CRAIG, BEVERLY R. A Child's Personalized Curriculum in Physical Education. (1976) Directed by: Dr. Kate R. Barrett. Pp. 93.

The purpose of this study was to identify one child's personalized curriculum as it developed in response to the teacher's verbal behavior in a movement approach to games. It was the researcher's intent to answer the following questions:

1. What is a child's personalized curriculum as analyzed from his movement responses?

2. What is the progression of a child's movement responses within the personalized curriculum?

The researcher video taped one subject for six consecutive lessons, two days a week, for a three-week period. The subject selected for this study was a 10-year old boy from a fifth grade at the Julius I. Foust Elementary School, Greensboro City Schools, Greensboro, North Carolina. The teacher selected was knowledgeable and experienced in the teaching of games using the movement approach.

A scheme was developed for the purpose of identifying the subject's movement responses. Laban's framework for viewing movement and Mauldon and Redfern's (1969) classification and analysis of games were utilized in designing the scheme.

All observations were made from a video tape. As the tape was being played, the researcher verbally recorded her observations into a tape recorder by first repeating the teacher's verbal instructions and then describing the subject's movement responses. After each session, the data were transcribed

on a recording sheet which classified the movement responses into three manipulative activities: strike, toss, and/or catch.

The researcher's reliability was determined by comparing the transcribed data from the two viewings of the same tape. The percentage of agreement was determined by Bijou's (1969:177-210) reliability index. Objectivity was determined by two judges. They were asked to match three written descriptions of the subject's movement responses, as identified by the researcher, with the corresponding video taped lessons.

It was the purpose of this study to answer two questions. In answering the first question, the child's personalized curriculum was identified in terms of body, space, effort, and relationship. In answering the second question, the progression of a child's movement responses within the personalized curriculum was as follows. A sequential progression occurred in terms of the degree to which the subject used body, space, effort, and relationship. The basic principle that emerged in the subject's personalized curriculum was simple to complex. This principle of progression was observed in two main areas: the use of body parts, and the subject's ability to initiate his movement responses.

A CHILD'S PERSONALIZED CURRICULUM
IN PHYSICAL EDUCATION

by

Beverly Ruth Craig

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Approved by

Kate R. Barrett
Thesis Advisor

APPROVAL PAGE

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

Thesis Advisor Kate L Barrett

Oral Examination Committee Members Marie Riley

Harmony McGee

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A true friend is somebody
who can make us do
what we can.
(Ralph Waldo Emerson)

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CHAPTER I

INTRODUCTION

Encompassed in the humanistic philosophical approach to instruction in elementary school physical education, is the idea that children are unique individuals. Through moving, children learn about movement and themselves as they gain a better understanding of their own personal movement abilities. This learning "in and through movement" occurs differently within each child, for the rate and manner of learning is unique to each individual. Since children as individuals are the center of the learning experience, they must also be the core concern in curriculum development.

This study deals with the idea that a personalized curriculum is determined by the child in the learning situation. The significance of this study is based on two broad ideas. First, that learning is a selection process. As children interact with the environment, they draw upon those aspects which have specific meaning for them. According to Henry (1962:62), ". . . since each person's experiences are always unique, subjectively speaking, then each child's curriculum is unique." Thus, the content of the personalized curriculum is determined. The second idea deals with the thesis that two curriculums exist in a learning environment. These are: the teacher's curriculum, which consists primarily of content and its development, and the children's curriculum, which consists primarily of their movement responses. The teacher's

curriculum deals with structuring learning to offer a variety of movement experiences in a way that each child is able to work within the limits of his/her own unique endowment (Department of Education and Science, 1972). The teacher, within the learning environment, functions in relation to the student's responses. Barth (1972:55, 56) stated that "The curriculum is the dependent variable, dependent on the child, rather than the independent variable upon which the child must depend."

The teacher's role in observation of the students, is the key factor in personalizing the curriculum. The teacher must be capable of observing movement and synthesizing the movement responses of the child into relevant tasks. The purpose of observation is two-fold. The teacher observes the child's movement responses and reacts by further developing the movement idea in a way that meets the needs of the child within the immediate learning situation. The teacher also observes for the purpose of planning future lessons based on an evaluation of the movement ability of the children.

Literature pertaining to personalized curriculum in general, can easily be found. There is a lack of research concerning personalized curriculum as it specifically relates to physical education. Physical education is, however, beginning to move in a direction that is concerned with a more personalized approach to teaching.

STATEMENT OF THE PROBLEM

The purpose of this study was to identify one child's personalized curriculum as it developed in response to a teacher's verbal and nonverbal behavior in a movement education approach to games. More specifically, this study sought to answer the following questions:

1. What is a child's personalized curriculum as analyzed from his movement responses?

2. What is the progression of a child's movement responses within the personalized curriculum?

DEFINITION OF TERMS

The following terms were used in a consistent manner throughout the study.

1. Movement responses: the overt behavior of a child that is elicited by the teacher's verbal or nonverbal behavior.

2. Personalized curriculum: a child's movement responses in relation to the teacher's verbal and nonverbal behavior.

3. Progression: the growth and development of a child's movement responses.

4. Teacher behavior: the teacher's verbal and nonverbal actions evident in the instructional setting.

ASSUMPTIONS

Three assumptions were made by the researcher. First, that the identification of one child's movement responses, over a period of six sessions, is adequate in determining his personalized curriculum. Second, that the recorded movement responses would represent a child's own progression and third, that the teacher in the study developed the content of his lessons based on the needs of the children as determined from their movement responses.

SCOPE OF THE STUDY

This study was conducted under the following limitations. The study was conducted in the Greensboro City School System, at the Julius I. Foust Elementary School, in Greensboro, North Carolina. One subject from a fifth grade physical education class at the Julius I. Foust Elementary School was the subject for this study. The subject was video taped while participating in a games class taught using the movement education approach. A total of six classes, over a three-week period, was used. The subject was video taped for three 30-minute sessions and three 15-minute sessions.

CHAPTER II

REVIEW OF LITERATURE

Literature from two broad areas was reviewed to provide a background for this study. The humanistic approach to education will be reviewed first, discussed as a general concept, then as it is reflected in open education and individualized instruction. Following this section of the review, the effects of humanistic education on elementary school physical education will be presented.

HUMANISTIC EDUCATION

The role of the educational system is to form ". . . curricular patterns, programs of study, and methods of instruction geared to the needs, interests, and capacities of individuals" (Keuscher, 1970:7). According to Macdonald, Wolfson, and Zaret (1973:v), for at least five decades there has been a fundamental split in education within the United States that has affected trends in both theory and practice. One basic trend was labeled the scientific movement which emphasized content, minimum essentials, and reliance on normative type tests. This trend was characterized by an emphasis on mastery of predetermined content and a command of selected responses. The other trend was labeled the humanistic movement. Supporters of this trend saw a need for education to stress human development, self-realization, and social reconstruction. As cited by Hamachek (1975:xi), the humanistic approach to education

is based on the assumption that ". . . teaching is first and foremost a relationship between teacher and student which includes human behavior, human meanings, and human understandings that grow out of uniquely human experiences." Rogers (1975:1) stated that the aim of education is the facilitation of learning. In order for the facilitation of significant learning to occur, certain qualities and attitudes exist in the relationship between the learner and facilitator (Rogers, 1969:106). There were three essential qualities presented for the facilitation of learning. The most important quality identified by Rogers (1969:6) is that of realness or genuineness. It is characterized by individuals being themselves in a direct person to person encounter. The second quality is that of prizing, acceptance, and trust. Prizing is characterized by a true caring for the learner, for their feelings and opinions as a person. Acceptance of the other person exists in the belief that each individual has worth in his/her own right (Rogers, 1975:8). It is also believed that each person is fundamentally trustworthy, thus a basic trust exists. The third quality is that of empathetic understanding. In this quality ". . . the teacher has the ability to understand the student's reactions from the inside, has a sensitive awareness of the way the process of education and learning seems to the student . . ." (Rogers, 1975:10). According to Rogers (1969:112), the students are not evaluated and judged, but understood from their point of view rather than that of the teacher.

Combs (1975:91) stated the primary goal of humanistic education as "self-actualization" of the learner. The self-actualized or fully functioning person is an individual who operates at the fullest extent of his/her potential.

According to Combs (1975:91-92), the self-actualized person is well informed, has a positive self-concept, is open to experiences, and possesses deep feelings of identification with others. Monez and Bussiere (1969:7) included the characteristics of autonomy, sensitivity to experiences, open-endedness, and creativity.

The humane person was described by Thelen (1969:19) as having two aspects. The first being enlightenment, which refers to wisdom and an openness to ideas. The second being compassion, which is the treating of others with kindness. Macdonald (1969:48) also discussed the humane person. He described three goals for fostering the development of human beings:

1. The commitment to the value of each human being as central to existence.

2. The fostering of awareness of potentiality and the awareness of environmental possibilities.

3. Awareness of possibilities to transcend the immediate personal and social situation.

The humanistic approach to education is based on process rather than upon static knowledge. It sets educational goals that are needed in a modern world of change (Rogers, 1975:4). Various forms of education have attempted to implement the goals and philosophical beliefs of humanistic education. Open education and individualized instruction are two such forms, each applying the concept, however, in different ways.

Open Education

The philosophical beliefs of open education are consistent with humanistic beliefs. One common idea central to open education is the emphasis placed on a ". . . warm, loving, and respectful relationship between child and child, child and adult, and adult and adult . . ." (Anderson, 1973:27). As stated by Stephen (1974:v), "Open education is now recognized as the major educational innovation of this decade." The single main catalyst in the spread of open education in the United States has been the apparent success of the British "informal" schools (Stephens, 1974:31).

This form of education developed as ". . . attacks at harsh discipline in the schools, at the narrowness of the curriculum or at teaching that stressed unthinking nonorganization of facts" were being made (Stephens, 1974:1). As an alternative, the priority was placed on the quality of human life with the development of self-esteem and personal dignity through a more relevant curriculum that focused on the child's needs and interests. As defined by Barth (1972:55), ". . . open education is a way of thinking about children, about learning and about knowledge." According to Stephens (1974:14) there exists in education a dichotomy between the content, that being what is learned, and the process, that being how it is learned. Open education favors how to learn rather than what is to be learned (Stephens, 1974:15). The flexibility found in open education provides for integration of various subject materials with children and their environment. A primary focus, however, of each lesson still remains learning how to learn. Stephens (1974:19) summarized these

beliefs about learning by stating that learning begins at birth, is continuous, personal, purposive, and self-motivated. In addition, learning requires that material be appropriate to the child's level of development, that the child be the director, not the receiver, and that the child be an active participant in the learning process.

According to Nyquist and Howes (1972:83), the most basic characteristic of open education is respect and trust in the child. Learning is not accidental, the environment is structured by activities that are carefully chosen in accordance with the teacher's knowledge of the children (Stephens, 1974:29). The setting is one of flexibility and adaptability in relation to the child's needs and interests. Provision is made for children to pursue individual interests through a variety of learning centers available. Many activities occur simultaneously and the opportunity exists for the student to be actively involved with materials. These learning situations serve as a base for a variety of life experiences.

Another characteristic of open education is that the atmosphere is one of trust, acceptance, and respect for the diversity of children in meeting their needs. It is believed important for children to become able to initiate activities, that they be self-directed, and able to take responsibility for their own learning (Perrone, 1972:8).

The way the teacher behaves by acting as a facilitator of learning, is still another characteristic of open education. Perrone (1972:32) viewed the teacher as an active agent, not only as a provisioner, but also as a stimulator

and catalyst for extended learning. The style of teaching behavior in open education requires a response to the child's behavioral cues in order to extend and build learning experiences. This is in contrast to the teaching style which specifies desired behavior changes that are determined in advance by the teacher (Henderson, 1975:62).

The curriculum in open education, according to Barth (1972:50), is ". . . a joint responsibility, guided by the adult through the selection and construction of materials and determined by the child through his individual responses to the materials." The curriculum is viewed as the integration of experiences rather than compartmentalized categories of discipline. The emphasis is on experimentation and involvement with materials. There is a lack of a rigid, prescribed curriculum, instead provisions are made for children to investigate matters which are of concern to them.

According to Rogers (1975:104), open education has had an impact in the United States even though the schools have not changed on a massive scale. He suggested, that in the future, alternative forms of education will persist fostering the idea of a more humane, responsive, and child-centered education. Rogers (1975) sees open education remaining as a viable force in American education.

Individualized Instruction

Another widely used form of education which incorporates some of the beliefs of the humanistic approach is often referred to as individualized

instruction. Individualized instruction has a variety of meanings based on different interpretations of the concept of individualization. One aspect of agreement about open education, as reflected in the literature, is that individualized instruction focuses on the person as an individual and acknowledges differences between persons (Gibbons, 1971; and Weisgerber, 1971).

Flanagan (1971) agreed with the previously mentioned aspect and discussed his ideas for programs of individualized instruction. Many programs of individualized instruction are primarily concerned with the child's rate of learning, referred to as pacing. Pacing is important, but he believes it should not be the single emphasis of the program (Flanagan, 1971). In addition, Flanagan (1971:6) stated that the program must come to grips with fundamental differences among students in relation to their interests, personal needs, and modes of thinking and learning.

According to Gibbons (1971:54), ". . . individualized programs vary in the elements of instruction they individualize and the degree of individualization in those elements." Four elements which Gibbons (1971:34) believed to be closely related are: materials for study, methods used to study the material, pace at which the material is studied, and the activity involved in study. The substance of each of these elements may be determined for the students or it may be determined by the students themselves. The way decisions are given to students affects the substance of the elements and therefore, what the child actually does. These elements are utilized in various instructional approaches, some of which will be discussed.

One approach permits each student to work at his/her own pace, while content, materials, and standards remain the same for all students. This approach allows the child no alternatives within the elements. A program may, however, offer the student alternatives in all of the elements. Another approach consists of degrees of individualization of the elements. For example, the subject matter component could be individualized in various degrees. The teacher could determine the subject matter and individualize by allowing students in different groups to read different books. Another degree of individualization could occur by allowing the student to select his own books on a given subject. The degree of individualization increases by allowing the student to choose the books and the topic he/she wishes to pursue. A higher degree occurs by allowing students to pursue their interest and to choose their own materials. Although they take many forms, programs of individualized instruction are similar. They usually include: a data base of instructional objectives, learning materials, performance tests, and some type of assessment or evaluation.

Summary

The humanistic approach to education focuses on the individual in the learning environment. It emphasizes human development, self-realization, and human interaction. Open education is a form of education that utilizes the humanistic approach in its entirety. Individualized instruction, although not purely humanistic in its implementation, has as a base, some humanistic beliefs about the learner. Individualized instruction, like humanistic education, is

concerned with the child as an individual in the learning environment. Its major focus is, however, limited to the aspect of pacing. It differs from humanistic education as the humane and personal characteristics do not appear as a central concern as they do in open education.

EFFECTS OF HUMANISTIC EDUCATION ON ELEMENTARY PHYSICAL EDUCATION

According to Riley (1975:47), physical educators are ". . . reexamining their philosophy, goals, values, and curriculums in relation to the broad humanistic goal of optimum development for the individual." As a result, significant changes are taking place in elementary school physical education. Some of the changes are direct results of the application of humanistic beliefs to the physical education program. In this section of the review, the effects of these beliefs on elementary school physical education will be discussed first in relation to the total program and then in relation to the games aspect specifically.

Total Program

View of the learner. A more humanistic approach to elementary school physical education is based on developing an environment of mutual trust between the teacher and learner (Bilbrough and Jones, 1970; Department of Education and Science, 1972; and Morison, 1974). This is accomplished through the teacher's understanding and respect for the child as an individual. According to

Morison (1974:12), the teacher must take ". . . into account the personality and individuality of the people they teach." Within those elementary school physical education programs that work towards this type of environment, each child is viewed as an unique individual with needs, interests, and capabilities specific to that person (Schurr, 1976). This humane quality is further emphasized in a position paper by the American Association for Health, Physical Education, and Recreation (1970) which suggested making the learning more relevant and personal for the learner. Importance was placed on offering the child maximum opportunity for involvement in the learning situation. In viewing the learner as an individual, it is also believed that learning occurs at different rates and in different styles (Department of Education and Science, 1972:12).

Content. It is evident in the literature that humanistic beliefs emphasizing a more personal approach to learning have influenced the content selected by elementary physical educators (Barrett, 1973; Mauldon and Layson, 1965; and Russell, 1965). In most cases, the content used was Laban's framework for the analysis of movement. The framework includes four components: (1) body, or what the body does, (2) space, or where the body moves, (3) effort, or how the body moves, and (4) relationship, or with whom or what the body moves (Morison, 1974; Russell, 1965; and Stanley, 1969). Barrett (1976:6) stated three reasons that support the use of this framework as content. She said,

> Besides giving a sense of order and wholeness to movement . . . it can be applied to all forms of movement no matter the purpose and it allows for the continuous creation of new learning opportunities.

Barrett's (1973) third reason supports the personal approach to learning in that it allows the teacher to create new learning experiences based on the needs of the student. According to the Department of Education and Science (1972), the content contributes to a relevant curriculum as it permits the personal movement needs and interests of each child to be met. This occurs as the child is allowed to develop his movement ability and an understanding and knowledge of movement as an unique individual.

The belief that the environment should be carefully structured in accordance with the teacher's knowledge of the child is important in relation to the development of content. The teacher structures a learning experience and the children respond in their own individual way. The teacher observes and reacts to the movement responses by structuring a new experience or by restructuring the same experience. The structuring of the environment depends on the teacher's interpretation and knowledge of the learner's movement needs (Department of Education and Science, 1972; and Morison, 1974).

Methods of instruction. During the late fifties and early sixties, a more humanistic approach to instructional techniques was emerging. Terms such as exploration, movement exploration, and problem solving characterized some of these approaches. Although a variety of interpretations existed for these terms, there was a mutual concern which focused on utilizing a more

humanistic approach for teaching children (Barrett, 1974). The humanistic approach centers on the idea of ". . . helping children understand movement as it relates to themselves, others, and the environment" (Barrett, 1974). Within the learning environment, an emphasis is placed on the humanistic belief concerning the relationship between the teacher and student which is built on mutual trust and respect. One way to develop this type of relationship, as suggested by Morison (1974), is for the teacher to communicate an acceptance of the child's movement capabilities. That is, the teacher accepts the child where he/she is at that particular point in time and helps the child to accept where he/she is at that point. This is used as a starting place to assist constructively the learner in becoming a more effective, efficient, and versatile mover (Department of Education and Science, 1972). The structuring of the learning environment is important in developing this humanistic belief. As indicated by Bilbrough and Jones (1970), although limitations are set in the learning situation, the teacher in the way he/she has designed the situation has allowed for a variety of movement responses. The children are able to work within their own capabilities proceeding at their own rate and personal level of ability. This type of learning situation also offers more opportunity for success. It is also believed important to assist the individual in becoming more of an independent learner, sharing the responsibility for his/her own learning with the teacher. Each child learns in different ways; therefore, no one method is appropriate for all children (Bilbrough and Jones, 1970; Mosston, 1966; and Stanley, 1969). This humanistic approach to instruction implies that effective

learning experiences should be designed in different ways. Instruction is therefore, a carefully planned process.

Schemes of methods for instruction, influenced by humanistic principles, have been designed by such people as Barrett (1973), Bilbrough and Jones (1970), Mosston (1966), and Stanley (1969). From studying the literature, it is evident that although many different instructional schemes have been designed, the basis of all of the schemes is determined by the amount of opportunity offered the students in the decision making process (Barrett, 1973; Schurr, 1976; and Tillotson, 1969).

Bilbrough and Jones (1970:29) discussed three types of instructional methods based on the amount of decisions given the learner. These were identified as direct, indirect, and limitation methods. The direct method was defined as having 100 percent limitations, with the teacher deciding the activity, apparatus, and desired movements. The indirect method was defined as allowing the student opportunity for decision making with the only limit being on the activity. The limitation method was defined as a combination of the direct and indirect method.

Stanley (1969:14-20) discussed four methods of instruction. These were: (1) command, (2) demonstration, explanation, and practice; (3) guided invention, and (4) the discovery process. The command style was described as placing an emphasis on correct physical performance. The second approach was described as the teacher demonstrating a skill, explaining it, and the student practicing the skill. Guided invention was described as the student

inventing within the limitations set by the problem. The discovery process was described as one leading to conceptual thinking, emphasizing the principles of movement rather than one specific movement. In this last approach, the teacher assisted the learner rather than dictated to the learner.

Mosston (1966) designed a spectrum which consisted of seven teaching styles arranged in a sequence that increases the amount of decision making on the part of the student. These are: command, teaching by task, reciprocal teaching, use of small groups, the individual program, guided discovery, and problem solving. The amount of choice given the student is determined by a shift in decision making from teacher to student. The shift occurs in one or more of the three variables present in each style. The three variables are: pre-class preparation, execution, and evaluation. For example, when teaching by command, the teacher makes the decisions in relation to all three variables. When teaching by task, pre-class preparation, and evaluation are determined by the teacher, with the student making decisions concerning execution. When teaching by problem solving, the teacher determines all decisions related to pre-class preparation and the student makes decisions related to execution and evaluation.

Barrett (1973) designed a framework that allows for all teaching behavior to be placed along a continuum. Unlike the previously discussed scheme, specific teaching methods are not identified. The continuum represents the different types and amounts of decisions given in the learning situation in relation to the learner's behavior. The two extremes of minimum and

maximum opportunity for decision making are placed at either end of the continuum. Barrett (1973:17) identified two types of teaching behavior, initial and subsequent, which she included in her framework.

> Initial teaching behavior refers to what the teacher does to begin the development of a movement idea, feeling or knowledge. Subsequent teaching behavior refers to the way the teacher guides further the same movement idea, feeling or knowledge.

Both teaching behaviors allow the learner varying degrees of opportunity to make decisions concerning his/her behavior in the learning situation. For example, the teacher's initial behavior may allow the children many opportunities for making decisions: "Strike using a variety of body parts." In developing the lesson, however, the teacher's subsequent behavior could be: "Strike using the upper body parts only." The initial task gave the children more opportunity for decision making while the subsequent task was more limited but still allowing the children some decision making. At any given time, the teacher's position on the continuum should be guided by what he/she knows about the development of children, how they learn, and in particular, how they learn movement.

The various instructional schemes previously discussed provide a means for the teacher to establish an environment that is consistent with the beliefs of humanistic education. If used as intended, they allow the teacher to be a facilitator of learning rather than a dispenser of knowledge. They allow for a relationship between teacher and student characterized by human understanding. This relationship develops because both the teacher and student have a

responsibility for the learning process. A relevant curriculum emerges that focuses on the child's needs and interests. This is because the development of a curriculum is based on what the teacher observes and what the student needs at that particular point in time. The learner is an active participant in decision making and in the total learning environment.

Games

As a result of applying humanistic principles to the teaching of physical education, the area of games teaching is presently being reexamined in relation to its effects on the child as a learner, its value as content, and its methods of instruction. Physical educators are now becoming more concerned with what actually happens to the child in a games situation (Morris, 1976:3-4). The effects of humanistic education and the concern for the child as an individual, has necessitated new approaches in the teaching of games in physical education (Riley, 1975:47).

It has been believed that inherent values exist in games, which justify their worth in the physical education program (Miller, Cheffers, and Whitcomb, 1974; Kirchner, 1974; and Vannier and Foster, 1968). In games playing, the most commonly emphasized focus is the development of social values and character (Mauldon and Redfern, 1969). Opportunities are believed to exist in games play which offer students interaction with an emphasis on fair and co-operative play. Whether or not this type of games play actually provides successful and helpful social experiences for children is a concern of many physical

educators. The new approach to games teaching which incorporates humanistic beliefs about learning and the learner emphasizes a more personal approach and allows for a relationship of human understanding to exist between teacher and student in the learning environment. According to Barrett (in preparation), this approach accepts children as individuals, creating a respect for their unique differences. The structuring of the learning environment assists in developing this type of relationship. Riley (1975:49) stated that this new approach to games teaching structures learning experiences ". . . to allow individuals to work at their own rate, to feel free to make mistakes in the process of becoming more skillful, and to become increasingly independent as learners."

The curriculum designed for the new approach to games teaching is more relevant, as it focuses on the child's needs and interests. In the traditional method, games teaching has consisted of national sports and games of specific preference to each individual teacher (Mauldon and Redfern, 1969). According to Hardisty (1972:11), the major focus was subject oriented rather than child oriented. Docherty and Peake (1976:20) stated that ". . . there is a possibility that the traditional method, because of the conformity required, does not meet the needs of the students, particularly those who are less athletic.

Riley (1975) believes that a humanistic approach to games requires a different approach to the teaching of games. In her development of the humanistic approach to games she suggested two significant theses. First, she said, ". . . skills derived from specific sports are not really so important for elementary school children to learn" (Riley, 1975:47). She believes that the

definition of skill should be more comprehensive and that a different approach to skills teaching in needed. In the traditional program, skills are related to a specific sport, such as a two hand chest pass in basketball. It is taught for the purpose of using that particular skill in that sport (Barrett, in preparation; Hardisty, 1972; and Morris, 1976). The new approach to games teaching views skill in a more open way as it relates to the individual learner. The emphasis is on a more skillful and versatile mover. Riley (1975) emphasized the importance of being a versatile and self-directed mover, rather than learning specific movement patterns. This idea is also discussed by Barrett (in preparation) as she characterized a game as having ". . . an environment that is always changing forcing the players to adjust constantly the movement patterns used . . . ."

Her second thesis suggests that there are many possible game forms (Riley, 1975:47). These forms offer many educational alternatives for teachers who design experiences for children in the learning of games. According to Barrett (in preparation), the curriculum should be designed to allow all children to become actively involved at the level of their own development. This is accomplished by utilizing the full range of possible game forms which have been analyzed by Riley (1975). She separated games into two categories, predetermined and original. Predetermined games are described as conventional or traditional in nature. Original games are not found in the literature and may be created or designed in any of three ways. The games may be teacher designed, teacher/child designed, or child designed. Riley (1975) described

teacher designed games as those created by the teacher. Teacher/child designed games were described as allowing both the teacher and the child to have input in decision making. Child designed games were described as games created by one or more children with the resulting structure reflecting the children's decisions. The viewing of games in this manner is a more humanistic approach to games teaching and has the potential to meet the needs of all the children involved.

Summary

Humanistic education has had an influence on elementary school physical education. This effect is evident in that the humanistic beliefs about the learner, content, and methods of instruction are being implemented in all phases of the program.

It is suggested by many authors that the new approach allows for a more relevant curriculum which meets the needs, interests, and capabilities of the learner. The learners are viewed as unique individuals who learn at different rates and in different styles.

The content, in most cases, came from Laban's framework for the analysis of movement. The child is allowed to develop his/her movement ability, knowledge, and understanding of movement as an individual. This occurs in a carefully structured environment. One in which the content is developed in accordance with the teacher's knowledge of the child.

A more humanistic approach to instruction is based on a mutual trust and respect between teacher and child. The teacher accepts the child where he/she is at a particular point in time and helps the child accept himself/herself at that point in time. Humanistic principles have influenced several schemes of methods of instruction. The basis for these schemes was the amount of opportunity given the student in the decision making process.

One phase of the program which was examined in relation to humanistic principles, is the teaching of games. In order to make games more personally meaningful to the child, a new look at games skills and games forms is needed.

CHAPTER III

PROCEDURES

The purpose of this study was to identify one child's personalized curriculum as it developed in response to the teacher's verbal behavior in a movement approach to games. The researcher focused on answering the following questions:

1. What is a child's personalized curriculum as analyzed from his movement responses?

2. What is the progression of a child's movement responses within the personalized curriculum?

PRELIMINARY PROCEDURES

The preliminary procedures will be discussed in two sections. These are: the development of a categorizing scheme to identify movement responses and the preparation of the researcher for the data collection process.

Development of a Categorizing Scheme to Identify Movement Responses

A scheme was developed for the purpose of identifying the subject's movement responses. Laban's framework for viewing movement and Mauldon and Redfern's (1969) classification and analysis of games were utilized in designing the scheme.

Laban's framework for the analysis of movement consists of four components which he perceived as common to all movement. The components are: body awareness, space awareness, effort, and relationship. Body awareness asks the question, what is the body doing? It includes the aspects of: body activities, body parts, symmetry, asymmetry, body flow, and body shape. Space awareness asks the questions, where does the body move? It includes the aspects of: levels, directions, extensions, air patterns, and floor patterns. Effort asks the question, how does the body move? It includes the four motion factors of weight, time, space, and flow. Relationship asks the question, with whom or what does the body move? It includes relationships of body parts to each other, with other people, and with equipment (Russell, 1965).

According to Mauldon and Redfern (1969), games in which the body or an implement are used to maneuver an object involve one or more of six activities. The six manipulative activites are: striking and throwing which involve sending an object away, catching and collecting which involve gaining possession of an object, and carrying and propelling which involve traveling with an object.

The categories used in the scheme are defined as follows:

I. The Four Categories
   A. Body Awareness
      1. Body parts: the part(s) of the body used during the movement response.
      2. Body activities: jumps, turns, and steps.

B. Space Awareness

1. Levels

a. High: the area above the waist.

b. Low: the area that includes the waist and below.

2. Zones

a. Center: the area that includes the total body surface, extending from the floor to the space above the head and a shoulders width across.

b. Right: the area extending from the right shoulder and from the floor upward.

c. Left: the area extending from the left shoulder and from the floor upward.

3. Directions

a. Front: the front surface of the body and the space extending forward from the body and forward to the right and left of the body.

b. Back: the back surface of the body and the space extending backwards from the body and backward to the right and left of the body.

c. Side: the width of the right or left side of the body, extending from the floor upward.

4. Extensions

a. Far: the area away from the body, beginning at a bent elbow position and continuing to an extended arm position.

b. Near: the area close to the body, beginning at body contact and continuing to a bent elbow position.

C. Effort

1. Time: the two element extremes, sudden and sustained.

2. Weight: the two element extremes, firm and fine. It refers to force in relation to the games area.

3. Space: the two element extremes, direct and flexible.

4. Flow: the two element extremes, bound and free.

D. Relationship

1. With other people: the subject in a relationship with one or more people.

2. With equipment: the equipment used and the subject's relationship with the equipment as it is being used.

II. Three Manipulative Activities

A. Toss:	sending the object away by throwing with one or both hands.
B. Strike:	sending the object away with a hitting or tapping action.
C. Catch:	gaining possession of the ball with hands or arms.

Preparation of Researcher for the Data Collection Process

Prior to collecting data for the study, observational training of the researcher was necessary. The researcher's training included the construction of training tapes and the development of observing and recording procedures.

Construction of training tapes. Two sets of training tapes were constructed. The first set of tapes was made during the early part of the spring semester 1975, at the Julius I. Foust Elementary School in Greensboro, North Carolina. The second set of tapes was filmed during the first part of the fall semester 1975, at the Vandalia Elementary School in Greensboro, North Carolina. Both schools were part of the Teacher Education Center for Elementary School Physical Education, a project jointly sponsored by the Greensboro City Schools and the University of North Carolina at Greensboro, School of Health, Physical Education, and Recreation. A fifth grade class was selected to be filmed for the first set of training tapes. Both a fifth and sixth grade class were selected to be filmed for the second set of tapes. All classes were selected because they were being taught games with a movement education approach. The teacher was the same in both sets of tapes. He was selected because of his approach to teaching

games. A subject was randomly selected from each of the classes taped. The technique used to film the tapes was the same as used when taping the actual subject for the study (see taping technique p. 32).

Observation and recording procedures. All observations were made from a video tape. To obtain the data, each tape was viewed two times. During the first viewing, the tape was observed in its entirety for the purpose of familiarizing the investigator with the subject's movement responses. During the second viewing, the tape was observed in segments, each segment being a complete movement response. A segment was replayed as many times as necessary for the researcher to classify accurately the movement response. As the tape was being played, the researcher verbally recorded her observations into a tape recorder by repeating the teacher's verbal instructions and describing the subject's movement responses. Once the movement response for a specific segment had been identified, that segment was not replayed. The movement response in the next segment of tape then became the focus. After each session, the data were transcribed on a recording sheet (see Appendix A). As the data were transcribed the movement responses were classified into three manipulative activities: strike, toss, and/or catch.

Observational training. Observational training of the researcher involved three progressive stages over a period of three months. From stage one through stage three, there was an increase in the length of the tape segment viewed and in the number of observational procedures used. Stage one involved

the viewing of several 10-minutes sections of tape. The purpose was to practice observing the subject's movement responses using the previously discussed scheme. Stage two involved the viewing of three 10-minute sections of tape. The purpose was to practice recording and transcribing the data observed in relation to the scheme. Stage three involved two viewings of a 20-minute tape for the purpose of estimating reliability in observing and recording movement responses. In addition to estimating reliability, the researcher realized practice was needed to increase the length of time she observed at one viewing.

Prior to collecting the data, the researcher's reliability in using the observation scheme was established. A 30-minute tape was viewed twice, two days apart, and reliability was established by comparing the transcribed data from the two viewings of the same tape. The percentage of agreement was determined by Bijou's (1969: 177-210) reliability index. Eighty to ninety percent agreement was achieved in all but four of the eighty-four movement response categories. This was considered adequate, thus the actual study could begin.

As the researcher began the first stages of observational training, she realized refinement of the scheme was necessary. Two aspects of the scheme were refined. First, the terms explaining the components of the scheme were defined more precisely. This was accomplished by identifying more specifically the boundaries within and between each aspect of the components. For example, the high and low level needed clarification as to where one level began and the other ended. The second aspect to be refined involved the space component. This component had originally included the three levels: high, medium, and

low. The use of all three levels proved to be unworkable. The middle level was eliminated and the high and low levels remained as the aspects of the space component.

COLLECTION OF DATA

Selection of Teacher and Class

The criterion for teacher selection was that he/she be knowledgeable and experienced in the teaching of games through the movement education approach. The teacher selected for this study was a male graduate student, working in connection with the Teacher Education Center for Elementary School Physical Education.

A fifth grade class at the Julius I. Foust Elementary School was selected for this study. The class was chosen because it was being taught by the teacher selected for the study and they were working in the games area.

Selection of the Subject

The criteria for the selection of the subject were:

1. He/she could work on learning tasks without needing constant direction from the teacher.

2. His/her attendance record at school was high.

The teacher was asked to select eight students whom he felt met the criteria presented for the selection of the subject. The researcher randomly selected the subject from the pool of eight students. The subject selected was a

10-year old boy from the fifth grade class at Julius I. Foust Elementary School. The teacher was not informed of the identity of the selected subject. Likewise, the student did not know he had been selected.

Video Taping Procedures

The procedure for video taping included selection of equipment, taping technique, and taping schedule. A discussion of each procedure follows.

Selection of equipment. The video tape equipment used for this study was the property of the School of Health, Physical Education, and Recreation at The University of North Carolina at Greensboro. The equipment used was a Sony video tape deck model AV-3650 with a Sony microphone, a Sony camera model AVF-3200 with a Sony television zoom lens f=16-64mm and a tripod, a Sony monitor model CVM-51uwp with a 10-inch screen, and a 21-inch Sony monitor.

Taping technique. The position of the camera was guided by the following criteria:

1. The necessity of a wide viewing range of the total room to allow for clear viewing of the subject at all times.

2. The necessity for adequate lighting under the existing conditions.

Following the above criteria and information gained from the training tapes, effective camera positions were chosen. The taping was done in the cafetorium and in the compound. The cafetorium was a large working area used by the school as a cafeteria and an auditorium. The compound was a central working

area the size of a classroom, that was shared by four adjacent classes. When taping in the cafetorium, the selected camera position was on the stage located at one end of the room. When taping in the compound, the camera was positioned on a table at one end of the room.

The equipment was operated by the investigator. The teacher's verbal behavior was recorded using an "echo" technique. An assistant, speaking into a microphone, immediately repeated the teacher's verbal behavior. This procedure for audio recording was used so that the teacher would not be hampered by a microphone and cord.

Taping schedule. The subject was taped for six consecutive lessons, two days a week, for a three-week period during the spring semester 1975. The schedule for taping the sessions was as follows: (1) Wednesday, February 19th, (2) Friday, February 21st, (3) Wednesday, February 26th, (4) Friday, February 28th, (5) Wednesday, March 5th, and (6) Friday, March 7th. On Wednesdays, the lessons were taught in the compound with a taping time of 15 minutes and on Fridays, in the cafetorium with a taping time of 30 minutes. Due to the size of the compound, the 30-minute instructional period was divided into two 15-minute sessions. Taping time included only the session in which the subject participated. The taping time for March 7th was 20 minutes because of technical difficulties with the equipment. Six tapes, three representative of 15-minute lessons and three representative of 30-minute lessons, comprised the data.

Data Recording Procedures

The six tapes were viewed in four sessions, during one week of fall semester 1975. The order of the viewing sessions was: (1) tape #1, viewing time two and one half hours, (2) tapes #2 and #3, viewing time two hours forty-five minutes and one hour forty-five minutes respectively, (3) tapes #4 and #5, viewing time two hours forty-five minutes and one and one half hours respectively, (4) tape #6, viewing time two hours.

The techniques used in the preliminary procedure for viewing the tapes and for recording and transcribing the data were used in the study. These techniques are described on p. 29.

Reliability and Objectivity

The investigator's degree of reliability in using the observation scheme was determined by estimating the percentage of agreement between two transcriptions of the same tapes. One week after the data were initially collected, two tapes were randomly selected for a second viewing. When viewing the tapes and transcribing the data for the second time, the investigator followed the procedures used in the original viewing. Bijou's (1969:177-210) reliability index was used to show the percentage of agreement between the two sets of transcribed data.

Objectivity was determined by two judges who were asked to match three written descriptions of the movement responses, as identified by the researcher, with the corresponding video taped lessons. Both judges were given

three recording sheets, each containing a written description of the tapes. After viewing the three tapes, the judges were asked to match each tape with a written description. Objectivity was accepted if the judges matched each tape correctly with the corresponding written description.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

Within any lesson there exists two curriculums. These are the teacher's curriculum and the child's personalized curriculum. The teacher's curriculum consists of planned learning experiences utilizing content based on the needs of the child in the movement environment. The child's movement responses in relation to the teacher's curriculum becomes his/her personalized curriculum. The purpose of this study was to identify one child's personalized curriculum as it developed in response to the teacher's verbal behavior in a movement approach to games. It was the researcher's intent to answer the following questions:

1. What is a child's personalized curriculum as analyzed from his movement responses?

2. What is the progression of a child's movement responses within the personalized curriculum?

This chapter is divided into two major sections. The first section presents the data which includes the teacher's curriculum and the subject's personalized curriculum. The second section is an analysis of the data which includes discussion of the subject's personalized curriculum and progression.

PRESENTATION OF DATA

Lesson Number One

Teacher's curriculum. The teacher's curriculum for this lesson focused on striking, using a variety of body parts. The children were encouraged to improve the use of a variety of body parts and to work on control. There were three major learning experiences designed by the teacher. They were: striking in general, striking with stress on using upper body parts and then lower body parts, and partner work using a variety of body parts.

Subject's personalized curriculum. During the manipulative activity of striking, a variety of body parts were used by the subject. The total frequencies with which each body part was used while striking, tossing, and catching are shown in Table 1. In the beginning of the lesson, the subject worked alone using his hands predominantly, with his head and right arm used only slightly. As the teacher reemphasized the use of different body parts, the subject used his hands less frequently and began to increase his use of knees, arms, and head. Later in the lesson, when the teacher emphasized striking with hands only, the subject responded accordingly. Toward the end of the individual work, the subject responded to another of the teacher's suggestions by striking primarily with his feet and knees, using his back and left hand only once. Near the end of the lesson the subject began working with a partner. The hands were once again used predominantly until the teacher encouraged the use of different body parts.

The subject then responded by using a variety of body parts: right foot, right knee, head, and both hands. Throughout the lesson, any change in the subject's movement responses occurred specifically in relation to the teacher's verbal behavior.

Table 1

Frequencies of the Subject's Movement Responses in Lesson Number One: Body Parts

Categories	Strike	Toss	Catch
Body Parts			
right hand	29	0	0
left hand	33	1	2
both hands	4	72	51
right knee	17	0	0
left knee	10	0	0
right arm	2	0	0
left arm	1	0	0
right foot	11	0	0
left foot	8	0	0
right leg	0	0	0
left leg	0	0	0
head	9	0	0
back	1	0	0

The body activities of steps, turns, and jumps were observed. The total frequencies of these body activites are shown in Table 2. Steps were used most often when striking as the subject traveled to strike a moving ball. As the subject worked with catching, steps were also used when retrieving the ball. Turns were used most often when catching. Fewer turns were used while

striking and tossing. The subject jumped once when catching. To emphasize more control, the teacher suggested that the students catch the ball after each strike. Following the teacher's suggestion, the subject began to toss, strike, and catch with fewer steps and turns.

Table 2

Frequencies of the Subject's Movement Responses in Lesson Number One: Body Activities

Categories	Strike	Toss	Catch
Body Activities			
steps	27	0	20
turns	14	1	21
jumps	0	0	1

The subject's use of the general space was recorded in levels, zones, directions, and extensions. The total frequencies of these aspects while striking, tossing, and catching are shown in Table 3. The subject's use of space consisted primarily of a high center front position, with the primary use of far extensions. During the last part of individual work, the subject's use of space changed as he increased the variety of body parts used when striking. As he began striking with the knees, feet, head, and hands, his use of space included low center front, high right side, high left side, and low center back.

The quality of the subject's movements was observed during the manipulative activity of striking and as he used the body activities. When striking the

ball, the subject's movements had a sudden, strong, and direct quality. The flow characteristic was bound. The body activities of steps, turns, and jumps were observed as being sudden and utilized space in both a direct and flexible manner. The flow characteristic was free.

Table 3

Frequencies of the Subject's Movement Responses in Lesson Number One: Space

Categories	Strike	Toss	Catch
Space			
Levels			
high	81	65	41
low	44	8	14
Zones			
right	8	1	2
left	5	0	2
center	112	72	51
Directions			
front	115	67	55
back	6	6	0
side	4	0	0
Extensions			
far	67	0	36
near	42	0	5

Summary. While striking, the hands were used predominantly, with arms, head, knees, and back being used to a lesser degree. Any significant change in a pattern of movement responses seemed to occur as a direct result of the teacher's verbal behavior. The subject's use of general space consisted

primarily of a high center front position with the primary use of far extensions during all three manipulative activities. The quality of the subject's movement was sudden, direct, strong, and bound. During the activities of steps, turns, and jumps the characteristic of flow was free.

Lesson Number Two

Teacher's curriculum. The teacher's curriculum, as in the last lesson, focused on striking with a variety of body parts. The children were encouraged to improve the use of a variety of body parts, to improve control, and to design a game. There were three major learning experiences designed by the teacher. They all focused on striking, using a variety of body parts while working alone, with a partner, and in a game design situation.

Subject's personalized curriculum. In the second lesson, the subject used a plastic ball. He worked in three learning situations: individually, with a partner, and with a partner in designing a game. Each of the learning situations was approximately the same amount of time. During the last part of the lesson, the subject chose to continue working with a partner although the opportunity was given to work with one to four people in a self-designed game situation.

The total frequencies with which each body part was used while striking, tossing, and catching are shown in Table 4. With control being a major emphasis of the lesson, the subject tended to use his hands most often during the manipulative activity of striking. During the first part of individual work, the

subject worked primarily with his hands, using his arms and head occasionally. As the teacher encouraged the use of different body parts, the subject included the use of his knees, right foot, head, and right arm, with his hands used predominantly. Towards the end of the individual work, the subject responded to the teacher's comment to "keep the ball closer to the body," by striking with the hands only. During partner work, the subject worked primarily with his hands and used his right knee, right foot, and head occasionally. In response to a teacher's suggestion, the subject directed the ball downward to the floor with a striking action. During the game-designed experience, the subject used his hands most often and the head and knees occasionally.

Table 4

Frequencies of the Subject's Movement Responses in Lesson Number Two: Body Parts

Categories	Strike	Toss	Catch
Body Parts			
right hand	59	2	3
left hand	22	0	19
both hands	2	38	54
right knee	11	0	0
left knee	4	0	0
right arm	2	0	0
left arm	2	0	0
right foot	4	0	0
left foot	0	0	0
right leg	0	0	0
left leg	0	0	0
head	5	0	0
back	0	0	0

The body activities of steps, turns, and jumps were observed. The total frequencies of these body activities are shown in Table 5. Steps were used most often when striking, as the subject traveled to strike a moving ball. As the subject worked with catching, steps were also used when retrieving the ball. Fewer steps were taken when tossing. Turns were used most often while striking with fewer turns used while catching and tossing. The subject jumped once when striking and when catching. In response to the teacher's comment "to keep the ball closer to the body," the subject caught the ball after each strike using fewer steps, turns, and jumps.

Table 5

Frequencies of the Subject's Movement Responses in Lesson Number Two: Body Activities

Categories	Strike	Toss	Catch
Body Activities			
steps	33	3	32
turns	21	1	17
jumps	1	0	1

The subject's use of general space was recorded in levels, zones, directions, and extensions. The total frequencies of these aspects while striking, tossing, and catching are shown in Table 6. The predominant use of space during all three manipulative activities consisted of a high center front position with the primary use of far extensions. A low level was used occasionally when

striking and catching and only slightly when tossing. The right zone was used slightly when striking and catching. The left zone was used slightly but only when striking. The back and side directions were not used during any of the three manipulative activities. The near extension was used occasionally when striking and only slightly when catching.

Table 6

Frequencies of Subject's Movement Responses in Lesson Number Two: Space

Categories	Strike	Toss	Catch
Space			
Levels			
high	89	59	40
low	26	3	17
Zones			
right	2	0	2
left	2	0	0
center	111	62	55
Directions			
front	115	62	57
back	0	0	0
side	0	0	0
Extensions			
far	87	0	32
near	17	0	2

The quality of the subject's movements were observed during the manipulative activity of striking and as he used the body activities. When striking the

ball the subject's movements had a sudden, strong, and direct quality. The flow characteristic was bound. The body activities of steps, turns, and jumps were observed as being sudden and utilized space in both a direct and flexible manner. The flow characteristic was free.

Summary. While striking, the subject predominantly used his hands with the head, arms, feet, and knees used occasionally. Except in direct response to the teacher's suggestion, the subject spent a lot of time trying to gain control of the ball. The subject's use of general space consisted primarily of a high center front position and far extensions were used most often during all three manipulative activities. The quality of the subject's movement was sudden, direct, strong, and bound. During the body activities of steps, turns, and a jump, the characteristic of flow was free.

Lesson Number Three

Teacher's curriculum. The teacher's curriculum, as in previous lessons, focused on striking, using a variety of body parts. The children were encouraged to continue exploring body parts that could be used for striking, to increase control, and to work with a partner at a time determined by each child. There were two major learning experiences designed by the teacher, individual work and optional partner work emphasizing striking.

Subject's personalized curriculum. In the third lesson, the subject used a plastic ball and worked both individually and with a partner. The greater portion

of the lesson was devoted to individual work.

During the manipulative activity of striking, the subject used a variety of body parts with the hands being used predominantly. The total frequencies with which each body part was used while striking, tossing, and catching are shown in Table 7. In the beginning of the lesson, the subject worked primarily with his hands, with the right knee and right arm being used slightly. As individual work continued, a task was given by the teacher that focused on the use of the upper body parts. The subject responded by using his hands most often, with an occasional use of the right arm, right knee, and right foot. In response to a task that focused on the use of lower body parts, the subject began striking with his knees and feet and eventually used his hands and arms. As the teacher encouraged the use of different body parts, the subject increased the use of his hands, head, knees, legs, and right foot. Near the end of the lesson, the opportunity was given to work either alone or with a partner. The subject chose to work with a partner and began striking with the hands primarily, using the head, feet, right knee, and right arm occasionally. Striking the ball down to the floor occurred at times during partner work.

The body activities of steps and turns were observed. The total frequencies of these body activities are shown in Table 8. Steps were used most often when catching as the subject traveled to retrieve the ball and move to an open space before striking again. Fewer steps were used when striking as the subject traveled less often to strike a moving ball. Turns were used most often when catching and only slightly when tossing.

Table 7

Frequencies of the Subject's Movement Responses in Lesson Number Three: Body Parts

Categories	Strike	Toss	Catch
Body Parts			
right hand	28	0	0
left hand	19	7	0
both hands	0	59	48
right knee	19	0	0
left knee	3	0	0
right arm	5	0	0
left arm	1	0	0
right foot	11	0	0
left foot	7	0	0
right leg	3	0	0
left leg	1	0	0
head	4	0	0
back	0	0	0

Table 8

Frequencies of the Subject's Movement Responses in Lesson Number Three: Body Activities

Categories	Strike	Toss	Catch
Body Activities			
steps	13	0	29
turns	6	0	23
jumps	0	0	0

The subject's use of general space was recorded in levels, zones, directions, and extensions. The total frequencies of these aspects while striking, tossing, and catching are shown in Table 9. The subject's use of space during all three manipulative activities consisted predominantly of a high center front position with the primary use of far extensions. A low level was used often when striking and only slightly when tossing and catching. The right zone was not used during any of the three manipulative activities. The left zone was used only once when striking. The back direction was also used only once when striking. The side directions were not used during any of the three manipulative activities. The near extension was used only slightly when striking and catching.

The quality of the subject's movements was observed during the manipulative activities of striking and as he used the body activities. When striking the ball, the subject's movements had a sudden, direct, and bound quality. The force was usually strong, but at times the subject was able to vary it by using a light amount of force. The flow characteristic was bound. The body activities of steps and turns were observed as being sudden and utilized space in both a direct and flexible manner. The flow characteristic was free.

Summary. While striking, the hands were used predominantly with the arms, head, knees, and feet being used to a lesser degree. The subject often worked in his personal space as fewer steps were used to strike a moving ball. The subject's use of space consisted primarily of a high center front position with the primary use of far extensions during all three manipulative activities. The

Table 9

Frequencies of the Subject's Movement Responses in Lesson Number Three: Space

Categories	Strike	Toss	Catch
Space			
Levels			
high	59	65	41
low	42	1	7
Zones			
right	0	0	0
left	1	0	0
center	100	66	48
Directions			
front	100	66	48
back	1	0	0
side	0	0	0
Extensions			
far	76	0	14
near	6	0	5

quality of the subject's movement was sudden, direct, and bound. The amount of force used was most often strong with a light amount of force used slightly. During the body activities of steps and turns, the characteristic of flow was free.

Lesson Number Four

Teacher's curriculum. The teacher's curriculum for this lesson focused on striking with selected body parts. The children were encouraged to develop further the skill of striking using different body parts, to strike with a partner, and to establish groups for designing a game within teacher imposed limitations. There were three major learning experiences designed by the teacher. These were: individual work striking using different body parts, individual or partner work improving the use of different body parts while striking, and designing a game with striking working in groups of one to four people.

Subject's personalized curriculum. In the fourth lesson, the subject used a plastic ball working individually and with a partner in a self-designed games experience. The subject chose to work alone for the greater portion of the lesson. During individual work, he alternated working against the wall and away from the wall.

The total frequencies with which each body part was used while striking, tossing, and catching are shown in Table 10. While working at the wall, the subject initially used his hands, right knee, and legs. Later in the lesson the subject increased the use of body parts as the feet, knees, head, and arms were used occasionally. During a series of consecutive strikes, the subject used his right knee, right foot, left hand, right hand, and head. Before striking, the subject allowed the ball to bounce off the wall and the floor. Towards the end of individual work, three consecutive strikes were made using

first the right knee, then the right foot, and finally the right hand as the ball bounced off the wall. When working away from the wall the subject initially used his hands. Later he began using his knees, arms, right foot, and head. Towards the end of individual work, the subject used his feet to propel the ball throughout the room.

During the last portion of the lesson the subject worked with a partner in a self-designed game. The game, as initially designed by the subject and his partner, did not include striking. After talking with the teacher the students altered their game to include striking with different body parts. The hands were used most often with the knees, right foot, and head used occasionally.

Table 10

Frequencies of the Subject's Movement Responses in Lesson Number Four: Body Parts

Categories	Strike	Toss	Catch
Body Parts			
right hand	62	0	0
left hand	29	29	0
both hands	1	50	56
right knee	23	0	0
left knee	6	0	0
right arm	1	0	0
left arm	1	0	0
right foot	16	0	0
left foot	1	0	0
right leg	0	0	0
left leg	0	0	0
head	6	0	0
back	0	0	0

The body activities of steps and turns were observed. The total frequencies of these body activities are shown in Table 11. Steps were used most often when catching and occasionally when striking. Fewer steps were used when tossing. Turns were used most often when catching and only slightly when striking.

Table 11

Frequencies of the Subject's Movement Responses in Lesson Number Four: Body Activities

Categories	Strike	Toss	Catch
Body Activities			
steps	26	5	49
turns	5	0	32
jumps	0	0	0

The subject's use of general space was recorded in levels, zones, directions, and extensions. The total frequencies of these aspects while striking, tossing, and catching are shown in Table 12. The predominant use of space, during all three manipulative activities, consisted of a high center front position with the primary use of far extensions. A low level was used often when striking and occasionally when catching. A low level was used only slightly when tossing. The right zone was not used during any of the three manipulative activities. The left zone was used once when striking. The back and side directions were not used during any of the three manipulative activities. The near extension was

used occasionally when striking and catching.

Table 12

Frequencies of the Subject's Movement Responses in Lesson Number Four: Space

Categories	Strike	Toss	Catch
Space			
Levels			
high	92	74	39
low	54	5	17
Zones			
right	0	0	0
left	1	0	0
center	145	79	56
Directions			
front	146	79	56
back	0	0	0
side	0	0	0
Extensions			
far	87	0	33
near	23	0	14

The quality of the subject's movements were observed during the manipulative activity of striking and as he used the body activities. When striking the ball the subject's movements had a sudden, direct, and bound quality. The force was usually strong. The body part striking the ball usually had a firm quality while the parts not used were less firm. The body activities of steps and turns were observed as being sudden, fine, and utilized space in both a direct and

flexible manner. The flow characteristic was free.

Summary. The subject initially confined his use of body parts to the hands and later included the use of knees, arms, legs, feet, and head. The subject's use of space when striking, tossing, and catching was most often a high center front position with the primary use of far extensions. The subject's movement qualities were observed as strong, sudden, direct, and bound. The flow characteristic, however, was free during stepping and turning activities.

Lesson Number Five

Teacher's curriculum. The teacher's curriculum, as in lesson number four, focused on striking with selected body parts. The children were encouraged to increase their ability to strike with a partner using different body parts. There were two major learning experiences designed by the teacher. These were: individual work on striking and striking with a partner using different body parts with emphasis on gaining more accuracy.

Subject's personalized curriculum. In the fifth lesson, the subject used a plastic ball and worked both individually and with a partner. Approximately the same amount of time was devoted to each portion of the lesson.

During the manipulative activity of striking, a variety of body parts was used with the right knee used most often. The total frequencies with which each body part was used while striking, tossing, and catching are shown in Table 13. As the subject worked individually, he included the use of the right

knee, left arm, head, feet, and hands. In response to the teacher's suggestion to "eliminate the use of hands while striking," the subject worked with his feet and right knee, using the head and left hand once. During the second portion of the lesson. the subject worked with a partner. Partner work began with one person tossing and the other striking the ball. In the beginning of partner work, the subject tossed the ball to his partner using both hands most often with the right hand used occasionally. When striking, the subject included the use of the right knee, left arm, right foot, hands, and head. Near the end of partner work, the hands, knees, left arm, right foot, and right leg were used occasionally while striking.

Table 13

Frequencies of the Subject's Movement Responses in Lesson Number Five: Body Parts

Categories	Strike	Toss	Catch
Body Parts			
right hand	13	6	0
left hand	12	2	0
both hands	0	46	34
right knee	16	0	0
left knee	1	0	0
right arm	0	0	0
left arm	8	0	0
right foot	10	0	0
left foot	2	0	0
right leg	1	0	0
left leg	0	0	0
head	3	0	0
back	0	0	0

The body activities of steps and turns were observed. The total frequencies of these body activities are shown in Table 14. Steps were used most often when catching and less frequently when striking. Steps were used once when tossing. Turns were used most often when catching and only slightly when striking.

Table 14

Frequencies of the Subject's Movement Responses in Lesson Number Five: Body Activities

Categories	Strike	Toss	Catch
Body Activities			
steps	13	1	26
turns	7	0	14
jumps	0	0	0

The subject's use of general space was recorded in levels, zones, directions, and extensions. The total frequencies of these aspects while striking, tossing, and catching are shown in Table 15. The predominant use of space, during all three manipulative activities, consisted of a high center front position with the primary use of far extensions. A low level was used often when striking and occasionally when catching. A low level was used only slightly when tossing. The right zone was used only once when striking. The left zone was used slightly when striking. The back and side directions were not used during any of the three manipulative activities. The near extension was used slightly when

striking and catching.

Table 15

Frequencies of the Subject's Movement Responses in Lesson Number Five: Space

Categories	Strike	Toss	Catch
Space			
Levels			
high	38	50	23
low	26	4	11
Zones			
right	1	0	0
left	6	0	0
center	57	54	34
Directions			
front	64	54	34
back	0	0	0
side	0	0	0
Extensions			
far	48	0	15
near	6	0	7

The quality of the subject's movements were observed during the manipulative activity of striking and as he used the body activities. When striking the ball the subject's movements had a sudden, direct, and bound quality. The force was usually strong, with a lighter quality used occasionally. The body part used to strike the ball had a quality of firmness. Other parts not directly involved in striking lacked firmness. The body activities of steps and turns were observed

as being sudden and fine and utilized space in both a direct and flexible manner. The flow characteristic was free.

Summary. While striking, the right knee was the body part used predominantly. The hands were used less often and the arms, feet, legs, and head were used occasionally. The subject's use of space was most often a high center front position. The quality of the subject's movement was sudden, direct, and bound. The subject's force usually had a strong quality. Steps and turns were characterized by free flow.

Lesson Number Six

Teacher's curriculum. The teacher's curriculum for this lesson also focused on striking with selected body parts. The children were encouraged to work on individual needs in striking and to develop a game. There were two major learning experiences designed by the teacher. These were: to work individually striking, using a variety of body parts, and to design a game.

Subject's personalized curriculum. Due to technical difficulties the first ten minutes of this lesson were not taped. A record of the subject's individual work was thereby omitted.

When working with a partner, during the manipulative activity of striking, the hands were used predominantly. Other body parts were used to a lesser degree. The total frequencies with which each body part was used while striking, tossing, and catching are shown in Table 16. In the beginning of the

self-designed game, the subject worked with the right and left hands only. He then began using his right knee and feet. Near the end of the lesson the head was used occasionally. For a brief period of time near the first part of the game, the subject stopped striking and began tossing and catching the ball with his partner.

Table 16

Frequencies of the Subject's Movement Responses in Lesson Number Six: Body Parts

Categories	Strike	Toss	Catch
Body Parts			
right hand	37	0	0
left hand	8	4	0
both hands	0	32	33
right knee	8	0	0
left knee	0	0	0
right arm	0	0	0
left arm	0	0	0
right foot	19	0	0
left foot	1	0	0
right leg	0	0	0
left leg	0	0	0
head	3	0	0
back	0	0	0

The body activities of steps and turns were observed. The total frequencies of these body activities are shown in Table 17. Steps were used most often when catching and less frequently when striking. Turns were most often used when catching and occasionally when striking.

Table 17

Frequencies of the Subject's Movement Responses in Lesson Number Six: Body Activities

Categories	Strike	Toss	Catch
Body Activities			
steps	15	0	29
turns	7	0	16
jumps	0	0	0

The subject's use of general space was recorded in levels, zones, directions, and extensions. The total frequencies of these aspects while striking, tossing, and catching are shown in Table 18. The predominant use of space when striking and catching was a low center front position. When tossing, a high center front position was most often used. A far extension was primarily used. A high level was used occasionally when striking and slightly when catching. A low level was used occasionally when tossing. The right zone was used only slightly when striking and catching. The left zone was also used only slightly when striking and catching. The back and side directions were not used during any of the three manipulative activities. The near extension was used occasionally when striking and slightly when catching.

The quality of the subject's movements were observed during the manipulative activity of striking and as he used the body activities. When striking the ball the subject's movements had a sudden, direct, and bound quality. The amount of force varied, but was primarily strong. A strong amount of force

occurred as the subject struck the ball down to the floor. The body activities of steps and turns were observed as being fine and free. The quality of space was most often flexible.

Table 18

Frequencies of the Subject's Movement Responses in Lesson Number Six: Space

Categories	Strike	Toss	Catch
Space			
Levels			
high	28	23	5
low	47	13	28
Zones			
right	4	0	3
left	3	0	1
center	68	36	29
Directions			
front	75	36	32
back	0	0	0
side	0	0	1
Extensions			
far	42	0	15
near	12	0	1

Summary. While striking, the hands were used predominantly, with an occasional use of the right knee, feet, and head. While tossing, the subject most often used a high center front position. A low center front position was most commonly used while striking and catching. During all three manipulative activities, a far

extension was predominant. The quality of the subject's movement was sudden, direct, and bound. The amount of force used was varied. The subject's steps and turns were sudden, fine, free, and usually flexible.

ANALYSIS OF DATA

The analysis will include a discussion of the subject's personalized curriculum and the progression inherent in it. The discussion will focus first, on identifying the subject's personalized curriculum, emphasizing patterns of movement responses that emerge throughout the lesson, and focus second, on the subject's progression within and between lessons.

Personalized Curriculum

Movement responses which are the child's personalized curriculum will be discussed in relation to the four components of body, space, effort, and relationship. The emphasis is on the personalized curriculum as it developed in relation to the teacher's curriculum over a period of six lessons.

Body. Within each lesson, changes in the subject's movement responses usually occurred as a direct response to the teacher's verbal behavior. One example of this pattern appeared in relation to the variety of body parts used. An increase in the use of different body parts was noted after the teacher emphasized use of a variety of parts. Two exceptions of this pattern occurred in lesson number three. At one point, the teacher gave directions to strike with the upper body parts, suggesting the use of shoulders, arms, head, and hands. The subject

responded by using his right knee, hands, and right arm. These body parts were the same as those used previously in the lesson. No new upper body parts were tried. Following this task, the lower body parts were to be used with the feet and legs being suggested. Although the subject responded by using his feet and knees primarily, he did return to the use of hands near the end of this task.

Throughout most of the lessons, there were three body parts used predominantly while striking. These were the right hand, left hand, and right knee. The subject's responses in lesson number six did vary from this pattern in that the right hand and right foot were the body parts used primarily while striking. The body part used most often was the hands, more specifically the right hand. Exceptions did occur in lessons number one and five. The left hand and right knee were used most often.

Although different body parts were used in most lessons, the subject continually returned to the use of his hands as the learning situation became more complex or unfamiliar to him. This pattern was not observed in lessons number four and five as it was observed that the subject used body parts in more of a random manner.

More variety in the use of body parts occurred in lessons number one, three, and four. This seemed to have occurred in lessons one and three as a result of the teacher's verbal behavior, however, in lesson four it seemed that the student did it on his own. Also noted in lesson number four was the use of a variety of body parts in a series of consecutive strikes.

During lesson number one, the body activity of steps were taken as the subject traveled throughout the room striking and retrieving the ball. During lessons number three, four, five, and six, steps were used most often when catching and to a lesser degree while striking.

In summary the body parts used by the subject while striking were: right and left hand, both hands, right and left knee, right and left arm, right and left foot, right and left leg, head, and back. The frequencies show that the right hand was used most often, with the left hand and right knee used often.

Space. During most lessons, the high center front position was used predominantly in all three manipulative activities. The low center front position was used to a lesser degree during all six lessons while striking. During lesson number six, the low center front position was used most often while striking. The use of a low level had a direct relationship with the body part used for striking. When using the lower body parts of feet and knees, the low center front position was most often used.

In summary the subject's use of space was: high center front position, low center front position, high right front position, high left front position, low right front position, high right side position, high left side position, high center back position, and low center back position. The frequencies show that the high center front position was used most often with the low center front position used often.

Effort. The subject's quality of movement in all six lessons was similar. During all lessons, the quality of movement while striking was sudden, direct, and bound. A strong amount of force was used in lessons number one and two, indicating a lack of control. Possibly the subject did not conceptualize the relationship between force and control, thus accounting for more force and less control in lessons number one and two. Varying amounts of force were observed in the remaining lessons. The subject's control seemed to improve in relation to the amount of force used. The body activities in all lessons were fine, both flexible and direct, and free.

The subject's effort qualities are summarized in relation to those used most often. The frequencies show that those qualities used most often while striking were: sudden, direct, bound, and strong. The qualities used most during body activities were: sudden, direct and flexible, and free.

Relationship. During lesson number two, the subject chose to work with a partner in a game situation rather than working with a larger group. During lesson number four, the subject chose to work alone most of the time.

In summary, the subject utilized the component relationship in the following way. The subject worked individually, with a partner, in a self-designed games situation, and with a plastic ball.

Progression

Progression has been defined for this study as the growth and development of movement responses. The basic principle of progression that emerged

in the subject's personalized curriculum was simple to complex. This principle of progression was observed in two main areas: the use of body parts, and the subject's ability to initiate his movement responses.

Within each lesson a simple to complex progression occurred in the use of a variety of body parts. In all lessons, with the exception of lesson number five, the subject tended to begin striking using a limited number of body parts adding more variety as the lesson continued. When the learning experiences became more complex, the subject usually returned to a limited use of body parts. More specifically, the subject returned to the use of hands, with more variety emerging as the subject continued to work. This progression was not seen in lesson number five, as the subject demonstrated what appeared to be a random use of body parts throughout the lesson.

A simple to complex progression in the use of a variety of body parts also occurred between lessons. During lessons number one and two, the subject seemed to use a series of strikes with the hands, then with different body parts, and returned to the use of the hands. This occurred throughout the two lessons. During lessons number three, four, and five, there was a change in the pattern as the subject exhibited what seemed to be a more random use of body parts.

Progression was observed in the amount of force used and its effect on control as the subject was striking the ball. In lessons one and two, the subject used more force resulting in less control. In lessons three through six, the subject varied his amount of force, thus improving his control while striking.

A progression occurred in relation to an increase in use of consecutive strikes. During lessons number one, two, and three, there were occasional short series of consecutive strikes, mainly with the hands. In lesson number four, there were longer series of consecutive strikes involving the use of a variety of body parts.

A simple to complex progression occurred in relation to the teacher's verbal behavior and the subject's use of different body parts. During the first three lessons, the subject increased the variety of body parts used in direct response to the teacher's verbal behavior. During the remaining three lessons, the use of different body parts seemed to be more often initiated by the subject. The progression was from movement responses initiated by the teacher to self initiated responses by the subject.

CHAPTER V

SUMMARY, CONCLUSIONS, AND SUGGESTIONS FOR FURTHER STUDY

SUMMARY

The purpose of this study was to identify one child's personalized curriculum as it developed in response to the teacher's verbal behavior in a movement approach to games. It was the researcher's intent to answer the following questions:

1. What is a child's personalized curriculum as analyzed from his movement responses?

2. What is the progression of a child's movement responses within the personalized curriculum?

The researcher video taped one subject for six consecutive lessons, two days a week, for a three-week period. The subject selected for this study was a 10 year old boy from a fifth grade class at the Julius I. Foust Elementary School, Greensboro City Schools. The teacher selected was knowledgeable and experienced in the teaching of games using the movement approach.

A scheme was developed for the purpose of identifying the subject's movement responses. Laban's framework for viewing movement and Mauldon and Redfern's (1969) classification and analysis of games were utilized in designing the scheme.

All observations were made from a video tape. As the tape was being played, the researcher verbally recorded her observations into a tape recorder by repeating the teacher's verbal instructions and describing the subject's movement responses. After each session, the data were transcribed on a recording sheet which classified the movement responses into three manipulative activities: strike, toss, and/or catch.

The researcher's reliability was determined by estimating the percentage of agreement between two transcripts of the same tape. Bijou's (1969:177-210) reliability index was used. Objectivity was determined by two judges. They were asked to match three written descriptions of the subject's movement responses, as identified by the researcher, with the corresponding video taped lessons.

CONCLUSIONS

It was the purpose of this study to answer the following two questions:

1. What is a child's personalized curriculum as analyzed from his movement responses?

2. What is the progression of a child's movement responses within the personalized curriculum?

Within the limitations of this study the following answers can be stated. In reference to the first question, the child's personalized curriculum will be identified in terms of body, space, effort, and relationship. In terms of body the subject used the right hand, left hand, both hands, right knee, left knee,

right arm, left arm, right foot, left foot, right leg, left leg, head and back. In terms of space the subject used the high center front position, low center front position, high right front position, high left front position, low right front position, high right side position, high left side position, high center back position, and low center back position. In terms of effort the subject's movements while striking had a sudden, direct, and bound quality. The subject's movements during body activities predominantly had a sudden, direct and flexible, and free quality. In terms of relationship the subject worked individually, with a partner, in a self-designed game situation, and with a plastic ball. Table 19 summarizes the subject's personalized curriculum.

In reference to the second question, the progression of a child's movement responses within the personalized curriculum was as follows. A sequential progression occurred in terms of the degree to which the subject used body, space, effort, and relationship. The subject's sequential progression in terms of the degree to which each body part was used while striking was: right hand most often, left hand, right knee, and right foot. Other body parts were used to a lesser degree and more randomly such as the head and left foot. The subject's sequential progression in terms of the degree of the use of space was: high center front position most often and low center front position. Other levels, zones, and directions were used to a lesser degree. The subject's sequential progression in terms of the degree to which effort was used primarily occurred in the motion factor weight. During early lessons the subject used a greater amount of force while striking, resulting in less control. In later lessons the

Table 19

The Subject's Personalized Curriculum

use of body parts	use of space	use of effort	use of relationship
right hand	high, center, front	used most	individually
left hand	low, center, front	often while	with a partner
both hands	high, right, front	striking:	in a self-designed
right knee	high, left, front		game situation
left knee	low, right, front	sudden	with a plastic
right arm	high, right, side	direct	ball
left arm	high, left, side	bound	
right foot	high, center, back	strong	
left foot	low, center, back		
right leg		used most	
left leg	high, center, front	often during	
head	was used most often	body activities:	
back			
	low, center, front	sudden	
the right	was used often	direct	
hand was		flexible	
used most		free	
often			
the left			
hand was			
used often			

amount of force used varied, improving the subject's control while striking. The subject's sequential progression in the use of relationship was: individually, with a partner, and in a self-designed game situation. The basic principle that emerged in the subject's personalized curriculum was simple to complex. This principle of progression was observed in two main areas: the use of body parts, and the subject's ability to initiate his movement responses. This simple to complex progression occurred in the use of a variety of body parts in the following ways:

1. Within each lesson, the subject usually began striking using a limited number of body parts with more variety occurring as the lesson continued.

2. Within each lesson, when the learning experience became more complex, the subject usually returned to the use of hands with more variety emerging as he continued to work.

3. During lesson number one and two, the subject tended to use a series of strikes with the hands, occasionally using different body parts. A more random use of body parts occurred in lesson number three, four, and five.

4. During lessons number one, two, and three, short series of strikes occurred using the hands primarily. In lesson number four, longer series of consecutive strikes occurred involving the use of a variety of body parts. The simple to complex progression that occurred in the subject's ability to initiate his movement responses was evident throughout the six lessons.

In regard to the subject's ability to initiate his own movement responses, during the first three lessons, he increased the variety of body parts used in direct response to the teacher's verbal behavior. During the remaining three lessons, the use of different body parts seemed to be more often initiated by the subject.

SUGGESTIONS FOR FURTHER STUDY

The investigation and understanding of the facets of personalized curriculum are in their early stages with implications for more research. They are:

1. It is suggested that a study be conducted to examine the personalized curriculum of more than one subject. This will allow the researcher to examine different aspects of personalized curriculums developed within one class.

2. It is suggested that a longitudinal study which focuses on the development of movement responses within the child's personalized curriculum be conducted. The extended period of time would allow the researcher an opportunity to identify the development within the child's movement responses and changes within his personalized curriculum.

3. It is suggested that there is a need for a study in the area of the teacher's ability to observe movement responses and redesign tasks within the learning environment. This need resulted from the fact that each child does have a personalized curriculum. At times the movement responses within this curriculum reflect the teacher designed task, at other times the movement responses seem to reflect the child's personal preferences.

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APPENDIX A

DATA WORK SHEET

DATA WORK SHEET

Tape: #3
Tape Time: 15 minutes
Date of Lesson: February 26, 1975
Taped at: Julius I. Foust Elementary School

Teacher's Curriculum

Major Focus:	striking using a variety of body parts
Emphasis:	explore a variety of body parts increase control
Learning Experiences:	individual work on striking optional partner work on striking

Child's Responses

Toss	Strike	Catch
Teacher's verbal behavior:	The striking is getting better with different body parts. The space in here is different from the cafeteria. Take a ball and warm up working on striking with different body parts, use all of the space.	
hcf[1] 2 hands	hcf left hand over head far	
	hcf right hand far	
		lcf 2 hands turns right interference
		hcf 2 hands close

[1]Abbreviations refer to the category scheme found on pages 26-28.

hcf 2 hands	hcf left hand far	hcf 2 hands turn to right
hcf 2 hands	hcf left hand far hcf left hand far	lcf 2 hands turn to right
hcf 2 hands	lcf right knee far hcf right knee steps, far	hcf 2 hands steps, far
hcf 2 hands	hcf right hand far, interference hcf right arm turn left, far hcf left hand steps, turn right far	

Teacher's verbal behavior: Stop. Work on the idea of keeping the ball closer. Where do you have to strike it to make it go up rather than across the room? Look around, use all the space, use different body parts.

hcf 2 hands	hcf left hand over head far	hcf 2 hands steps
hcf 2 hands	hcf right hand close	out of view turn right
hcf 2 hands	hcf right knee far hcf left hand far	interference steps, turn
hcf 2 hands	hcf right hand turns right far hcf right hand turns right far	interference steps

Teacher's verbal behavior:	Stop. A little better control I think. If you find yourself losing the ball think where it will go if hit on the side. In the direction you strike it. Think about that and work for a few minutes with upper parts of the body, using head, shoulders, arms, hands.	
hcf 2 hands	lcf right knee	
		steps to retrieve ball
	lcf right hand bounces ball	
		hcf 2 hands out of view
hcf 2 hands	lcf right knee far	hcf 2 hands steps, far
hcf 2 hands	hcf right hand steps left close hlf left hand far	
hcf 2 hands	hcf right arm far	hcf 2 hands steps, turn right
hcf 2 hands	hcf left hand far	out of view
hcf 2 hands		hcf 2 hands
hcf 2 hands		hcf 2 hands
Teacher's verbal behavior:	Stop. If my ball is out here and I want to strike with elbow, what do I have to do to get the ball straight up. Move into position under the ball. Think about it, go again, using arms, shoulders, head, and hands.	
	hcf right arm close	hcf 2 hands turns

hcf 2 hands	hcf left hand far	out of view turns left
hcf 2 hands	hcf left hand	out of view turns left steps
hcf 2 hands	hcf left hand far hcf right hand far	
		out of view turns right
hcf 2 hands	lcf right foot far lcf right hand turns right far	
		hcf 2 hands turn, far
hcf 2 hands	lcf foot far	out of view turns right

Teacher's verbal behavior: Stop. In order to get the body part under the ball you need to move a little. Think about that and try it, use just legs and feet this time, slow down for more control.

hcf 2 hands	lcf right foot far	hcf 2 hands far
hcf 2 hands	hcf right knee far	steps, out of view
hcf 2 hands	hcf right knee far	hcf 2 hands steps, far
hcf 2 hands	lcf foot far	out of view turn left
hcf 2 hands	hcf right knee far	

	lcf right knee far	hcf 2 hands far
hcf 2 hands	hcf left knee steps, far hcf right knee far	out of view turn
	hcf left foot far	out of view turn, steps
hcf 2 hands	lcf left foot far	
	lcf right foot far	hcf 2 hands steps lcf 2 hands

Teacher's verbal behavior: Stop. Work and think about what you are doing. Use legs, and feet in different ways.

hcf 2 hands	lcb left foot far	lcf 2 hands
hcf 2 hands	hcf right knee steps, far lcf left foot far	out of view steps
hcf 2 hands	lcf right foot far	hcf 2 hands turn right
hcf 2 hands	lcf left knee far lcf left leg far	
hcf 2 hands	lcf right knee far	hcf 2 hands steps

hcf 2 hands	hcf right arm far hcf left arm far lcf right hand	hcf 2 hands turn left
hcf 2 hands	hcf left hand far hcf left hand far	out of view turn right
	hcf right hand far hcf right hand far	
		hcf 2 hands far
hcf 2 hands	lcf right knee far	hcf 2 hands steps
Teacher's verbal behavior:	Stop. Get in a space by yourself, see how long you can keep the ball going, use as many different body parts as you can. If the ball starts to get away collect it and start over.	
		hcf 2 hands steps
hcf 2 hands	hcf head close	hcf 2 hands
hcf 2 hands	hcf left hand far	
	hcf right hand hcf left hand far hcf right hand	out of view hcf 2 hands far

hcf 2 hands	lcf right foot far	lcf 2 hands close
hcf 2 hands	lcf right leg far	hcf 2 hands close
hcf 2 hands	lcf left leg far	hcf 2 hands close
hcf 2 hands	lcf right leg far lcf right hand steps	hcf 2 hands steps

Teacher's verbal behavior: Stop. I saw some pretty good work. Keep your eye on the ball, watch it all the way--go again. Keep it going with different body parts.

hcf 2 hands	hcf left hand hcf right hand steps	hcf 2 hands steps, far
hcf 2 hands	hcf head close hcf left hand steps, far	retrieve ball
hcf 2 hands	hcf head close	out of view turn right
	hcf right hand	hcf 2 hands steps
hcf 2 hands	lcf right knee	hcf 2 hands far
hcf 2 hands	lcf left knee	hcf 2 hands steps
	lcf right foot	retrieve ball

Teacher's verbal behavior: Stop. Work with a partner, striking with different body parts. If you work better by yourself then stay alone, either is o.k. Use a ball and start working. (subject chose to work with a partner)

hcf left hand	hcf right hand far	hcf 2 hands
	interference	
hcf 2 hands	lcf right foot far	hcf 2 hands steps, far
hcf 2 hands	lcf foot far	hcf 2 hands interference
	hcf left hand	
hcf left hand holds the ball	hcf right hand steps, far hcf right hand steps, far	
ball comes to subject	lcf right hand ball directed to floor	
ball comes to subject	hcf right arm far	retrieve ball steps left
lcf left hand holds the ball	hcf right hand far directs ball down to floor	hcf 2 hands steps, far
hcf 2 hands	lcf right knee far	hcf 2 hands steps
hcf 2 hands	lcf right foot far lcf right hand steps, turn	hcf 2 hands turn
hcf 2 hands	lcf right foot far	hcf 2 hands turn,
lcf left hand holds ball	hcf right hand far	

ball rolls to subject	lcf left foot	hcf 2 hands turns left steps
hcf 2 hands	lcf right knee far	out of view steps

Teacher's verbal behavior: Stop. Stay close to your partner, keep the ball up in the air.

hcf 2 hands	hcf head steps, far	hcf 2 hands far
hcf left hand	hcf right hand far	out of view turns, steps
hcf 2 hands	lcf right knee far	hcf 2 hands far
hcf left hand holds the ball	hcf right hand far	lcf 2 hands steps, turns
hcf 2 hands	lcf left foot far	hcf 2 hands
hcf left hand holds the ball	hcf right hand	
	interference	
	hcf left hand steps, far	out of view steps

Teacher's verbal behavior: Stop. Strike at this level, or this level? Which is easier? Down or up, response was up higher, because it gives more time to get under the ball. Put balls back in box.

Effort

Time: sudden movements used
Weight: used strong amount of force
at times the degree of force varied
Space: direct
Flow: bound movements used while striking
free movements were used during body activities, however, not as free as in other tapes