorable attitudes toward their bodies (Watson & Johnson, 1958). Zion (1965) believed that the feelings of satisfaction that individuals have for their bodies may be related to the self-confidence they have when facing others in their environment. Augmenting this, Havighurst (1963) contended that a child's degree of self-acceptance may be influenced by the proficiency exhibited in physical skills.

#### Physical Appearance

LOOK IN THE MIRROR AT YOUR WHOLE SELF  
 WHAT DO YOU LIKE? DISLIKE?  
 HOW WOULD YOU LIKE TO LOOK?  
 HOW DO YOU FEEL ABOUT YOUR BODY?

#### Children's Responses

I do not like about me having red cheeks and dimples, and being little.

I wish I was tall and I don't like when my eyes change to green. I don't like my hair color either.

I like my eyes. I don't like my feet. I would like to be 4'2" and weigh 40 lbs. I would like longer hair and more teeth.

I see a strong boy but I don't like my face. I look like a clown.

I like my eyes, my ears, my hair, and I like being strong. I don't like my cuts and I don't like when I fall down. I wish I had long hair. I wish it was long at the ends.

I don't like how my face looks. I do like the shape of my body. I would like to be prettier and have blonde hair. I would like to weigh 40 lbs. instead of 58 lbs.

I like me now. I want to be, someday, 6' tall, strong, and have blue eyes. Now my body is getting strong parts.

I see a strong boy, a good athlete, a fast runner. I just wish my face didn't seem so crooked.

I look really good! I like how I look. I don't like my nose, it's too puffy. I'd like my body parts to be sexy. I want to weigh 50 lbs. I do like my shape.

I think I'm sort of ugly. No one else has hair like mine. Everyone thinks my eyes are brown but they're really hazel. I really want to be a little taller so I can do more things.

I'm very happy with my whole body in gym now. I just got new tennis shoes. They're soft and fuzzy inside, and they make my feet run faster. I couldn't run in my old ones 'cuz the bottoms were too smooth and my toes were all curled up.

It is hard to discuss my body. I feel weird about it, even though I can do lots of things. Everyday I look in the mirror at myself and I smile. I used to be very pretty and I hoped I'd stay that way. Now I'm not. Mostly, I am not happy with my hair.

I'm just a regular person like anyone else. I like the way my body moves. I like my red hair because it is different. I'd rather have blue eyes than brown, but that's the way they are. I really like my freckles 'cuz they make me stand out and show up.

I don't like my body. I know I can run fast and I have a lot of movements, but I don't think I have a pretty face. I hope it changes. I sometimes like being small. I can crawl under things, run fast, and jump quickly, but it's bad when people tease you about being small.

I sometimes think I should be big to do certain things I want to do, like helping my dad put up something very high. I wish I was bigger. I don't like having short, blonde hair. I want it to be brown. No boy likes to be a blonde.

I feel pretty good about my body in gym. I feel good moving, even if I maybe don't look that great. I can really do much with my legs. I can't do that much with my arms and hands in gyms.

I have crutches. At first they were fun, but I feel bad when everyone is playing and I can't. I feel like just trying, but I might hurt myself if I take a chance. It is lots different using crutches. I'll be glad not to have to use them. I'm not physically fit anymore. Without exercise you get weaker.

I have one problem with my body in gym. It tells me "no" in dance stuff. It's okay for others, but not for me. I don't know why, 'cuz I don't have trouble in anything else we do in gym.

My body is very nervous and shaky and my heart beats very fast when I am running against someone. Also, sometimes when I am very tired my body feels low. This means not ready to do it. When I'm not tired I feel high. This means ready. These are all the things I understand about my own body in gym.

I've always trusted my body with things we do in gym, but I've really discovered things about my body that I didn't know about him, at first. I'm not that big and I'm not that strong, but I really think my body can do just about anything I want it to do. I've always been good at kicking with my legs and I am a strong thrower. I think a lot of my body because it does everything that I want it to do. I'm lucky to have it. Everyone is lucky to have a strong, healthy body, and I sure do.



## Discussion

When asked to LOOK IN THE MIRROR AT YOUR WHOLE SELF the children shared specific insights concerning WHAT DO YOU LIKE? DISLIKE? HOW WOULD YOU LIKE TO LOOK? HOW DO YOU FEEL ABOUT YOUR BODY? Most of the children said that they felt good about themselves. In particular, they valued their whole self, strength, hair, eyes, and face. Most commonly disliked were special features: dimples, freckles, red cheeks, cuts and bruises, e.g., "I don't like my face;" "My nose is too puffy." The face and hair were disliked by some nearly as much as they were valued by others, e.g., "I don't think I have a pretty face;" "I think I'm sort of ugly. No one else has hair like mine;" "I like my red hair." The results of a national survey of children's subjective feelings (Woyshner, 1979) regarding the one thing about themselves that they would most like to change emphasized physical characteristics. Many of them mentioned specific characteristics such as height, weight, or facial features as the thing they most wanted to change. The one change desired most by both boys and girls focused on hair. The data on physical appearance from the children studied concurred with these findings, e.g., "I wish I was tall;" "I would like longer hair;" "I would like to be prettier and have blonde hair;" "I would like to be 4'2" and weigh 40 lbs."

In a society that places so much emphasis on physical appearance, it is no wonder that children, as well as adults, believe that physical attractiveness is very important in day-to-day social interactions. We know from extensive research that people do judge others on the basis of physical attractiveness. Berscheid, Walster, &

Bohrnstedt (1973), and Dobson (1974) suggested that we are seemingly obsessed with being thin, beautiful, young, and sexy, and will go to extraordinary lengths to approach those ideals. They urged that beauty, assumed to be a guarantee for lifelong happiness, does seem to relate to self-esteem. Childhood beauty goes hand-in-hand with early happiness, but has little connection with a person's later happiness. Dobson (1974) professed that the more time one has served in a physically unattractive body, the less happy and self-confident one is.

The childhood years are critical in the development of the self-concept generally, and of one's body image in particular. The boys and girls studied seemed to be increasingly aware of their physical selves and aware of their physical development and growing efficiency in various motor skills. During the growth process, children compare themselves with others, noticing the overall sense of appearance and special features. They can be painfully honest and cruel to a peer who is too fat, too skinny, too freckled, too different. Berscheid, Walster, & Bohrnstedt (1973) alluded that childhood teasing about the body and the self has a lasting effect. They said that those teased as children are less satisfied with their bodies as adults, suggesting that the main reasons are overweight and dissatisfaction with their faces. While few of the children studied compared themselves to others in their responses, some of them did indicate concerns about their size as well as the previously mentioned dissatisfactions with their hair and face, supporting the notion that these do make a difference; e.g., "I do not like being little;" "It's bad when people tease you about being small;" "I wish I was bigger." People who are

satisfied with their bodies are more self-confident. The children who considered themselves physically different from others, e.g., shorter, taller, fatter, skinnier, sometimes had difficulties. These differences represented a potential hazard to their social and emotional development and adjustment. Most of the boys and girls, however, expressed strong positive feelings of satisfaction with their physical selves.

According to Berscheid, Walter, & Bohrnstedt (1973) body image is a part of a larger self-concept which develops out of the reflected appraisals others have of us. The responses of the children studied showed agreement that physical attractiveness is important in getting along with others and in feeling satisfied with oneself. Body image is only one component of self-esteem, however, and one's assessment of his/her abilities and other attributes is equally important. Berscheid, et al. (1973) admitted that it is difficult to determine cause and effect. A positive body image may increase one's self-esteem, or basic self-esteem may lead one to feel good about one's body. Seemingly, the groundwork for both positive body image and high self-esteem is set early in life. Self-esteem, the general feeling that one is competent and confident, spills over into other areas of personality.

CHAPTER V  
THE EMOTIONAL SELF

Introduction

Ecker (1975) proposed that "affective and cognitive learnings are so inextricably tied together that the educational neglect of either will adversely modify or limit the development of the other" (p. 361). Schools today purport concern for much more than the intellectual development of children. They are realizing the essentialness of affective and social-emotional objectives. Processes such as feeling, fantasy, interaction, and intuition underlie and enhance the development of cognitive processes. The total appraisal of one's perceptions and evaluations of the physical self, background, abilities, resources, attitudes, and feelings are all part of the multidimensional construct known as self-concept, and they all culminate as a directing force in behavior.

Emotions are strangely mysterious, hard to define, and even harder to understand. They can conceal underlying motives, serve as a defense, and reveal the truth. With reference to their emotional selves, the children studied expressed a wide variety of both positive and negative feelings. These encompassed fear, anger, hostility, and unhappiness, as well as concern for making decisions, being different, belonging to a group, and sex preferences. The children studied reacted differently from one situation to another and showed strong

individual differences in the intensity and distinctiveness of their responses. The responses that the children used to describe their emotional behavior were categorized into the following components: (a) feelings and attitudes, (b) social interaction, (c) moral development, (d) intellectual abilities, and (e) sex role development.

### Feelings and Attitudes

#### I FEEL PROUD WHEN I

#### Children's Responses

Jump over all the hurdles. (several responses)

Win. (several responses)

Hit the ball.

Make a basket.

Score.

Am on a good team.

Beat a boy.

Climb to the top of the rope.

When I hit a ball I feel very proud  
and then I yell very loud  
and when I yell  
I yell very proud.

I feel proud  
for being  
on a good team!

Discover new ways to use my body.

I was proud  
when I climbed  
to the top  
of the rope.

Sometimes I feel proud  
when I hit a ball  
with something, or over a net, or  
when I score points.

Do something nice.

I feel proud  
if I do something  
right.

When I try something new  
and I do it  
I feel proud.

I FEEL HAPPY AND EXCITED WHEN I

Am on a winning team. (several responses)

Get out of school and can play. (several responses)

Am chosen to be the captain or leader.

Get 15 runs.

Get picked for the team.

My grandmother comes.

What really makes me happy is to go outside and play with  
balls on the grass. This is a special time in gym.

Am going somewhere special.

My birthday is coming.

I get excited when we are doing something we have't done for a long time and we're going to do it. That's special, and a happy time, and I get very excited.

I get really a happy feeling after several of us finish playing a game. Usually everyone has worked together good. Most of us are real good sports. Certain mean kids we don't let play. The girls get to play. They are just as good. We always have fun and that makes us happy.

#### I FEEL SAD WHEN

Never. (several responses)

Someone takes my ball.

People push me or kick me.

Boys say I can't play with them.

I am left out.

People sometimes hate me. Kids hate me. Sometimes teachers hate me.

People tease me.

I get only 14 seconds on the arm hang from the bar.

I must run the 440 yd. run.

## I AM SHY WHEN

Others are watching me in gym. (many responses)

I'm never shy. (several responses)

I meet new people. (several responses)

I'm alone. (several responses)

I first start to move.

I do something wrong, or have difficulty.

I don't get a partner.

I'm not wearing my gym shoes and everyone else is.

I feel shy  
when I move  
and sometimes  
I feel silly.

I'm talking to the class.

I'm shy  
when I  
don't  
know somebody.

I'm shy  
when I go someplace new  
or try new things  
or meet new people.



## I AM AFRAID OF

Nothing. (many responses)

I just think of nice things and I'm never afraid.

The ropes--climbing up high and falling off.

Cougars, spiders, and bats.

Nightmares, ghosts, and tornados.

Sometimes things look a little hard to me and I'm afraid to try them because I'm afraid I'm gonna fall. In gymnastics I fall a lot because my hands are always slippery and they sweat. It's hard to hold on to the bars.

I'm afraid to go on the balance beam 'cuz last year in 1st grade I tried to do something tricky. I fell off and almost skinned my ribs.

In gymnastics, on the bar with the big, fat mattress a kid in our class was trying a back somersault, making his back go way in. I'm afraid to try that 'cuz you could fall on your head.

Lots of times I see people doing things I'd like to try but they're too hard for me. I get scared just knowing I can't do it and would get hurt.

I'm kinda scared I'm gonna fall off the ropes. I can go all the way to the top but when I'm up there I always get afraid I might fall. I go way up 'cuz I know I'm very strong, then I just try to come down slowly for a soft landing.

I'm afraid to do "flips" 'cuz I was playing once and I flipped by accident and fell and made a hole in my head.

For me it's the ropes. I'm afraid I'll fall down. I feel embarrassed 'cuz most others can climb. I just can't pull myself up. I want to try but then I just feel sad that I can't do it. My brain tells me to get down 'cuz I'm not going anywhere.

I kind of worry when I'm up high on the balance beam. I feel a little shaky and I'm a little scared.

I tried to do some of the things on the ropes that I do on the rings. I became afraid because when I was hanging upside down I slid and landed right on my head.

Lots of kids are afraid of things in gymnastics. I'm not afraid of anything. I'm glad. I'm courageous. It's neat! I've been practicing doing lots of these things on my swing set in the back yard. I got hurt but I didn't give up, 'cuz I want to be an acrobat.

On the balance beam once you shaped me to do a roll. I was afraid of falling but you held on and kept me in a ball and made me feel safe.

I just go away from whatever scares me and I do something where I feel good and can do things well.

I'm not afraid much on the gymnastics equipment. I've learned to just crouch down low and I feel very safe and I can keep my balance. I curl into a small shape and I'm not afraid.

#### ARE THERE THINGS OTHER THAN GYMNASTICS THAT YOU ARE AFRAID OF?

Certain action games we play at recess really make me afraid. I get trampled over and people push me down.

When I play baseball sometimes I'm afraid that the ball is gonna come and hit me.

## WHAT HELPS YOU GET OVER FEELING AFRAID?

Like when you just make up your mind and try, then you really can do it, and you didn't know you could. You're happy.

If you just keep on trying you will be able to, sometime. Like me on the ropes--at first I couldn't climb but I kept trying and now I'm getting much better.

On the ropes the first time I was strong and I kept climbing up. Suddenly I was very scared 'cuz I'd never been that high in the gym. I was afraid to go back down. Now I have the hang of it and I'm not afraid. I can do a whole bunch of things on the rope.

I learn a lot of things from watching other people. I try to do some of the things I see. When I think I can't then I just keep trying and trying. Finally I can do something I thought I never could do, then I feel proud of myself.

## I WORRY ABOUT

Trying to jump over the hurdles.

Not getting over the hurdles.

Doing it again. Once the hurdles were bad because I tripped and got blood.

When I jump the hurdles I worry that I might fall and get hurt, and I will have to go to the hospital.

Running slower than the other guys.

Another kid, who is so mean.

That a certain boy will beat me up again.

Not being the fastest or the best.

When my friend is going somewhere and I don't know about it.

About a couple of boys in this class, and it hurts inside.

Sometimes I worry that I cannot hit the ball lightly with my fingers.

#### I OFTEN WORRY

About our classmate. He's moving away.

When I am late for school.

That at recess I don't have fun.

That my mommy won't stop working.

That I'm not so good at reading.

I'm never afraid of anything but I do worry a lot about whether my parents will get a divorce. I just want them to each love each other, even if they remarry somebody else. I want more time with my Dad, too.

#### MY GREATEST WORRY IS

That I will not be able to run fast.

Being able to jump the hurdles.

If I do something wrong, or don't know what I'm supposed to do.

Losing a race.

Not having a father.

Tornados.

My Mom and my Dad.

Dying.

I FEEL LIKE CRYING WHEN

I get hurt. (several responses)

I'm left out.

Someone hits me.

People call me names.

No one likes me.

I feel bad.

Someone makes fun of me.

Lots of times.

I don't cry.

I AM EMBARRASSED WHEN

Others watch me do an activity.

When I do something wrong in front of others.

When I try something new and everybody looks.

When I goof up!

WHAT REALLY MAKES ME MAD IS WHEN

Somebody skips me. (many responses)

People are mean to me. (several responses)

People laugh at me or make fun. (several responses)

I get hit by someone, or with a ball. (several responses)

People call me names, eg., "jock." (several responses)

People who show off.

When people say they're going to do something and they don't.

When we have to share the gym with another grade.

People always ask to borrow my markers.

When I can't do things that others can do.

Others who tattletale on you.

A friend says, "I hate you."

I FEEL UNHAPPY OR ANGRY WHEN

Sometimes people make me feel bad in gym. They accuse me of taking someone's ball and they don't give me a chance to tell them that I didn't know it was someone's.

I feel bad when Pete pushes me out of my personal space and takes my ball.

Once when I was trying to strike the ball against the wall I had trouble and I was getting mad. Then Susie accidentally hit her elbow against my chin. My chin went up against the other jaw and my tooth chipped off. I was really angry!

The only one bad thing we do in gym is when we sometimes choose captains. Everybody always suggests other people, but not me. Even my friends do this.

I get upset when we have to quit something we love doing. I just get going!

There's a popular, but mean kid in our class who influences others to ignore some of us, and never chooses us. It doesn't bother me at all not to be picked first. Some leaders don't like me. They don't think I play good. I'm unhappy, 'cuz it's not fair, 'cuz I am getting better.

I don't like it when people mock me or say, "Ha, ha, you can't do it." It hurts to be made fun of. I hate feeling left out. The trouble is I never try to solve it though.

I get upset with Pete, a pretty nice boy, deep down. It's very hard to be in a class with him. He gets yelled at. I have this laughing problem, except with him it's not funny. The classroom teacher yells at all of us for his problems. It's hard, and most of us get unhappy.

I'm feeling very unhappy about some things. Could I really tell you? First, I was not invited to Ann's slumber party. I looked at her in a greedy way and I didn't say anything. Also, I feel sorry for teachers who have to talk to kids who misbehave and are mean. Peter is such a show-off and wants attention, but I don't know why. People would like him if he didn't act that way. When he gets hurt no one cares. It upsets me.

Every time I get a ball most everyone kicks it away from me. People don't want me around and they won't let me play. The team once hurt my feelings by saying, "That's a bad kick."

### Discussion

In addition to the growing child's usual positive feelings of pride, happiness, and excitement, the children studied shared other feelings common to all children: hurt, discomfort, uncertainty, fear, embarrassment, and anger.

Fears. Fear is a stirred-up, unpleasant, and tense feeling similar to anxiety, but focuses attention specifically on a situation or problem. Among the discussions of fears and worries, girls reported more fears than boys. Although separate responses of boys and girls seemed somewhat ambiguous, this concurs with the cultural expectation of boys and girls. Fein (1978) suggested that possibly the difference is partly due to children trying to live up to ideal sex roles. She also noted that boys, with their more internalized standards of excellence, would understandably worry less. Perhaps parents accept girls' fears and discourage boys from being afraid.

While many of the children studied stressed that they weren't afraid, e.g., "I'm afraid of nothing;" "I'm never afraid," no doubt this indicates an unwillingness to admit that they are afraid, as a sign of weakness. The concerns of fear that were most frequently mentioned by the children were related to particular activities and bodily injury. They shared some common school-related fears, particularly those fears which are natural to their early experiences on gymnastics equipment; e.g., "The ropes--climbing up high, falling off;" "I'm afraid of



falling off the balance beam" (see Figure 4); "I'm afraid to do flips." The fears seemed related to both the equipment itself and the particular experience involving the equipment.

Carro (1979) revealed that fears are not only common, they are predictable to some extent. At about age 7, children begin to develop more realistic ideas about the way the world works. She noted that if children are gradually exposed to the objects of their fears they will slowly master them. The children studied did, in fact, discover satisfactions in the process of overcoming their fears. Through their responses, they shared the realization of greater strength and freedom from threats as they became more familiar with a variety of movement experiences, e.g., "I got hurt but I didn't give up;" "I've learned to just crouch down low;" "If you just keep on trying you will be able to, sometime."

Worries. The literature suggested that the most prevalent worries include: peer status, school failure and performance, being tardy, the threat to survival, and the fear of violence (Brisbane, 1971; Fein, 1978; Jersild, 1968). Worries, similar to fears, are part of those problems and challenges with which the developing child is confronted. These second graders manifested a wide variety of highly individual responses to things that worried them occasionally, or often, e.g., "not getting over the hurdles;" "another kid, who is so mean;" "that I cannot hit the ball lightly with my fingers;" "that my mommy won't stop working."

Greatly emphasized was their overt concern for jumping hurdles, e.g., "trying to jump over the hurdles" "When I jump the hurdles I worry that I might fall and get hurt." These responses with regard to hurdling,

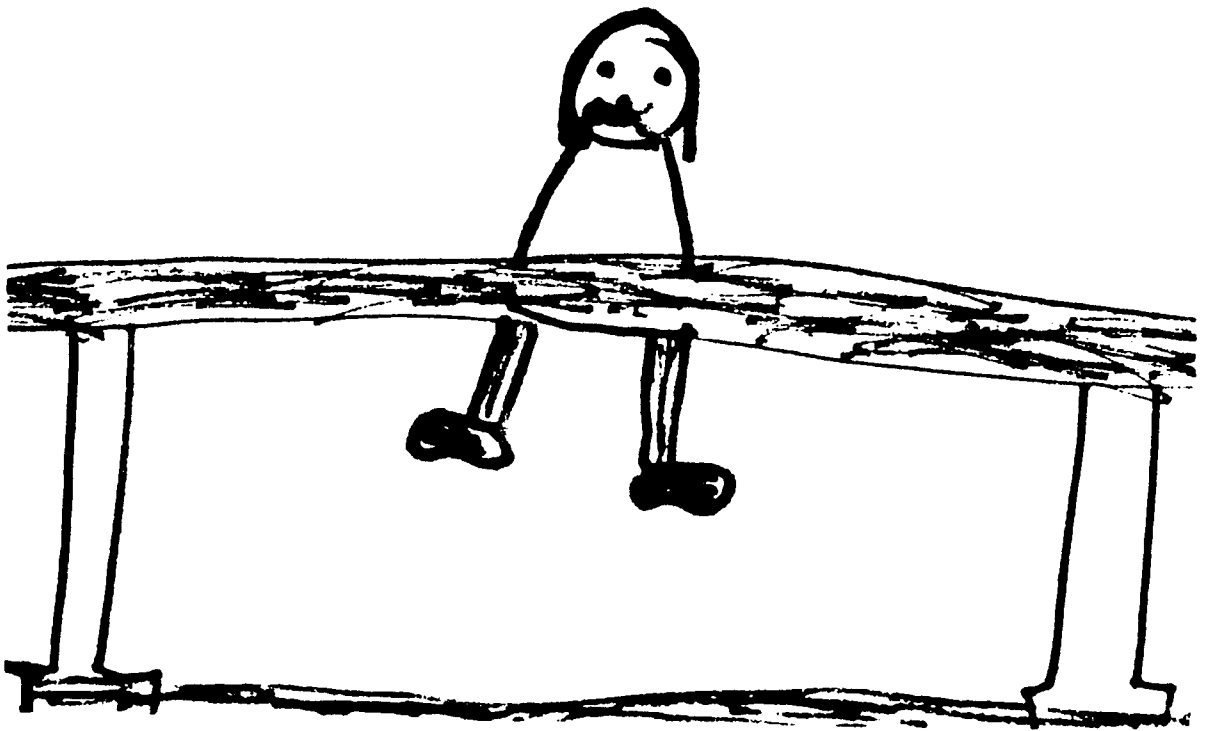


Figure 4. I am afraid of falling off the balance beam.

given numerous times, suggest that boys and girls have situation-specific worries. Also performance-related, like hurdling, were the children's worries about experiences in running. They revealed that they worried mainly about being beaten in running by someone faster than they; e.g., I WORRY ABOUT "running slower than the other guy;" "not being the fastest or the best;" "losing a race." Winning or being the best in running or racing was seemingly important to most children. To some, a successful performance was important enough to cause worry.

As suggested by Brisbane (1971) the children studied revealed worries about threats to their survival, particularly their peer status. They also acknowledged school performance and peer relationship worries, as well as the special worries which some of them brought to school with them, e.g., "that a certain boy will beat me up again;" "My friend is going somewhere and I don't know about it;" "that I'm not so good at reading;" "not having a father." Several boys and girls shared their deep concern for family relationships, death, and their low sense of personal worth when asked MY GREATEST WORRY IS, e.g., "my Mom and Dad;" "dying;" "if I do something wrong." They expressed their troubled feelings of not knowing how to share or play with other children, suggesting their need for greater personal security and a sense of belonging.

Nervousness. Although no particular questions or topics directly sought the children's responses regarding nervousness, it is akin to fears and worries and they did reveal it as a common feeling. The children stressed that running was the key cause of their nervousness; e.g., "I get very nervous racing someone else;" "being timed with a stop-watch makes me very nervous;" "running for distance makes me nervous."

The specific activity or experience generally varied with each child, although most seemed to get very nervous when confronted with the challenge of endurance running or when being timed. Jenkins (1971) said that children of elementary school age are often nervous or concerned that they will not be able to live up to the standards set by their teachers and parents and they might be thought unworthy. The children studied indicated that the common causes of their nervousness included not clearly knowing what to do or what is expected, doing something wrong, and being laughed at; e.g., "When I have to make a decision I feel scared, nervous, and mixed-up;" "When I don't understand what is expected of me, I feel scared." These show a relationship to one's strong will to do well and to belong.

Embarrassment. Similarly, the children revealed I AM EMBARRASSED WHEN; e.g., "Others watch me do an activity;" "When I goof up;" "When I do something wrong in front of others." They were self-conscious about trying something new while others watched, perceiving themselves as being laughed at. This feeling, like others, characterizes the strong and developing concern for peer acceptance and positive regard.

Anger and aggression. The children in this study shared their motives for losing their temper or causing them to feel angry. When asked WHAT REALLY MAKES ME MAD IS WHEN . . . they shared their resentment over being teased and laughed at, e.g., "People laugh at me or make fun;" "People call me names." They cited rejection during play experiences; e.g., "In gym when we sometimes choose captains, everybody always suggests other people, not me--even my friends," and being

denied help when it was needed, e.g., "When I was trying to strike the ball against the wall I had trouble and I was getting mad;" as other reasons for feeling angry. They got upset when friendships were threatened and they admitted that they were likely to lose their temper when they became mad.

While these boys and girls did show feelings of unhappiness and anger, they seemed to be sensitive to making mistakes and incurring the criticism of others, e.g., "When I can't do things that others can;" "others who tattle on you;" A friend who says 'I hate you.'" "I get unhappy every time I try to climb the ropes" (see Figure 5). Always striving to please, they reached out to the adult world and to their peers for guidance and approval. Helms & Turner (1978) alluded that an angry child may resort to arguing, alibis, name-calling, making disagreeable remarks, or may simply withdraw from the group. Other reactions are threats to "beat somebody up," exclusion of offenders from group activities, running away, criticizing, and refusing to compromise. Although many of the children studied shared similar reactions, they became increasingly skillful and more responsive to controlling their anger, aggression, and rebellion.

### Social Interaction

SOMETIMES I GET JEALOUS OF OTHERS BECAUSE

#### Children's Responses

I don't get jealous. (many responses)

They have candy. (several responses)



Figure 5. I get unhappy every time I try to climb the ropes. I want to climb to the top. Last year I couldn't climb at all. This year . . . halfway. It's like climbing a mountain. I put my feet together on the rope and pull my arms to climb up. My arms can't hold that much weight and I get very tired. The rope gets loose and wiggly. My muscles shake in my arms. I can't seem to last to the top.

Well, I feel jealous of others when I can't do something they can.

They are doing something that I like.

Sometimes Vic walks off with someone else.

They take away my partner.

They let others skip me.

Because I'm a jealous person.

I lose control.

They laugh at me.

HOW DO YOU FEEL WHEN SOMEONE CALLS  
YOU A NAME?

WHAT MAKES PEOPLE CALL OTHERS NAMES?  
DO YOU?

I feel mad and sad at the same time when someone calls me a name. Mad usually wins. I just try to ignore them and walk away.

I call people names sometimes when I've had a really hard time. I don't want it all on myself, so I get upset.

When my good friends get mad at me they call me by my middle name. I don't like it. It's not my real name.

I feel really bad, 'cuz my feelings get hurt. I also feel like I should just say a name right back. I get called "fraidy cat" 'cuz I try to do something and I can't, or else I just don't want to even try to do it at all.

I do it because others do it to me. I feel bad later, and I want to say I am sorry.

I don't listen to people when they call me names. Anything they say isn't true, because they just say things they don't really mean. I get called "shorty" or "slow" because there are things I can't do now, but that doesn't mean that through my whole life I can't do them. I'll keep trying and trying and trying, then I'll be able.

I don't feel too good being called a name. It gives me a bad feeling like I am weird or something.

People call me names all the time. I don't know why. It hurts my feelings. People think I'm a funny guy. They bug me and are mean. They won't listen to me. They just make fun of me. My name is "Goldsmith" but I get called "gay-smith" and "goldfish." It isn't 'cuz I'm Jewish.

People call others names to make fun of them and deliberately hurt their feelings. They have a problem themselves. They call names because they cannot do certain things, or have their own way. They think they would like to be like someone else.

I SOMETIMES WISH I WERE DIFFERENT BECAUSE

Never! I like being me. (many responses)

I am ugly. (several responses)

I make outs in kickball a lot.

People make fun of me.

I am jealous of someone else.

I got my hair cut short.

Girls are after me!



## WHEN I FEEL LEFT OUT, I

Feel very sad. (many responses)

Feel bad. (several responses)

Cry. (several responses)

Feel like getting very mad.

Sit down, alone.

Go on to do something else.

Never do, 'cuz everyone likes me.

## WHEN I HELP SOMEONE, I FEEL

Happy and glad and warm inside.

I feel so good and really happy.

I am showing that I care.

I am loving!

Like a helpful, kind person.

## WHEN SOMEONE SMILES AT ME, I

Smile back and say "Hi" and I feel good.

Feel nice and happy.

Feel really great inside and out.

Make a new friend, if it was somebody I don't know.

Look back at him or her and wonder.

Feel shy.

Think I am in love.

WHEN SOMEONE TELLS ME I DID A GOOD JOB, I

Really feel good. (many responses)

Feel happy and I say "Thank you."

Feel great because they think I did good in something.

Feel special on the inside.

Feel very proud.

Feel like a champion.

IF YOU WERE UNABLE TO BE IN OUR NEXT GYM CLASS,  
WHAT WOULD WE MISS ABOUT YOU?

You'd miss my body.

That I listen a lot and I pay attention to what we are doing and I have an interest in what we do. My laugh, and I'm nice.

It would be quieter, but you'd miss my leadership.

You would miss me because I am nice and people like me because I share.

Being someone's partner. Bob would miss me a lot.

Ms. B. would miss my creativity and that I'm sensitive to others.

My whole self.

Me and my movement.

My feelings and me!

My whole class would miss me because of my cooperation.

One of my friends would miss my smile.

My face, my smile, my red hair, and my freckles!

You would miss me--and I'd also miss you!

ARE YOU AN IMPORTANT MEMBER OF YOUR  
GYM CLASS?

No! Because I am very new.

No! The class has lots of other people.

Yes! Because I am very helpful, especially if the gym teacher is busy.

Yes! I help when people get hurt.

I am because I like gym. I am important.

Yes! I love gym and kids like me.

Well, really everyone is important. I'm important for all reasons.

## WOULD YOU RATHER BE ALONE OR WITH A GROUP? WHY?

## ALONE

It's easier to concentrate.

It's easier to think.

Because sometimes someone comes up to me when I'm working so hard. It interrupts me.

I like being alone, using just my ideas. I don't like talking in a group.

I like to think of my own ideas by myself. It's easier and more special.

## IN A GROUP

It makes me feel I'm wanted.

Not alone! I'm not smart and others are helpful.

I would rather do it together because I could get help from somebody then.

It's much more fun.

HOW DO YOU FEEL ABOUT BELONGING  
TO A GROUP?

I am happy being alone mostly. When I want to, I have one special friend who is very nice. We never disagree, and never fight. We enjoy each other and we say nice things about each other. We learn new things together.

There's something funny with me and Mary. I help her with all the answers in her workbook and she still gets mad at me. Sometimes we make up, 1-2-3, in a snap! I have another, more special friend. She never gets mad and we never fight. She's so nice and helpful--never mean. Sometimes we argue but we always make up, within two days.

I prefer to be alone. I hate mean kids who really don't know how to treat people good and end up fighting. I'm better off alone. I never get hurt.

I don't have as many friends as I wish. Some think I act "big." I worry that I do. My friends say I do, others do, too. I can't really tell if I am or not. Sometimes I try to, on purpose, and I know.

I'd like to be friends with Dick, but he punches me, knocks me down, jumps on my legs, and slaps me. It scares me, but mostly hurts my feelings. It's hard to protect myself. Sometimes I buy him candy and he's nice to me for a while.

I know that others have respect for me. They make me feel good when they say, "All right, Tom" when I climb to the top of the rope or do other things very well. They all want to be my friend.

#### IN A GROUP OF PEOPLE, I USUALLY FEEL

Crowded, cramped. (many responses)

Squished, squeezed, skrunched, squashed. (several responses)

Not that good with many people.

Like there's pushing.

Like I'm certainly not alone.

Very happy because I feel good to be in a group.

Like I'm in the Performing Arts Center.

Embarrassed.

#### HOW DO YOU FEEL ABOUT BEING DIFFERENT?

It's not really hard to be different. I like to 'cuz I really feel like I'm me. Sometimes I like being with people, but mostly alone. It depends. It's quite hard to discuss friends. It's important that they like me and be nice to me.

I'm not different. I just do things different. I like being a part of a group. It's like having company. I really like being with people. I get along pretty well with certain other girls. I guess a lot of boys like me. I have special feelings about my close friend. She's very nice and does things good. We never talk about why we like each other. We just know, and we like to do just about everything together. We argue sometimes, then, in the next second we have made up.

I'm different. It's really great! Everyone is different. It's hard because you have to show trust in people. Sometimes others have hurt feelings about me and I'm happy for myself. I understand myself better.

I don't know why I act like I do. I don't mean it, but people make me. They hurt my feelings and make me act mean. The group leader tells everyone that they shouldn't play with me, that I'm a funny guy. No one listens to me. They all make fun of me. They call me names or else ignore me.

#### IN GYM CLASS, WHEN IS SHARING SUPER IMPORTANT?

On equipment when you have to take turns. You can't just grab. Sharing is necessary for safety. Without taking turns, someone might get hurt.

Sharing is important when someone has trouble doing something and you can help 'em do it by sharing yourself.

I shared something special with a friend. We made up that game for class. We had to work hard together to share our ideas and we had fun. It made us happy.

You tell us to share a lot because you think we have a lot of good ideas.

I think sharing is a very nice thing to do. It gives me a good feeling.

CAN YOU DESCRIBE THE FEELINGS YOU HAVE WHEN YOU'VE SHARED WITH SOMEONE?

It makes me feel very happy because they are lending me. When I share I feel happy myself 'cuz I'm thinking for them.

When you share with another you expect them to share with you. When someone helps me I feel that I owe them something I must pay back. You did something for me and I like what you did for me.

It's really a good feeling when you've shared with some people who have different ideas than you have. It's hard though.

Once you've done it you know the feeling. You're really happy because you've helped share your own good ideas and now they know. You've been helpful. They feel good because they know somebody cares for them.

WHAT IS RESPECT?

HOW IS IT IMPORTANT IN GYM?

It's saying "good job."

It's being nice to somebody and how you feel when somebody does something for you.

Respect is doing nice things for nice people.

If I fell down in gym and somebody came up to ask me, "Are you all right?" -- this is respect. It's feeling like a lot of people like you enough to care.

When someone asks you to do something and you do it. You respect, and you feel good.

It's going around someone's personal space--not in it.

It's saying "Yes" when someone in gym asks you to be their partner.

It's sharing with a friend who likes you and helps you.

#### DO YOU DISRESPECT OTHERS?

##### WHAT DOES IT MEAN?

It's feeling sad and sorry for yourself 'cuz no one wants you. You can't respect them.

It's a feeling against people who are not being nice or they lie.

I disrespect some people in class who are mean to others. They show off and kick my ball away farther if I lose control of it.

#### ARE THERE TIMES WHEN YOU ESPECIALLY FEEL RESPECTFUL, OR DISRESPECTFUL?

I disrespect all people who do things that hurt others, or say "yes" when they don't mean it.

I disrespect someone who wanted us to play a game, so we tried, but then he was dishonest and he even tried to change the rules.

I disrespect someone who wanted to be my friend. She said, "Yes, I can come over for dinner any day." I said, "Good, how about Sunday?" She said, "No."



I respect my teacher who is helping me learn. She lets us have the balls lots, in many different ways. She videotaped us in dance and gymnastics. I respect her for taking the time to set up all that stuff for us. She teaches us things that are really fun. She must respect us, too.

I NOTICED, RECENTLY, A BOY AT RECESS  
STANDING ALONE IN A CORNER.

WHY DO YOU THINK HE WAS THERE, ALONE?

Nobody wanted to play with him, or nobody liked him. He might have done something bad--like hurt one of the popular kids in class.

Maybe he got in trouble or something. Maybe he was just mad at somebody because they did something wrong and he said, "I quit."

If somebody yelled at him or was mad at him, he got mad too. He probably felt sick inside, like he was mixed up and unwanted.

At least he isn't kicking and hitting people like some kids do when they get mad!

He probably doesn't want to hurt anybody else's feelings, but sometimes you hafta. He probably just won't say anything. He feels kinda like he wants to get someone's attention and let them know that he is mad, because he feels so sad.

He probably just has hurt feelings and maybe no one notices him.

IF YOU SEE SOMEONE LIKE THIS BOY ON OUR  
PLAYGROUND, WHAT WILL YOU THINK OR DO?

I know the feeling! It's like when Scott, Rob, and Ollie and all those guys wouldn't let me play football. I felt sad. All of them ganged up and pushed me out of the game.

I'd be sad, 'cuz somebody did something wrong.

Maybe he was a new boy at school and nobody wanted to play with him.

Maybe people called him names like they do me. I'd rather be alone, too. I don't get put down. It's safer.

Maybe the group kicked him out of their game for a certain reason. You have to give in and do what your friends want to do in a team game. Maybe he wouldn't cooperate.

Maybe the boy was playing a game and he was cheating. The other kids told him to get out because they didn't want him to ruin the game and it's not fair. They'd tell him to please stop. If he didn't, then they'd ask him to leave.

Maybe the boy has trouble at home, like with his parents. He might just be feeling really bad and wants to be alone. Maybe his Grandpa died.

I think somebody got in a fight with him and hit him or pushed him around. Now he is very sad.

Ya! Maybe he just had some private reasons that had nothing to do with anybody else.

It's possible he might have been happy but just didn't want to play with anybody. He might have just not been "in the mood." He could just have been watching the other kids play.

WHAT WOULD YOU DO IF YOU WERE THE ONE  
STANDING IN THE CORNER?

HOW WOULD YOU FEEL?

I'd be playing with my cars or a rock collection or chopping ice. I'd want to make something--alone.

I'd just ask a friend to play with me. If not, I would just sit there and watch, and wonder.

I'd be real sad, but I'd go ask someone if I could play.  
If I waited around, someone might see me and come to me--  
I hope.

Sometimes I want private time to be alone--like when I  
want to make a picture or a surprise, or eat candy and  
not have to share it.

### Discussion

According to Brisbane (1971), during the middle years children experience a rather critical period of personality and social maturation. Their sense of adequacy, feelings about their skills and abilities, and growing desire for independence are greatly affected by their role played with the peer group. "Belonging" is extremely important. She stressed that to children a best friend is a must, although in a day or two the friend may be replaced.

Jealousy. The emotional environment in which children are reared determines whether they will be able to attain their potential maximum growth. Praise is necessary to this growth, for children are continually seeking the approval of significant others (Feshbach & Roe, 1968). Jealousy is a natural part of emotional and social development, and although it seems somewhat tenuous to the 7-year-old, the comments of the boys and girls in this study inferred the importance of approval from their peers. I GET JEALOUS OF OTHERS BECAUSE "they take away my partner;" "they let others skip me." The children's need for praise and approval was evidence in their response to WHEN SOMEONE SMILES AT ME or WHEN SOMEONE TELLS ME I DID A GOOD JOB. They expressed positive, warm, happy feelings in response to a word of praise, a smile,

or a helpful friend; e.g., "I feel really good;" "I feel really great inside and out;" "I feel very proud."

Name-calling. Varied writers have agreed that name-calling is common with reference to one's physical self during the middle childhood years when the self-concept and body image are developing (Dobson, 1974; Fein, 1978; Helms & Turner, 1978; Jenkins, 1971). There was strong evidence in the discussions with children to suggest that name-calling was used to characterize one's physical self or ability to succeed, e.g., "I get called 'shorty' or 'slow' because there are things I can't do;" "I get called 'fraidy cat' 'cuz I try to do something and I can't." The children seemingly used it as a defense mechanism, although they were generally uncertain of the motives. Most children revealed the self-hurt involved, e.g., "it hurts my feelings;" "I try to ignore them and walk away." Most also reported that they had experienced name-calling either as a caller, or as a recipient, or both, e.g., "I call people names when I've had a really hard time;" "I do it because others do it to me." Evidence also suggested that girls as well as boys experienced name-calling.

Real self and ideal self. The children studied indicated through their expressions of both positive and negative emotions that they commonly experience feelings of rejection as well as security and success. All children strive for what Erikson (1968) termed the stage of industry, where they know the pleasure and satisfaction of a job well done and enjoy being productive, achieving, and feeling adequate. Success in adjusting to a new world of peer contacts will do much to shape one's self-image. According to Helms & Turner (1978), a discrepancy

frequently exists with children between the "real self" and the "ideal self"--the type of person one really is, compared with the type of person one would like to be. They stated that during this period, referred to by many as the age of rejection, some children may develop feelings of self-worthlessness or may feel that they are inferior. By their responses to a variety of questions about the self, I SOMETIMES WISH I WERE DIFFERENT BECAUSE, WHEN I FEEL LEFT OUT, the children made personal judgments of their own worthiness, e.g., "I am ugly;" "I feel shy;" "I cry." They revealed a sense of pride in their accomplishments concerning WHEN I HELP SOMEONE, and WHEN SOMEONE TELLS ME I DID A GOOD JOB, as well as other positive self feelings reflecting their natural desire to be a more ideal person, e.g., "I'm happy and glad and warm inside;" "I am showing that I care;" "I'm like a helpful, kind person."

Egocentrism. Fein (1978) suggested the most common impediment to social cognition is egocentrism, a preference for one's own views and perceptions and the disregard given to the opinions and perceptions of others. Social egocentrism is fairly long lasting; it continues in varying degrees to interfere with the perception of other people's feelings and points of view. As the child moves from egocentrism, expands his/her social environment, and confronts new problems and challenges, the self-image becomes clearer and self-esteem is strengthened. This personal judgment of worthiness is expressed in the attitudes the individual holds toward the self. It is a subjective experience which the individual conveys to others.

The second graders responded with confidence in their perceptions and judgments, feelings of worthiness, and lack of self-consciousness. When asked IF YOU WERE UNABLE TO BE IN OUR NEXT GYM CLASS, WHAT WOULD WE MISS ABOUT YOU? and ARE YOU AN IMPORTANT MEMBER OF YOUR GYM CLASS? they revealed generally favorable self attitudes. Several children noted the importance of their bodies, including face and hair, e.g., "You'd miss my face, my smile, my red hair, and my freckles;" "my whole self;" "me and my movement." Others mentioned their qualities of leadership, creativity, interest, and cooperation, e.g., "Ms. B. would miss my creativity and that I am sensitive to others;" "It would be quieter but you'd miss my leadership." Most of all the children believed that, indeed, they were important members of their class, namely because of their helpfulness and enthusiasm, e.g., "Yes! I help when people get hurt;" "Yes! I love gym and kids like me."

Peer groups. According to Helms & Turner (1978), peer groups during middle childhood arise to satisfy definite needs, such as the desire to socialize with like-minded individuals or for organized play. They also tend to be highly selective. They implied that peer groups have a certain degree of spontaneity which takes form and direction as children gather and share common needs and diverging interests. Also, as characteristic of the peer group of 7-year-olds, Brisbane (1971) emphasized the following: the life of the group may be short and its bonds loose, membership is in a continuous state of flux, conflicts and bickering are common, rules and regulations are rather strictly adhered to, nonconformers are criticized or ousted, and group interaction is mainly congenial and unthreatening.

The children studied, like most typical 7-year-olds, had achieved enough trust, autonomy, and initiative to want to be involved in a private world of children where adults frequently are unwelcome. Their responses indicated that as their interests broadened they were learning to adjust to the group, e.g., "It makes me feel like I'm wanted;" "It's much more fun." Although they seemed to realize the benefits of belonging to a group, many also revealed a strong preference for being alone, perhaps due to a continuing social egocentrism. These boys and girls alluded to preferring their own ideas and finding it easier to concentrate when alone, e.g., "It's easier to think;" "I like being alone, using just my ideas;" "It's easier and it's more special."

Peer acceptance. Middle childhood is marked by behavior patterns quite dominated by peers. Acceptance by peers is deeply important to the child. Dinkmeyer (1965) said that not being accepted by a group is the greatest hardship a human being can endure. Feelings of inferiority may result in the inadequate development of the feeling of belonging to a group which is expressed through a voluntary desire to participate and contribute. The children studied varied in their readiness and need for social contacts, and in their ability to sustain a relationship. Several children openly acknowledged the joy of individuality and being different, preferring to be essentially alone.

Some reflected their egocentrism, confessing a preference to be alone because it was easier, e.g., "I'm better off alone. I never get hurt." Others seemed to prefer one or only a few special friends rather than a group, indicating it was nicer and without disagreement, e.g., "We never disagree and never fight. We enjoy each other and say

nice things about each other." Still others expressed satisfaction in being with a group and sharing trust and respect, e.g., "I know that others have respect for me. They all want to be my friend;" "I feel good to be in a group." These children seemed to possess greater social maturity and were capable of maintaining friendships that met the needs of others as well as their own. They were viewed as having traits that complemented the traits of a friend. Some children showed their maturity and self-esteem when asked HOW DO YOU FEEL ABOUT BEING DIFFERENT? e.g., "It's not really hard to be different. I like to 'cuz I really feel like I'm me;" "I'm different and it's really great."

One particular child studied was unable to successfully conform to the social expectations of the group. He was unable to sustain a give-and-take relationship or gain security through belonging. He was rejected by his peers and was consistently described in negative terms. He reflected apathy, arrogance, and egocentricity, and knowingly lacked feelings of adequacy. Following a discussion focusing on his feelings and motives of behavior, he acknowledged that he did not understand why he behaved as he did, e.g., "I don't know why I act like I do. I don't mean it, but people make me. They hurt my feelings. No one listens to me. They all make fun of me. They call me names or else ignore me."

Sharing. Children experience satisfaction and increasing competence as they explore, learn, and share with others. Each child, at his/her own rate, is becoming concerned with developing a sense of industry. Erikson (1968) theorized about the development of the sense



of industry, suggesting that the child's satisfaction gradually comes from measuring up to standards outside of himself, from fitting into a bigger and broader world. Reflected in the discussion with the children, sharing behavior was characteristic of the child's interest in doing well and in functioning in socially accepted ways. The children in this study seemed to support the idea that personality traits are etched more deeply as they show their interdependence or dependency, cooperation or aggressions, or action or passivity in more situations. Their responses suggested that sharing is important for safety, it is helpful, and it is a source of pleasure and happiness, e.g., "On equipment you have to take turns;" "I think sharing is a very nice thing to do;" "It's really a good feeling when you've shared with some people who have different ideas than you have."

Respect and disrespect. Discussion with the children in the IMPORTANCE OF RESPECT and the MEANING OF DISRESPECT with regard to others revealed their personality and attitudes and exerted a great influence on the process of group dynamics itself. This conscious, deliberate discussion awakened an honesty and confidence among boys and girls alike. They shared a broad spectrum of thoughts about RESPECT, e.g., "It's saying 'good job;'" "It's being nice to somebody;" "It's saying 'yes' when someone asks you to be a partner." They proposed that those most highly respected are the popular children, popular because they are nice, honest, fair, and thoughtful.

Popularity is the goal of every child. Popular and thus respected children are generally healthy, poised, capable of initiative, but also adaptable and conforming. According to authorities

(Dinkmeyer, 1965; Helms & Turner, 1978; Papalia & Olds, 1979; Smart & Smart, 1972), popular children are original thinkers, considerate, dependable, and affectionate. They radiate self-confidence without being conceited. They ask for help when they need it, and for approval when they think they deserve it. They make other people feel good to be with them. Popular children tend to be more intelligent. Good looks, in both boys and girls, and athletic ability, especially for boys, are also valued characteristics of popularity.

The children studied said they DISRESPECTED OTHERS who are rebellious, hostile, aggressive, silly, babyish, anxious, and uncertain, e.g., "I disrespect some people in class who are mean to others." Some of the children viewed themselves as unpopular. They spent much of their time trying to get into the "in" group, but were repeatedly rebuffed by the natural cliquishness of the extremely popular children. They discussed their feelings of rejection, distrust, bitterness, and unhappiness, and revealed an injured self-esteem. For example, some said, "Disrespect is feeling sad and sorry for yourself 'cuz no one wants you;" "I disrespect people who say 'yes' when they don't mean it."

Social dilemma at recess. Class discussions about the children's feelings regarding social interactions focused on a social dilemma which is a realistic situation on any school playground at recess. Boys and girls shared concerns, insights, and solutions, and clearly indicated their need to be cared about and secure with their own peer group and friends. They expressed empathy for the child playing alone at recess and suggested numerous possible causes such as anger, illness,

and rejection, e.g., "Nobody wanted to play with him, or nobody liked him;" "He probably felt sick inside--like he was mixed up and unwanted." Most of the children reflected a definite awareness of this circumstance and offered thoughtful reasoning within this spirit of consciousness, e.g., "I know the feeling!" "Maybe the boy has trouble at home." They seemed to intimate that popularity and acceptance rely on participation and achievement in certain activities, cooperation, friendliness, and other attitudes and values which groups share as a common goal, e.g., "Maybe the boy was playing a game and he was cheating;" "Maybe he wouldn't cooperate."

Feshbach & Roe (1968) advised that as children interact socially they must also continue to learn the value of cooperation and empathy and to understand and respect the thoughts, feelings, and actions of others. As the child's capacity to empathize and cooperate increases, close ties among friends grow stronger.

#### Moral Development

IT'S NOT FAIR TO

#### Children's Responses

Cheat. (several responses)

Take two balls so there is not enough for someone else.

Talk when you should listen.

Laugh when a person does something wrong.

Say that you are "the best."

Grab things away that belong to others.

Skip others.

Not play with me.

DO YOU KNOW THE DIFFERENCE BETWEEN RULES  
AND ADVICE, AND WHY THEY ARE  
IMPORTANT IN GYM?

RULES

Without rules it would be a big mess. It'd not be fun because everybody would be confused and unhappy and people wouldn't be honest.

Rules -- you know them and have to follow them all the time.

Rules are right and wrong. What you can do and what you can't do.

It makes life more challenging to have rules to play by. Without rules there just couldn't be any game.

ADVICE

Advice--it doesn't matter if you play good or not. Just do your best.

In a new game my teacher would give me advice about how to play and tell me the rules we must follow.

Advice is helpful ideas for my team. It's a good idea that just one person gives to another so that they do something better that they had done before.

It's a suggestion, like, "Try this and see if it's easier for you. If not, let's try it another way."

## Discussion

Consideration of others is a significant concern as children strive to live up to the standards of the group. According to Fein (1978) this implies sharing rather than self-centeredness, a spirit of friendly affection, and an outgoing, happy, curious, social nature. She proposed that these interactive behavior characteristics suggest growth in moral development.

Helms & Turner (1978) advised that as children become older, a sense of morality begins to encompass a complex set of ideas, values, and beliefs. The development of moral judgments begins during the early years in a stage which Piaget (1955) refers to as moral realism. In this state a child receives rules without being totally aware of, or understanding their reason. The attitude of moral growth of the children studied was apparent as they discussed their perceptions of fairness, e.g., IT'S NOT FAIR TO "cheat;" "grab things away that belong to others;" "Say that you are 'the best;'" "laugh when a person does something wrong." The responses of the boys and girls showed that cheating, selfishness, bragging, and making fun of others were some of the things they considered to be unfair. Clearly, they strived to fulfill group standards through their consideration for others.

Rules and advice. Piaget (1948) wrote that all morality is governed by a system of rules. He stressed that rules are sacred and untouchable. The rules governing right and wrong behavior are among the important guides to thought and action which a child must master as a functioning member of society. Children at age 7 generally know the basic rules of behavior, although the reasons behind them are not

always understood. Piaget (1948) said that gradually the child learns to see rules as the result of social agreement and a response to human needs and mutual respect; rules no longer cover merely limited situations without reasons or explanations.

Kohlberg (1969) has provided a more detailed structure in formulating a theory of children's moral development. In stage two, the Preconventional Stage which spans childhood until about age 9, children reason that by taking the right action they will usually earn a tangible reward. This suggests a sense of reciprocity where children will do the right thing to satisfy their own needs through receiving rewards. The children being studied gave some support to this theory, acknowledging the importance of doing well. Their responses suggested their acceptance and understanding of the necessity of having RULES to guide their behavior, e.g., "Without rules it would be a big mess;" "It makes life more challenging." The boys and girls actually made no allusion to following rules for the sake of earning a tangible reward. They seemed to accept the importance of both rules and advice and clearly could distinguish between the two, urging that with rules "you have to have them and follow them all the time," and that ADVICE is a "suggestion," or "helpful ideas."

### Intellectual Abilities

DOES YOUR GYM TEACHER EXPECT TOO MUCH OF YOU?

HOW?

### Children's Responses

YES

She expects us to do things well.

Sometimes I'm working on something and she says "finish it up now."

Maybe, because if I knew, she would ask me to do it for her.

NO

She helps us with the hard things.

I like the challenge!

She has to--it's the only way we'll learn.

She's just right!

I like trying new things.

#### I CANNOT UNDERSTAND

How to use the ropes sometimes.

Certain hard things.

Why everyone comes up to me.

Why we don't get one hour of gym.

If you listen you can understand everything.

#### IT TAKES COURAGE TO

Climb the ropes. (many responses)

Turn circles with your body on the bars. (several responses)

Curl your body and turn flips in the air. (several responses)

Go on the high balance beam.

Do things that you are afraid of.

Learn new things.

Have fun.

Do nothing.

WHEN I DON'T UNDERSTAND WHAT'S EXPECTED OF ME, I

Feel sorry. (several responses)

Feel bad. (several responses)

Feel funny.

Feel sad.

Feel scared.

Feel embarrassed.

Am mad.

Go up and ask.

Think someone made a mistake.

Look around to see if I'm alone.



## WHEN I HAVE TO MAKE A DECISION, I

Think very hard. (many responses)

Feel scared, nervous, mixed up. (many responses)

Feel angry.

Use my brain 'cuz it can do anything.

Play "take it over."

Don't make the decisions.

Always pick doing things with balls.

## WHO IS RESPONSIBLE FOR DECISION MAKING?

I want to make my own decisions. My mother and I believe that if they are made for me, I won't learn. Only big decisions I need help with, like having my dog put to sleep.

The hardest decisions to make are those when you're with friends. My friend and I had a very hard time so first we did her thing, and then we did mine. It was a good solution and we got along.

I should make most of my own decisions because I'm me and I know what's best for me. If I need help with the important ones, I ask.

It's hard for me to know when I should make my own decisions, 'cuz teachers and parents usually make them all.

## MY GREATEST WISH IS

To be the goodest at running.

To be the fastest runner in the class.

To be able to jump the hurdles this year, and to climb the ropes.

Always having a very nice gym teacher.

To be a movie star.

To be a queen.

To be a rich princess.

To be an acrobat.

To see the other side of the world.

To have wealth.

To own an excaliber.

#### IF ONLY I

Could climb to the top of the ropes. (many responses)

Could touch my toes in the air on the mini-tramp.

Could jump on the balance beam and do a flip and land on my legs.

Could do skin-the-cat on the rings.

Could do three somersaults from the mini-tramp.

Could grab my legs in the hoops of the rings.

Didn't have to wait in lines.

Could be a champ.

Could fly.

Could drive.

Would get off my crutches.

Could join Little League.

Had a friend.

Those who don't like me would.

### Discussion

Children at age 7 are processing many intellectual achievements as their horizons are widening. They are seeking expression of their abilities and favor the reality of their own environment. According to Fein (1978), they are accumulating information, growing in their ability to see relationships, and in acquiring more skill in problem solving. Their memory increases and broadens and their thinking becomes more abstract and effective.

Middle childhood is an age of activity, exploration, and investigation. By age 7 children are capable of reasoning "in their heads," partly due to the internalization of language and actions. Helms & Turner (1978) suggested that children in the middle years can start to manipulate objectives actively and systematically with some comprehension of dimension and relativity of perspective. They stressed however,

because of the egocentrism of this age child, that there are still frequent mistakes in the child's visual perception and their understanding of spatial concepts. This understanding is just beginning at approximately the 7th year.

Strang (1965) suggested that the degree to which children succeed in a given play activity will vary depending on a number of factors: physical maturity, personality, stimulation of other children, practice, success or failure in performance, environmental opportunities, current fads, and one's sense of self-confidence. Improvement of skills during the middle years should contribute to a growing sense of competence and lead to greater peer acceptance.

The children in this study seemed typical according to the aforementioned characteristics of intellectual achievement for 7-year-olds. They did not perceive most of the movement experiences as being too difficult; in fact, they generally relished the challenge of learning new and increasingly difficult tasks, e.g., "I like trying new things;" "I like the challenge;" "It's the only way to learn."

In their responses, they acknowledged enjoying a challenge, being helped with difficult things, and that the teacher expects things well done. They said I CANNOT UNDERSTAND "certain hard things" and admitted IT TAKES COURAGE TO, e.g., "learn new things;" "do the things you're afraid of," as well as the specific tasks which many cited, e.g., "climb the ropes." They were uncomfortable when I DON'T UNDERSTAND WHAT'S EXPECTED OF ME, e.g., "I feel funny;" "I'm mad;" "I feel scared."

Although they seemed to have a natural desire for achievement and self-responsibility, many children revealed mixed emotions regarding having to make decisions. Some admitted that they had difficulty making decisions while many said they felt scared or nervous about the responsibility, e.g., "I feel scared, nervous, mixed up." Decision making for many required careful thinking, e.g., "I think very hard;" "I use my brain, it can do anything." Their responses suggested some uncertainty regarding who is responsible for DECISION MAKING. Some of the children rely on adults while others prefer to make their own decisions, e.g., "I should make my own decisions;" "It's hard for me to know when I should make my own decisions."

Fantasy. Fein (1978) proposed that imagination and humor are important indicators of the young child's intellectual growth and social perceptions. The boys and girls in this study were eager for opportunities to think, learn, and discover. They puzzled about the world-at-large and shared their imaginings, many of which were idiosyncratic and unrelated to movement experiences, nevertheless an important part of their intellectual growth. When asked their GREATEST WISH they shared a galaxy of wishes, some of which included: "to be the goodest at running;" "to be able to jump the hurdles this year, and to climb the ropes." Others were dreams which, according to Jenkins (1971), can be a wonderful escape from the worries and feelings of failure that all people have now and then. She said that as long as fantasy and reality were kept in balance, the child who takes time to think and dream may be building up ideas that someday will come out productively. The children's dreams included, "to be a queen;" "to be a rich princess;"

"to be a movie star;" "to be an acrobat;" "to have wealth." Similarly, the children responded to IF ONLY I. While one child wanted to be able to fly, most responses suggested the attainable, e.g., "was stronger;" "could drive;" "had a friend." Many of the responses suggested personal movement goals, e.g., "could climb to the top of the rope;" "could do skin-the-cat on the rings;" "could touch my toes in the air on the mini tramp."

#### Sex Role Development

I WISH I WERE A BOY

I WISH I WERE A GIRL

I'M GLAD I'M A BOY

I'M GLAD I'M A GIRL

#### Children's Responses

##### GIRLS

I would really like being a boy, at least sometimes. They can assume more responsibility than girls.

I've thought I'd like to be a boy. Everyone says that boys are funner than girls. That is not really true. Boys are so bossy around girls. Girls grow up to be pretty. I dream I'm tall and have blonde hair. Being a girl is fun.

I'd really like to be a boy, in certain things, like baseball. I used to think that girls couldn't play it and I wanted to so much. Now I found out that girls can play anything and I'm happy.

Boys do a lot that girls can't, like football. Girls would like to be boys to do these things.

Being a girl is actually good. I like dancing. I like mostly to dress in jeans and a shirt. When all my jeans are dirty I wear good stuff or a dress. I like being comfortable.

Some boys think I'm a tomboy. No! I'm not. Tomboys are girls who want to be boys and do everything like boys. I want to be a girl but I like to do some of the things that boys do.

I'm happy being a girl, 'cuz I like wearing dresses and I love some of the boy TV stars.

I am glad I'm a girl. I want to be in gymnastics or ballet. My reasons are hard to explain. Those are special things for girls.

I'd rather be a boy. In sports I think I'm the kind of girl who really likes sports. You get more body into it. That's why I wish I were a boy. I could really be more active, like with a football.

Girls cannot be just as good as boys. They are kinda catching up, but they are just not as good nor as interested in sports. When I'm 15 or so, I'll probably be as good.

In one way I'm glad I'm a girl--'cuz boys are usually rough and I don't like being rough.

It's fun being a girl. Boys help girls so they can be as good. I'm not a tomboy. That's someone who's part boy but mostly a girl. She likes the country and wears jeans.

I've never wanted to be a boy. They fight a lot. I'm not interested in fighting. I like it when boys stand up for girls, like in the movies.

Yes, in most ways I'm glad I'm a girl. I can wear jewelry, dresses, and neat girl's-shorts. Girls can also do a little better in gymnastics.

## BOYS

I like being a boy. It's just a little different from being a girl. You each like different things and do different things.

I'd kinda like to be a girl--I don't know. Yes, I'd like to be one at noontime so I could play with them. They're nicer than boys.

I can only say I'm glad I'm a boy.

I really like being a boy. I just do. That's all there is to it.

I only want to be a boy. I like girls, sort of, some of them. Girls are good at jump rope and hopscotch. Boys don't have any interest in those things.

I wouldn't wanna be a girl! Most of the stuff they do is boring to boys. I don't like that stuff, like rhythms and silly games.

## Discussion

School-age children exhibit a strong preference for separation into boy and girl groups, in the process of assuming the mannerisms, recreational patterns, attitudes, and values from the surrounding adult culture appropriate to their sex (Cohen, 1972). According to Maccoby & Jacklin (1974), the shaping of sex-appropriate behaviors and the child's spontaneous learning of these behaviors all interact with one another. They favor Kohlberg's (1969) cognitive developmental view in which the child gradually develops concepts of "masculinity" and "femininity" and attempts to match behavior to his/her own sex. A child's sex-role concepts are limited in the same way the rest of his/her



concepts are, by the level of cognitive skill development. Consequently, actions in adopting sex-typed behavior and in treating others according to sex-role stereotypes, also change in ways that parallel one's conceptual growth.

Smart & Smart (1972) stated that children's attitudes about sex roles crystallize very early. They also suggested that American girls are allowed greater latitude in sex-appropriate behaviors than are boys. Girls incur little or no censure for being tomboys, whereas boys are severely chastized for being effeminate. When asked about sex-role preferences the girls frequently alluded to the desire to be a boy, and to be active in a variety of sports, e.g., "I'd really like to be a boy, in certain things, like baseball;" "Boys do a lot that girls can't, like football;" "That's why I wish I were a boy, 'cuz I could really be more active, like with a football." They showed a wide range of play preferences and a growing realization that girls, too, can be active, e.g., "Boys and girls are happy doing lots of things together" (see Figure 6). Most girls revealed a strong satisfaction with being a girl and suggested they enjoyed wearing dresses, looking nice, and enjoying many, varied activities, e.g., "Being a girl is actually good. I like dancing;" "Girls grow up to be pretty. Being a girl is fun;" "I'm glad I'm a girl. I want to be in gymnastics or ballet." The boys expressed very little desire to be a girl. They did not elaborate on the reasons except to indicate their strong preference to be a boy and enjoy the things that boys do, e.g., "I wouldn't want to be a girl! Most of the stuff they do is boring to boys;" "I can only say I'm glad I'm a boy."

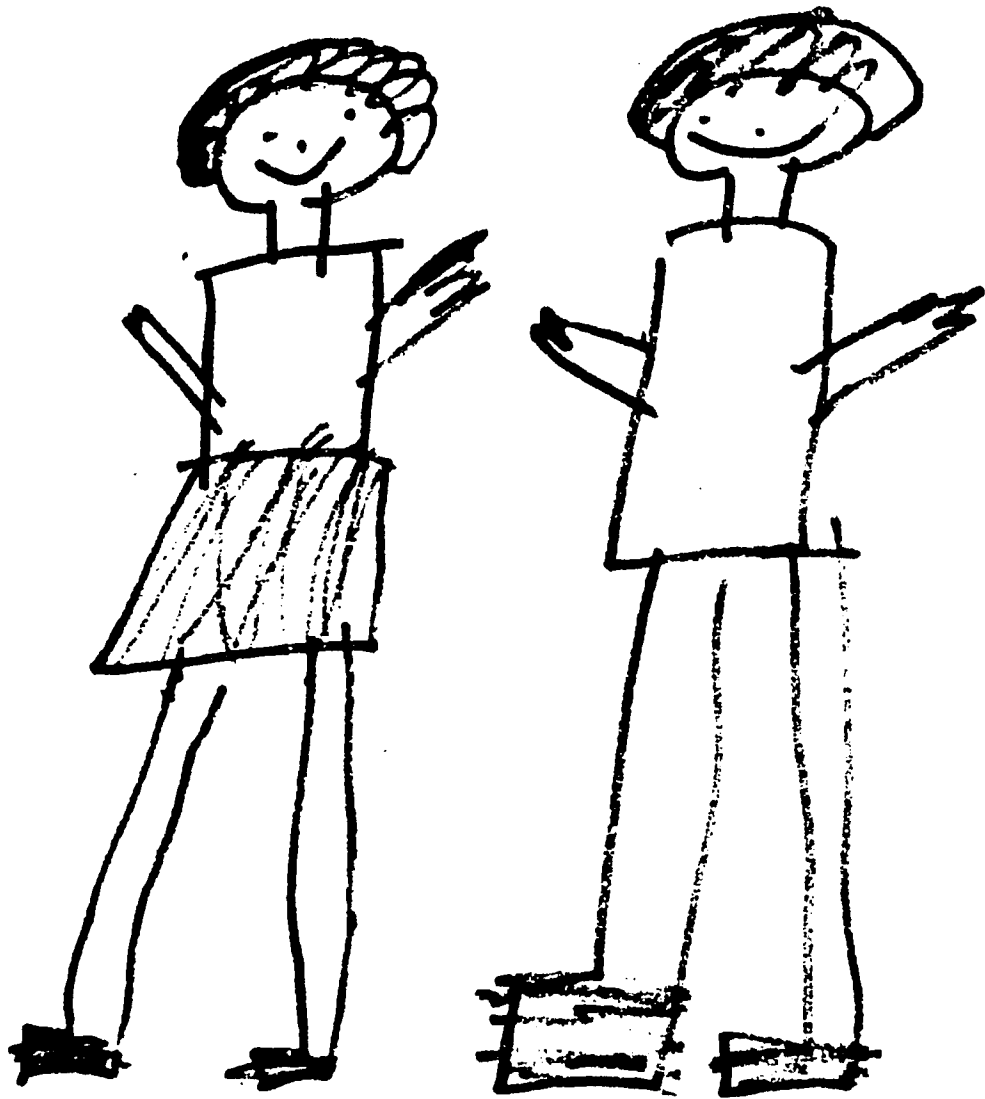


Figure 6. Boys and girls are happy doing lots of things together.

The middle-class boys and girls in this study have offered insights that may concur with those of Papalia & Olds (1972) who proposed that there is much more pressure for boys to adopt "male" behaviors and the pressure on children to conform to sex-role expectations is more marked in the lower socioeconomic groups. They also offered that lower-class adults tend to offer more rigidly stereotyped models. Middle-class mothers, such as the mothers of the children in this study, are usually more assertive and more likely to participate in a variety of activities themselves. The children seemed to reflect an openness in their attitude and particularly in their interest in a varied program of movement experiences. They are gradually developing concepts of masculinity and femininity and striving to match behaviors to their own sex.

### Summary

Evidence exists, from this study, to show the typical development of middle childhood. The children being studied showed a personal self-absorption yet tremendously positive attitudes toward other people and events in their outside world. This revealed their growing realization that they are not the center of the universe. They divulged the typical characteristics of moodiness, helpfulness, a natural desire to express personal thoughts and preferences, and growth in independence. They showed an increasing ability to understand diverse points of view, be objective, and think logically. These children showed, in their social interactions, that their beginning independence is somewhat undisciplined. Games are quite informal with a minimum of rules. Ethical values are forming and the children

readily applied standards to others, but applied them less readily to themselves. They reflected a growing consciousness of what is good and bad.

It is apparent that the self-perceptions of these children were greatly affected by their emotional state. Caught up in this fragile, formative stage of growth, they lacked self-confidence relative to their performance and required assistance in making interpretations of their skill abilities and cognitive growth.

CHAPTER VI  
THE CONTENT OF PHYSICAL EDUCATION

Introduction

Many questions in this study were designed to probe the children's feelings about the specific content of their physical education classes. The movement content of physical education consists of four basic components: body, space, effort, and relationship, each component having several subcomponents. To aid in the interpretation of the children's responses appropriate aspects of the movement framework designed by Logsdon and Barrett (1977) were used. The children in the study have experienced an individualized physical education program which has given them opportunities for creativity, decision-making, and discovery.

Components of Movement

Body

DESCRIBE THE FEELING OF STRETCHING YOUR BODY  
AS FAR AS POSSIBLE

Children's Responses

It's fun!

It's good for you.

I feel free.

I like it.

I can stretch.  
 When I do I feel good  
 'cuz Ms. B. beats the drum  
 and I stretch a lot, in many ways  
 but I can't quite do the splits.

DESCRIBE THE FEELING OF HANGING UPSIDE DOWN  
 OR  
 BEING DOWNSIDE UP

Weird.

Funny.

It's like everyone is standing on his head.

The lights seem to be on the floor.

It looks like kids are walking on the ceiling.

Downside up is the way it looks to me when I stand up,  
 and upside down is the opposite of downside up.

DESCRIBE YOUR FEELINGS ABOUT CLIMBING ON VERY  
 HIGH THINGS

It's fun.

I feel scared.

It's spooky.

No way!

JUMPING VERY HIGH MAKES ME FEEL

It's fun!

I can jump high in the sky.  
I can jump low in the snow.

I can jump  
I can jump high and I can jump low  
And I can jump in between.  
Others just jump because the teacher says to,  
But I jump for many other things.

Jumping very high  
is like stretching from the bars.  
It's like being on a trampoline.  
I'm a ballerina, or  
I'm going into space.  
I feel free  
It's fun.  
You can look down.  
It's great.  
Sometimes it's icky.  
But, I feel brave.

#### MOVING ON BARE FEET MAKES ME FEEL

Silly.

Weird.

My feet get cold.

Clumsy.

It's free.

It's embarrassing.

I really need my shoes.

It's a good, happy, smooth feeling.

It is better without my tight shoes.

DESCRIBE YOUR FEELING ABOUT  
ROLLING OVER AND OVER

Fun!

I get dizzy!

Weird!

Crazy.

I get a good feeling.

DESCRIBE YOUR FEELINGS  
ABOUT LEAPING

I can leap, I can leap  
Peep, leap, peep, leap  
That's all I do.  
Sing, ring, leap over you.  
Twice or two, fan, ran, can, leap  
So if you ever hear that word,  
Do it . . . just leap!

LEAPING OVER OBSTACLES OR HURDLES  
MAKES ME FEEL

I feel like a cougar jumping over rocks on a mountain.

I don't want to do it. There's a thing like I don't want to go near the hurdles, but if they're not bigger than me, I will try it. I found out they are not as big as I thought, once I was ready, so now I want to do it again.

RUNNING MAKES ME FEEL

Hot.

Sweaty.

Tired.



Achy.

Thirsty.

Dry in the throat.

Good on the inside.

Super.

Running makes me feel good and then it hurts. My throat feels funny and dry. I feel so fit too, and my legs, feet, and arms ...they make me feel good when I am running. I feel very, very good when I am running on the track and in the gym, and the breeze makes me feel good too. My legs feel like they're gonna fall off...and curly, and they just feel very, very funny. I feel the good breeze on me again and it makes me feel good.

I like to run  
Because it leads  
To lots of other games.

I like running  
Because it makes  
Me feel  
    Strong  
    And good.

I can run fast  
    smooth and steady  
Backwards and  
    forwards  
Crooked and straight  
I can run slow  
I can run.

When I was a baby  
I couldn't run at all  
Until  
I was age 4.

I can run  
up and down.  
I can run  
all around  
Very slowly  
or very fast  
or medium  
or lowly.

RUNNING VERY FAST MAKES ME FEEL

My side aches.

I like it.

It makes me feel good.

It's the best of all.

It hurts my throat.

I feel bumpy and shaky.

I feel like a jaguar!

It's like catching up to a jack rabbit.

RACING SOMEONE ELSE MAKES ME FEEL

I get very nervous. (several responses)

Scared! (several responses)

I want to win. (several responses)

## RUNNING FOR DISTANCE MAKES ME FEEL

Tired.

Pooped out!

I get a sideache.

I get nervous.

I feel strong.

I feel like a beaver swimming a long way from a fox.

DESCRIBE YOUR FEELINGS WHEN YOU ARE RUNNING,  
THEN JUMP FOR DISTANCE

It's real fun.

It feels good.

I love it!

It's hard to do.

It feels like I'm flying, then landing.

It gets very tiring.

KICKING A BALL A LONG DISTANCE  
MAKES ME FEEL

It's really a good feeling.

I'm proud.

I'm a champion.

It's hard.

If I could do it, it would feel really great!

I can do it!

It doesn't go very far.

I'm happy.

I must use a lot of force.

I usually can't do it well.

It takes a lot of practice.

DESCRIBE YOUR FEELINGS ABOUT OUR NEW  
PLASTIC BALLS

The good news. Each of us has a neat, new ball. They are light and bouncy. Swirly, too, and sterling with color. I like them very much. They are fun and playing with them makes me feel happy. I feel like I want to share.

Our balls are great--really great. They have lots of color. You can do so many things. They go high and they bounce. You can kick them, roll them, and throw them. The ball is so light, I can even put it on my nose, and hit it with my hand.

DESCRIBE SOME OF YOUR FAVORITE  
NONLOCOMOTOR MOVEMENTS

I like to spin, sway, and to slither  
They all give you a good feeling  
One time in gym I was doing  
All these movements, and  
I had fun!

I like spinning  
Yes, I really do.  
I like spinning  
It's good for you.

I like exploding.  
It is movement  
Like dynamite.

### Discussion

There are four dimensions to the body aspect: (a) total body actions, (b) actions of body parts, (c) activities of the body, and (d) shapes of the body. Each of these dimensions either categorizes actions, describes the role of different body parts as they move, names the activity or experience, or defines the shape of the body as it moves (Logsdon, 1977). Most important, these dimensions suggest meaning to the mover. Children come to discover what the body is doing.

Total Body Actions. Selected responses give insight into the children's involvement with the exploration of three of these four dimensions of movement. The three actions of stretching, curling, and twisting constitute all movement. Having explored the concept of STRETCHING, spreading the body parts away from the center, or elongating the body, the children expressed generally positive feelings, e.g., "It's fun;" "I like it;" "It's good for you," as they did with CURLING, which lets the body become more compact, as opposed to stretching.

Actions of Body Parts. This is a dimension in which children meet challenges in discovering the totality of their bodies and the roles different body parts can play in supporting body weight--leading an action, receiving force, and applying force.

Most children described HANGING UPSIDE DOWN or BEING DOWNSIDE UP as a weird, funny feeling as they projected a spatial disorientation, e.g., "I feel dizzy when I'm upside down" (see (Figure 7); "It's like everyone is standing on the ceiling." Some were intrigued when they discovered how to balance their body weight, particularly at high levels and on equipment or apparatus, e.g., "It's fun." Others exclaimed, "I feel scared;" "It's spooky." They dared not to fall as they explored moving their body weight upward against gravity.

Activities of the Body. These are classified into three broad categories: (1) locomotor; (2) nonlocomotor, and (3) activities with equipment (Logsdon, 1977). Most children actively engage in locomotor activities where the body travels through space or changes the base of support continuously. Their responses were very general, considering the extent to which they used locomotion in their movement experiences. JUMPING is the primary locomotor activity associated with flight, or loss of contact with the floor. The children suggested that feeling free, being brave, stretching upward, and going into space were inherent to jumping. Some hinted at combining jumping with curling. They described their feelings when JUMPING VERY HIGH as, e.g., "I feel free;" "It's fun;" "Sometimes it's icky, but I feel brave."

With regard to locomotion, of interest is the relationship of the feet to the floor. The children were encouraged to remove their shoes during gym class; consequently, it seemed important to determine their feelings about it. When asked, MOVING ON BARE FEET MAKES ME FEEL, the boys and girls revealed a definite reluctance or dissatisfaction, e.g., "Silly;" "It's embarrassing;" "Weird." Some declared positive

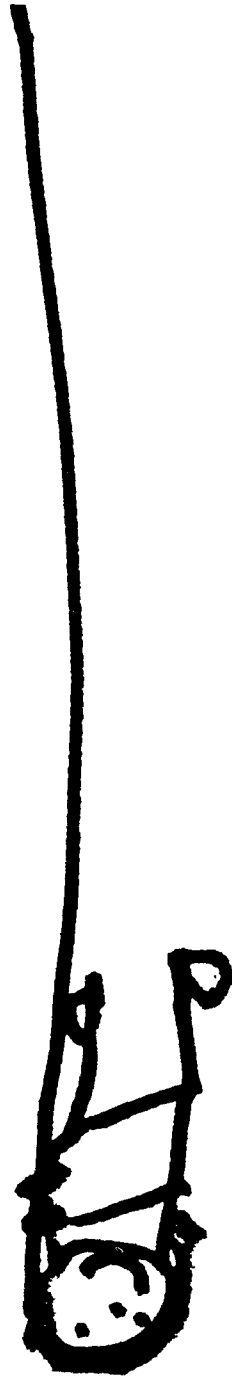


Figure 7. I feel dizzy when I'm upside down.

feelings, e.g., "It's free;" "It's a good, happy, smooth feeling." Other responses suggested, e.g., "I really need my shoes;" "My feet get cold." It is evident that moving on bare feet is a matter of personal preference for each child.

Children commonly used ROLLING when moving from one place to another, and in combination with running and jumping. As the children curled or stretched and moved in various directions, they mostly described the variety of experiences in ROLLING OVER AND OVER as "fun." They enjoyed the challenge of doing the rolls led by different body parts and particularly moving in different directions. While some experienced feeling, e.g., "dizzy;" "crazy;" "weird;" they asserted, "I get a good feeling." Continuous LEAPING demands strength, balance, and timing, skills not yet well-developed in a 7-year-old. This may be the reason that it was not described with any particular degree of enthusiasm.

Children enjoy exploring the variety of ways in which they can transfer their weight. Leaping, as well as running, involves taking off on one foot and landing on the other. The experience of LEAPING OVER OBSTACLES OR HURDLES provided a feeling of flight for the boys and girls. Some described this experience and moment of suspension as being akin to flying, even bird-like, e.g., "I love hurdling 'cuz I feel like I'm flying." One child poetically expressed her versatility in leaping (see Figure 8). Most of the children enjoyed the challenge of this locomotor form and said "It felt good" (see Figure 9). Several mentioned that it was a difficult or scary experience, e.g., "I don't want to do it." Hurdling was frequently mentioned in the previous



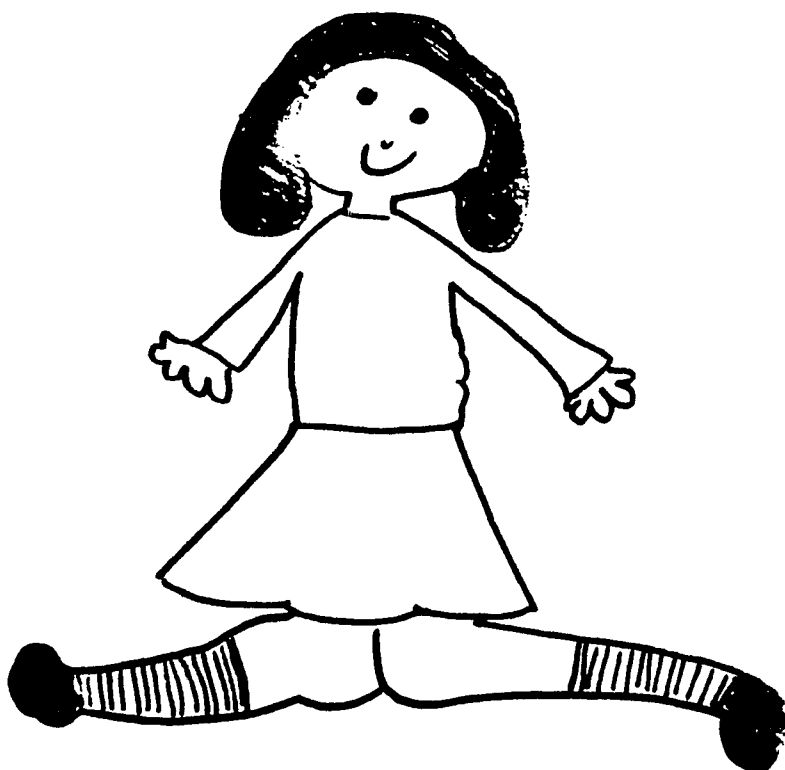


Figure 8. I can leap far and I can leap near.  
I can leap high and low.  
I like to leap.  
I run and take a big leap.  
I can even leap without running.

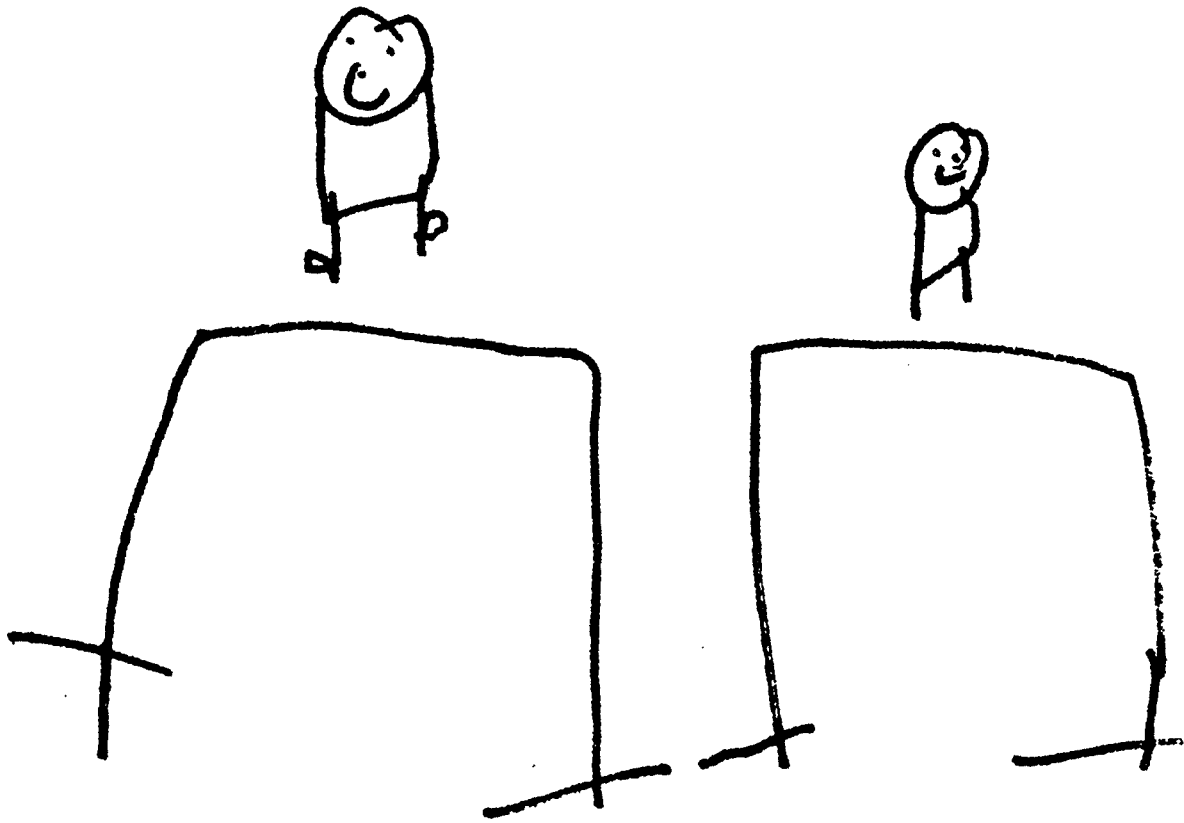


Figure 9. Leaping over hurdles feels good.

chapter as a source of the children's fears and worries. Perhaps the object elicited a special challenge as well as excitement as the children explored moving over it.

RUNNING, as a form of locomotion, is perhaps one of the most popular activities of the body in the minds of children. Why wouldn't it be, when millions of slim, smiling runners have taken to the streets of society because they honestly enjoy running? To most of the children RUNNING MAKES ME FEEL "hot;" "tired;" "achy;" "sweaty;" "dry in the throat;" and "thirsty!" Clearly, boys and girls in middle childhood lack a full understanding of what is happening with the running body. They are having new experiences with stress and the changes in their physiological state. Understandably, they are self-conscious, having no real formal running experience. However, they have seen others and they have a mental picture of what it should look like. Many children alluded to feeling "happy;" "good on the inside;" "great;" "super;" implying that perhaps even to them running was a total experience. As Sheehan (1972) stated, there is a natural high to be obtained by runners. Several children suggested that running made them feel "sad;" "mad;" "sometimes bad." This might seem a reasonable indication that running isn't for everyone. Some children, like adults, find their satisfactions and fulfillment in other activities and in interpersonal relationships. Several children revealed their sense of joy, satisfaction, and aesthetics in running, e.g., "I feel so fit;" "I like running because it makes me feel strong and good;" "I like running. To me it is fun to run" (see Figure 10). "I feel the good breeze on me."

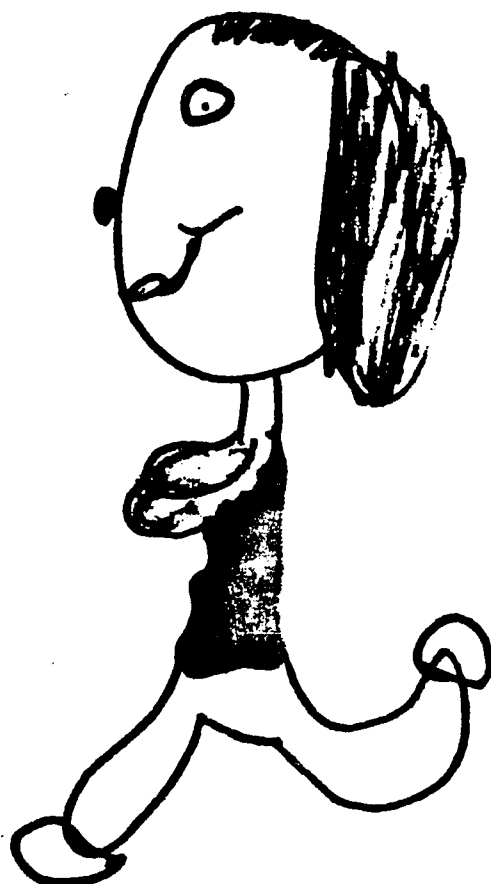


Figure 10. Running is good for you.  
I like running.  
To me it is fun to run.

In describing their feelings about RUNNING VERY FAST, the children were very positive. Several stressed the sideaches, effortfulness, breathing difficulty and nervousness, e.g., "I feel bumpy and shaky;" "I feel scared." A few compared running to the speed of animals, e.g., "I feel like a jaguar." Most, however, reflected the joy of running very fast, e.g., "It's the best of all."

The concept of RACING SOMEONE ELSE elicited common feelings of nervousness among children, e.g., "I get very nervous;" "I feel scared." Also eminent was a strong determination to win, even though the 7-year-old is not typically obsessed with a competitive drive, e.g., "I want to win;" "If I win, I feel very good;" "I hope I win everybody." RUNNING AND BEING TIMED WITH A STOPWATCH drew a definite reaction from most children, that of feeling scared and nervous, e.g., "I get real scared." Some described their feelings of physical stress, e.g., "I'm pooped out;" "I get hot;" "My legs hurt;" "I get out of breath." Many were unsure and unhappy, e.g., "I'm not really sure;" "It's weird," and only a few viewed the experience as a positive one, e.g., "It's very good;" "I feel happy."

The children's endurance capacity is quite undeveloped and early running experiences are generally uncomfortable. This is borne out by the children's descriptions of how they felt when they were RUNNING FOR DISTANCE. They focused on feelings of being tired, e.g., "I feel pooped out;" "I get tired." Akin naturally, were the accompanying aches and pains and feelings of nervousness; e.g., "I get a sideache." A few boys and girls did focus on the positive, healthful aspects of running, e.g., "I feel strong."

Running experiences were also used in combination with other locomotor forms and were an integral part of game activities. When asked to describe their feelings when they were RUNNING, THEN JUMPING FOR DISTANCE (locomotion and flight), most children said simply, "It's real fun;" "It feels good." They acknowledged that it "gets very tiring" but generally they expressed good feelings, e.g., "I love it."

Not only is KICKING an important movement skill in which to develop success, but the boys and girls described feelings about their kicking experiences in myriad ways. Many said KICKING A BALL A LONG DISTANCE really felt good. Through their effort and discovery of direction and flow of the movement and the transference of weight, the children rightfully exclaimed feelings of pride, success, and personal satisfaction, e.g., "I must use a lot of force;" "I'm proud;" "It's really a good feeling." Some of them honestly characterized their discovery, e.g., "It takes a lot of practice;" "It's hard;" "It doesn't go very far," admitting that their success is inconsistent.

Boys and girls are often their happiest when they have a ball with which to play. They delight in endless time spent exploring the infinite possibilities and activities of a ball and in discovering personal ability and success. They DESCRIBED FEELINGS ABOUT NEW PLASTIC BALLS suggesting, e.g., "Our balls are great, really great;" "You can do so many things;" "They are fun and playing with them makes me happy." "The ball was light and colorful. You could make lots of games with it (see Figure 11). Experiences in sending an object away, namely throwing and striking, are very popular with children, judging from their responses. Kicking was expressed as a favorite striking activity of

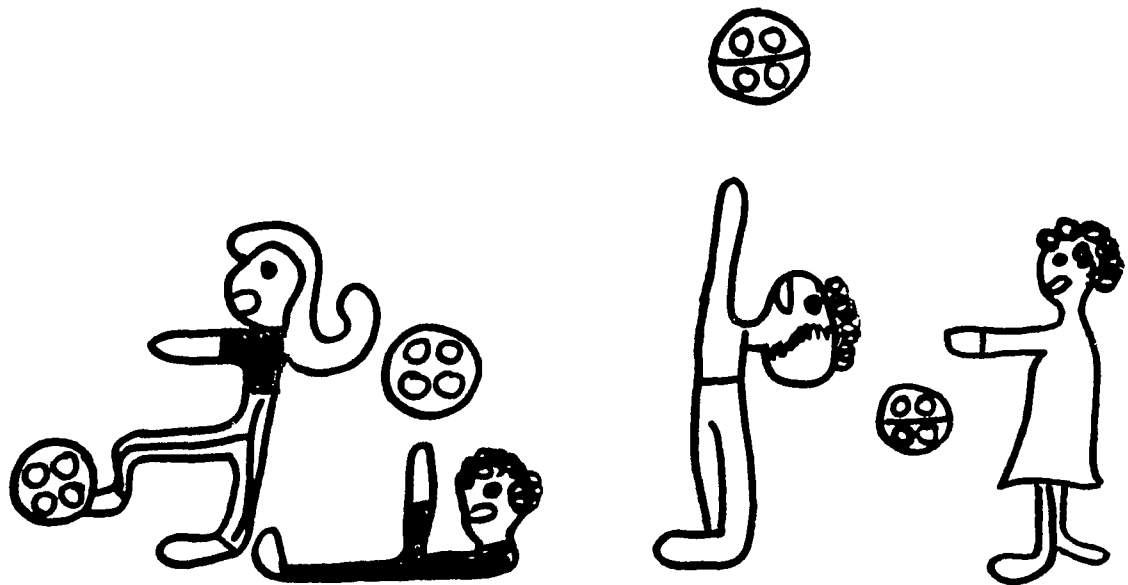


Figure 11. The ball was light and colorful.  
You could make lots of games with it.  
You could kick it and hit it with your knuckles.  
You could throw it and slam it, hit it with your  
head, your hands, and your feet.  
You could bounce it on the floor and kick it on  
the ceiling and you could spin it in the air, too.

those studied, but the children also enjoyed experiences using various types of racquets and bats, as well as with different body parts, e.g., "Hitting balls is fun and I like doing it" (see Figure 12).

A variety of nonlocomotor activities, executed on a fixed base of support, gave children a necessary dimension to experiences beyond the traveling actions. Twisting, turning, bending, stretching, pushing, pulling, rising, sinking, and spinning were some of the common nonlocomotor forms of movement to which they created variations and described the actions, e.g., "I like to spin, sway and to slither. They all give you a good feeling."

### Space

WHEN SOMEONE INVADES MY PERSONAL SPACE, I FEEL

#### Children's Responses

It cuts me off.

Mad.

It's unfair.

Oh, so what?

I'll just keep moving and watch out.

I don't get into their space.

No one should be in my space.  
It just takes control.

I'll share my space.

I really don't care.



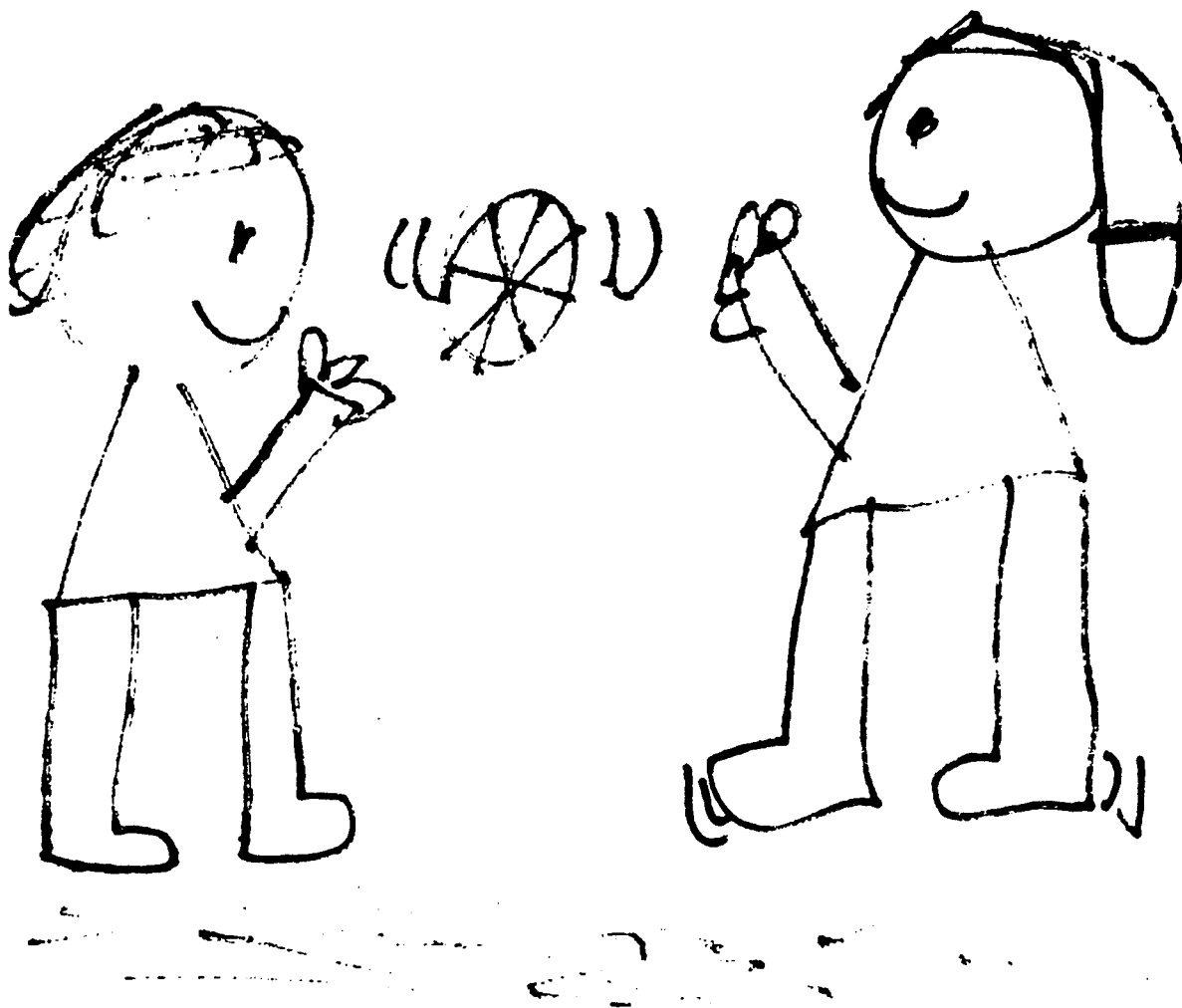


Figure 12. We're all working on striking the light balls.  
I feel good about it.  
Hitting balls is fun, and I like doing it,  
especially with a friend.

DESCRIBE YOUR FEELINGS WHEN YOU ARE  
MOVING IN A BIG SPACE

It's very free. (several responses)

I really like it.

It feels very good.

I think it is lots of fun.

It's great!

I don't use a big space.

You can do anything, all over the floor.

I run all around.

I like space  
You can use your own place  
It's fun  
'Cuz you can run  
If you know what I mean.  
So pick place and space  
It makes a good team.

MOVING BACKWARDS MAKES ME FEEL

Fun.

Weird.

Silly.

Dumb.

Scary.

Tiring.

It's good to know how to move that way, too.

I don't like it.

I like moving forward better.

### Discussion

Personal Space. Every boy and girl desires a place in space that is his/her own. This is part of the natural egocentric nature of middle childhood. To those being studied this came to be known as "personal space," an area surrounding each child as he/she travels or remains in one place. A creative climate for self-discovery was achieved through each child's respect for the working space of all other children. Most of the children had very strong feelings about their use of space and said, WHEN SOMEONE INVADES MY PERSONAL SPACE, I FEEL, "It's unfair;" "No one should be in my space." Some showed definite feelings of being angry and threatened, e.g., "It cuts me off;" "I feel mad." Other children looked at this situation with greater maturity and insight, e.g., "I really don't care;" "I'll share my space."

General Space. Children learned to discover and use total space as they traveled rather than merely to adjust in order to avoid others. This awareness of space, where the body is moving, is important to game activities, as it is to dance and gymnastics. Such an awareness encompasses an adaptation to general space as well as to personal space. Children

develop an effective use of all the existing space as they move alone or with others, cooperatively or competitively. This is general space, or "big" space, as the children referred to it. The use of total space is a difficult task for young children and because it is a continuous demand, frequent and directed experiences are important for building success. When asked to describe how they felt when they were MOVING IN A BIG SPACE, the boys and girls expressed it mostly as "very free." Various individual responses reinforced the general feeling of reckless abandon with which many children seem to use available space, e.g., "You can do anything, all over the floor;" "I run all around." Their comments indicated a critical need for structure and respect in the use of general space that parallels their concern for their own personal space.

Directions. Moving in different directions as well as changing directions are essential experiences for children as they develop game skills. These experiences, rightfully, should include changing directions in relation to equipment, objects, or other players for the purpose of dodging, throwing, catching, and meeting other constantly changing situations. The children considered these experiences a real challenge. Many stressed their awareness of its importance; however, most were clearly not comfortable with MOVING BACKWARDS. They denounced it as "weird;" "tiring;" "silly;" "dumb." Perhaps a great variety of experiences of this type could help children to feel more successful and to build their confidence.

## Effort

DESCRIBE YOUR FEELINGS WHEN YOU ARE CHANGING  
DIRECTIONS WHILE MOVING

Children's Responses

It's very fun to do.

It's neat!

It makes me dizzy.

It's not that good to do.

It's hard.

It's uncomfortable.

You have to be ready and fast.

Listening carefully is a good idea.

I like doing it with the drum beat.

## MOVING SLOWLY MAKES ME FEEL

It's boring.

I feel like I'm stuck going in slow gear.

I get bored and tired.

I feel like a turtle.

It's very uncomfortable.

I feel relaxed.

It's a good change.

MOVING AND STOPPING VERY SUDDENLY  
MAKES ME FEEL

It's fun.

It makes me be quick.

It is such a surprise.

It's boring.

It's like a game.  
You turn the music on to move, or signal on the drum.  
Stop it, boom it, now everyone stay still!

It's scary.

It's like my leg is coming out.

DESCRIBE YOUR FEELINGS WHEN YOU PLAY HARD AND  
USE LOTS OF ENERGY

Hot. (several responses)

Sweaty. (several responses)

Strong. (several responses)

You have to have lots of energy to do most active things.  
If you don't have it, you can't do much of anything. You  
can't run. You are feeling average. You can do almost  
nothing. You really need energy.

## DESCRIBE MOVING TO MUSIC

It's really good.

It's sure nothing like playing games.

I think I look funny.

I can do it if everyone else does it with me.

I am really dancing.

I'm proud I can do it.

I'm happy and active.

It's good. I like to dance.

### Discussion

The effort aspect of movement is interpreted according to how the body is moving (Logsdon, 1977). All movement is either expressive or functional. In children's dance the movement is expressive, purposefully combining feelings and ideas. Functional movement, on the other hand, has as its purpose the accomplishment of some task. This kind of movement is most common in games and gymnastics experiences.

Time, Weight, Space, Flow. Four motion factors are used to explain EFFORT, or the way we use our body. One factor may be used alone or two or three motion factors may be grouped together in the areas of games, gymnastics, and dance to identify additional content (Logsdon, 1977).

Experiences which focused on the time factor of movement allowed the boys and girls to explore and contrast the concepts of sudden and sustained movement. In describing their feelings about CHANGING DIRECTIONS QUICKLY WHILE MOVING, they suggested, perhaps, a preference for sustained movement which is less hurried and more continuous, e.g., "It makes me dizzy;" "It's not that good to do;" "It's uncomfortable." Some children reflected a perceptiveness toward the total movement experience, suggesting the need "to be ready and fast;" "Listening carefully is a good idea." Others expressed enjoyment, e.g., "It's neat;" "I like doing it to the drum beat."

When asked to describe their feelings about MOVING SLOWLY, the children expressed a rather blasé attitude. Most of them viewed the experience as dull or tedious, e.g., "I get bored and tired." A few considered it positive, e.g., "I feel relaxed;" "It's very comfortable;" "It's a good change." MOVING AND STOPPING VERY SUDDENLY is another experience dealing with the time factor. Like changing directions quickly, the movement is abrupt, forceful, and short-lived. The children implied that they never knew what to expect, e.g., "It's such a surprise;" "It's like a game."

Middle childhood is usually regarded as a time of life when one runs pell-mell, jumps, dances and plays hard, contorts the body on apparatus, bicycles, swims, throws snowballs, and consequently keeps getting stronger, faster, and better skilled! These experiences take considerable energy and reflect a free flow of movement that is generally unstoppable and unrestrained. It is fascinating to note that children's feelings about PLAYING HARD USING LOTS OF ENERGY are



generally summed up with "I get very tired." Physical feelings were common responses, e.g., "I get hot;" "I'm sweaty;" "I feel strong."

Rhythmic accompaniment was used with the children as they explored movement sequences related to the effort aspect. Percussion was used as a means of initiating or accompanying the movement. Occasionally, recorded music helped set a mood, preferably without prescribing a precise rhythm to follow. The boys and girls enjoyed moving to a rhythmical accompaniment from time to time. They described MOVING TO MUSIC enthusiastically, e.g., "It's really good;" "I'm happy and active."

The discovery of this joy and success in dance experiences was a vital one for the boys and girls, alike. Truly, as one said, "It's sure nothing like playing games." Along the way in this process of discovery came the natural and characteristic feelings of embarrassment while dancing. They revealed a sincere willingness only if all others were also involved.

The children particularly enjoyed the use of percussion instruments. Through their body actions it was apparent that percussion served as a potent stimulus to move. It seemed that for them, movement had shape and rhythm, and several expressed the beauty of their discovery, e.g., "I'm proud I can do it;" "I'm really dancing."

#### Relationship

DESCRIBE HOW YOU FEEL WHEN YOU ARE MOVING  
AND YOUR FRIENDS ARE WATCHING YOU

#### Children's Responses

Funny. (several responses)

I like to share.

Terrific!

Shy.

Nervous.

Weird.

I don't care.

### Discussion

The final movement aspect focuses on the relationships that occur while the body moves about in space. Of primary concern are three kinds of relationships: (a) body parts with other body parts, (b) people with people--individuals and groups with one another, and (c) people with equipment, objects, targets, rules, and boundaries. This discussion will focus only on the relationship of people with people, and of body parts. The relationship aspect of movement is pervasive in all areas of physical education, games, gymnastics, and dance.

With reference to the relationships that might develop between groups and individuals, the children had experience being both observers and participants. They shared a collaborative relationship during learning experiences. As participants, when asked to DESCRIBE HOW YOU FEEL WHEN YOU ARE MOVING AND YOUR FRIENDS ARE WATCHING YOU, the children's responses revealed either positive or negative perceptions, e.g., "Terrific!" "I like to share;" "Nervous;" "Shy." Certain children characteristically enjoyed being in the limelight, while others merely

coped with what they considered to be an embarrassing situation, suggesting, "I feel funny." Only a few children had indifferent feelings about sharing their movement performance with others, e.g, "I don't care."

### Forms of Movement

#### Games

DO YOU PREFER TO WATCH OR TO PLAY? WHY?

#### Children's Responses

I get sweaty, but it is funner to play than to watch.

Watching is boring.

Playing is the only way to really learn.

I for sure prefer to play because it is more fun, and when you just watch it gets boring because you just sit and watch.

ARE YOU A GOOD LEADER IN GAMES AND SPORTS? WHY?

I have practiced a lot of doing all the things, so I'm experienced.

It depends.

Sometimes, because people say I am bossy, but some others say I'm nice.

I listen a lot and know what to do and how to move.

No! I'm not that good at any sport to be respected.  
I'm not a sports fan.  
I'm only sort of a good sport, and I am not old enough to be a good leader.

Yes, because I am good.

I think I am a good leader, 'cuz I'm very good at sports and most everyone knows it.

I'd like to tell you something. Tom said he'd help me, being I'm a girl. He said to be there at 10:00. I came and no one was there. I felt bad, 'cuz I really wanted to play baseball. E. is quite understanding. After he finally came he gave us girls a couple of tips. We were all excited to play with the boys. When we missed the ball he could have said, "Oh, c'mon--you can do better than that." Instead, he said, "Now just keep your eye on the ball this time. I'll tell you when to swing." He's a really nice guy. Sometimes he gets a little bossy, but not usually. Other kids don't really understand him. Some of them have the courage to go up to him and say, "Stop being so bossy." He just smiles and says, "I'm not. I'm just being the leader and giving help when it's needed."

We always play sports at recess and after school. I organize things, usually. I walk up to kids and ask them to play. I tell everyone to be quiet, especially when they're shouting. We vote on the captains and they pick teams. If we have any problems, or argue, or can't decide--we just have take-overs. We always mix the good guys and the bad guys. We don't jump up and down and say "we won" and everything.

I wish recess was like gym. Gym is great and we don't have problems. I'd like to play kickball with the boys. They say, "No, you can't." Today our classroom teacher told the boys they had to let the girls play. They let us, except we were always at the end of the line to kick. Nobody would ever give us skips like the boys give to each other. We never got to be up to kick a second time, either. The boys are unfair. They try to be leaders and take charge. They think they are better than us, and that girls can't play well. Girls are just as good. We're strong, too. Both boys and girls can be leaders, I think.

ARE YOU AMONG THE LAST TO BE CHOSEN FOR GAMES?  
WHY?

Yes, and I don't know why. (several responses)

Sometimes.

I'm probably just not good.

Yes, because, because I'm not popular.

People like me so I don't have to worry.

I am usually the first chosen,  
because I am a good player.

I would feel bad if I was picked among the last,  
'cuz that means I'm kinda bad as a player.

When we first tried picking teams in gym I was omitted.  
Now it is better.  
I liked it when Cathy picked me.  
I'd been there a long time, hoping.  
I like her a lot.  
She is my best pal of all the rest.  
She likes me too, I think.

I'm never among the last because I'm good.  
I'm good in soccer, kicking, striking, and  
lots of other things.

WHEN WE PICK TEAMS FOR GAMES, I FEEL

Happy, excited, really good, it's fun!

Bad, 'cuz no one wants me.

Bad: I might be on a bad team.

Bored.

Like winning, but you can't always.

Terrific! It's fun to play team games.

I FEEL LIKE A WINNER WHEN

I'm first in a race. (several responses)

I get a prize. (several responses)

I know I can do it.

I do my best.

I show improvement.

Somebody cheers for me.

People help me and I know they care.

I'm on a good team.

Winning is not really important to me.  
Others who lose feel bad.  
No one should win all the time.

I FEEL LIKE A LOSER WHEN

I don't win something.

I'm not the best.

I do something wrong.

I get a bad score.

I'm told that I'm not good in something.

## WHEN SOMEONE ELSE WINS, I FEEL

Happy.

I want to shake their hands.

I am a good sport.

I tried.

I'll try more next time.

LET'S DISCUSS THE VIDEO TAPE REPLAY OF ONE  
OF OUR CLASSES IN GAMES

I like it because you can move a lot.  
You get lots of exercise.  
You get better at hitting the balls in different ways.

I like to move around a lot and hit my ball.  
It's fun to hit it at high level and try to keep it going.  
I like it when it comes over the net and I jump up  
and try to hit it back, up high.

Striking like that is good.  
You see my arms are stretched and it gives me a chance  
to test how strong I am or how high I can get it.

I like to hit my ball at middle level 'cuz that's the  
level of me. I can hit from standing sideways to my  
target. I like doing it because it gives me a good  
feeling.

Oh, goodie! This is where you let us try hitting over  
the net. First we had to do it at the walls or just  
moving in space a little. I like using the net. It  
gives you more exercise 'cuz you have to work to hit it  
over and not into the net. It's also more fun.

It makes me work much harder 'cuz you've got to get it  
pretty high, higher than when hitting at the wall.

The net sorta gives me a boundary line. I can see if I can get it over, lots of different ways. I like the challenge. It's not easy.

I discovered that I like the net 'cuz if I hit it in the net it will bounce back and I got another turn. I had to be ready.

The net was much more of a challenge for me. It was harder to do, but I was ready to try it 'cuz I'd practiced hitting lots of ways without any net.

I'm glad you didn't have the net up the first day we practiced striking, even though in my heart I probably woulda wanted it. Now I am ready. It was better to wait. Then when we're ready you put up the net and make it harder. Someday we'll probably make up a game.

Yes! Sometimes you realize you don't know how and you just have to keep practicing. Most of us feel comfortable using our balls now and we can do harder stuff.

#### DESCRIBE YOUR FEELINGS ABOUT SOME OF YOUR FAVORITE GAME ACTIVITIES

Hurdling is lots of fun  
It's a sport  
Everyone likes it.

Games are the best!

I like to play with the different balls.  
They are so much fun and I learn so much.

Playing baseball is the greatest.  
I love to play now that I am learning how.  
I have to get better, so I'll be good.  
I feel nervous  
When it's my turn.  
It makes me so I don't play very good.  
But I want to.



Well, I like running a lot, because I'm getting lots better. Sometimes it's tiring alone. That's why games are the best. You can run while you're having fun.

I like it when we make up  
Kicking games.  
We have so much fun.  
Sometimes when I kick the ball  
It hurts my foot.  
I can't kick that well yet  
But I'll get better.

I love hurdling . . . 'cuz  
I feel like  
I'm flying!

I like playing games with kicking in them the most.  
It gives me a chance to practice kicking and to see  
how good I really am at it.

#### I NEED MY TEAM BECAUSE

If I was to play alone on any team, even if I was really good,  
I couldn't do it alone.

If I was alone, no one would help me play or feel good trying  
to work together.

I couldn't do it without my team. It wouldn't even be fair.

I'm not the best so I need the help of others.

If the other team had their whole team against just me, I  
couldn't do it alone.

I need a team because I want to work with others to help me  
with the rules and the playing.

I couldn't win by myself. My team helps me win.

## MY TEAM NEEDS ME BECAUSE

I'm good. I know a lot about most things.

Some of us are good. Some of us aren't so good. Some are okay.

Then it's fun! We all learn to be good sports working together.

### Discussion

Often in their responses children referred to the movement forms of games, gymnastics, and dance rather than the components of movement. It is not surprising, with today's emphasis on children's sports and its phenomenal growth, that games experiences are able to help boys and girls develop a strong sense of identity. In the games aspect of the physical education program, emphasis was on functional movement in which the children were actually involved and constantly adapting to changing situations.

In addition to the development of versatility in movement through games skills, knowledge about movement and feelings concerning movement experiences must be integrated. Each is intrinsic to the games approach, which is committed to the belief that developing children's movement potential has great value for their total lives (Logsdon, 1977). There is also an inherent respect for children's dignity, accepting each person as a unique individual and allowing for different rates and styles of learning.

Attitudes and feelings were shaped and expressed as each child became actively involved at his/her own level of development. In the ever-changing games environment, the boys and girls were constantly

adjusting to new situations and experiences. The children responded to a series of questions, revealing their tentative and changing feelings. When asked, DO YOU PREFER TO WATCH OR TO PLAY? the children preferred, unmistakably, the active involvement as a participant in games whether tossing, kicking, catching, bouncing, striking, or dodging, e.g., "It's funner to play than to watch;" "Playing is the only way to really learn." They considered watching as "boring." It seems essential to guide children, as they grow, in learning how to observe movement, knowing what to look for, and appreciating what is seen.

Leadership. The children spoke with convincing honesty when asked to appraise their own leadership. Despite their inexperience, several children realistically acknowledged an uncertainty about their success or capability as a leader when asked ARE YOU A GOOD LEADER IN GAMES AND SPORTS? e.g., "It depends;" "Sometimes, because people say I am bossy." Their comments indicated that the quality of leadership can change depending on the game situation or experience.

Many boys and girls insisted that they were not good leaders, e.g., "No! I'm not that good at any sport to be respected;" "I'm not old enough to be a leader." The primary reasons cited were lack of ability, poor sportsmanship, weak peer relationships, and disinterest. Clearly, the children knew their potential for leadership roles in games.

Provocative were the comments of many children who suggested, with great confidence, that they were capable leaders, e.g., "I've practiced a lot of doing all the things, so I'm experienced;" "I listen a lot and I know what to do and how to move;" "I'm very good at sports and most everyone knows it." They were adequately self-assured to claim

positive peer acceptance. These distinctive feelings about one's own leadership ability, reflecting uncertainty, inadequacy, and self-confidence, characterize the developing child. Assuming these feelings are based on the nature of one's personality, the motives for leadership may continue unchanged beyond middle childhood.

Selecting Teams. Throughout the child's process of development, which Sherif (1978) said occurs in a social context, peers are very important. They provide the medium for testing one's own performance and for building consistent cooperative and competitive behavior. Experiences in the selection of teams for game activities can provide an opportunity for children to resolve conflicts and develop an image of being a worthy person. A child's estimate of self-worth is inferred from the words and actions of others.

The children studied were equally divided, with about half of the group indicating that they were AMONG THE LAST TO BE CHOSEN, e.g., "Yes, and I don't know why;" "I'm probably just not good; with the other half more optimistic about being chosen, e.g., "I am usually the first chosen because I am a good player;" "People like me so I don't have to worry." Only a very few children suggested that they felt unwanted and disliked, e.g., "Yes, because I'm not popular." Their responses revealed their powerful need for approval, and reluctance to believe that they are acceptable and worthy individuals. Although some children are not interested in competitive activities of a team nature, it is important that each child can feel or develop a sense of self-worth through those activities.

Many children had a high estimate of their ability, as well as their worth, e.g., "I'm never among the last because I'm good." In responding to WHEN WE PICK TEAMS FOR GAMES, I FEEL, the children seemed quite optimistic, e.g., "Happy, excited, really good, it's fun;" "Terrific! It's fun to play team games;" "I have no particular feeling except that I just hope I get picked" (see Figure 13). Some of the children, no doubt those who confessed they were among the last to be chosen, shared less optimism in their responses, e.g., "I feel bored;" "Bad, 'cuz no one wants me." They were successful in anticipating and adjusting their behavior to the expectations of others. These children indicated that they were not among the last to be chosen for two primary reasons, popularity and ability.

Martinek & Johnson (1979) suggested, in their research on describing expectancy effects and how they operate in the physical education setting, that "it is possible to assume that . . . high achievers have all the advantages, more attention, more praise, more acceptance, more intellectual stimulation, and a better self-concept" (p. 69). The physical education teacher, they alluded, should become sensitized to the behavioral mechanisms that mediate expectations which perpetuate success and failure in children. This would seem to be particularly true, for example, of those children who feel inferior and do not understand why.

Winning and losing. Perhaps the single most controversial issue in competitive physical education experiences for children is the concept of WINNING AND LOSING. Often, those responsible for games and sports programs have divided children into winners and losers, thus preventing

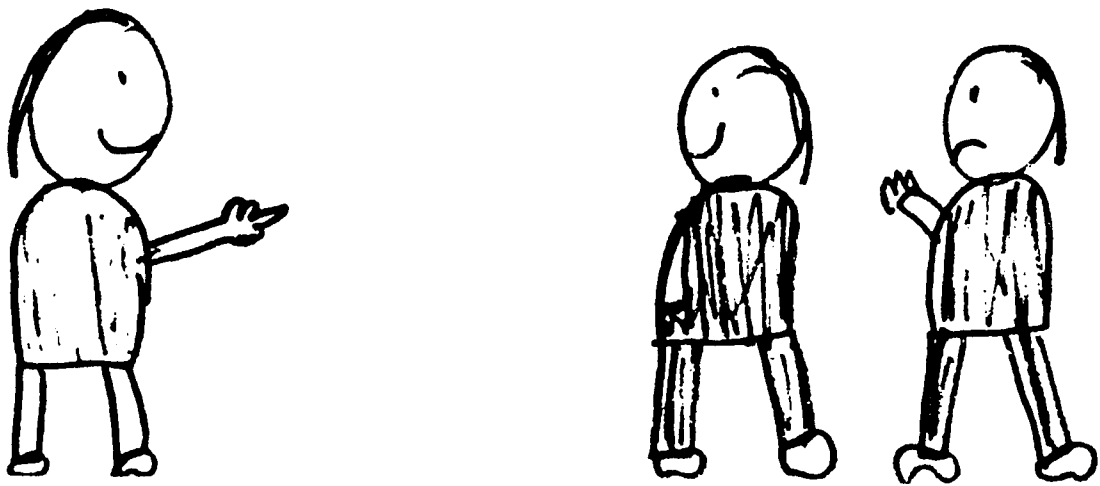


Figure 13. When we pick teams for games, I have no particular feeling except that I just hope I get picked.

them from having a positive and enjoyable learning experience (Martens, 1978; Orlick, 1975; Schneider, 1976). Values and issues, such as one's feelings about losing, were discussed within the context of games, and the children revealed a diversity of meaningful feelings.

Many boys and girls suggested two main assurances in responses to I FEEL LIKE A WINNER WHEN, e.g., "I'm first in a race;" "I get a prize." Only a few individuals expressed the satisfaction of winning in an intangible way, e.g., "I do my best;" "I show improvement."

The response of some children suggested that the measure of success was in receiving a prize, I FEEL LIKE A LOSER WHEN "I don't win something." It seemed apparent also, whether racing someone or playing in a game, that anything less than winning first place was considered A LOSER, e.g., "I feel like a loser when I am not the best."

None of the boys or girls revealed feelings of resentment or sadness WHEN SOMEONE ELSE WINS. Most of them shared feelings of happiness and respect, and expressed their sincerity, e.g., "I feel happy;" "I want to shake their hands;" "I am a good sport;" "I tried;" "I'll try more next time."

There is sufficient evidence from all that has been said by the boys and girls with regard to WINNING AND LOSING to suggest that they need continued experiences in cooperative play based upon sharing. It is important for children to learn to realize that personal disillusionment, selfishness, and unhappiness need not characterize competitive play, and that losing in game experiences does not make them bad people. While most children did reveal a strong, healthy sense of identity, some of them lost the spirit and the wholesome pleasure of

the experience. They internalized the tensions of losing rather than taking pride in their own accomplishment and simply enjoying the activity.

Awareness of self. Games activities allured many boys and girls with their constantly changing conditions, movement skill demands, and opportunities to create original games. They were challenged through varied experiences in throwing, catching, striking, dodging, and propelling, and in combining these activities with various forms of locomotion. The children became increasingly aware of their bodies, of space, and even of weight and time. They expanded their awareness through observing a VIDEO TAPE REPLAY OF A CLASS IN GAMES activities, and expressed joy and satisfaction in recognizing themselves. Their insights suggested their developing understanding of movement, e.g., "I like to move around a lot and hit my ball. It's fun to hit it at high level and try to keep it going;" "Striking like that is good. You see my arms are stretched and it gives me a chance to test how strong I am or how high I can get it;" "I like to jump up and you usually jump up to volley your ball" (see Figure 14). The children exuded joy in their discoveries of striking a ball and also showed concern for the concept of progression. They determined their own readiness to progress to more difficult tasks, and they assumed more responsibility for their own learning, e.g., "Sometimes you realize you don't know how and you just have to keep practicing. Most of us feel comfortable using our balls and we can do harder stuff." Each child revealed the joy of expression through the use of the body, using the tools of discovery to achieve a creative experience. Each child's picture of the self is convincingly important.



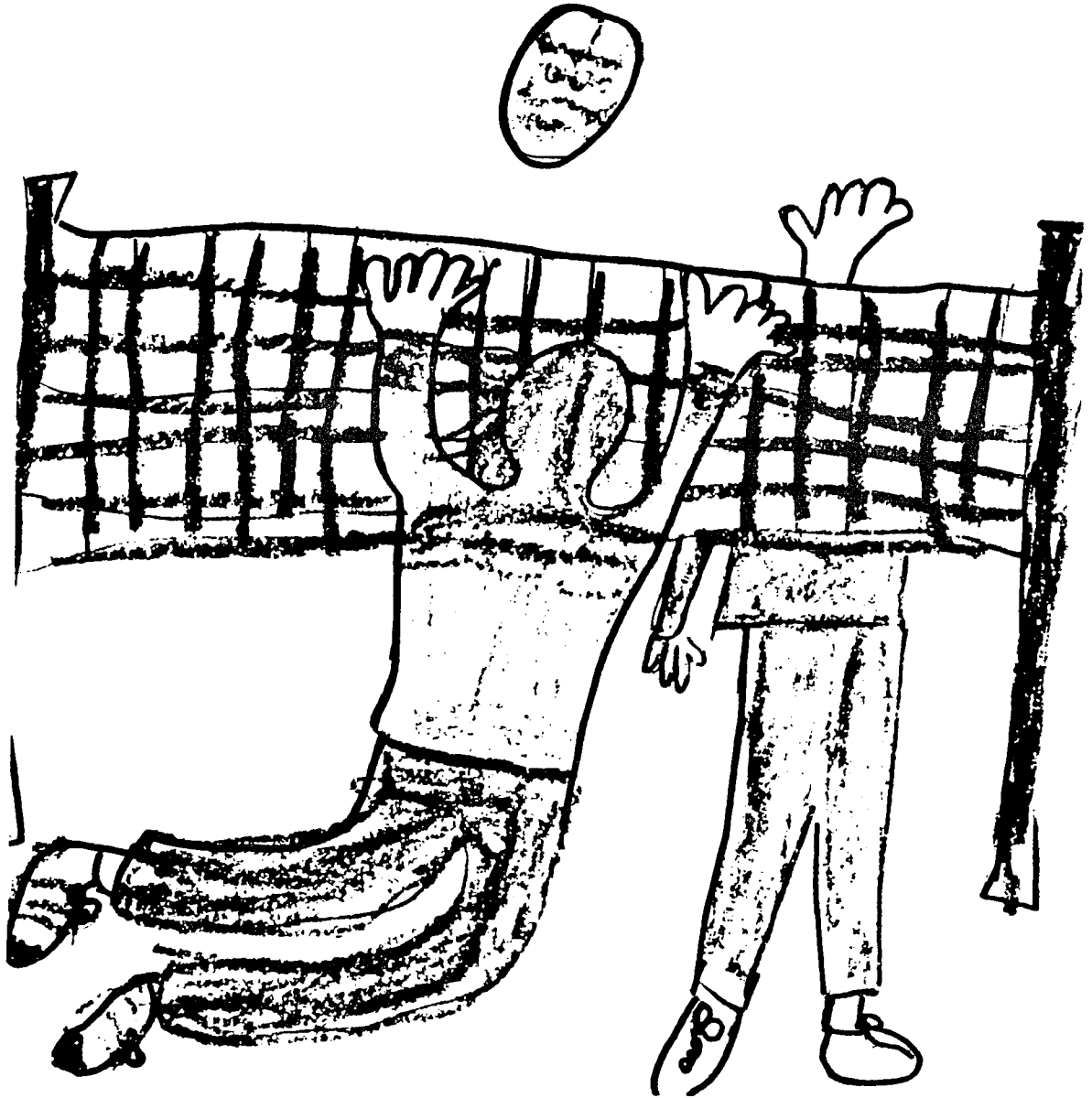


Figure 14. I am volleying the ball. I like to jump  
and you usually jump up to volley your ball.

Favorite games activities. One special inquiry with the children was having them DESCRIBE YOUR FEELINGS ABOUT SOME OF YOUR FAVORITE GAME ACTIVITIES. While there was generally common agreement with peers on popular activities, the choice was arrived at individually. Favorite to some children meant enjoyable; others favored activities in which they were accomplished, e.g., "My favorite thing in games is striking with the hockey stick. I'm getting good" (see Figure 15). "Playing baseball is the greatest. I love to play now that I'm learning how;" I like running a lot. That's why games are the best. You can run while you're having fun;" "I like games with kicking and running" (See Figure 16).

Team membership. The themes, I NEED MY TEAM BECAUSE, and MY TEAM NEEDS ME BECAUSE evoked a discussion of issues and ideas. The children perceived the need for cooperation and team work to achieve a commonly desired goal. For most, their egocentric perspective had gradually been transformed into a more complex and relativistic view of other people. They discovered that others had different perceptions, even regarding the same topic or issue. They also learned that cooperation could produce a result that they were unable to obtain by themselves, e.g., "I'm not the best so I need the help of others;" "I couldn't do it without the help of my team;" "Even if I was really good, I couldn't do it alone;" "We all learn to be good sports working together." "It kind of goes together. I need them and they need me" (see Figure 17). No doubt, too, the children came to realize that rewards based on group performance were more effective reinforcers of cooperative behavior than those based upon individual achievement.

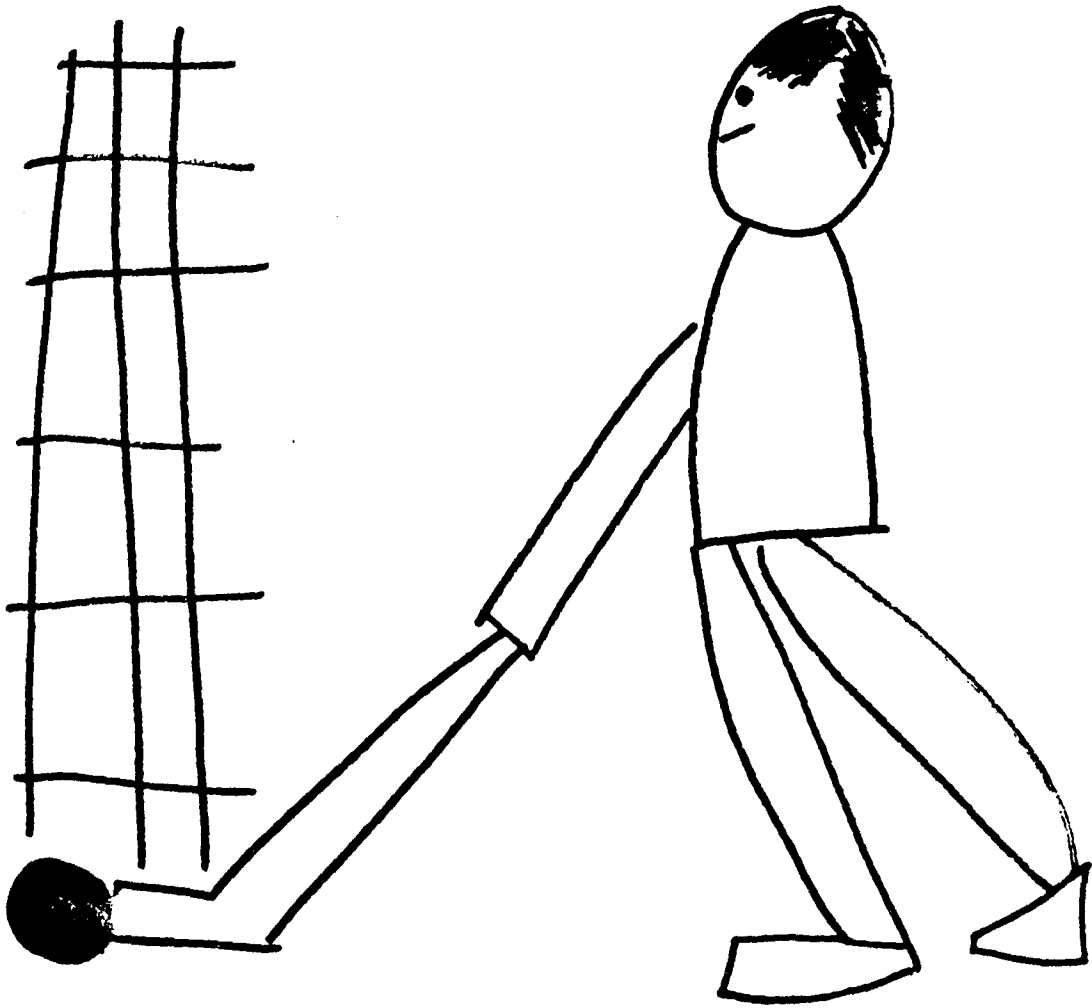


Figure 15. My favorite thing is striking with the hockey stick.  
I'm getting good.

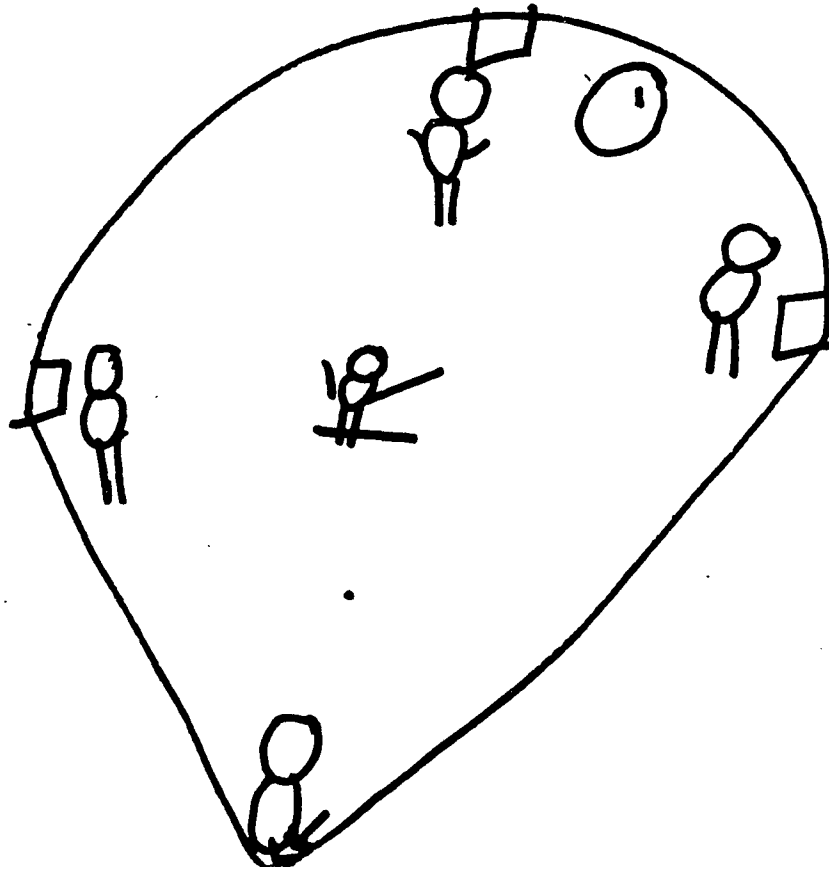


Figure 16. I like games with kicking and running.  
I race all around the bases before I'm caught.  
It's a real fast, good feeling.  
Then I am sweaty and pooped out, and happy.

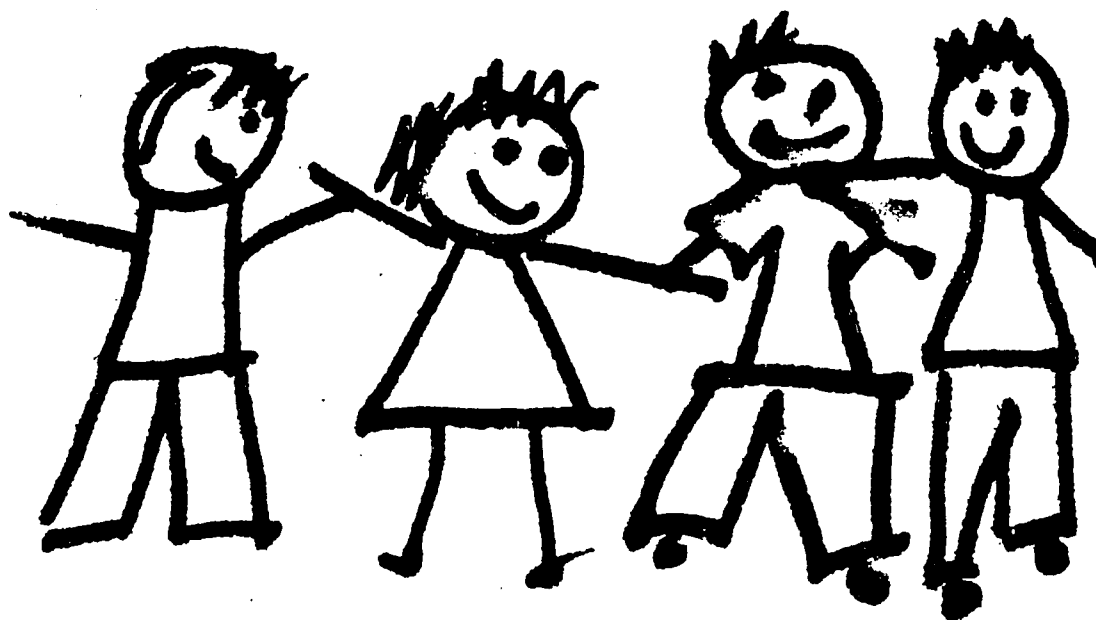


Figure 17. It kind of goes together.  
I need them and they need me.

## Gymnastics

### LET'S DISCUSS THE VIDEO TAPE REPLAY OF ONE OF OUR GYMNASTICS CLASSES

#### Children's Responses

There I am! I'm curled up tight and rolling around in a somersault. I was hard for me at first because it seemed scary, but it was easy for others. I can do it with no trouble now. You have to be "ready" and know when to do each move. You have to be self-conscious.

Look at lots of us waiting in line for a turn. It's boring, but I spend time thinking up what things I'm gonna do and wondering if I could do it. Sometimes I decide it's too hard for me, even if others can do it. I also watch others and get ideas. Before you know it it's my turn. Waiting is sort of okay.

Oh, no! I planned to get my feet in the rings and lean back. It was hard. The rings were a little too low. The mat is under me and makes me feel safe. Anyway, it took me about five minutes to get down from those rings. My feet got stuck. All the people in line helped me. They laughed at first and so did I. It was embarrassing, then it was just funny. I like the rings. It's just in me! There's so very much to do with them.

I'm up there at the top of the ropes. Climbing to the top is a great stretched feeling. I know I'm strong for my age. People treat me like I'm important.

I feel excited and I want those guys in front of me to hurry so I can take my turn. The balance beam is a great challenge to me. It's my one favorite. It helps me get over some things. I've been scared of heights. The high beam is pretty high, but it helps me feel better. I'm a little shaky and I wobble a lot, but I can do many different movements going back and forth.

That's me. I'm in a birds' nest. You just put your legs in the rings and squeeze your stomach out. My foot gets stuck in the ring. My ankle is killing me. My arms are tired. To be rescued is a relief. Thanks, everyone who helped me get unstuck. I just wanted someone to pull my shoe off.

OF ALL THE ACTIVITIES AND EXPERIENCES IN GYM,  
WHAT DO YOU LIKE THE MOST?

It's very fun to do gymnastics because you have a lot of things that you can do. I learn so many ideas and my body gets all excited to try them.

I really didn't like it at first.  
I relaxed.  
I could then do everything  
I decided I could.  
I thought it was neat.  
Yes, I like it.  
Well, I was a little scared at first.  
Now, I really like it.

I like using the mini-tramp with the mats. I like climbing and hanging on the stegel and doing lots of stuff on the rings. I can climb on the ropes, too, and it's really fun to go up in the air and do something up there.

Climbing ropes is hard and challenging.  
Not everyone can do it.  
I feel so good when I can get to the top.

Bouncing is easy, but I'm scared.  
I've never done it before.  
I'll try.  
I can do it.  
I turned a circle and rolled on the mat.  
I like it!

It's so free.  
There's everything to do.  
I just can't decide.  
I'll be an acrobat someday.  
The teacher really helps me  
discover how my body moves on things.  
I like the rings.  
Being upside down in a curl is good to do.  
Everything is so fun.  
It's fun!

I didn't want to.  
She said, "Let's try."  
I did, and I did good!

### Discussion

Throughout gymnastics, their favorite activity, the boys and girls worked independently to solve problems using their creativity and imagination. Within a wide range of experiences they showed a growing ability to share, be responsible, and respect the needs of others. They developed increased self-confidence as they interacted with equipment and explored movement ideas. Former fears and reluctances gradually became successes. They expressed satisfaction and eagerness toward experiences in gymnastics which offered them great fulfillment and enrichment.

Challenges in gymnastics involved locomotion, jumps and balances performed without any equipment, and movement done in relation to apparatus such as the ropes, rings, vaulting boxes, balance beams, benches, and tumbling mats. Small equipment such as hoops, wands, bean bags, and ropes were used sometimes to supplement the apparatus. The large apparatus provided a new environment for children in contrast to games and dance experiences, and presented new opportunities for self-discovery through which they seemingly established a personal sense of identity.

As the children viewed a video tape replay of a gymnastics lesson, they shared their delights and personal discoveries, e.g., "I like the rings. It's just in me. There's so very much to do with them;" "I'm up there at the top of the ropes. Climbing to the top is a great,



stretched feeling;" "The balance beam is a great challenge to me." When considering OF ALL THE ACTIVITIES AND EXPERIENCES IN GYM, WHAT DO YOU LIKE THE MOST?, most of the boys and girls chose gymnastics as their favorite, describing it enthusiastically, e.g., "I learn so many ideas and my body gets all excited to try them;" "It's really fun to go up in the air and do something up there;" "I like turning inside out and upside down and hanging on the rings, and balancing on all different parts of my body" (see Figure 18); "It's so free. There's everything to do." They revealed a growing understanding of the principles of movement as they related to gymnastics, a sense of individuality, and feelings about specific experiences and their success in each.

#### Dance

#### WHEN I DANCE, I FEEL

#### Children's Responses

Really good. (several responses)

Very free. (several responses)

Shy.

Funny.

All of me is moving.

I never did it before.

Embarrassing!

I'm moving all over.

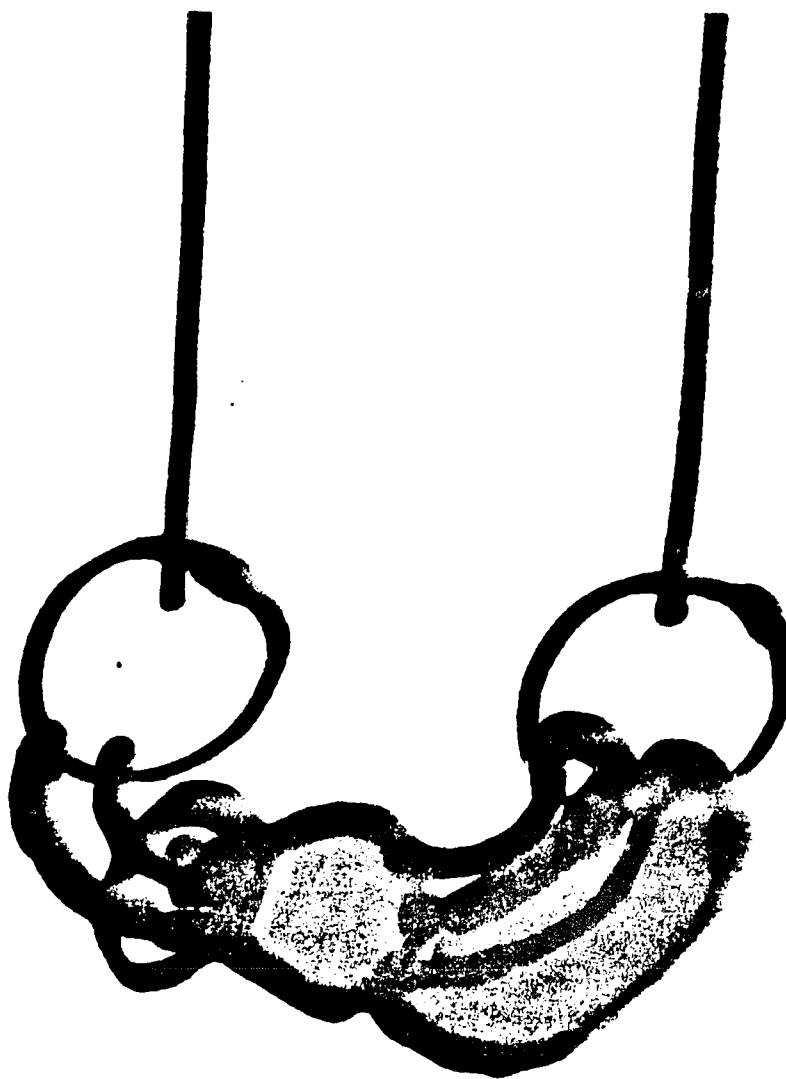


Figure 18. I like gymnastics best.  
I like the rings.  
I like turning inside out and upside down  
and hanging on the rings, and balancing  
on all different parts of my body.

Silly.

Slow.

I feel happy, and embarrassed, and active!

I feel neat, nice, and like a belly dancer.

I can move absolutely all of me!

I feel silly, because everyone is watching me and laughing.

Do people think I look silly when I dance?  
Maybe they're laughing at my ideas I put in my dance.

I'm free when I dance, so free, I'm free.

ARE BOYS OR GIRLS BETTER IN DANCE?

WHY DO YOU THINK SO?

IS THERE REALLY A DIFFERENCE?

GIRLS RESPONSES

Yes, girls are usually better 'cuz they know more things to do. They have more feeling. Some have taken dancing lessons, even.

Boys are better in some things and girls are better in dance.

Girls like dance things. Boys are more interested in games with kicking and throwing.

When boys are young they are shy; when they get about age 20 or so they become dance partners for girls and they're not so shy. Then they are catching up to girls in their feelings.

Boys are shy and wonder why they have to do this stuff. They should just do it and get ready for when they grow up and will dance.

Boys are kinda shy to dance and they feel it's girl stuff.

Boys are usually shyer than girls because they're smaller and shrimpy. We're bigger.

It sort of depends on the age. John Travolta likes to dance. Boys in 2nd grade are scared to let go; let's face it!

Boys can be as good as girls, if they really try.

Boys aren't usually better because they just get too nervous and embarrassed and shy acting.

I think boys and girls are about equal. Like in rock and roll, I am embarrassed in a group or with our whole class. I want to do it all alone and really let myself go. I'm expressing myself and I'm worried people might laugh at me. Boys probably feel the same way, too. Boys don't like slow, junky music. They want fast, groovy music; even then it's hard for them.

#### BOYS' RESPONSES

Girls! That's for sure.

Girls have more flexible legs sometimes, because they exercise.

It depends on what kind of dance it is. In something like the waltz, boys are pretty shy. In some things they're not so shy. Some boys aren't shy at ballet, or rock dancing. They like it. So do I.

Sometimes girls are shy in other things, like we feel in dance. Some girls are better than some boys, and maybe it's just because boys might not be as interested. If they were, they might be better. It just depends on what you like to do.

Boys act shy in dancing. Girls are shy in some games.

I don't like dancing. It's not so fun. It doesn't feel right to me. I feel that dancing doesn't, but collecting baseball cards does feel right for me.

If boys tried hard in dance, like we do in baseball, we could do it. Then there'd be no difference in boys and girls. They'd both do well.

#### DESCRIBE YOUR MUSIC PREFERENCES

I really love jazz and rock and roll, especially when I want my body to get into it. I like to dance. It's fun and good for your body. I don't need music to dance.

I like quiet music, not jazzy music. I like dancing to it, not fast and jumpy. I just go around, moving slowly. I go high and low. I enjoy it a lot. I like doing it by myself.

I like regular music like kids would like. That means fast music with a good beat. I like making up my own dances, then finding some music for them.

I like rock music. It's a very good beat for us to dance to. I think it's important for boys and girls to be able to dance. The girls are pretty nice about us guys learning things in dance.

When I am happy I like fast music. When I feel tired, I need slow music. Moving to music makes me relaxed when it's not fast.

I like Beatles' music, 'cuz they're good songs. Sometimes fast, sometimes slow. I just listen to it, I don't move to it.

I like medium music. That means half fast and half slow. I like to have it on and move around to it. I let myself be free--like in gym.

LET'S DISCUSS THE EXPERIENCES WE'VE SHARED  
EXPLORING VARIOUS MUSICAL ACCOMPANIMENTS:  
RECORDS, PERCUSSION, CREATING OUR OWN.

WHAT ARE YOUR PREFERENCES?

WHY?

Records are the best. You can hear your favorite rhythms and songs.

I love the radio. You can turn it on and find something you like.

I like moving to rock and roll records. It's fast and it has a neat beat. It's free and you can move in a lot of ways with your arms and legs and whole body.

For me, using the drumbeat is the best for moving. When you hit it very hard at the last beat, when you "boom" it and we are moving to the beat--we should jump and land and stop fast. When you come down it would sound like the big bump, the big "boom," and we'd all be still, and ready for another beat to move. I like the records, too, 'cuz you can hear the beat and move to it, but not as good as to the drumbeat.

I like moving to different kinds of music. I hate jazz, it has those saxophones in it. You can't dance to a saxophone. I love moving to rock and roll, 'cuz it's cool and easy.

I like country music 'cuz they have nice singers like Charlie Rich and others. The rhythm reminds me of when we're in the country. Country music comes from the country--way out west. My favorite song is Rhinestone Cowboy.

I like all types of music, just so it's medium, because it isn't too loud or too quiet.

I always want to disco 'cuz you can really move your body a lot. All parts of your body can get into it. It's fast, but it doesn't pop your ears.

Electronic music is interesting and it's fun. I like the bass drum because it has such a strong beat. I like doing it because I have all different kinds of ideas. I can jump and leap and do other good things, too.

I like to make up creative dances to all different kinds of music.

I can clog dance to certain music. You really feel the rhythm when you do it.

Disco dance is really popular today. Kids all love it, but I think it will go away. Other music will be more popular.

No! I think it will stay here 'cuz so many people really like it and they want it. If people dance to it a lot and listen to it a lot, it will last.

LET'S DISCUSS OUR INTERDISCIPLINARY LESSON  
IN WHICH WE STUDIED LINES, COMBINING  
ART AND DANCE

HOW DID YOU FEEL ABOUT IT?

WHAT DID IT MEAN TO YOU?

I found out an art line can move!

You move parts of your body while making lines and designs. The body moves like it's got rhythm.

I thought it was nice to discover I could do certain things I'd never realized I'd try. It is a good feeling to know that I can do something good and creative.

What we did was fun, not hard. It was special. I could really express myself and use my imagination. School was more interesting today 'cuz we put gym and art together. We do lots of the same kinds of things and learn about the same ideas in art and when we move.

You were the line and you had to make real funny movements, like lay real straight and stretched, then push up in a curled shape like a dot. You could make up your own line patterns, too. That was real fun.

I liked seeing the big lines drawn on the board. Like in "squiggle," there are lots of ways to squiggle, so seeing it was better.

I felt like I just couldn't stop moving my body like all different kinds of lines. I kept doing it at home. I even made up a design. I showed my Mom and she was proud of me.

I liked moving in a stretched line and then a tilted, diagonal line. I tried zig zag Indian designs, too. Mine were sharp and forceful.

I tried a line--dot pattern. I felt broken up. I crawled in a curl, then stretched. I was relaxed. I'd stretch and curl, just like an inchworm.

### Discussion

Although none of the children intimated that DANCE was their favorite experience, they did reveal that dance experiences had taught them awareness, as well as expressive movement. Their creative expression seemingly helped them build a stronger self-image, and they grew in self-awareness as they discovered for themselves what their own bodies could do. Sources for such discoveries included a wide scope of experiences focusing on body awareness, awareness of time, weight, and space, and experience in creating dances, alone, with a partner, or with a small group.

In reflecting upon these experiences, the children shared two distinctive responses to WHEN I DANCE I FEEL; namely, they affirmed, e.g.,



"Really good;" "Very free;" "All of me is moving;" "I am free because I move and it makes me feel free and good" (see Figure 19). They also professed feelings of embarrassment, e.g., "silly;" "funny;" "shy;" or a combination of mixed feelings, e.g., "I feel happy and embarrassed, and active."

Metheny (1968) proposed that the dancer's interest in dancing is predicated upon his/her interest in feelings and emotions. These feelings constitute the nucleus of whatever meanings one finds in dance. No doubt with a wider range of dance experiences the boys and girls can find increased personal meaning. They have gradually become aware of their feelings about dance, and about themselves in dance, e.g., "I have one problem with my body in gym. It tells me 'No' in dance stuff. It's okay for others, but not for me;" "I'm free when I dance, so free, I'm free."

Sex-differences. It would appear that the origins of sex-typed play become more evident during the middle years. Boys, more than girls, seem to be aware of sex differences and avoid experiences or activities that might be labeled as being feminine. Evidence from the responses of the boys and girls when asked, ARE BOYS OR GIRLS BETTER IN DANCE? suggested that the traditional feminine and masculine forms of activity were fading, e.g., "I think boys and girls are about equal;" "Boys can be as good as girls, if they really try." There was a strong consensus that girls were better in their performance in dance experiences, e.g., "Girls are usually better 'cuz they know more things to do;" "Girls like dance things;" "Girls have more flexible legs sometimes, because they exercise." The boys admitted to a general lack of

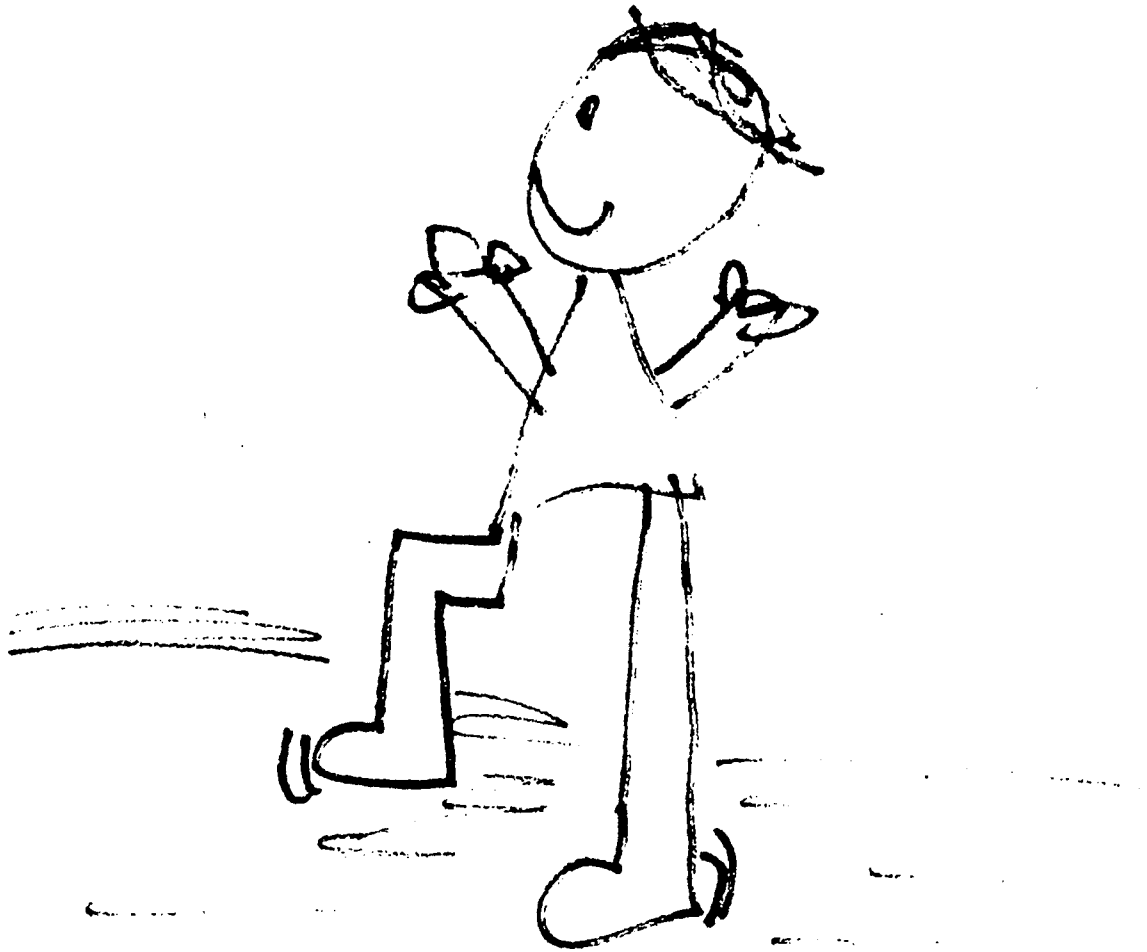


Figure 19. I am free because I move and it makes me feel free and good.

interest in dance in preference for some other activity, e.g., "Boys are more interested in games with kicking and throwing." The girls merely alluded to the shyness and embarrassment that boys seemed to feel about dance, e.g., "Boys are kinda shy to dance and they feel it's girl stuff;" "Boys aren't usually better because they just get too nervous and embarrassed and shy acting."

Music preferences. The boys and girls definitely showed an individual style and preference with regard to music. In a group discussion the children elaborated on their MUSICAL PREFERENCES enthusiastically, and discussed music beyond the scope of educational dance movement. Nonetheless, they clearly differentiated their music preferences as a total class, revealing their strong individuality, e.g., "I really love jazz and rock and roll, especially when I want to get my body into it;" "I like quiet music, not jazzy music;" "When I'm happy I like fast music;" "I like medium music." The same thoughts were characteristic regarding PREFERENCES FOR MUSICAL ACCOMPANIMENT in dance experiences. The children had strong personal preferences, some for the drum or other percussion, some for records, e.g., "Records are the best;" "For me, using the drum beat is the best for moving." Similarly, their musical interests again revealed their individuality. They acknowledged that the beat of disco, country, jazz, and others can be a strong motivating force for their expressive movement.

Interdisciplinary art and dance lesson. An experience in stimulating movement through general space involved children in the discovery of how to extend and combine STRAIGHT AND CURVED LINES. They revealed a sensitivity to and a broadening awareness of their bodies, weight and

time, movement patterns, and particularly of space, e.g., "I found out an art line can move!" "The body moves like it's got rhythm;" "It's a good feeling to know that I can do something good and creative." This integrated experience, in art and dance, served as a motivator to share common learning content and to progress into further study of shapes and designs, adapted as pathways in space. Each child drew a design for use as a pathway for dance movement in space. While most expressed enjoyment, e.g., "What we did was fun, not hard. It was special!" some of the boys and girls became preoccupied with the artistic aspects of their floor pattern and were unable to fully and satisfactorily focus on the development of movement pathways through space. They communicated such insights as, e.g., "I could really express myself and use my imagination;" "School was more interesting today 'cuz we put art and gym together;" "It is a lot to think about."

#### Games/Gymnastics/Dance

#### DESCRIBE YOUR MOVEMENT PREFERENCES

#### Children's Responses

I like to  
 squiggle and wiggle and hop  
 I like to  
 point and trace  
 with parts of my body  
 I like to move  
 in all directions  
 in all ways!

My favorite moving  
 is slowly, heavily, happily,  
 while I  
 pull, balance, rock, and roll  
 and bend.

My favorite directions are  
 back and forth.  
 I prefer moving quickly.  
 I like throwing and catching and  
 running and kicking.

I can do so many things with my body.  
 The best things are stretching,  
 pulling, bending, balancing.  
 When I move I like to do it  
 loudly! Not softly.

DO YOU HAVE SOME SPECIAL FEELINGS OR CONCERNS  
 ABOUT YOUR EXPERIENCES IN GAMES,  
 GYMNASTICS, OR DANCE?

SHARE THEM, PLEASE

Moving is fun. I love trying to play new things. I know a lot about running now. You shouldn't start out fast in a long, long race. You will get tired. My muscles feel tight and I feel a little stiff. I try to save my energy so I can run very fast at the end.

My concern is the ropes. They're too hard for me to climb. I tried. I go there whenever we have free time to explore. My hands get red and they feel really hard and sore. I can do so many things on the rings and have lots of fun. I love the balance beam and can walk across forward and backward. I'd like to have help doing things I see others do, 'cuz I'm scared to do them alone. I love hitting and running in baseball. You can really prove yourself. Girls and boys are equal. Running and leaping over the low hurdles is wonderful. I like to dance, but it's embarrassing with the boys. I'd rather do it in privacy, at home.

There are certain things in gym that I have trouble with, especially in gymnastics. I have trouble climbing and I try as hard as I can but I just can't get my body up. I've always wanted to be able to climb to the top like my special friends. I like the things we do in gym, 'cuz I like running and playing and doing new things. There are lots of things I'm good at in gym, and lots of things I still have trouble with, but I'm only in second grade.

Gymnastics stuff is my favorite. I feel strong and pretty when I'm doing all the hanging, swinging, and rolling. I'm also good at running. I didn't know it but I found out.

I am happy when I'm running and doing gymnastics, like turning cartwheels, somersaults, walking on the beam and making up things on all that equipment. I enjoy taking the rings in my hands and I put my feet in the rings, stretching out with my stomach down. I'm in upside down, curved position, sorta circle-shaped. It's fun to stretch, then curl up tight. Baseball has running in it and it tests skills, like how well I can hit and how far I can hit, and how fast I can run. I really like baseball, also kickball. It's the same but no bat, just kicking. Running really is my thing I really like. It's part of hurdling. Hurdling is like flying through the air. You fly and then you land, then you fly, and then you land. It's like going over mountains.

My most special times in gym are doing gymnastics. I love putting my head on the mat, pushing my legs and like the shape of a ball, my body rolls and rolls. It's fun to put my feet in the rings and my legs back over my head and stretch. I can make the shape of a sideways "7" upside down.

I like doing all the games. I enjoy the hula hoops, but I don't like rhythms. I don't feel like doin' that stuff. It's kinda boring. Rhythm isn't part of sports and games. I don't like moving to the beat, stretching and sinking, and hopping around and all the rest. I just don't like it. I'd rather play games and learn stuff on different equipment.

The hurdles are lots of fun. They give me real good exercise in running. You have to jump high. In gymnastics people make fun of me for wanting to be in it. I like the rings, the bars, the ropes, the balance beam and doing everything on them I can. Rope climbing is hard. I go up about 5' or 6' and my hands get wet. It's hard to explain but I know when I can't keep going. It's fun to go through the parachute and do stuff with it, too.

To me it's special to climb the ropes. I can go halfway up. I get tired. My hands can't climb anymore and my muscles get weak. I decide to get down. My body knows when.

Moving to the beat is fun. It is weird and wiggly. Others are embarrassed. I feel like saying, "Move, move! I get embarrassed too sometimes, but I'm learning." Susie is really someone who is trusting. I watch her. She is not embarrassed to do anything. I really, really feel good when you had all the ropes and mats and everything down for gymnastics. It's terrific. I don't like to climb, my fingers get little bruises. Running is sort of boring. I get hot and confused.

I like to play with the balls and do the movements, moving to throw and catch. Kicking and running are really good things for me. Running makes me feel nice and cool. Hurdling takes big legs. I can't do it well. My arms help a little.

I love running. I'd rather run freely than from one line to another. It's easier to just think about my running then. I imagine that I am the fastest kid in the class. I'm happy. Who wouldn't be? It makes you feel good to be the fastest, 'cuz you don't have to catch up to anybody else. I think boys should dance. I like having the chance to follow rhythm. I like to go on the fast beat, 'cuz in gym I'm always hot and I like to move around a lot.

Fitness is important to me. It's lots of fun and it keeps you in shape. It's important to be fit so you can run, do things and not get fat. Gymnastics has lots of great challenges for me and everyone. I got to about the middle of the rope, climbing. I felt kinda proud. For those who can do it, I feel that's good for them. I'm glad that they are strong. I'm not jealous. Some kids can't, 'cuz their muscles aren't strong enough. They should practice at their home every morning to get stronger. Hurdles build up my leg muscles. It's lots of fun jumping over high things. When you put out racquets and balls so we can explore, that's lots of fun, too.

### Discussion

The total physical education program included the three forms of movement: games, gymnastics, and dance. Within this program the children were absorbed in the process and personal discovery of movement. They actively explored movement in unique ways and determined their

movement preferences, special feelings or concerns about games, gymnastics, and dance experiences, and sex preferences regarding various activities. The boys and girls had explored a vocabulary of movement: body actions, locomotion and nonlocomotion, shapes, effort aspects, and directions in the context of games, gymnastics, and dance. These experiences helped determine their MOVEMENT PREFERENCES.

With regard to body actions and activities, the children selected the following movement preferences most often, in rank order:

- climbing
- swinging
- kicking
- throwing
- catching
- balancing
- stretching
- bending
- curling

Their preferences for locomotion included the following:

- running
- skipping
- jumping

Their effort aspect preferences of movement were:

- turning
- wriggling
- snapping
- tracing
- squeezing

The boys and girls suggested they preferred moving:

- quickly
- joyfully
- happily

They specified their favorite directions as:

- up
- across
- down
- in a circle
- between



Some of the children combined body actions, activities, and efforts, and described their movement preferences poetically, e.g.,

My favorite moving  
is slowly, heavily, happily  
while I  
pull, balance, rock and roll  
and bend.

Special feelings. Throughout the year, as the children broadened their movement experiences and had opportunities to discuss and share their discoveries, they seemed to develop a growing interest and understanding about the four movement components: (a) Body (what the body is doing), (b) Space (where it moves), (c) Effort (how it moves), and (d) Relationship (what relationships occur). The discussions revealed the tremendous variation of individual learning styles, descriptions of the children's progress, success, frustrations, and joys. They were candid and unequivocal as they eagerly shared expressions relative to the content of physical education, e.g., "Moving is fun. I love trying to play new things;" "Running and leaping over the hurdles is wonderful;" "I'm happy when I'm running and doing gymnastics;" "I like doing all the games;" "Moving to the beat is fun;" "I like to play with the balls." The children asserted their desire for physical activity and their readiness for opportunities to develop skill and make discoveries, e.g., "There are lots of things I'm good at in gym and lots of things I still have trouble with, but I'm only in second grade." Boundless amounts of energy characterized them and they enjoyed running, climbing, swinging, e.g., "Running is really my thing I really like;" "My most special times in gym are doing gymnastics." They reported that as they became more skillful and more self-confident, they attempted to solve more complex problems.

Sex preferences in activities. A list of activities was put on the chalkboard (see Table 4). After discussion of these activities, the class labeled each one with an agreed upon sex preference--B for boys, and G for girls. In the discussion of choices, it was evident that the boys and girls believed that only two activities were inappropriate for both sexes. All activities, with the exceptions of football and hopscotch, were described as, e.g., "perfectly normal" and "lots of fun" for boys and girls alike. While an impassioned discussion ensued, only a few children tried to rally support to change the consensus vote on suitable labels of sex preferences. A few girls gave near convincing pleas for wanting to play football but the more determined boys insisted it was "too rough" and "too complicated" for girls who weren't "strong enough to catch a football and run."

It was apparent that most girls had no real desire to play football, at least not with the boys. Hopscotch was a different matter. The girls felt it was okay for boys to play hopscotch and even offered to help them play. The boys, however, decreed it was "sissy stuff" and "only for girls." One boy expressed interest in learning to play hopscotch but he soon changed, due to the strong influence of his peers. The boys and girls had proceeded rather cautiously in their process of labeling, and they believed they had been realistic and fair. The two exceptions they suggested were carefully thought through and logically expressed.

Clearly, stereotypes are powerful forces in causing individuals to adopt behaviors that confirm personal beliefs and to avoid behaviors that do not (Fein, 1978; Helms & Turner, 1978). Seemingly,

Table 4  
Sex Preferences in Activities

Activity	Sex Boy or Girl
tennis	B G
baseball	B G
bicycling	B G
roller skating	B G
hopscotch	G
four-square	B G
gymnastics	B G
parachute	B G
hockey	B G
soccer	B G
ice skating	B G
football	B
jump rope	B G
kites	B G
basketball	B G
hula hoops	B G
skiing	B G
dance	B G
volleyball	B G
kickball	B G
swimming	B G
track & field	B G

however, the women's liberation movement has brought a new urgency to questions about sex differences. These children did not exhibit the strong, traditional preference for separation into boy and girl groups for play activities. They did not display contempt for each other, and they were seemingly successful in sorting out the cues to appropriate sex-linked styles of behavior.

### Cognitive Constructs

WHILE YOU DRAW PICTURES ON "SELF" IN GYM,  
LET'S DISCUSS THESE TOGETHER

#### Children's Responses

I like playing with balls. It helps get me ready for basketball and soccer and baseball. I like kicking them. It's not heavy and I can just kick it all around and try to keep control. Gym is really my favorite subject.

It's hard to get into a curl shape on the rings, then turn upside down. You have to have good muscles in the arms to get up there and last. I like to pull my knees up and roll over. I can do things here even with my crutches.

It was hard for me to decide what to draw of me in gym, like what I thought I was best at, or things I like to do. There's so much. I'm gonna do the funnest thing of all--the mini-tramp. It will be the jump and turn. I'm drawing a picture of me jumping off the mini-tramp trying to do a flip. It's a thing I really like doing. It's so fun. I can't really tell you how it feels. I can't think about it now so good. You have to do it when it's happening so then you know what your body feels. A person can't remember how it really feels unless he goes back and does it and then tells about it when it's happening. It's special then. Now it's just trying to remember. It's kinda hard. Talk to me when it's happening. I would know then and I would tell you.

This is me jumping up in the air trying to do a flip or a somersault. Drawing is a good way for me to express my ideas. I'm about 3 feet off the tramp and trying to turn a flip. You see, first you have to duck your head into your chest so that most of your weight is down, so your body will go over you. This is a roll. Then I roll and land, and roll and roll and roll on the mat. Then I jump up.

I'm doing a roll on the balance beam. It's something I'd like to be able to do. I wish I could. It looks free and I can do them on the mat. Some day I'll try it, when I've got courage and good balance.

YOU GO TO SLEEP DREAMING ABOUT SOME EXPERIENCE  
IN GYM CLASS

DESCRIBE YOUR DREAM

I was the best and I didn't show off.

I was better than everyone else.

I could do everything.

I became a famous gym teacher.

I was the only one in your class and you and me had fun together on all the gymnastics equipment.

I was in the 4th grade, doing harder stuff.

I was in a great contest, pulled by a whale.

I climbed to the top of the ropes.

I stretched into a neat shape and supported myself on the rings.

LET'S DISCUSS A QUESTION  
ARE WE LEARNING TO MOVE  
OR  
ARE WE MOVING TO LEARN?

We are probably doing both. We're learning to move in lots of our experiences, but we're moving to learn so we can discover how to do things.

I think both. It's quite hard to tell which one. They are always part of what I do in gym. I'm learning while I am moving, and I'm getting much better at most all the stuff we do.

I'm definitely moving to learn. In dance or something it's different, but in games you're moving to learn. You already know what you're gonna do and how to move it, your body, so it's moving to learn.

I think that dance is fun, but it's also embarrassing at times because others are watching me and I'm afraid they'll laugh. I think this is learning to move. Move means expressing my feelings when I am dancing.

At first I wasn't too sure. Now I think we are moving to learn. If you're running you can't be learning to move 'cuz you're already moving. Learning to move comes first!

I believe we're mostly moving to learn. It's not like arithmetic. It's like moving and we're always learning new things.

In some parts of gym it's learning to move and in some parts of gym it's moving to learn. Both always are there, but some times we've already learned how to do it. We're just moving to get better at it. This is a very hard question.

### Discussion

The cognitive development of middle childhood reflects an increasing richness of symbols, concepts, and rules. These produce more

efficient comprehension, better retention of information, and more flexibility in the generation of hypotheses (Mussen, Conger, & Kagan, 1969). In addition, the rules and concepts become combined with more complicated rules, aiding the child in adapting to the environment. Because cognitive development is as important and interrelated a part of the child as the affective and motor development, it is essential to discern children's knowledge and understanding of physical education. As they acquire new skills, win recognition, and develop a sense of pride and pleasure in creativity, are they sensitive to the important differences between things as they seem and things as they really are? What inferences do children really make about the reality of their experiences? What is relevant to children, pertaining to the content of physical education?

Responses to these questions were evoked during several small group sessions in which the children DREW AND DISCUSSED PICTURES OF "SELF IN GYM." They provided the basis for understanding what movement experiences had meant to them. They intricately described the process of some of their favorite movement discoveries (see Figures 20-24). There is a great diversity of activities from which they develop self-confidence and competence, and they appreciate and delight in the opportunity to move.

Dreams About Gym. Dreams are often imaginative explosions of fantasy containing gems of joy. For the most part, the children's illusions were idealized images of themselves in gym. Several boys and girls DESCRIBED THEIR DREAMS, characterizing their own role with success, attainment, and prominence, e.g., "I could do everything;"

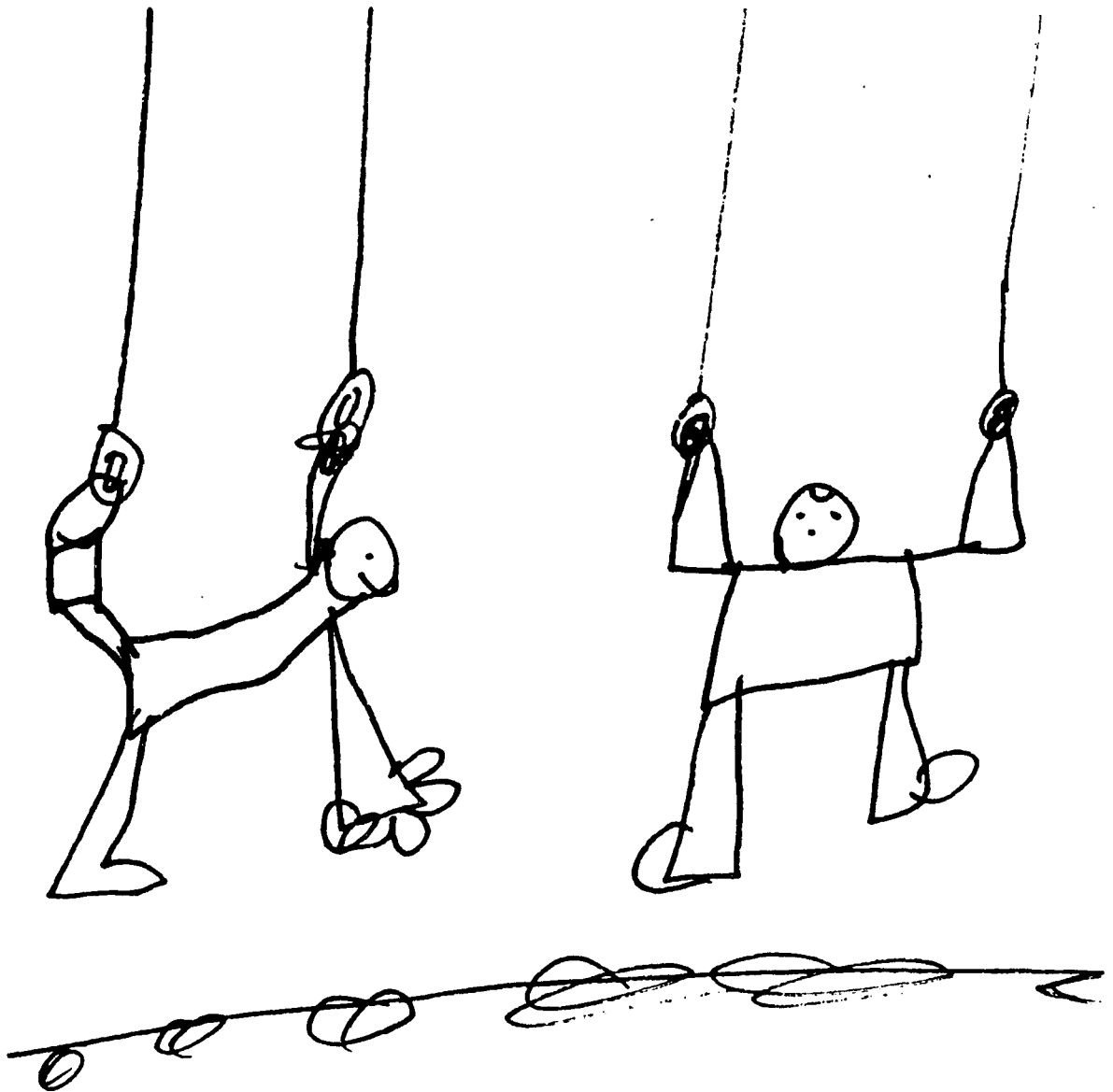


Figure 20. This is me on the mat by the rings.  
 Someone else is on the other pair.  
 I'm trying to do something but I'm hanging  
 by just one hand and one foot.  
 One foot is on the mat and one hand is  
 hanging there. Help!  
 Sometimes I'm pretty good,  
 but this isn't so good.





Figure 21. I'm using the hula hoop.  
It's one of the funnest things in gym.  
You can jump with it, use it on your knees,  
arms, neck and hips.  
It feels so different.

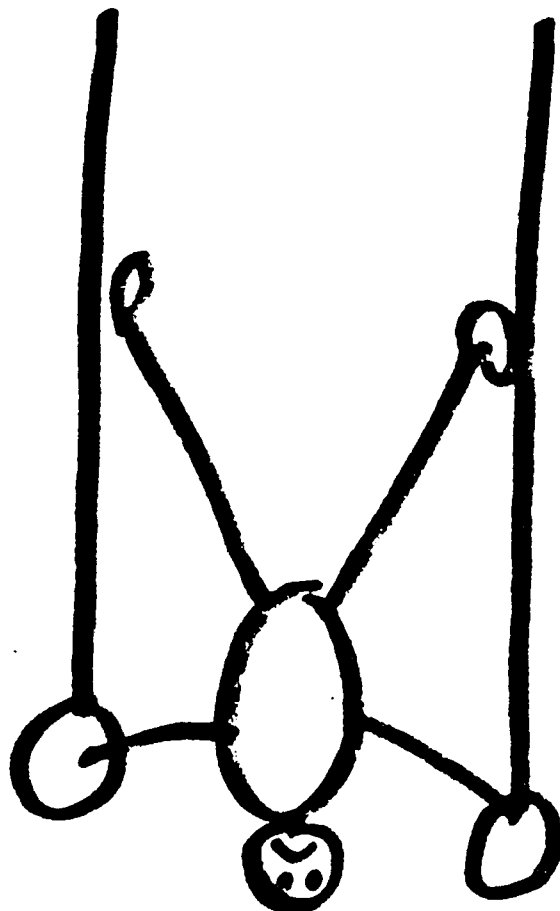


Figure 22. I'm going upside down on the rings.  
I like doin' this.  
I get dizzy and like I'm gonna fall  
so it's good to keep trying.  
My feet go up in the air.  
I can bend into different shapes  
and still stay upside down.



Figure 23. My picture is of me running to jump at the vault. I really love the vault. I usually draw pictures of things I really like to do. I'm not that good at vaulting but it's great and I'm doin'okay at getting over it. I don't enjoy the rings. I don't know if it's my weight or what. I just can't seem to get my body upside down without help. I can't climb the ropes either. It's rough on my whole body. I try many ways. I can climb a bit but not far. I watch others who can do it easily. They're just good climbers and they're strong. Vaulting, for me, is more fun. You're moving and jumping over something. With the rings you just stand there, or hang, or try to get into a position. I like moving better. I like running and playing with balls. I like to spread my legs and go over the vault. I can even go over with them together on the side. I can jump over. I try putting my head on the vault and rolling over. It's very hard but I'll keep trying.

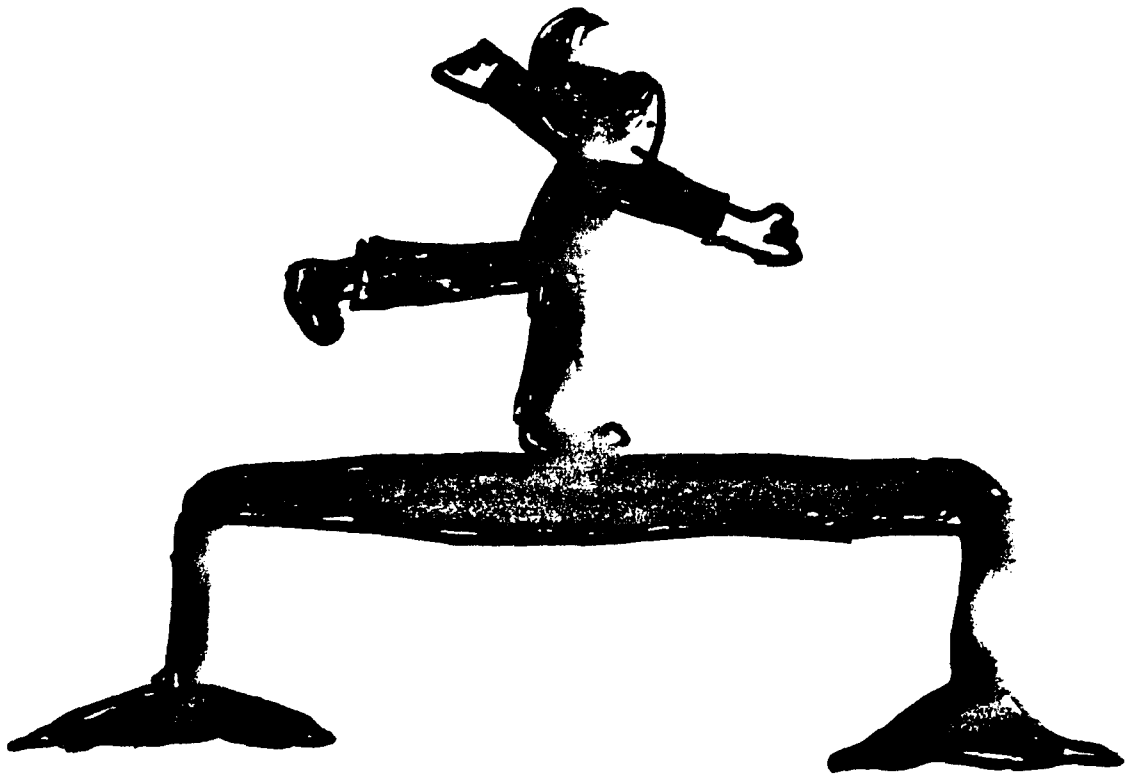


Figure 24. I'm on the balance beam.  
I really like it very much.  
It's my favorite, actually.  
I like to get up high and try to prove myself  
and show that I can do it if I try my hardest.  
I get a little shaky but I can get on and move  
with no problem.  
On the beam my favorite is on one foot.  
You can see me from the side.

"I was better than everyone else." Many of them described accomplishments on equipment, performance of particular skills, the solution of a problem, or the attempt of a new challenge, e.g., "I climbed to the top of the ropes;" "I stretched into a neat shape and supported myself in the rings." "I can stretch and balance on two body parts" (see Figure 25): "I turned cartwheels like never before" (see Figure 26). Shakespeare wrote, "We are such stuff as dreams are made on." Thus it was with the heart of dreams and images which children fantasized and shared.

Learning to move--Moving to learn. In an effort to determine the second-grade child's knowledge of movement, as well as to affirm his/her developing movement skill and appreciation of movement, we had a discussion which focused on a philosophy. A powerful and provocative philosophical issue has been prevalent in the physical education profession for over a decade--that of LEARNING TO MOVE and MOVING TO LEARN (Metheny, 1968). This issue was posed as a thoughtful question to the children toward the end of the school year. They had acquired certain skills and behaviors, experienced certain feelings about themselves and their discoveries, and it was hoped they had found personal meanings in what they had learned. To determine some of these meanings, they discussed the issue, taking a position which clarified their belief.

Often it is difficult to express understandings in words. While tentative at first, the boys and girls sensitively shared their ideas and reflected their own meanings relative to games, gymnastics, and dance. The evidence seemed convincing to them that, e.g., "We are

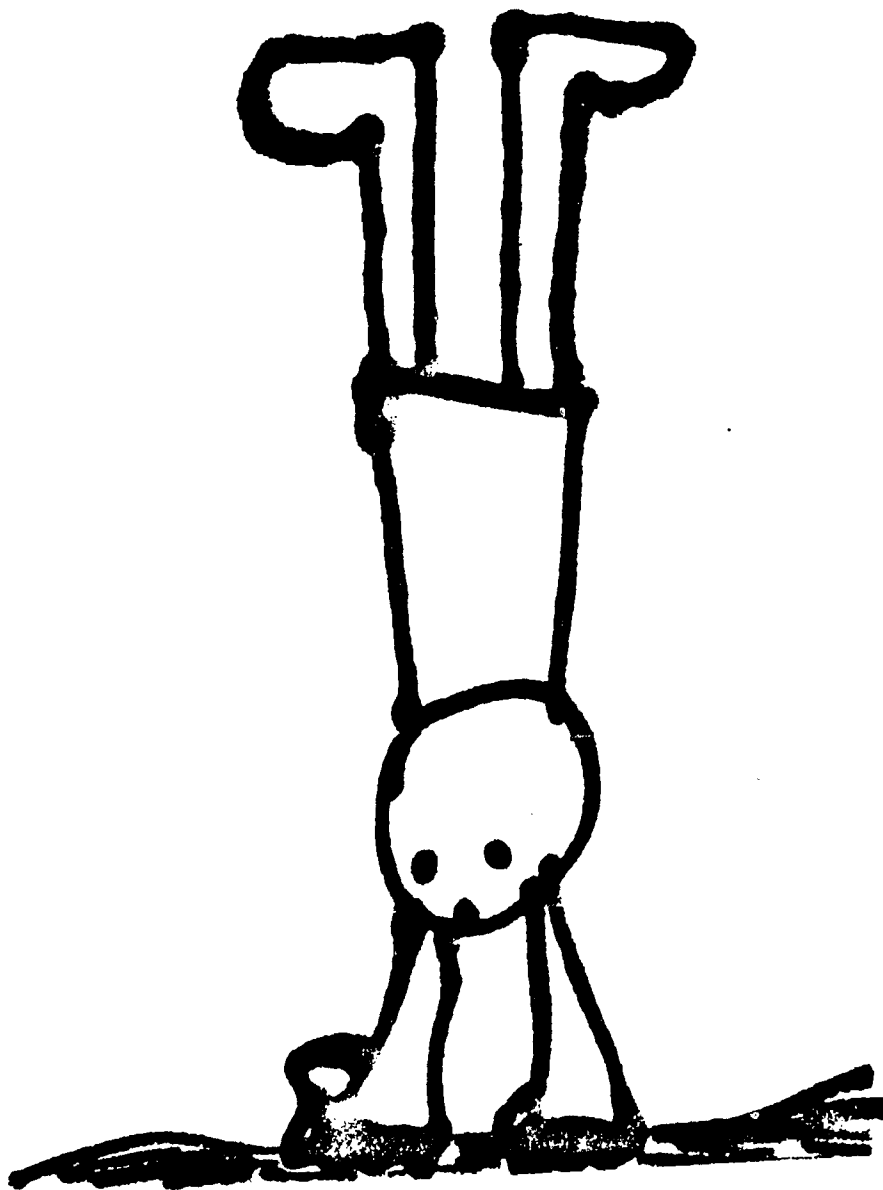


Figure 25. I can stretch and balance on two body parts.

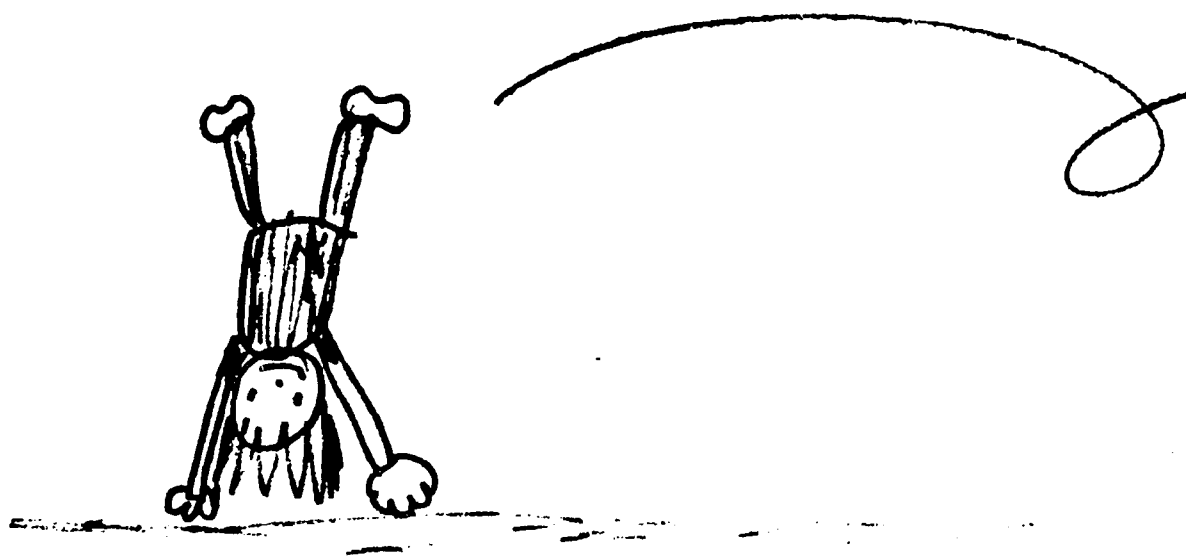


Figure 26. I turned cartwheels like never before.

moving to learn," but important is the fact that they viewed these two concepts as actually being inseparable. Most of the children concluded that they were learning to move and moving to learn, e.g., "We're probably doing both;" "I think both. It's quite hard to tell which one;" "Both are always there." Even at their young age, perhaps they have knowledge about movement and an understanding of how it is applied to their own movement. For, as Metheny (1968) advised, through discovery of producing effective patterns of action and gradually coordinated, skillful movements, one learns to move by moving to learn.

### Summary

In today's world, communication, understanding, and acceptance are essential for survival. For children, one of the important tasks of growing up is to learn to know oneself and to be able to respect that self. Through written and verbal expression it was possible to gain insights for understanding how the children viewed themselves in physical education.

Although the responses of the second graders were somewhat limited relative to certain aspects of movement, this is natural for the developing child whose movement understanding is merely beginning to develop. Movement, the content of physical education, was the genesis of the children's growing awareness of the self. They came to realize their progress in efficient movement, to appreciate the limitless possibilities, and to know the value of movement for themselves.

There was a noticeable emergence of similarity in the boys' and girls' activities. The provinces of the sexes did not seem so sharply



defined, yet there were important differences in their play. Boys showed a greater interest in sports and preferred aggression, speed, and power,. Their games were competitive, involving simple rules. Girls preferred flexibility, precision, rhythm, agility, and coordination. They preferred gymnastics as well as activities associated with social relationships such as dance, hopscotch, and rope jumping. Their games were less focused on winning and losing and scoring than the boys', and more focused on cooperative interactions although they were enthusiastic about being actively involved and becoming proficient in a variety of games.

While the children were interested in winning, they showed a growing effort to do their personal best and to play for the fun of the game. Their experiences included activities in games, gymnastics, and dance that allowed individual problem solving and time for trial and error, encouraged the imagination and use of creativity, and offered fulfillment to each child.

The children were enthusiastic and curious as they investigated the phenomenal possibilities in their movement world. They grew increasingly independent and eager to be responsible for themselves. The myriad affective responses of these second graders suggest that, through the process of self-discovery in movement experiences, their world had acquired greater personal meaning and significance.

CHAPTER VII  
SUMMARY, CONCLUSIONS, AND IMPLICATIONS

Summary

The purpose of this study was to assess the personal meaning and significance of selected movement experiences of second graders as determined by self-report. The writer probed directly into the personal, affective dimensions of each individual child. The direct, open-ended inquiry tapped the attitudes and feelings of children with reference to five major categories which characterize physical education classes: environment, self, social interactions, content of physical education, and teacher. For the purpose of the study, only the categories of self and content of physical education were examined and interpreted.

The self-report techniques used for collecting data consisted of writing, art work, and discussion. The written expression included sentence completion, stories, poetry, and diaries. The artistic expression was comprised of drawing and painting and the discussion techniques consisted of small and large groups and the focused interview. Questions and topics were designed to probe the children's affective responses as a direct outgrowth of the actual "gym" experience.

A calendar was developed outlining the plan for data collection. It closely followed the actual physical education lesson content and served as a guideline for the writer and all auxiliary personnel who helped during the data-gathering process. Written response sheets were developed for use in gathering the children's responses to questions and

topics. The use of personal diaries was an informal method used with the children focusing on their feelings about themselves and their experiences. Materials for artistic expression were readily available. Topics for discussions were developed by the writer in advance with some spontaneously originating from the class.

All verbal responses were transcribed and the data from the individual interviews and the group discussions were considered separately. The technique of content analysis was used to identify common characteristics of the responses, for making inferences, and for describing the content of the responses.

### Physical Self

The second graders in this study clearly revealed a valuing of the physical self. With regard to awareness of the body, physical growth, and physical appearance they responded with mostly strong, positive feelings of satisfaction with their own physical selves. They preferred the mesomorphic body build, which concurs with research and suggests that they associate with a strong, healthy body and an overall athletic appearance. Thus, they were eager to participate in strenuous activities which they associated with the mesomorphic image. They described their feelings about their own body in terms of its growth and development. Within the context of health and fitness, movement, and uniqueness of the body, many compared themselves to earlier experiences. They described their personal growth and increasing efficiency, and expressed personal satisfaction. Most of the boys and girls said they felt good about themselves, valuing the whole self, e.g., hair, eyes, face, strength. The one most common dissatisfaction with the children

wanted to change was their hair. Their responses suggested their growing awareness of their physical selves and the importance they placed on physical appearance and attractiveness--important in getting along with others and in feeling satisfied with themselves.

### Emotional Self

The growing sense of competence and personal satisfaction which these children expressed seemed to lead to a natural desire for achievement and responsibility, and greater peer acceptance. Their former egocentric perspective slowly was transformed into a more complex and sensitive view of others. While they were extremely interested in themselves and eager to talk about themselves, they gradually were capable of handling interactions with others. Their sense of adequacy, feelings of accomplishment, and growing desire for increased independence were greatly affected by their peers. "Belonging" was extremely important and the children strived to live up to the standards of the group; characteristically, behavior in middle childhood is quite dominated by peers.

The children expressed a wide diversity of both positive and negative feelings including fear, anger, embarrassment, insecurity, as well as pride, joy, and delight. They were concerned about making decisions, being different, and belonging to a group. Typical of this formative stage of growth, these boys and girls were determining their identity, capabilities and limitations, solving problems, relating to others, discovering their own worth, and building self-confidence. They showed strong individuality and distinctiveness in their affective responses to questions and topics relevant to feelings and attitudes, social

interactions, moral development, intellectual abilities, and sex-role development. With their growing consciousness of right and wrong, good and bad, they became aware of the effects of their actions and accepted the importance of rules and advice. Girls showed a strong desire to be active in a variety of sports and a wide range of play preferences. Both the girls and boys showed an openness in their attitude regarding sex differences and a perceptiveness toward cooperatively sharing a variety of movement experiences.

### The Content of Physical Education

The children were eager for opportunities to think, learn, and discover. Movement, the content of physical education, was the genesis of their growing awareness of the self. Through movement experiences in games, gymnastics, and dance the children in this study made discoveries about themselves. They explored creatively the actions and activities of the body, how the body moves, where the body moves, and what relationships occur. In addition to these components of movement, they explored forms of movement: games, gymnastics and dance.

Their affective responses offered insights relative to many variables, e.g., participation, leadership, being chosen for a team, winning and losing, sex differences, movement preferences, favorite experiences, musical preferences, special concerns, interdisciplinary activities, and cognitive constructs. Through these affective responses to questions and topics concerning the components of movement and forms of movement, the children revealed their discoveries. They gradually realized their progress in efficient movement and its value to the self. They were eager to be self-responsible and anxious to excel. Through the process

of self-discovery in movement experiences their responses suggested that their world had acquired greater personal meaning and significance.

### Conclusions

Within the context of this study of second graders' affective responses to movement experiences, two conclusions are noteworthy.

The physical education environment which characterized this study was a rich and varied setting for encouraging and obtaining children's affective responses.

The children studied could definitely share their feelings about experiences in physical education. Their affective responses were spontaneous, unpredictable, and highly personal--often defying categorization.

### Implications

Based upon this study, two implications seem evident, one implication for teaching and the other for research.

### Teaching

This writer believes in the importance of the affective lives of children and in the powerful influence of affective behavior on learning experiences. It seems plausible that a learning climate can be created for obtaining children's feelings. In this study a climate was created that encouraged children's feelings of self-importance, a sense of trust, and a sensitivity to thoughts and feelings of anger, fear, and sadness as well as happiness, excitement, and pride. This necessitated listening to each child as an observer, guide, partner, and friend. It meant interacting closely with each child, expanding thinking, feeding ideas, and asking questions. The children in the study showed a tremendous capacity to recognize someone who was willing to stop and listen

and try to understand. The writer was awed by the extent to which the children informed and enlightened her in response to simple verbal recognition, a smile, a touch, a chuckle, honest praise, and reinforcement.

The learning climate, in addition to encouraging feelings and respect, provided opportunities for self-expression and problem solving and allowed time for trial and error. The children studied worked independently and were encouraged in their use of imagination and creativity. Affective outcomes were an important aspect of the school experience. It was valuable to determine how children really feel about the things that happen to them, what is behind what they do, and what the implications are for teaching. Perhaps listening to children is more important than has been thought, for it is a valid part of the learning process to encourage them to speak about their feelings and ideas. This writer is convinced that if a learning climate such as this one can stimulate the expression of affective responses of children, then surely it is worthwhile to assist teachers through, e.g., inservice programs, continuing education units, and workshops, to create just such a learning climate.

### Research

In the intense concern for essential skill development, such a time-honored goal as self-esteem, perhaps more critical now than ever before, must not be neglected. Research is needed that describes children; our social structure today demands it. Replications of this study might include:

Altering the self-report techniques used, e.g., using only the verbal techniques as areas of inquiry.

Studying other grade levels which would have a more sophisticated language development, e.g., third graders.

Altering the duration of time involved for the data gathering, e.g., a shorter length of time.

Using the self-report technique in a more traditional learning climate or one other than a movement education program.

Involving the classroom teacher more fully in the process of gathering the data.



## BIBLIOGRAPHY

- Allport, G. W. Attitudes. In C. A. Murchison (Ed.), A handbook of social psychology. Worcester, Mass.: Clark University Press, 1935.
- American Alliance for Health, Physical Education, and Recreation. Personalized learning in physical education. Washington, D.C.: Author, 1976.
- American Alliance for Health, Physical Education, and Recreation. PEPI: Physical education public information brochure. Washington, D.C.: Author, 1978.
- Ammons, M. Elementary education: A perspective. In B. J. Logsdon (Ed.), Physical education for children: A focus on the teaching process. Philadelphia: Lea and Febiger, 1977.
- Bain, L. Status of curriculum theory in physical education. Journal of Physical Education and Recreation, 1978, 49(3), 25-26.
- Baldwin, A. L. The study of child behavior and development. In P. Mussen (Ed.), Handbook on research methods in child development. New York: John Wiley & Sons, Inc., 1960.
- Barrett, K. R. I wish I could fly: A philosophy in action. In R. A. Cobb & P. M. Lepley (Eds.), Contemporary philosophies of physical education and athletics. Columbus, Ohio: Charles E. Merrill Publ. Co., 1973.
- Beatty, W. H. (Ed.). Improving educational assessment and an inventory of measures of affective behavior. Washington, D.C.: Association of Supervision and Curriculum Development, 1969.
- Belgum, H. Listen: Children have a right to be heard. The PTA Magazine, May 1974, p. 38.
- Berschild, E., Walster, E., & Bohrnstedt, G. Body image. Psychology Today, November 1973, 119-131.
- Bessell, H., & Palomares, V. The magic circle. In Human development program. La Mesa, Calif.: Human Development Training Institute, 1972.
- Bilbrough, B., & Jones, P. Physical education in the primary school. London: University of London Press, 1968.

- Bloom, B., Hastings, J., & Madaus, G. Handbook on formative and summative evaluation of student learning. New York: McGraw-Hill Book Co., 1971.
- Boorman, J. Creative dance in the first three grades. New York: David McKay Co., Inc., 1969.
- Brisbane, H. The developing child. Peoria, Ill.: Charles A. Bennett Co., 1971.
- Brooke, J. D. (Ed.). Human movement: A field of study. Lafayette, Ind.: Balt Publishers, 1973.
- Brown, G. I. Human teaching for human learning. New York: McGraw-Hill Book Co., 1970.
- Brown, G. What is "confluent education?" In D. Read & S. Simon (Eds.), Humanistic education sourcebook. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1975.
- Bruner, J. The relevance of education. New York: W. W. Norton & Co., Inc., 1971.
- Burton, E. C. The new physical education for elementary school children. Boston: Houghton Mifflin Co., 1977.
- Caldwell, S. F., & Skaff, J. S. The open gymnasium. In Personalized learning in physical education. Washington, D.C.: American Alliance for Health, Physical Education, and Recreation, 1976.
- Carro, G. How really different are boys and girls? Ladies Home Journal, November, 1978, p. 70.
- Carro, G. What frightens little children? Ladies Home Journal, February 1979, p. 42.
- Carson, R. The sense of wonder. New York: Harper & Row Publishers, Inc., 1956.
- Christina, R. W. The motor learning of children. Presented at the Research Section Symposium: What research tells the practitioner about children's motor development. National Convention of the American Alliance for Health, Physical Education, and Recreation, Atlantic City, New Jersey, March 15, 1975.
- Cohen, D. The learning child. New York: Vintage Books, Inc., 1972.
- Collier, A. Measurement of self-concept in early childhood education. Urbana, Ill.: Educational Resources Information Center--Early Childhood Education, 1971.

- Combs, A. W. The human side of learning. Address given at the National Convention of the National Association of Elementary School Principals, Miami Beach, Fla., April 1972.
- Combs, A. W. Humanistic goals of education. In D. Read & S. Simon (Eds.), Humanistic education sourcebook. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1975.
- Coopersmith, M. S. The antecedents of self-esteem. San Francisco: W. H. Freeman & Co., 1967.
- Corbin, C. A textbook of motor development. Dubuque, Iowa: Wm. C. Brown Publishers, 1973.
- DeRegniers, B. The day everybody cried. New York: The Viking Press, Inc., 1967.
- Dinkmeyer, D. C. Child development: The emerging self. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1965.
- Dobson, J. Hide or Seek. Old Tappan, N.J.: Fleming H. Revell Co., 1974.
- Dodds, P. Love and joy in the gymnasium. Quest, 1976, 26, 109-116.
- Droz, R., & Rahmy, M. Understanding Piaget (J. Diamanti, trans.). Zurich: International Universities Press, 1972.
- Ecker, D. The structure of affect in the art curriculum. In D. Read & S. Simon (Eds.), Humanistic education sourcebook. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1975.
- Elkind, D. Children and adolescents: Interpretive essays on Jean Piaget. London: Oxford University Press, 1970.
- Erikson, E. Childhood and society. New York: W. W. Norton & Co., Inc., 1963.
- Erikson, E. Identity, youth, and crisis. New York: W. W. Norton & Co., Inc., 1968.
- Espenshade, A., & Eckert, H. Motor development. Columbus, Ohio: Charles E. Merrill Publ. Co., 1967.
- Fein, G. Child development. Englewood Cliffs, N.J. Prentice-Hall, Inc., 1978.
- Feldman, E. Becoming human through art: Aesthetic experience in the school. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1970.

- Felshin, J. More than movement: An introduction to physical education. Philadelphia: Lea & Febiger, 1972.
- Feshbach, N., & Roe, K. Empathy in six- and seven-year-olds. Child Development, 1968, 39, 133-145.
- Fishbein, M. (Ed.). Readings in attitude theory and measurement. New York: John Wiley & Sons, Inc., 1967.
- Fleming, G. Creative rhythmic movement: Boys and girls dancing. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1976.
- Ginott, H. Teacher and child. New York: The Macmillan Co., 1972.
- Ginsburg, H., & Opper, S. Piaget's theory of intellectual development: An introduction. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1969.
- Goodlad, J. School, curriculum, and the individual. New York: John Wiley & Sons, Inc., 1966.
- Gordon, I. J. Children's views of themselves. Washington, D.C.: Association for Childhood Education International, 1972.
- Gordon, I. J. Human development: A transactional perspective. New York: Harper & Row Publishers, Inc., 1975.
- Green, G. F. Attitude measurement. In G. Lindzey (Ed.), Handbook of social psychology (Vol. 1). Cambridge, Mass.: Addison-Wesley, 1954.
- Halverson, L. E. Development of motor patterns in young children. Quest, 1966, 6, 44-53.
- Halverson, L. E. A real look at the young child. Journal of Health, Physical Education, and Recreation, 1971, 42(5), 31-33.
- Halverson, L. E. & Robertson, M. A. The effects of instruction on overhand throwing development in children. In K. Newell & G. Roberts (Eds.), Psychology of motor behavior and sport--1978. Champaign, Ill.: Human Kinetics, 1979.
- Hamachek, D. E. (Ed.). The self in growth, teaching, and learning: Selected readings. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1965.
- Hanson, M. Elementary school physical education: The base of the profession and a challenge for the 70's. In M. Riley (Ed.), Echoes of influence. Washington, D.C.: American Alliance for Health, Physical Education, and Recreation, 1977.

- Hardisty, M. Education through the games experience. Bellingham, Wash.: Educational Designs and Consultants, 1972.
- Hare, A. P. Handbook of small group research (2nd ed.). New York: Free Press, 1976.
- Harmin, M., Kirschenbaum, H., & Simon, S. B. Clarifying values through subject matter. Minneapolis: Winston Press, 1973.
- Harmin, M., & Simon, S. B. How to help students learn to think. In D. Read & S. Simon (Eds.), Humanistic education sourcebook. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1975.
- Havighurst, R. J. Human development and education. New York: Longmans, 1963.
- H'Doubler, M. Dance: A creative art experience. Madison, Wis.: University of Wisconsin Press, 1966.
- Hellison, D. Beyond balls and bats: Alienated (and other) youth in the gym. Washington, D.C.: American Alliance for Health, Physical Education, and Recreation, 1978.
- Helms, D. B., & Turner, J. S. Exploring child behavior: Basic principles. Philadelphia: W. B. Saunders, Co., 1978.
- Henry, W. E. Projective techniques. In P. Mussen (Ed.), Handbook of research methods in child development. New York: John Wiley & Sons, Inc., 1960.
- Holsti, O. R. Content analysis for the social sciences and humanities. Reading, MA.: Addison-Wesley Publishing Co., 1969.
- Hurwitz, D. Give students a choice. Journal of Physical Education and Recreation, 1977, 48(5), 28-29.
- Jenkins, G. These are your children. New York: Scott-Foresman, 1966.
- Jenkins, G. Helping children reach their potential. Glenview, Ill.: Scott-Foresman, 1971.
- Jersild, A. T. In search of self. New York: Teachers College, Columbia University, 1952.
- Jersild, A. T. Child psychology (5th ed.). Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1960.
- Jersild, A. T. Child psychology (6th ed.). Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1968.

- Jersild, A. T. The teacher as psychologist. In D. Read, & S. Simon (Eds.), Humanistic education sourcebook. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1975.
- Johnson, D. W. The affective side of the schooling experience. The Elementary School Journal, 1973, 73, 306-313.
- Joyce, M. First steps in teaching creative dance. A handbook for teachers of children, kindergarten through sixth grade. Palo Alto, California: National Press Books, 1973.
- Kafka, S. I need a friend. New York: G. P. Putnam's Sons, 1971.
- Kagan, J. Understanding children. New York: Harcourt Brace Jovanovich, 1971.
- Kerlinger, F. N. Foundations of behavioral research. New York: Holt, Rinehart & Winston, Inc., 1964.
- Khan, S. B., & Weiss, J. The teaching of affective responses. In R. Travers (Ed.), Second handbook of research on teaching. New York: American Educational Research Association, 1973.
- Kiester, D. J. Who am I? The development of the self-concept. Durham, N.C.: Learning Institute of North Carolina, 1973.
- King, R. The angry book. New York: W. W. Norton & Co., Inc., 1962.
- Klein, C. How it feels to be a child. New York: Harper & Row Publishers, Inc., 1975.
- Kneer, M. The role of student satisfaction in developing play skills and attitudes. Quest, 1976, 26, 102-108.
- Kohlberg, L. Stages in the development of moral thought and action. New York: Holt, Rinehart & Winston, Inc., 1969.
- Krathwohl, D. R., Bloom, B. S., & Masia, B. B. Taxonomy of educational objectives, handbook II: Affective domain. New York: David McKay Co., Inc., 1964.
- Krauss, R. Mama, I wish I was a snow child, you'd be very cold. New York: Atheneum Publishers, 1962.
- LaBenne, W. D., & Greene, B. I. Educational implications of self-concept theory. Santa Monica, Calif.: Goodyear Publishing Co., 1969.
- Leeper, S., Dales, R., Skipper, D., & Witherspoon, R. Good schools for young children (3rd ed.). New York: The Macmillan Co., 1974.

- Leonard, G. Education and ecstasy. New York: Dell Pub. Co., Inc., 1968.
- Lerner, R., & Korn, S. The development of body build stereotypes in males. Child Development, 1972, 43, 908-920.
- LeShan, E. The conspiracy against childhood. New York: Atheneum Publishers, 1968.
- Little, A. The meaning of dance for young children. Journal of Physical Education and Recreation, 1977, 48(5), 35-38.
- Logsdon, B. J. (Ed.). Physical education for children: A focus on the teaching process. Philadelphia: Lea and Febiger, 1977.
- Lowenfeld, V., & Brittain, W. L. Creative and mental growth. New York: The Macmillan Co., 1964.
- Maccoby, E., & Jacklin, C. What we know and don't know about sex differences. Psychology Today, December 1974, pp. 109-112.
- Mahoney, D. What do parents expect of teachers? PTA Today, 1978, 3, 2-4.
- Maier, H. Three theories of child development. New York: Harper & Row Publishers, Inc., 1969.
- Martens, R. Joy and sadness in children's sports. Champaign, Ill.: Human Kinetics Publishers, 1978.
- Martinek, T. J., & Johnson, S. B. Teacher expectations: Effects on dyadic interactions and self-concept in elementary age children. Research Quarterly, 1979, 50(1), 60-70.
- Mauldon, E., & Layson, J. Teaching gymnastics. London: MacDonald & Evans, Ltd., 1965.
- Mauldon, E., & Redfern, H. B. Games teaching: A new approach for the primary schools. London: MacDonald & Evans, Ltd., 1969.
- McFee, J. K., & Degee, R. M. Art, culture, and environment. Belmont, Calif.: Wadsworth Publishing Co., Inc., 1977.
- McGee, R. Measuring affective behavior in physical education. Journal of Physical Education and Recreation, 1977, 48(9), 29.
- McMurrin, S. What tasks for the schools? Saturday Review, January 14, 1967, p. 41.
- Merton, R. K., Fiske, M., & Kendall, P. The focused interview: A manual of problems and procedures. Glencoe, Ill.: Free Press, 1956.

- Metheny, E. (Ed.). This is physical education. Washington, D.C.: American Association for Health, Physical Education, and Recreation, 1965.
- Metheny, E. Movement and meaning. New York: McGraw-Hill Book Co., 1968.
- Michener, J. Sports in America. New York: Random House, Inc., 1976.
- Miles, B. Having a friend. New York: Alfred A. Knopf, Inc., 1959.
- Miller, R. K. Group dynamics and children's sports: A note on affect. In R. A. Magill, M. J. Ash, & F. L. Smoll (Eds.), Children in sport: A contemporary anthology. Champaign, Ill.: Human Kinetics Publishers, 1978.
- Moffett, J. A student-centered language arts curriculum, grades K-13: A handbook for teachers (Part I, K-3). Boston: Houghton Mifflin Co., 1968.
- Morris, G. S. D. Let's give the games back to the children. Journal of Physical Education and Recreation, 1977, 48(7), 26-27.
- Mussen, P., Conger, J., & Kagan, J. Child development and personality (3rd ed.). New York: Harper and Row Publishers, Inc., 1969.
- New Games Foundation. New games training program brochure. San Francisco: Author, 1978.
- North, M. Movement education: A guide for the primary and middle school teacher. London: Temple Smith, 1973.
- Oberteuffer, E., & Ulrich, C. Physical education: A textbook of principles for professional students (4th ed.). New York: Harper and Row Publishers, Inc., 1970.
- Omwake, E. The young child . . . we know so much--we know so little. In The significance of the young child's motor development. Washington, D.C.: The National Association for the Education of Young Children, 1972.
- Orlick, T. Cooperative games. Journal of Physical Education and Recreation, 1977, 48(7), 33-35.
- Orlick, T. The cooperative games book: Challenge without competition. New York: Pantheon Books, 1978.
- Orlick, T., & Botterill, C. Every kid can win. Chicago: Nelson Hall, 1975.



- Osgood, C. E., Suci, C., & Tannenbau, P. H. The measurement of meaning. Urbana: University of Illinois Press, 1957.
- Papalia, D., & Olds, S. A child's world, infancy through adolescence (2nd ed.). New York: McGraw-Hill Book Co., 1979.
- Parent, S. To arouse an interest. Journal of Physical Education and Recreation, 1978, 49(7), 32.
- Piaget, J. The moral judgment of the child. Glencoe, Ill.: Free Press, 1948.
- Piaget, J. The language and thought of the child. New York: Humanities Press, 1959.
- Piaget, J. The child and reality. New York: Grossman, 1973.
- Piers, E. V., & Harris, D. B. Age and other correlates of self-concept in children. Journal of Educational Psychology, 1964, 55, 91-95.
- Pietras, T. Children's verbal and kinesic behavior as correlates of the psychological impact of competitive athletics. In R. A. Magill, M. J. Ash, & F. L. Smoll (Eds.), Children in sport: A contemporary anthology. Champaign, Ill.: Human Kinetics Publishers, 1978.
- Phenix, P. Perceptions of an ethicist about the affective. In Feeling, valuing, and the art of growing: Insights into the affective (1977 Yearbook). Washington, D.C.: Association for Supervision and Curriculum Development, 1977.
- Postman, N., & Weingartner, C. Linguistics: A revolution in teaching. New York: Dell Pub. Co., Inc., 1967.
- Purkey, W. Self-concept and school achievement. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1970.
- Rabin, A., & Haworth, M. R. (Eds.). Projective techniques with children. New York: Greene and Stratton, 1960.
- Rasmus, C., & Fowler, J. (Eds.). Movement activities for places and spaces. Washington, D.C.: American Alliance for Health, Physical Education, and Recreation, 1977.
- Raths, L. E., Harmin, M., & Simon, S. B. Values and teaching. Columbus, Ohio: Charles E. Merrill, 1966.
- Read, D. A., & Simon, S. B. (Eds.). Humanistic education sourcebook. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1975.

- Riley, M. Games and humanism. Journal of Physical Education and Recreation, 1975, 46(2), 46-49.
- Riley, M. (Ed.). Echoes of influence. Washington, D.C.: American Alliance for Health, Physical Education, and Recreation, 1977a.
- Riley, M. (Ed.). Games teaching. Journal of Physical Education and Recreation, 1977b, 48(7), 17-35.
- Robertson, M. A. Developmental implications for games teaching. Journal of Physical Education and Recreation, 1977, 48(7), 25.
- Robertson, M. A., Halverson, L. E., Langendorfer, S., & Williams, K. Longitudinal changes in children's overarm throw ball velocities. Research Quarterly, 1979, 50(2), 256-264.
- Rogers, C. On becoming a person. Boston: Houghton Mifflin Co., 1961.
- Schneider, T. Everybody's a winner: A kid's guide to new sports and fitness. Boston: Little, Brown & Co., Inc., 1976.
- Secord, P. F., & Backman, C. Social psychology (2nd ed.). New York: McGraw-Hill Book Co., 1974.
- Seiler, L. H., & Hough, R. L. Empirical comparisons of the Thurstone and Likert techniques. In G. F. Summers (Ed.), Attitude measurement. Chicago: Rand McNally & Co., 1970.
- Shakespeare, W. The tempest. In P. Alexander (Ed.), The comedies of William Shakespeare. New York: Heritage Press, 1958.
- Sheehan, G. Beginning running. Runners' World Magazine, 1972.
- Sherif, C. The social context of competition. In R. Martens (Ed.), Joy and sadness in children's sports. Champaign, Ill.: Human Kinetics Publishers, 1978.
- Silberman, C. E. Crisis in the classroom. New York: Random House, Inc., 1970.
- Simon, A., & Boyer, E. G. (Eds.). Mirrors for behavior: An anthology of classroom observation instruments (Vols. 1-6). Philadelphia: Research for Better Schools, 1967.
- Smart, M. S., & Smart, R. C. Children: Development and relationships (2nd ed.). New York: The Macmillan Co., 1972.
- Snodgrass, J. Self-concept. Journal of Physical Education and Recreation, 1977, 48(9), 22.

- Socarides, C. W. The world of emotions. New York: International Universities Press, 1977.
- Staffieri, J. R. A study of social stereotype of body image in children. Journal of Personality and Social Psychology, 1967, 7, 101-104.
- Stanley, S. Physical education: A movement orientation. Toronto: McGraw-Hill Book Co., 1969.
- Strang, R. Helping your child develop his potentialities. New York: E. P. Dutton & Co., Inc., 1965.
- Sullivan, H. S. The interpersonal theory of psychiatry. New York: W. W. Norton & Co., Inc., 1953.
- Summers, G. F. (Ed.). Attitude measurement. Chicago: Rand McNally & Co., 1970.
- Tanner, P., & Barrett, K. Movement education: What does it mean? Journal of Physical Education and Recreation, 1975, 46(4), 19-20.
- Thelen, H. Education and the human quest. Chicago: University of Chicago Press, 1972.
- Thompson, V. Sad day, glad day. New York: Holiday, 1962.
- Ulrich, C. Education for a dynamic lifestyle. Journal of Physical Education and Recreation, 1977, 48(5), 48.
- Vogel, I. The don't be scared book. New York: Atheneum Publishers, 1964.
- Watson, E., & Johnson, A. The emotional significance of acquired physical disfigurement in children. American Journal of Orthopsychiatry, 1958, 28, 85-97.
- Wahn, K., Dorn, M., & Liddle, E. Fostering intellectual development in young children. New York: Bureau of Publications, 1962.
- Weber, J. D. Motivational wizard. Journal of Health, Physical Education, and Recreation, 1973, 44(4), 50-54.
- Weinstein, G., & Fantini, M. Affect and learning. In D. Read, & S. Simon (Eds.), Humanistic education sourcebook. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1975.
- Wells, L., & Marwell, G. Self-esteem: Its conceptualization and measurement. Beverly Hills, Calif.: Sage Publications, 1976.
- Wickstrom, R. Fundamental motor patterns. Philadelphia: Lea and Febiger, 1977.

- Wight, A. R., & Doxsey, J. R. Measurement in support of affective education. Salt Lake City: Interstate Educational Resource Service Center, 1972.
- Wisconsin Education Radio and Television Networks. 1978-1979 parade of programs: Radio and instructional television schedule. Madison, Wis., 1978.
- Wittow, F. Cover story. Atlanta Magazine, June 1971, front cover.
- Whitehurst, K. The young child . . . what movement means to him. In The Significance of the young child's motor development. Washington, D.C.: National Association for the Education of Young Children, 1971.
- Woyser, K. At last, a survey of children. Learning, February 1979, pp. 43-45.
- Wylie, R. C. The self-concept: A critical survey of pertinent research literature. Lincoln: University of Nebraska Press, 1961.
- Wylie, R. C. The self-concept. In A review of methodological considerations and measuring instruments (Vol. 1) (rev. ed.). Lincoln: University of Nebraska Press, 1974.
- Yamamoto, K. (Ed.). The child and his image: Self-concept in the early years. Boston: Houghton Mifflin Co., 1972.
- Yarrow, M. R. The measurement of children's attitudes and values. In P. Mussen (Ed.), Handbook on research methods in child development. New York: John Wiley, 1960.
- Zion, L. Body concept as it relates to self-concept. Research Quarterly, 1965, 36, 490-495.
- Zolotow, C. The hating book. New York: Harper & Row Publishers, Inc., 1969.

APPENDIX A  
QUESTION AND TOPIC RESPONSE SHEETS

B63

Create a picture showing yourself in "gym." Make up a title for it and write it on the back of your picture.

A15

## SENTENCE COMPLETION

Name \_\_\_\_\_ Age \_\_\_\_\_ Date \_\_\_\_\_

INSTRUCTIONS: Finish the following sentences by writing what you  
feel as it relates to "gym."

Today, I feel . . .

I like my body because . . .

Being timed with a stopwatch makes me feel . . .

A7

## SENTENCE COMPLETION

Name \_\_\_\_\_ Age \_\_\_\_\_ Date \_\_\_\_\_

INSTRUCTIONS: Finish the following sentences by writing what you feel as it relates to "gym."

I feel sad when . . .

I am shy when . . .

I get nervous when . . .

I feel strong when . . .

I feel clumsy when . . .



A39

## CREATIVE WRITING

Name \_\_\_\_\_ Age \_\_\_\_\_ Date \_\_\_\_\_

INSTRUCTIONS: Read the title or topic and write your feelings about it.

Look in the mirror at your whole self. What do you see that you like? Is there anything that you don't like? Describe how you would really like to look, e.g., height, weight, size of body parts, hair, face, shape, and others.

A24

## STORY COMPLETION

Name \_\_\_\_\_ Age \_\_\_\_\_ Date \_\_\_\_\_

During free play Kim selected a basketball. Soon she traded it with Bill for a rubber ball. After awhile Kim tells Bill, "I want the basketball back." Bill says . . .

A43

## CREATIVE WRITING

Name \_\_\_\_\_ Age \_\_\_\_\_ Date \_\_\_\_\_

INSTRUCTIONS: Read the topic or title and write your feelings about it.

Write a story and draw a picture describing your feelings about one of the following situations:

- A. There is not enough equipment for everyone in class.
- B. The lights went out in the gym.
- C. There is a substitute "gym" teacher for several days.
- D. Your mother and father have come to watch your "gym" class.
- E. You are called upon to climb to the top of the rope in front of the whole class.
- F. None of your friends will talk to you or play with you in "gym."

A56

Name \_\_\_\_\_ Age \_\_\_\_\_ Date \_\_\_\_\_

POETRY: Write a short poem on any one of the following topics  
and illustrate it.

- |                  |                   |
|------------------|-------------------|
| A. I can jump!   | E. I can hop!     |
| B. I can run!    | F. I can leap!    |
| C. I can skip!   | G. I can stretch! |
| D. I can gallop! | H. I can twist!   |

C81

## DISCUSSION QUESTION

TOTAL CLASS: "I noticed today at recess that a boy was staying by himself in a corner near the school building rather than playing with the others. Why do you think this occurred?"

A6

## SENTENCE COMPLETION

Name \_\_\_\_\_ Age \_\_\_\_\_ Date \_\_\_\_\_

INSTRUCTIONS: Finish the following sentences by writing what you feel as it relates to gym.

Sometimes I feel that my "gym" teacher . . .

I wanted to give up when . . .

"Gym" is different from other classes because . . .

I like to be alone when . . .

I know I really like someone when . . .

A13

## SENTENCE COMPLETION

Name \_\_\_\_\_ Age \_\_\_\_\_ Date \_\_\_\_\_

INSTRUCTIONS: Finish the following sentences by writing what you feel as it relates to "gym."

When I tell someone I'm sorry . . .

It's not fair to . . .

When I help someone . . .

When I don't understand what's expected of me . . .

When "gym" class ends. . . .

A4

## SENTENCE COMPLETION

Name \_\_\_\_\_ Age \_\_\_\_\_ Date \_\_\_\_\_

INSTRUCTIONS: Finish the following sentences by writing what you feel as it relates to "gym."

In a group of people I usually feel . . .

My first reaction to the gym was . . .

The trouble with "gym" class is . . .

My gym teacher always . . .

At times I worry about . . .

A5

## SENTENCE COMPLETION

Name \_\_\_\_\_ Age \_\_\_\_\_ Date \_\_\_\_\_

INSTRUCTIONS: Finish the following sentences by writing what you feel as it relates to "gym."

My greatest worry is . . .

Most boys . . .

More than anything else I need . . .

I could lose my temper if . . .

I am afraid of . . .



A29

## CREATIVE WRITING

INSTRUCTIONS: Read the title or topic and write your feelings about it.

Are you an important member of your "gym" class? Why?

A30

Does your "gym" teacher expect too much of you? How?

A32

Would you rather work alone or with a group? Why?

C87

## DISCUSSION QUESTION

Total Class: "Let's talk about sharing. What are some reasons for sharing and not sharing?"

A2

## SENTENCE COMPLETION

Name \_\_\_\_\_ Age \_\_\_\_\_ Date \_\_\_\_\_

INSTRUCTIONS: Finish the following sentences by writing what you feel as it relates to "gym."

I felt proud when . . .

My greatest wish is . . .

"Gym" is . . .

When I have to make a decision, I . . .

If I had my way, I would . . .

A9

I am afraid of . . .

I cannot understand . . .

Boys like me because . . .

I am very . . .

Sometimes I don't like to go to gym because . . .

B67

Draw a picture which includes three things: the gym, a piece of equipment, and yourself. Write a short story to explain your picture.

C79

## DISCUSSION QUESTION

Small group: "How do you feel when someone calls you a name? What makes people call each other names? Do you ever call someone a name? Why?"

A25

## STORY COMPLETION

Name \_\_\_\_\_ Age \_\_\_\_\_ Date \_\_\_\_\_

Robert mounts the balance beam, then he falls off! Mike, who is next in line, mounts the beam. Robert says, "Mike, it's still my turn." Mike says . . .

A44

## CREATIVE WRITING

INSTRUCTIONS: Read the title or topic and write your feelings about it.

Describe your feelings about how things look to you upside down and downside up.

B75

Draw or paint a picture of yourself doing something in which you are upside down.

A18

Name \_\_\_\_\_ Age \_\_\_\_\_ Date \_\_\_\_\_

INSTRUCTIONS: Describe how you feel about the following movement experiences in "gym."

Jumping very high:

Moving and stopping very suddenly:

Climbing on very high things:

Rolling over and over and over:

Hanging upside down:

A37

### CREATIVE WRITING

INSTRUCTIONS: Read the title or topic and write your feelings about it.

Describe your "gym" teacher in as many ways as possible.

A47

The body can balance on different body parts. Name the body parts that you can balance on. Describe your feelings that are involved.

A48

You go to sleep dreaming about some experience in "gym" class.  
Describe your dream.

B76

Draw a picture of yourself balanced on some body part, or draw a picture showing yourself balanced and held in some shape (curved, angular, twisted, stretched or straight).

B59

Illustrate, draw or paint your part of the class story, "My Fears in Gym."

C78

## DISCUSSION QUESTIONS

Total Class: Is there anything you are afraid of in "gym" class? What do you want to do when you are afraid? What helps you to get over being afraid?

Note: After discussing the questions, Create a class story by sharing your feelings about "My Fears in Gym."

C82

Tape Record the children's responses and casual discussion while they draw pictures of "Self in Gym."



A11

## SENTENCE COMPLETION

Name \_\_\_\_\_ Age \_\_\_\_\_ Date \_\_\_\_\_

INSTRUCTIONS: Finish the following sentences by writing what you feel as it relates to "gym."

Sometimes I get jealous of others because . . .

If only . . .

What really makes me mad . . .

I am embarrassed when . . .

Fat people are . . .

A14

Most of my friends think I am . . .

I feel like crying when . . .

Sometimes my friends get angry with me when . . .

When I feel left out, I . . .

It takes courage to . . .

A22

Name \_\_\_\_\_ Age \_\_\_\_\_ Date \_\_\_\_\_

INSTRUCTIONS: Describe how you feel about the following movement experiences in "gym."

Sliding:

Jogging:

Hopping:

Gallopig:

Skipping:

B70

Design a poster, bumper sticker, or T-shirt with a message saying something worth sharing about "gym," e.g., fitness, health, games, gymnastics, dance, etc.

A26

## STORY COMPLETION

Name \_\_\_\_\_ Age \_\_\_\_\_ Date \_\_\_\_\_

Richard has a friend whom he likes very much. One day his friend says, "Come with me after 'gym' class. I'm going to show you something, but it's a secret. Don't tell anybody." When "gym" class is over Richard and his friend . . .

A41

## CREATIVE WRITING

INSTRUCTIONS: Read the title or topic and write your feelings about it.

Select one or two of the following experiences and write a story describing your feelings: snow sledding, flying a kite, bicycling, swimming, kicking a ball, leaping hurdles, climbing a rope, bouncing on a mini-tramp, tumbling, swinging a bat.

A52

Title: "Impatience." List some of the things you have to wait for in "gym" class. What could you do to make waiting seem less tiresome?

B62

Create a picture of "My Gym Teacher."

B74

Class Project: Worry Bird Bulletin Board. Each child lists the things in "gym" that worry him/her. Discussion will consider "how we can solve our worries." Notions: We each worry about different things. Worrying alone does not make things better.

C82

Tape Record the children's responses and discussion while they draw pictures of "Self in Gym."

C83

Videotape lesson in gymnastics; replay and discuss reactions, observations and feelings.

A19

Name \_\_\_\_\_ Age \_\_\_\_\_ Date \_\_\_\_\_

INSTRUCTIONS: Describe how you feel about the following movement experiences in "gym."

Moving in a big space:

Kicking a ball a long distance:

Tagging games:

Bouncing a ball while moving through space:

Playing hard and using lots of energy:

A23

Running and then jumping for distance:

Throwing a ball:

Catching a ball:

Moving backwards:

Moving while your friends are watching you:

A28

## CREATIVE WRITING

INSTRUCTIONS: Read the title or topic and write your feelings about it.

In games do you prefer to watch or play? Why?

B66

Create a picture of the gym.

A40

## CREATIVE WRITING

INSTRUCTIONS: Read the title or topic and write your feelings about it.

Write a story with the title, "The Night I Got Locked Inside the Gym."

C80

## DISCUSSION QUESTIONS

Group Discussion with the class divided in half:

Group I: "I Need My Team Because . . ."

Group II: "My team Needs Me Because . . ."

Note: Total class discussion will follow, comparing and contrasting the ideas from the two groups.

C95

Total Class: Discuss the difference between "advice" and "rules."

- A. "What advice do you get from your gym teacher?"
- B. "How is it given?"
- C. "How does it make you feel?"
- D. "Are there rules?"
- E. "How do you know?"
- F. "Why do we have rules anyway?"



A27

## CREATIVE WRITING

INSTRUCTIONS: Read the title or topic and write your feelings about it.

Are you a good leader in games and sports? Why?

A31

Are you among the last to be chosen for games? Why?

A42

Write on the topic, "A Rule I Would Like to Break."

A53

Select a word from the following word list which describes, or could describe, you in a movement experience. Write a short story or poem about that feeling.

Aggressive

Proud

Angry

Shy

Bored

Silly

A57

## CREATIVE WRITING

INSTRUCTIONS: Read the topic or title and write your feelings about it.

Select one of the following titles and write a short story or a poem about it:

Creeping on all Fours  
Walking  
Running  
Place in Space  
Throwing and Catching  
Balancing

Jumping  
Leaping  
Galloping  
Skipping  
Bending  
Curling, Twisting, and Stretching

B65

Draw or paint a picture showing each of your favorite body movements, arm and hand movements, finger movements, leg and foot movements, ways to move, and directions to move.

C83

## DISCUSSION QUESTION

Videotape a lesson in dance; replay and discuss reactions, observations, and feelings.

B68

Draw your own design to be used as a floor pattern in dance. Later discuss the relationship of movement to design: "Did it work? Why? Why not? What was it like?"

C84

## DISCUSSION QUESTIONS

Interdisciplinary lesson: Dance improvisations with art and music, using lines, designs, shapes, space, brush strokes, weight qualities. Discuss reactions and meanings. This lesson may also be recreated through written and artistic expression.

C93

Small group: "Are boys or girls better in dance? Why do you think so? Is there really a difference?"

A10

## SENTENCE COMPLETION

Name \_\_\_\_\_ Age \_\_\_\_\_ Date \_\_\_\_\_

INSTRUCTIONS: Finish the following sentences by writing what you feel as it relates to "gym."

When someone invades my personal space I feel . . .

When I dance I feel . . .

Moving on bare feet makes me feel . . .

Moving slowly makes me feel . . .

Moving to music makes me feel . . .

Changing directions quickly while moving makes me feel . . .

C86

## DISCUSSION QUESTIONS

Total class: Follow-up discussion from our lesson regarding "effort" actions in dance. "What are your preferences? Describe your feelings."

C89

Videotape, playback, follow-up discussion of several lessons in which varied musical accompaniments were used, e.g., drum, percussive instruments, records, and an opportunity to "create your own accompaniment." "What are your music preferences for dance? Why?"

A55

## CREATIVE WRITING

INSTRUCTIONS: Read the title or topic and write your feelings about it.

Poetry: Choose one or more of the following action words and use them in a poem about an experience in "gym."

Bouncing  
Exploding  
Jerking  
Rolling  
Slithering  
Spinning  
Vibrating

Bumping  
Flying  
Rocking  
Shrinking  
Soaring  
Swaying

A33

If you were not able to be in our next "gym" class, what would we miss about you?

A38

Have you a friend who knows things about how you feel that no one else in the world knows? Describe your friend.

C88

## DISCUSSION QUESTIONS

Total class: Listen to all types of music. Discuss and describe preferences, feelings, and movement possibilities.

C91

Total class: Define and discuss "respect" and "disrespect." Develop situations to show examples.

A12

## SENTENCE COMPLETION

Name \_\_\_\_\_ Age \_\_\_\_\_ Date \_\_\_\_\_

INSTRUCTIONS: Finish the following sentences by writing what you feel as it relates to "gym."

When someone smiles at me, I . . .

On "gym" days, I . . .

When someone tells me I did a good job, I . . .



A20

Name \_\_\_\_\_ Age \_\_\_\_\_ Date \_\_\_\_\_

INSTRUCTIONS: Describe how you feel about the following movement experiences in "gym."

Stretching your body as far as possible:

Running very fast:

Leaping over obstacles or hurdles:

Running for a very long distance:

Racing someone else:

C90

## DISCUSSION QUESTIONS

Group discussion with the class divided in half:

Group I: Discuss, "We are moving to learn."

Group II: Discuss, "We are learning to move."

C94

Small group: "Can you dance sports movements? Does it seem funny? What is it like? How are sports and dance alike? How are they different?"

A16

## SENTENCE COMPLETION

## Winners and Losers

Name \_\_\_\_\_ Age \_\_\_\_\_ Date \_\_\_\_\_

INSTRUCTIONS: Complete the following sentences by writing your feelings as they relate to "gym."

When I win a game. . .

When someone else wins a game . . .

I feel like a real winner when . . .

When I help someone else feel like a winner I feel . . .

I feel like a loser when . . .

Many people think a person is a winner if . . .

One thing I would really like to win at is . . .

A17

Some things I could do to help me become a winner are . . .

I would hate to lose at . . .

Some things I can do to avoid being a loser are . . .

There would be more winners and fewer losers in the world if we could only . . .

Once, when I was almost a loser, someone helped me by . . .

A58

## HOW I LIKE TO MOVE

Name \_\_\_\_\_ Age \_\_\_\_\_ Date \_\_\_\_\_

INSTRUCTIONS: In each group below circle the movements that you prefer to do most.

- |                |   |   |
|----------------|---|---|
| I prefer . . . | shuffling<br>rocking<br>shaking<br>turning<br>swaying<br>creeping<br>bouncing<br>galloping<br>spinning<br>jumping<br>stopping<br>sliding<br>wiggling and squiggling | balancing<br>climbing<br>running<br>rolling<br>skipping<br>crawling<br>walking<br>twirling<br>scooting<br>bending<br>skating<br>hopping |
| I prefer . . . | swinging<br>clapping<br>stretching<br>twisting<br>curling<br>catching<br>punching   | reaching<br>swimming<br>pulling<br>pushing<br>throwing<br>pounding  |
| I prefer . . . | pinching<br>tickling<br>touching<br>winding<br>squeezing<br>tapping   | holding<br>pointing<br>tracing<br>snapping<br>scratching<br>rubbing   |
| I prefer . . . | kicking<br>wriggling  | stamping<br>writhing  |

I prefer moving . . .	slowly	quietly
	quickly	loudly
	heavily	silently
	hurriedly	noisily
	sadly	happily
	softly	joyfully

My favorite directions are . . .

up	down
back	forth
across	sideways
over	under
above	below
in a circle	between

B73

Doodle time: Draw a doodle! Follow-up discussion: "Tell about your doodle. What are your feelings? Are any two alike?"

A51

## CREATIVE WRITING

INSTRUCTIONS: Read the title or topic and write your feelings about it.

You are the Feature Editor of the Whitefish Bay Herald. Your assignment is to write a feature article on the following topic: "Gym Is Important Because . . ."

C82

## DISCUSSION QUESTIONS

Tape record the children's responses and casual discussion while they draw pictures of "Self in Gym."

C83

Videotape a lesson in games; replay and discuss reactions, observations, and feelings.

C85

Total class: Feelings about grades in "gym."

A8

## SENTENCE COMPLETION

Name \_\_\_\_\_ Age \_\_\_\_\_ Date \_\_\_\_\_

INSTRUCTIONS: Finish the following sentences by writing what you feel as it relates to "gym."

My friends make fun of me when . . .

I am happy and excited when . . .

I sometimes wish I were different because . . .

Girls like me because . . .

When we "pick" teams for games I feel . . .

A36

## CREATIVE WRITING

Describe yourself in as many ways as possible.



A49

## CREATIVE WRITING

Among all the activities and experiences in "gym" describe those you like the most and tell why.

B71

Create a picture which shows the experiences you like most in "gym."

APPENDIX B  
Diary Entry Sheets

ALL ABOUT ME IN GYM

I AM:

I LIVE AT:

MY AGE IS:

MY TELEPHONE NUMBER IS:

I WEIGH        LBS.  
I AM            INCHES TALL.

MY EYES ARE:

MY HAIR IS:

MY SPECIAL FEATURES ARE:

THE THING I DO BEST IS:

THE THING I AM PRACTICING IS:

THE PERSON I LIKE TO BE ALONE WITH IS:

MY SPECIAL WORD IS:

MY FAVORITE COLOR IS:

THE THING I LIKE TO DO MOST IS:

MY FAVORITE THING TO PLAY WITH IS:

MY FAVORITE ANIMALS ARE:

MY FAVORITE PERSON AT SCHOOL IS:

BECAUSE:

THE THING I DREAM OR THINK ABOUT MOST IS:

THE THINGS I LIKE TO EAT ARE:

MY FAVORITE THING TO DRINK IS:

MY FAVORITE STORY IS:

MY FAVORITE SONG IS:

MY FAVORITE KIND OF MUSIC IS:

MY FAVORITE TV SHOW IS:

WHEN I GROW UP I THINK I WANT TO BE:

I AM AFRAID OF:

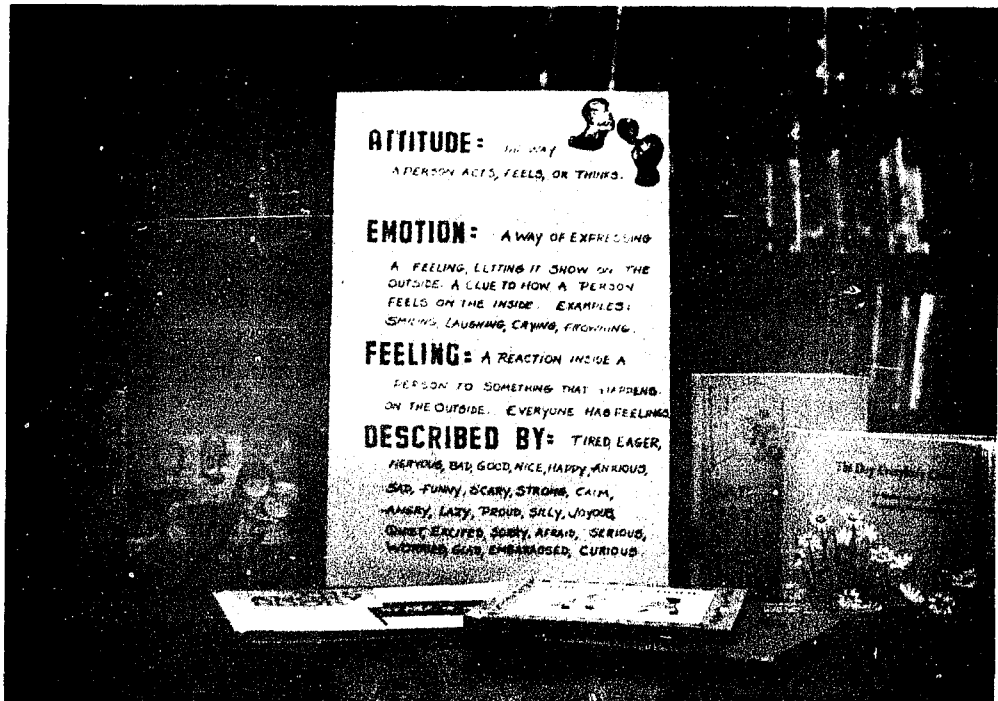
I LOVE:

MY GYM TEACHER IS:

I AM:

## APPENDIX C

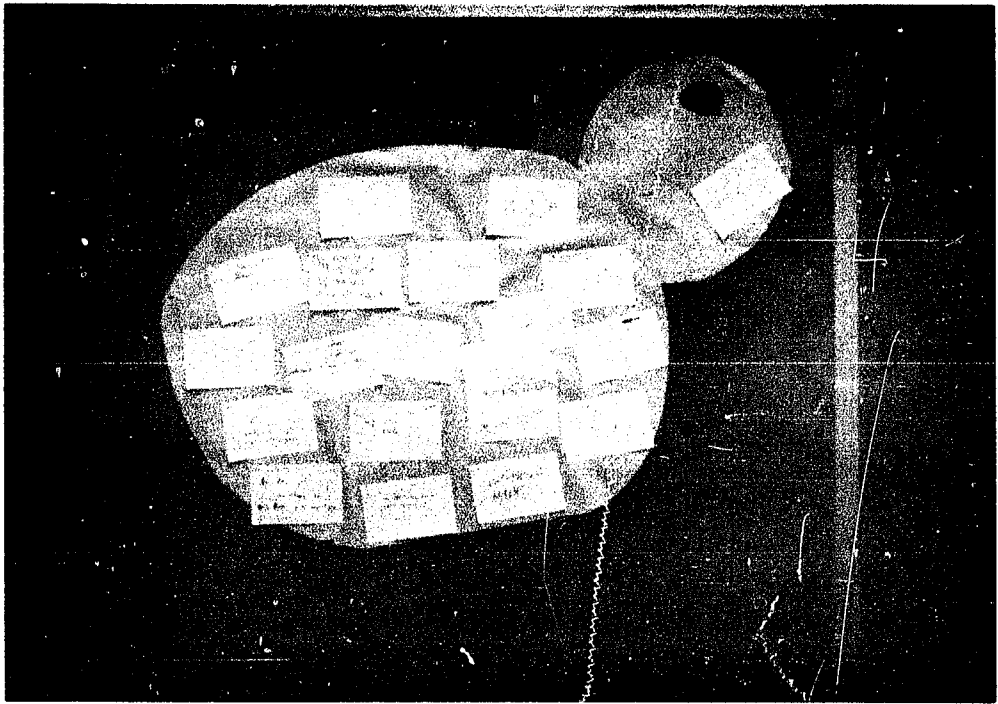
### Poster Defining Feelings and Emotions



Poster Defining Feelings and Emotions

APPENDIX D

Worry Bird Bulletin Board



Worry Bird Bulletin Board



APPENDIX E

Letter to Parents

and

Permission to Release Records Card

April 20, 1978

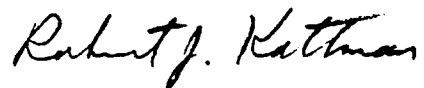
Dear Parent:

As you are aware, Miss Carlson has been working with your children concerning attitudes and feelings about physical education. She would like to use the data thus obtained plus some student generated materials in research for her doctoral dissertation.

If her use of this material is all right with you, please sign the attached card and return it to her via your child. The wishes of any parent not wishing to allow data collected from their child's discussion or work will be respected. No names will be used in any case.

Thank you for your cooperation.

Sincerely,



Robert J. Kattman

RJK/bwp

