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THE UNIVERSITY OF ALBERTA

A CASE STUDY ANALYSIS OF A FUNCTIONAL CURRICULUM IN
PHYSICAL EDUCATION

BY

GREGORY ALBERT WOOD



A THESIS SUBMITTED TO
THE FACULTY OF GRADUATE STUDIES AND RESEARCH
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF

DOCTOR OF PHILOSOPHY

DEPARTMENT OF SECONDARY EDUCATION

EDMONTON, ALBERTA

FALL 1994



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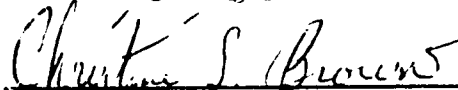
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	Developmental	Humanistic	Fitness	Movement education	Kinesiological studies	Play education	Personal meaning
Refers	Opportunity for maximum development Development holistic with individual differences Learning how to learn	Individual uniqueness Feelings more important than knowledge Student best determines how and what to learn	Unique role of physical education is its contribution to health	Individual uniqueness Holistic integrity increasing independence	Experiential learning of knowledge Learning how to learn	Play valuable as source of meaning Quality play requires education	Holistic purposeful beings Education—the creation of meaning Process skills essential
Goals	Competence Individuality Socialization Integration of experience	Self body-world connection Sense of community Active playful spent	Knowledge about fitness Skills in activities with health benefits Commitment to regular exercise	Move skillfully Aware of meaning of movement Knowledge about movement	Move skillfully Knowledge about movement Problem solving ability	Increase tendency and ability to play by a increasing skill b socializing into play environment	Individual development Environmental coping Social interaction Potential meaning for participants
Conceptual framework	Developmental characteristics	Stages of development in self-direction	Components of health related fitness	Framework and themes for movement analyses	Structure of discipline	Structure of play	Potential meaning for participants
Program design	Developmental themes	Expanding self-awareness and responsible choice	Knowledge and activities related to fitness	Movement themes in games, dance, gymnastics	Concepts integrated with activity	Competitive and expressive activities	Learning activities related to purposes and processes

	Developmental	Humanistic	Fitness	Movement Education	Kinesiological Studies	Play Education	Personal Meaning
Dimension Individual development	Expert diagnosis	Self directed	Expert diagnosis	Expert diagnosis	Expert diagnosis	Personal meaning	Personal meaning
Dimension Social/cultural goals	Preparation for society and social change	Social change	Preparation for society	Preparation for society	Preparation for society	Preparation for society and social change	Preparation for society and social change
Dimension Subject matter/content	Movement	Play and fitness	Fitness	Movement	Movement	Play	Movement
Value orientation	Self actualization	Self actualization	Disciplinary mastery	Disciplinary mastery and learning process	Disciplinary mastery and learning process	Disciplinary mastery	Ecological variety and learning process

Table 1. Summary description and analysis of curriculum models

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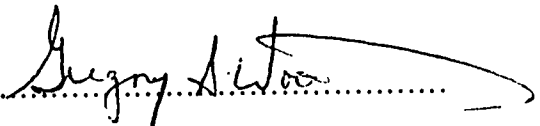
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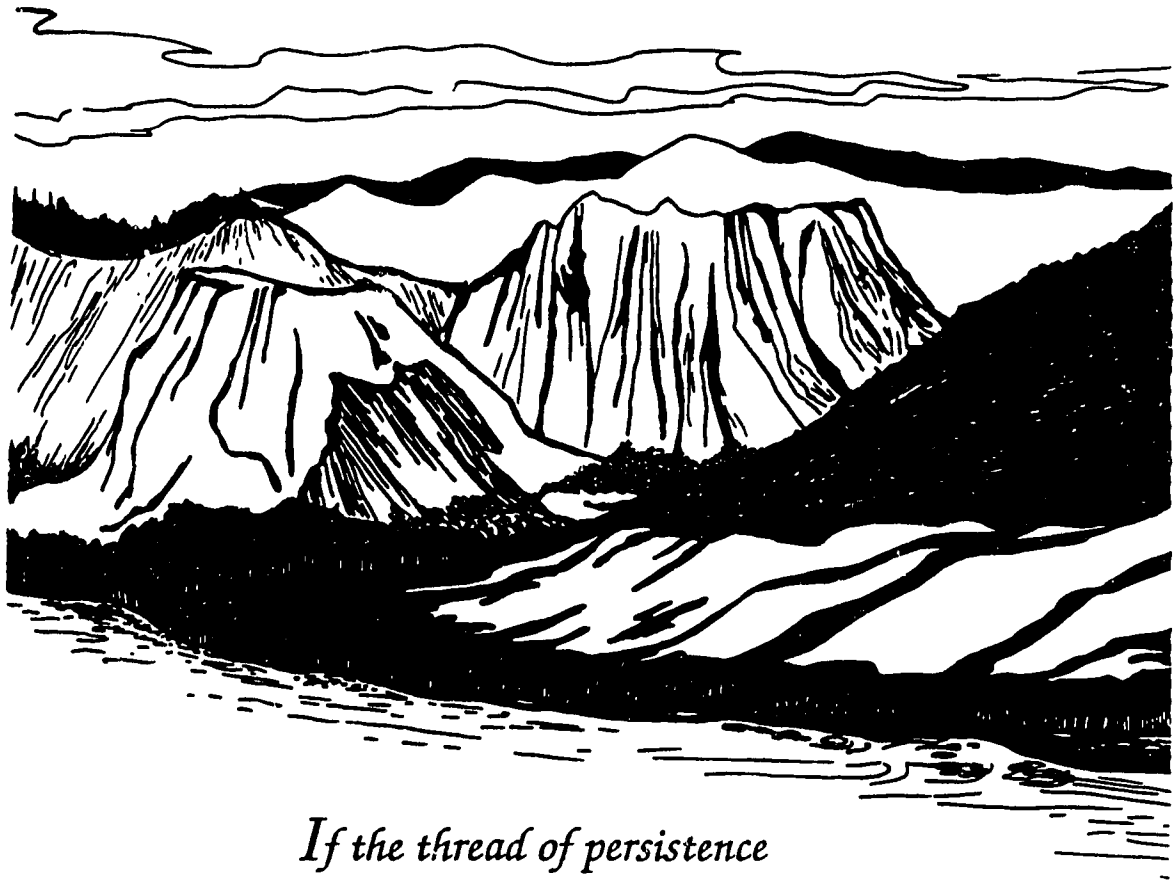
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is not woven into character,
achievement is just a dream.*

*So find your own path; if you cannot,
cut your own.*

If you tire, rest ... don't give up ...

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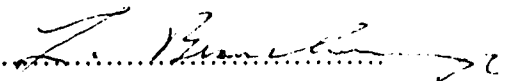
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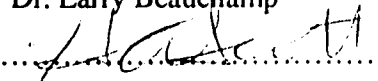
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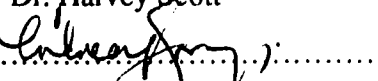
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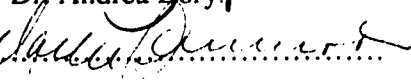
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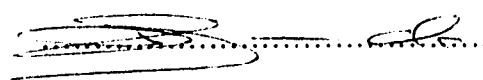
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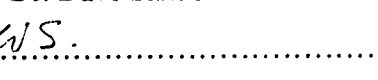
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DEDICATION

I wish to dedicate this work to:

My spouse Karen, children Logan, Brendan and Taylor, and my mother Jocelyn, who have each expressed their dedication to the project by their patience, support and love.

Thank you for *always* being there.

ABSTRACT

Using a qualitative, case study research methodology, the functional curriculum (Dodds, 1983) of a single physical education class was explored to provide a comprehensive analysis of how a curriculum unfolds in the real life-world of high school physical education. Through observation, audio-taped class sessions and interview, the unfolding of the curriculum was followed for a complete school year. Using Kirk's (1988) definition of curriculum (context, knowledge and interaction), the functional curriculum of a compulsory Grade 10 Physical Education course was analyzed to understand the explicit, null, implicit, covert and hidden levels of curricula as outlined by Dodds.

Analysis of the explicit level of curriculum demonstrated a context grounded in traditional values of hard work, compliance and Christian moral education. These community values filtered into the functional curriculum through a traditional sport orientation toward physical education, compliance to an "authorized curriculum" which primarily served the physical education needs of the "athletes", and a teacher-centered curriculum which required passive acceptance of an inappropriate curriculum model.

Analysis of the implicit level of curriculum uncovered a student-sponsored agenda which varied according to student interaction with the explicit curriculum, the teacher and other students. The intersection of context, knowledge and interactions revealed a way of being and knowing which confirmed and supported a traditional sport culture and educational philosophy. Students mediated the influence of tradition by participating in activities external to the school, and by constructing interaction strategies which worked against the teacher-centered agenda. Similarly, teacher-constructed strategies served to promote his agenda within the functional curriculum of PE 1100. Analysis of the functional curriculum provided an in-depth understanding of the lived-curriculum of high school physical education for one school.

ACKNOWLEDGEMENTS

I wish to acknowledge the unflagging faith of my supervisor, Dr. Larry Beauchamp, who has always been a source of strength and confidence. I wish to thank again, Dr. "Harve" Scott for enabling my family and I to feel a part of his family. I would like to thank Dr. Andrea Borys for her friendship, support and confidence in my work, and for providing me an opportunity to get my "feet wet" in teacher education. To Dr. Wallie Samiroden, I wish to say a warm thank you for consenting to help in this "non-environmental" project, and for providing guidance and support. My thanks also go out to Dr. Dave Sande who has continued to support my work, and to Dr. Paul Darst who kindly consented to serve as the external examiner for the project

To Reg, and the students of PE 1100, this project, extended as it was, would not have been possible without your support. It has been a most demanding and enlightening growth experience, for which I thank you greatly.

Finally, I wish to acknowledge the support of the school board, administration and teaching staff of Beacon High.

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CHAPTER I

THE RESEARCH ORIENTATION

Search for the 'Critical' Question

This study reflects my own search to understand the complexities of the curriculum of the physical education 'classroom'. In my efforts to assist pre-service physical education teachers in understanding the meaning of physical education curriculum, I realized that current literature on physical education curriculum provided little insight into physical education 'as lived' by students and teachers. The curriculum literature, and the curriculum texts of physical education 'methods' were inherently bereft of many of the realities of my own experience of teaching physical education, and offered little assistance to my pre-service students in understanding the world of the physical education teacher. Many of these physical education curriculum texts (Siedentop, 1983; Rink, 1985; Jewett & Bain, 1985), are written from an 'empirical-analytic' orientation to curriculum (Aoki, 1979), situated heavily in the positivistic paradigm of psychological theories of human development and theories of effective classroom management. The 'ends-means' approach to curriculum planning and design embodied by these texts is based on the belief that the teacher plans and controls all aspects of learning in the educational setting, and that students are passive recipients of curriculum. The concomitant belief that using the 'scientific' approach to curriculum would lead to successful 'learner outcomes' in the physical education setting has resulted in an emphasis on technical or 'cook-book' approaches to teaching. Kirk (1988) makes the observation that:

Unfortunately, for this perspective and for us, the realities of schooling and education do not easily lend themselves to a technological approach. Though, I believe, many individual teachers see through the scientific rhetoric that much curriculum work in physical education entails, we collectively as a profession have done little to challenge some of its dominant assumptions and deep rooted beliefs. (p. 2)

The 'traditional' orientation to curriculum study views curriculum as content, as something which can be offered, consumed or ignored. The curriculum-as-content view has become synonymous with the 'technical' orientation to curriculum study, and has been the driving force of most major curriculum and teaching method texts in physical education. This has given teacher educators and the students of those programs, little option but to accept and practice a technical, ends-means orientation to curriculum and methods of teaching.

The focus on curriculum-as-content has also ignored many of the issues which face physical education teachers and students in our present society, creating within these groups a passive, acceptive mind-set toward physical education and education in general. Kirk (1988) comments further that:

The problem with even the most recent texts on curriculum study and physical education is that they present "ideas" and "procedures" (and less often "issues", because these imply controversy) that have been worked through by mainstream curriculum writers and curriculum researchers in other school subject areas up to a decade or more ago (p. 2).

Critical Pedagogy

Within the field of physical education, which is viewed as conservative even within the educational community, few writers have attempted to critique the current orientation to physical education curriculum and instruction, preferring instead to reproduce the status quo. It is only recently that writers in physical education curriculum (Dodds, 1983; Evans, 1988; Kirk, 1988; Kirk & Tinning, 1990; Sparkes, 1992) have begun to orient towards critical theory as a way to understanding the underlying forces in physical education which may contribute both to the reification of the 'curriculum-as-content' view in physical education, and to the injustices presently being promulgated within our society. Thus the view of curriculum study being supported in this document is 'curriculum study-as-critique' as expressed by Kirk (1988):

In building an approach that draws on critical theory, the study of curriculum uses the methodology of critique. This involves criticism of the underlying forces that create reality in its unjust and oppressive forms, and of the ways in which physical education may be contributing to injustice and oppression. It needs to be emphasized that such criticism should not be destructive but aims instead to be constructive of new and alternate realities. The central project of curriculum study-as-critique is to point to the inconsistencies and contradictions that lie at the root of our own and other's practices, with a view to acting on these contradictions once they are illuminated. When curriculum is viewed as educational praxis, then curriculum study-as-critique offers an important starting point for a critical pedagogy, because it provides practitioners with the opportunity of approaching issues and problems that have a genuine bearing on their own lived experiences in schools. (p. 35)

What is missing in physical education curriculum study, according to Kirk, is an orientation to the experience of physical education and the meanings attached to that experience. It is the orientation to practice which is missing... an orientation to the lived-experience of students and teacher engaged in learning and teaching about moving, playing, relating and, within the practice, interpreting those experiences. Bain (1989) has provided a rationale for the current research which is profoundly consistent with my own developing professionalism:

To serve this function adequately, more research is needed at every level of schooling. These need to be qualitative studies conducted in naturalistic settings focusing not just on behaviors but also on the meanings of those events. The analysis also needs to examine the relationship of the observed, face-to-face interactions to the larger society in which that particular school exists. Physical educators need to see ways in which their day-to-day behaviors reinforce or challenge cultural beliefs and practices. Teacher educators need to understand the origins of the hidden curriculum and the ways in which the socialization process can be modified to change it. (p. 310)

Schempp (1993) has supported Bain's claim by commenting that few investigations have been undertaken to explore "knowledge of educational contexts" (p. 6). He states, "Precisely how educational contexts effect schools, teaching, and learning, remains a largely unexplored territory in both general and physical education" (p.6). Educational contexts are the "social and environmental factors in and around the classroom" which "informs teacher's practices, beliefs, purposes and perspectives" (p. 6). Using an interpretive / critical methodology for the study of an educational context will:

... seek to understand the contextual social rules and assumptions that underlie teachers' actions and knowledge, identify the social norms and expectations that give status to various types and forms of knowledge, and finally, reveal how teachers' knowledge is, or can be, perceived by others in and out of schools. (Schempp, 1993, p. 7)

This 'curriculum study-as-critique' provides an opportunity for the educational researcher to explore the experiences and meanings of the teacher and students within a particular educational context.

Purpose of the Study

The study was therefore intent on describing and analyzing the physical education curriculum 'as lived' by the students and teacher in one physical education context. The analysis brings to light, in as rich and intricate detail as possible, the experiences and attached meanings of the physical education curriculum. The 'functional curriculum' (Dodds, 1983) has been analyzed to consider the knowledge, interactions and context (Kirk, 1988) which gave direction to that curriculum, and was further analyzed from a 'curriculum study-as-critique' perspective, with the explicit intent of disclosing the 'sub-text' of the curriculum-as-lived.

Research Questions

Thus, the study entitled A Case Study Analysis of a Functional Curriculum in Physical Education intends to explore, describe, expose and analyze the curriculum-as-lived in an attempt to help prospective and practicing physical education teachers understand more fully the implications and challenges of their practice. A number of sub-questions were addressed when considering the larger question:

1. What kinds of knowledge, behaviors and attitudes were considered un/important or valuable/worthless in the physical education 'classroom'?

2. What messages (intended/unintended) were conveyed through the various 'layers' of the physical education curriculum?
3. In what way did the life histories of the participants influence the shared classroom curriculum?
4. In what way was the 'official' curriculum subverted to create a curriculum-as-lived which better served the students, teachers and administrators in the school, and society in general?
5. In what way did the social, economic, religious and political structures of the community impact on the functional curriculum of the physical education 'classroom'?

These questions in no way exhaust the range or depth of inquiry, nor exclude other questions from being explored. The questions intend to guide the reader toward the analytic orientation of the researcher with a view to the potentialities of the research. As a primary assumption of qualitative research, the reflexive properties of data analysis must preclude any *a prioric* assumption or bias in the research question. In a case study, as will be described, initial questions serve to guide rather than constrain the research, freely allowing the researcher to develop new and promising directions.

CHAPTER II

REVIEW OF LITERATURE

Introduction

Physical education is a multi-disciplinary field of study, requiring practitioners and theorists to be well versed in natural as well as social science disciplines. With numerous advances in sport science and technology, and the presence of an ever increasing number of ethical and philosophical questions related to such topics as the 'role of the Olympic movement' and 'drugs in sport', physical educators are charged with the responsibility of bringing an ever expanding field of study into the world of the young child. The question that must therefore be addressed continually by physical educators is, "What is the curriculum of physical education?". This question may be answered in a multitude of ways, and one could argue that the curriculum of physical education is as diverse as the physical educators who design and teach their respective curricula. However, Departments of Education and School Board jurisdictions whose primary self-imposed roles are to design and oversee curricula would not necessarily agree with this view. The first portion of the review of literature attempts to arrive at a definition of physical education curriculum, followed by a survey of the dominant curriculum models in physical education. The remainder of the literature review will present scholarly and contemporary research relevant to school physical education.

Theoretical Framework: Towards a Definition of Physical Education Curriculum

Researchers of educational curricula have developed a considerable array of definitions for the term 'curriculum'. Barrow (1984), for example, lists eight definitions of curriculum by prominent curriculum writers. The writers, in the course of their work,

were obligated to offer the reader their own conception of curriculum, a conception through which their views of curriculum could be interpreted. Neagley and Evans (1976, cited in Barrow, 1984), for example, state curriculum to mean "... all the planned experiences provided by the school to assist the pupils in attaining the designated learning outcomes to the best of their abilities" (p. 5), while Barrow himself states curriculum to mean "... a programme of activities (by teachers and pupils) designed so that pupils will attain so far as possible certain educational and other schooling ends or objectives" (Barrow, 1984, p. 8). He notes that although the eight definitions of curriculum share similar characteristics, few writers are able to agree on which features should be emphasized, or even to suggest the possible range of meanings the term 'curriculum' could convey. The theoretical notions of curriculum, it must be pointed out, differ considerably with the 'meaning-in-use' ascribed by the students and teachers who are confronted with curriculum each day.

The 'meaning-in-use' for the word curriculum among researchers and practitioners alike, has long been synonymous with content, that is, the knowledge component of education. More recently, with the increased interest in the psychological aspects of learning and personal development, 'process-oriented' conceptions of curriculum have evolved, resulting in greater attention being paid to methodological and child-centered issues in education. Thus, the 'curriculum-as-practice' and 'curriculum-as-content' ideologies, or some combination of both views have dominated the curriculum perspective of theorists and practitioners.

The theoretical framework for curriculum study from which the collection, analysis and interpretation of data for the dissertation will proceed is guided by a personal orientation to critical theory, as influenced by the work of such general curriculum writers as Apple (1983), Gibson (1986), Giroux (1984), Kemmis (1986), and Pinar (1988), among others, and within the field of physical education curriculum, the work of Bain (1989), Dodds (1983), Evans (1988), Kirk (1988) and Tinning (1985).

The dissertation accepts the view expressed by Kirk (1988) that curriculum is a dialectical relationship between three broad components or characteristics of curriculum: knowledge, interaction and context . Kirk argues, based on the work of Young (1976), that both 'curriculum-as-content' and 'curriculum-as-practice' provide misleading and inaccurate views of the reality of curriculum. The former, which tends to be the dominant view, focuses exclusively on the subject matter, and takes as 'given' or reifies the notion that curriculum is static and ultimately factual. Thus, Kirk says, "It works to prevent people from becoming aware of ways of changing their world" (1988, p. 13).

The 'curriculum-as-practice' orientation to curriculum places exclusive focus on the teacher and students as the developers of curriculum, without considering the history, context or constraints of the educational environment. Although many teachers may feel that they are working within a vacuum, their own orientation to curriculum, subject matter and the context has been guided by their own 'life-history', that is their own experiences of physical education and teacher training, as well as their own personal values and socialization. Thus, the curriculum-as-practice orientation does not address the historical and contemporary implications which have served to guide educational practice.

Young (1976) argues for a 'critical theory of curriculum' which would go beyond these two orientations to curriculum. He notes that a broader view of curriculum is needed, one which recognizes; (1) the body of knowledge which we (collectively) have acquired over the years; (2) the interaction which exists in the educational environment (and without which teaching could not exist) and; (3) that the school, teacher and students are located within a particular and historically situated context, with both its constraints and its possibilities (Kirk, 1988, p. 14). Kirk's view of curriculum can be conceptualized as shown in Figure 1.

It is clear that curriculum cannot be viewed as a discrete collection of facts and theories. Knowledge, interaction and context are dialectically related, and cannot be treated as separate entities unto themselves. Kirk notes that, "... while it is possible to speak about

content and method in an analytic fashion *as if* they were distinct, it is clear that in *practice* they are dialectically related” (1988, p. 14).

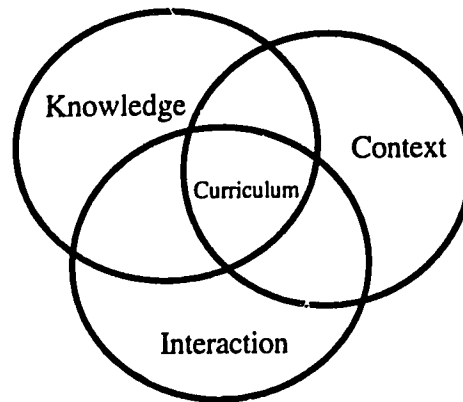


Figure 1. Adapted from: David Kirk (1988). *Physical education and curriculum study: A critical introduction*. New York: Croom Helm.

Carr and Kemmis (1983) point out that in a dialectical relationship:

The complementarity of the elements is dynamic: it is a kind of tension, not a static confrontation between two poles. In the dialectical approach, the elements are regarded as mutually constitutive, not separate or distinct. (p. 37)

Kirk (1988) states further that:

... what this dynamic interrelationship means is that we can only gain an adequate understanding of curriculum problems and issues, and propose workable solutions, when we consider how knowledge is mediated, adapted, altered and made meaningful through the interactions of teachers and learners. At the same time, we also need to consider how these interactions are shaped and formed by schools as institutions and by the purposes schools are intended to serve in the community and the wider society. (p. 15)

It is therefore the view taken by this dissertation (following the work of Kirk, 1988 and Young, 1976) that curriculum is the “embodiment and fusion of three characteristics: knowledge, interaction and social and cultural context” (Kirk, 1988, p. 16), in a dialectical fashion. It is the bringing together of these three characteristics in the classroom which constitutes the 'educational praxis'. Carr and Kemmis (1983) describe praxis in this way:

In praxis, thought and action (or theory and practice), are dialectically related. They are to be understood as mutually constitutive, as in a process of interaction which is continual reconstruction of thought and action in the living

historical process which evidences itself in every real social situation. Neither thought nor action is pre-eminent . (p. 37)

Focusing on educational praxis rather than the separate and dichotomous views of curriculum theory and practice may allow curriculum study to bring itself back to the real-life experiences of the classroom. Schwab (1969, cited in Kirk 1988), states that:

By focusing our studies on the problems and issues that arise from everyday pedagogical experiences, the possibility exists for a greater relevance in the study of educational praxis than may be possible within a particular discipline framework, where problems are conceptualized as instances of philosophical, sociological, or psychological issues rather than as educational ones. (Kirk, 1988, p. 16)

A Functional Curriculum

To narrow slightly the theoretical perspective of curriculum taken by this study, I wish to introduce the work of another curriculum writer in the area of physical education. Dodds (1983) suggests that several 'levels' of curriculum operate simultaneously in any school physical education program, the accessible and inaccessible, the explicit and implicit, the covert, the null and the hidden curricula. These various levels constitute the **functional curriculum** (see Figure 2), through which the curriculum of physical education is engaged by the participants.

The Accessible Curriculum

Most levels of curriculum are accessible to teachers, allowing them the opportunity to reflect on and make decisions about particular aspects of the curriculum. Decisions such as in what activity the students will participate would be considered accessible.

The Inaccessible Curriculum

The inaccessible curriculum is not available for direct teacher analysis and therefore cannot be externally controlled. It is all the things learned of which neither the students nor

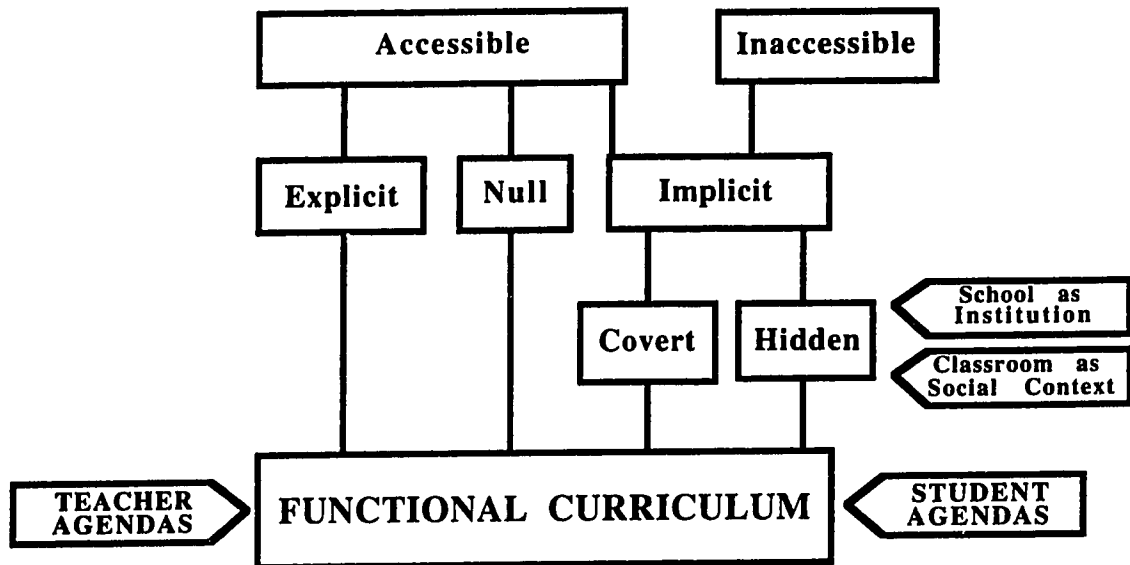


Figure 2. Levels of curriculum model (showing external influences)

From: Dodds, P. (1983). *Consciousness raising in curriculum: A teacher's model for analysis.*
Proceedings of Third Conference on Curriculum Theory in Physical Education.
 University of Georgia

their teacher can become fully aware. Whether an inaccessible curriculum exists or is even at all important is not universally agreed upon, but according to Dodds (1983), it is possible for outsiders to see and hear things invisible or inaudible to the residents. Teacher use of audio or video analysis, peer evaluation and personal reflection provide possibilities for disclosing the inaccessible curriculum.

The Explicit Curriculum

Making deliberate choices about psychomotor, cognitive, affective, and social/interpersonal skills for students to acquire, and then sharing these openly with students, is the explicit curriculum of physical education. The explicit curriculum is evidenced in departmental curriculum guides, teacher lesson plans, formal evaluation guidelines, test and examination items and report cards, as well as by the verbalized responses and messages transmitted externally. The explicit curriculum is the “official

party line” which by word or deed prescribes what the learning experiences of children in physical education should be.

The Implicit Curriculum

Implicit curriculum is an umbrella term involving covert, hidden, and null levels, all of which have in common that none are ever consciously shared between teacher and students (or students and teacher). Messages are transmitted to students through the teacher's own demonstrated commitment to personal fitness, through the kinds of social interactions permitted by the teacher, and by the kinds of learning experiences the teacher structures for the students. Emphasizing competitive team activities rather than individual non-competitive activities conveys messages about the important subject-matter of physical education. Likewise, student willingness and enthusiasm toward active participation in an activity conveys messages to the teacher about program acceptance by students. Although not verbalized directly, the implicit curriculum is powerful and somewhat accessible to both teacher and students.

The Covert Curriculum

Teacher-intended outcomes which are not explicitly conveyed to students constitute the covert curriculum. Such intentions as having particular students work together to enhance social skills, or having teams picked in such a way as to overcome student-sponsored inequity in team selection are examples of this curriculum in operation.

The Hidden Curriculum

The hidden curriculum arises when neither the teacher nor students are specifically aware of how their reality and actions are structured by, yet supportive of a larger institutionalized and socialized environment. A school environment where one's life is structured into forty minute blocks of learning or teaching discrete facts, remains non-

reflective and hidden. The hidden curriculum provides little access to itself, and only through self-analysis, personal reflection, and supportive advisory structures can it be brought to light.

The Null Curriculum

The null curriculum consists of everything the teacher leaves out or ignores when selecting what students ought to learn or experience. Analyzing the null curriculum opens the possibility of questioning why activity 'A' is included in the program and not activity 'B'. A Program of Studies for a school jurisdiction brings with it 'what is missing', as well as 'what is there', and an analysis of the null curriculum returns our attention to the widest realm of possibilities for choosing deliberately what we think students ought to learn.

The Functional Curriculum

To clarify the dynamic interplay of the various components of the functional curriculum, the words of Dodds (1983) can do that best:

The most crucial piece of this proposed curriculum analysis model is the functional curriculum, which begins to happen only in that magic moment when teacher and children come together in the gym [playing field, swimming pool, etc.]. The teacher brings along both explicit and covert curricula, while each child carries her/his personal agendas, as all players assemble at the locker room door. The first instant when teacher encounters one or more students, messages fly from hidden curricula, beneath can be sensed inaccessible curriculum, the teacher begins to work through the explicit and covert curricula, the students begin to react and respond, and the functional curriculum emerges from the give and take of teacher-student interactions. Not quite like the intended teacher agendas, nor yet the same as student intentions, a functional curriculum represents a negotiated compromise among the principal players. A teacher presents a learning task: students ignore it, perform it, request alternatives, force revisions, or alter it discretely to their own satisfaction. Such ongoing seesawing tug-of-war continues fast and furiously to the end of class, at which time the players retire victorious or vanquished to the same locker room door, and the functional curriculum winds down to await the next class session. The interpersonal encounters give the functional curriculum a liveliness and vigor not found at any other level. (Dodds, 1983, pp. 223-224)

An 'onion' metaphor may be worthwhile in trying to visualize and conceptualize Dodds' notion of curricular levels or 'layers'. Unlike the ends-means orientation to curriculum study which attempts to arrive at one common solution to a particular curriculum problem (ie: decreasing student off-task behavior by developing and explicating specific guidelines and expectations about acceptable classroom behavior), Dodds' concept of levels allows for individual differences to exist within curricula, and allows complex relationships to be developed, explained and accepted within the curricular context. Like the onion, which is composed only of deeper and deeper structures or layers, Dodds' notion of curriculum maintains that there is no 'core' curriculum (one curriculum more important than another) or one curriculum solution. Perhaps the real work of curriculum researchers is to peel back the layers of the curriculum onion, to study the layers, to appreciate the layers for what they are, and not to search for some deep theoretical or non-existent core.

Curriculum Models in Physical Education

Currently there are seven distinct and popularized physical education curriculum models in use (see Table 1), each with its own set of beliefs, goals, conceptual framework and program design (Jewett & Bain, 1985, p. 80-81). Departments of education, school boards, and individual school and teachers typically subscribe to one or a combination of several curriculum models. The decision as to which model or combination of models is chosen depends upon who makes the decisions about the curriculum design used at the particular educational level, and the type of training and experiences they themselves have had in physical education. It is possible to find schools within the same jurisdiction all following different curriculum models (where departments and boards leave curriculum design in the hands of local teachers and schools), while more commonly, one finds all schools in a given school board jurisdiction following roughly the same curriculum format. One may also find all schools within a particular province or state being legislated to follow

	Developmental	Humanistic	Fitness	Movement education	Kinesiological studies	Play education	Personal meaning
Beliefs	Opportunity for maximum development Developmental individual differences Learning how to learn	Individual uniqueness Feelings more important than knowledge Student best determines how and what to learn	Unique role of physical education as its contribution to health	Individual uniqueness Holistic integrity Increasing independence	Experiential learning of knowledge Learning how to learn	Play valuable as source of meaning Quality play requires education	Holistic purposeful beings Education—the creation of meaning Process skills essential
Goals	Competence Individuality Socialization Integration of experience	Self/body-world connection Sense of community Active playful spirit	Knowledge about fitness Skills in activities with health benefits Commitment to regular exercise	Move skillfully Aware of meaning of movement Knowledge about movement	Move skillfully Knowledge about movement Problem-solving ability	Increase tendency and ability to play by a increasing skill b socializing into play environment	Individual development Environmental coping Social interaction
Conceptual framework	Developmental characteristics	Stages of development in self-direction	Components of health related fitness	Framework and themes for movement analysis	Structure of discipline	Structure of play	Potential meaning for participants
Program design	Developmental themes	Expanding self-awareness and responsible choice	Knowledge and activities related to fitness	Movement themes in games, dance, gymnastics	Concepts integrated with activity	Competitive and expressive activities	Learning activities related to purposes and processes

	Developmental	Humanistic	Fitness	Movement Education	Kinesiological Studies	Play Education	Personal Meaning
Dimension Individual development	Expert diagnosis	Self directed	Expert diagnosis	Expert diagnosis	Expert diagnosis	Personal meaning	Personal meaning
Dimension Social cultural goals	Preparation for society and social change	Social change	Preparation for society	Preparation for society	Preparation for society	Preparation for society and social change	Preparation for society and social change
Dimension Subject matter content	Movement	Play and fitness	Fitness	Movement	Movement	Play	Movement
Value orientation	Self-actualization	Self-actualization	Disciplinary mastery learning process	Disciplinary mastery learning process	Disciplinary mastery learning process	Disciplinary mastery learning process	Ecological validity and learning process

Table 1. Summary description and analysis of curriculum models

From: A. E. Jewett and L. L. Bain, *The Curriculum Process in Physical Education* (p. 80-81). Copyright © (1985) Wm. C. Brown Communications, Inc., Dubuque, Iowa. All Rights Reserved. Reprinted by permission.

the 'official' curriculum model. As evidenced by recent curricular reforms in Britain, a 'national curriculum' is also a reality in some countries.

The curriculum models being displayed in the proceeding pages serve to sensitize the reader to the breadth of possibilities within the physical education curriculum, and to serve as food for thought when considering the functional curriculum which is the target of the present research.

Developmental Education

The meaning-in-use term for developmental education is 'education-through-the-physical' approach, and is probably the most widely endorsed physical education curriculum model (Jewett & Bain, 1985). The developmental education philosophy is based on the view that human beings have common developmental patterns and that it is the role of education to assist each child in achieving to his/her fullest potential. Recent developmental education programs in physical education have structured program designs around developmental themes and individual differences in rates of development (Thompson & Mann, 1981). The conceptual framework for a developmental education program is constructed from research on human development, resulting in the design of curricular processes being based on theories of developmental stages, and fine tuned to the student population or individual by accurate assessment or diagnosis by the physical educator. Jewett and Bain (1985) note that programs of this type use instructional strategies that make little provision for individual differences in development. Critics of the education-through-the-physical approach question whether physical education can produce the broad outcomes it claims, especially in the social and personal development domains.

Humanistic Physical Education

In the humanistic approach to physical education, "the prescriptive approach of the developmental education model is replaced by an emphasis upon student self-awareness

and choice as the basis for personal growth” (Jewett & Bain, 1985, p. 50). The quest for personal identity is undertaken through involvement in physical activity while placing “student self-esteem, self-actualization, self-understanding and interpersonal relations at the center of the physical education teaching-learning act” (Hellison, 1978, p. 1). Hellison identified five stages of personal development which provide the conceptual framework for the curriculum model: risk, involvement, self-direction, prosocial and integration. The humanistic education model relies heavily on the ability of teachers to work effectively in unstructured environments, and their ability to develop personal relationships with students. Critics of the model view the conceptual framework as lacking clarity, and question the viability and qualifications of physical education teachers taking on a primary counseling role.

Fitness Education

The fitness education curriculum model evolved from the contemporary fitness and lifestyle trends in society. Physical educators who have promoted the belief that physical education should be primarily responsible for developing and maintaining the fitness levels of children have designed a model based upon these beliefs. Program goals center around developing fitness knowledge, skills in activities which promote or require high levels of fitness, as well as expectations which focus on student development of a personal commitment to a healthy and fit lifestyle. Few programs are solely oriented to the fitness model of physical education due to its narrow scope.

Movement Education

The movement education model of physical education is derived primarily from Laban’s classification system (Laban & Lawrence, 1947) developed for the purpose of analyzing and describing human movement. Based on Laban’s themes, or some adaptation of those themes (see Logsdon et al., 1977), teachers who use the movement education

curriculum model structure the movement experiences of the students around those themes. Once familiar with the classification system, experienced students can then create, analyze, describe and perform their own movement experiences. The movement education model however, is used largely in primary and elementary physical education programs, or programs specifically oriented towards dance. A program developed within the movement education curriculum model requires the teacher having a thorough and extensive knowledge of the Laban framework and concepts of themes, as well as strong movement analysis skills. Few current teacher education programs are able to provide physical education teachers with the required expertise to implement programs of this type. Critics of the movement education model claim that the model results in mediocre rather than skilled performances by students, and that the play element, a strong motivational factor in many physical education programs, is missing, resulting in a loss of meaning for students. Movement education is positively regarded for its emphasis on maximizing movement opportunities for children, for its recognition of and adaptability for individual differences, and its integration of content in a number of movement areas, such as games, dance and gymnastics.

Kinesiological Studies

Physical education programs in secondary schools have often been developed from the kinesiological studies model of curriculum. Lawson and Placek (1981) define the subject matter of physical education as “a unique blend of performance skills and experiences in sport, exercise, dance and contests with that knowledge about performance which is derived from the disciplinary foundations of the field” (cited in Jewett & Bain, 1985, p. 61). A strong emphasis is placed on self-directed learning and problem-solving, and as such, is considered by the authors to be a **process** curricular model. The conceptual framework of the model organizes the content around major structures of the subject matter (exercise and fitness, biomechanics, motor learning, play-game-sport, etc.) combined with

components of the problem-solving approach. The implementation of a kinesiological studies model requires that teachers have mastery of performance skills, expertise in the scientific foundations of the field, and the ability to make such information relevant to students. The problem-solving process and laboratory experiences require a shift away from the more common roles and behavior for both teacher and students in physical education. Critics of the kinesiological studies curriculum model suggest that the model over-intellectualizes physical education, removing the spontaneous and motivational elements of play from physical education.

Play Education

The play education model of curriculum views play as an intrinsically valuable activity that is engaged in voluntarily for its own sake, and through which participants attach meaning in their lives. Physical education, like other complex forms of play such as music, dance, sport, drama, etc., is defined as “any process that increases a person’s tendencies and abilities to play competitive and expressive motor activities.” (Siedentop, 1983, p. 253) The conceptual framework for the play education model is based on the typology of play developed by Callois (1969) which organizes forms of play on a continuum from **paidis** (spontaneous, carefree play) to **ludus** (regulated, structured play). The role of play education is to help students acquire such skill that they may be able to engage in the higher levels of play. As students become increasingly skilled they begin to select their own activities, arriving at a point where all activities are elective. Few programs publicly subscribe to the play education model, although Lawson and Placek (1981) note that many lifetime sport programs are based on that model. Critics of the play education model suggest that an essential difference exists between play education and physical education: that physical education is utilitarian rather than nonproductive (ie: equating play with non-productivity). Others feel that play education is difficult to justify to politicians and taxpayers alike.

Personal Meaning

Unlike the play education model, the personal meaning curriculum model does not limit its view of appropriate activities through which one can attach meaning to play. “The discovery and creation of meaning is viewed as the central task of education . . . [and] the role of the educator is to analyze potential sources of meaning, to provide a wide range of opportunities, and to respond supportively to the individual’s search for meaning” (Jewett & Bain, 1985, p. 72). The work of Jewett and Mullan (1977) in the development of the Purpose Process Curriculum Framework (PPCF) was the central step towards the delineation of a personal meaning curriculum model. In the PPCF, physical education is defined as “personalized, self-directed learning, using selected movement learning media to achieve individual human goals” (Jewett & Mullan, 1977, p. 1). In working examples of the PPCF, students select curriculum content based on perceived needs and interests. Once the **purpose** of the student’s involvement is determined, the **process** is established. Few examples of the PPCF exist, due to its relative newness in the field, but more so because the framework must be clearly understood before it can be successfully implemented, it cannot provide a recipe for a curriculum, and because it requires a curriculum planner and teacher who is knowledgeable in both human movement and who understands the basis of PPCF as a conceptual framework.

The Philosophic Perspective on Physical Education

A review of literature relevant to understanding physical education curriculum must account not only for the more 'research oriented' literature, but also the philosophical work in respect to the field. A review of scholarly work concerning the present foundations of physical education was undertaken, in an attempt to understand the role of physical education in the present society, with a view toward the future. An understanding of current trends in physical education, as well as an orientation to what the future may hold

for our young people and our discipline may be helpful in appreciating the curriculum-as-lived under study.

The Role of Physical Education in Present Society

PE like all other subject areas in the school curriculum is inevitably a site of struggle, a contest of and for competing definitions about what is to count as worthwhile knowledge, what the body, the individual, school and society ought to be. (Evans & Davies, 1988, pp. 2)

Physical education, it appears, is peripheral to the aims of education (Templin, 1987). With the trend of decreasing budgets for social and educational programs, the privatization of traditionally public sectors, and the user-pay mentality in society (Bain, 1988), the benefits of physical education to learners and to society in general are beginning to be questioned. These changing societal patterns are putting greater pressure on students to concentrate on academic excellence in order to succeed. In the world of job hunting and 'big business mentality', parents and students see physical education as moderately important (at best) compared to other subjects.

The business and private sector capitalization on the lifestyle boom has made much of the essential offerings of traditional physical education programs accessible outside of school programs. School physical education programs now have to compete with glitzy commercial programs, whose sole intent is to provide an outlet for the recreational (some would say hedonistic) participant. High school and college athletic programs are beginning to cash in on corporate sponsors, attracting the attention and interest of students with rewards far more lucrative than the usual 'fun and games' traditionally attributed to school and college athletics. Thus, school physical education programs are seen by some as wasteful and valueless, duplicating recreational operations with taxpayers money. The belief that "if you want to get participation in sport... charge for it!", has created a very real challenge to school physical educators... a challenge to design curricula that both motivates and has *educational* value, and not merely sensational or economic value.

Templin (1987) notes that unlike curricula of the past, student interests and abilities must be taken into consideration. With many high school P.E. programs becoming optional, physical education teachers are beginning to realize that their programs must maintain students' interest as well as serve an educational function by challenging the student to become more autonomous and self-directed. Hellison (1978) states that: "The learner is capable of making decisions", and "... is capable of holding him/herself accountable for improvement in relation to personal goals" (p.2). More recently Hellison (1985) elaborated: "Our students also need to learn how to take responsibility for their own learning, for making decisions, and for developing a meaningful and personally satisfying lifestyle if they are going to make any sense out of the world in which they are growing up" (p. 4). The essential beliefs about the needs of students in school physical education are expressed succinctly in Hellison's words, and the implications of this philosophy for curriculum development in physical education are also clear... students must become the 'chief instigator' of physical education curriculum, and the teacher must become a supportive and resourceful 'assistant' in the ongoing process of curriculum development.

Templin (1987) suggests that at present, many students are trying to cope with the disintegration of their family, poverty and latchkey loneliness, surrogate parents and a culture with diversions focused away from educational priorities. These trends are predicted to continue, with even more lonely, isolated, and unwanted children in our schools. With burgeoning technological advancement, increased use of robotics, increased unemployment, a widening gap between rich and poor and increased leisure time, today's youth require a greater amount of independence and decision-making. They also require a greater repertoire of leisure skills, decision-making skills and social skills. Bain (1988) suggests that the role of education must shift from a 'reproductive' orientation concerned about providing 'good workers' for our present society, toward an orientation of critical reflection, decision-making, adaptability and independence. Utilitarian education is no longer useful when technology and a rapidly changing world makes practical knowledge

and experience out-dated in a few short years. Bain notes that education must be re-focused to assist in the development of creative, adaptable, problem-solving and critically-reflective citizens.

Haslam (1988) argues that physical education has been in a state of confusion for years, with only a small number of local school divisions developing strong physical education programs. Other programs, while loosely designed to meet the needs of the students, have been overshadowed by an over-emphasis on elite athletics and by various fitness gimmicks promoted by government, health agencies and commercial sponsors of sporting events.

Changes in society and educational perspectives have created confusion about the role of physical education in society, and have created the need for physical education professionals to re-focus and re-evaluate their curricular intentions. Haslam projects that the problems that children face as they grow up will create the need for a more humanistic focus in education. The ability to relate to people, to communicate with people and to understand each other are the essential skills of children in the future.

A View to the Future

Given that the present trends are projected to continue, the literature relevant to the future of physical education does not appear to hold a very optimistic view. However, this lack of optimism may be attributed more to the lack of optimism about the future of our world than toward the future of physical education. The writers appear to suggest that the goals and teaching methods of physical education should become more humanistic, personally meaningful to the students and student-centered. This requires an individualistic and multi-disciplinary approach to curriculum development in physical education. Subject areas should thus be much more integrated, students should be given much more choice, and teachers should become much more reflective about the 'processes' of physical education.

The Research in Physical Education Curriculum

This dissertation is an investigation into 'what goes on in the gym', in particular, as it applies to one senior high school physical education class. The review of literature revealed that both qualitative (naturalistic) and quantitative (positivistic) research methods have been used to investigate what goes on in the gym by analyzing the gym context, student and teacher behaviors in that context, and the participants' attitudes and beliefs about physical education. The reviewed literature has been sub-divided to reflect the major research thrusts in the two primary research methodologies. Based largely in the United States, the research findings create a view of the physical education field which may closely parallel the Canadian view.

What's Going on in the Gym?: The Positivistic Research Paradigm

Positivistic research in education attempts to describe the objective reality of what occurs in a given educational setting (the context and the behaviors of the participants in the setting) with the explicit intent of providing the educator with sufficient knowledge and techniques to be able to predict and control that environment. In physical education, this usually means describing and analyzing the context, products (content) and processes (methods) of physical education classes. In the quest to objectify the observational process (thus ensuring the validity and reliability of the observations), a number of observational instruments have been developed to study different aspects of the complex educational environment.

A primary assumption made in the development of observational instruments for the quantification of variables is that all contributing behaviors of teaching and learning can be divided into discrete elements and 'objectively' described. A second assumption is that a definitive cause and effect relationship exists between discrete behavioral elements and teaching/learning effectiveness. A third assumption is that once a behavior is isolated and determined to be a significant cause of effective/ineffective teaching or learning, that steps

can be taken that will allow teachers to make significant changes in their teaching behaviors, and that these changes will positively affect the learning 'outcomes'. Prediction and control of the teaching/learning environment is the ultimate goal of positivistic research in effective teaching.

Research on effective teaching in physical education has been largely limited to 'process product' analysis methods, using observation and recording instruments which measure variables such as pre-post skills analysis, teacher use of instructional time (MET and ALT-PE (M)), systems for observing content development (OSCD-PE) and content analysis of lessons (CAFIAS). The MET, ALT-PE (M), OSCD-PE and CAFIAS instruments will be discussed briefly.

MET (Motor Engagement Time)

Motor Engagement Time (Anderson & Barrette, 1978) is an observational instrument which records the accumulated time in which learners are engaged in teacher-directed tasks (or off-task behavior). It makes no judgment as to the quality of the engagement (ie: whether the behavior was appropriate for the context). The results of MET analysis are used to determine where learning time was spent, primarily as an indicator of the teacher's effectiveness in planning and implementing a lesson (ie: high practice (P) and skill utilization (U) combined with low management (M) and low off-task (O)), and secondarily to serve as a proxy for or indicator of student learning. The assumption made by the instrument is that student motor engagement time is positively correlated with student learning.

ALT-PE (M) (Academic Learning Time in PE (Motor))

Academic Learning Time-Physical Education (Motor) (Siedentop, Tousignant & Parker, 1982) is an instrument which codes the lesson context which the teacher sets and the learner's behavior or involvement as a result of the teacher-established context and

monitoring. Earlier research (Fisher et al., 1981) indicated that the accumulated time that learners are engaged in motor-appropriate behavior (ALT-PE (M)) is positively correlated with an increased acquisition of motor skills. It is theorized that as the ALT-PE (M) score increases, so does the learning, justifying the ALT-PE (M) score as a proxy for effectiveness in the learning of motor skills.

Observational data are collected 'in context' using a 5-second observation interval followed by a 5-second recording interval. The ALT-PE (M) instrument has been used frequently in instructional time research because of its greater sensitivity (more factors) and its ability to compare intended learning (teacher-established context) with actual learning (learner involvement).

OSCD-PE (Observation System for Content Development-Physical Education)

The OSCD-PE instrument collects observational data on instructional characteristics in the physical education context. It "provides a sequential observational record of all instructional behavior of a managerial (conduct and organization) as well as content (informing, refining, extending and application) nature" (Rink et al., 1986, p. 132). Data are collected by an 'event-recording' fashion where each time a conduct-related teacher behavior occurs, it is classified into a behavior category. Instrument results are reported in four areas: content development, teacher as manager, communication characteristics, and the teacher's role in improving performance.

CAFIAS (Cheffers Adaptation of Flanders Interaction Analysis System)

The purpose of the CAFIAS instrument is to describe the climate of the gymnasium. This is accomplished by recording the verbal and non-verbal interaction between teacher and students while participating in physical education classes. The instrument uses continuous coding or a 3-second interval. When analyzed, teacher behaviors can be described as following particular patterns or behavior chains. Thus, CAFIAS is used to

describe the direct or indirect influence of the teacher and the type of student responses teachers get as a result of those behaviors.

Positivistic Research and What It Tells Us About Physical Education

Instructional time and content development studies have been used to investigate the physical education environment, subjecting teacher and student behaviors to intense scrutiny. Research findings indicate that physical education classes spend surprisingly little time engaged in appropriate physical activity and that they spend a much larger proportion of time engaged in non-substantive behaviors such as waiting, relocating, listening and performing management tasks (Anderson & Barrette, 1978; Metzler, 1980; Beauchamp, Darst & Thompson, 1990).

This has prompted researchers to investigate ways in which the physical education classes can be made more efficient (greater motor appropriate behavior) by changing teacher behaviors and methods of teaching. An intervention approach to the problem was used by Borys (1983) who designed a procedure to train student teachers in effective management and organization of physical education classes. She found that through direct feedback via videotape and MET analysis, management time in physical education classes could be reduced significantly, leaving more class time for motor activity. The teaching behaviors of the trainees were affected through the program, subsequently affecting a change in the motor engagement of the physical education students.

The relationship between ALT-PE (M), teaching style and student performance has been investigated with mixed results. Research by Edwards & Lee (1985) suggests that teaching styles affect both the short-term and long-term performance of students, with a more direct style resulting in faster skill acquisition. A discovery learning approach, by its nature, requires planning for more class time by the teacher and more cognitive time for the learner, ALT-PE (M) scores are therefore lower, making it appear (using the ALT-PE (M) theoretical model) that less learning is occurring. Work by Lee and Magill (cited in Lee &

Poto, 1988) suggests that “practice conditions that require learners to re-solve a motor problem (rather than merely remember the solution) will depress acquisition performance, yet enhance long-term retention of the skill” (p. 70). Although the ALT-PE (M) scores in a discovery learning setting may appear low, students may, in the long-term, be learning more and retaining the knowledge longer than in a direct, task-oriented learning setting. These findings seriously question the underlying assumption implied by the ALT-PE (M) instrument.

Instructional time research findings have been questioned by other research as well, indicating that ALT-PE (M) is found poorly correlated with achievement (Dugas, 1984; Piéron, 1982). Two factors which were found to affect the relationship between ALT-PE (M) and achievement were: (1) whether the length of the experimental teaching units (ETUs) were sufficient to show improvement in student performance and; (2) whether the length of the ETUs were sufficient to capture stable student and teacher behaviors (Lee & Poto, 1988). Leinhardt (1985) reported that as many as 20 hours of observation were needed for some estimates of student behaviors to stabilize, considerably more observational hours than many research studies have collected and analyzed to substantiate their findings.

A number of other points must be considered when applying positivistic research to complex, situated environments such as the teaching setting. Firstly is the recognition that collection instruments are designed to collect only those behaviors that are pre-established by the designer of the instrument. This, of course, limits the ability of the instrument to only recording or measuring what it expects to find. Only the relative amounts of selected behaviors will vary from context to context.. Secondly, the actual observations and recording of behaviors are made by human observers, and an 80% level of agreement (which is a generally acceptable level of agreement) still allows for 20% error, possibly throwing into question the reliability of the findings. Thirdly, the assumption that all behaviors in the instructional environment can be meaningfully observed, categorized,

described and ultimately numerated is at best, optimistic. While it is true that overt behaviors in the setting are subject to scrutiny and are open to some level of theoretical postulating, the relationship between overt behavior and intentionality, empathy, personal understanding, acceptance of others and many other 'covert' or 'hidden' realities which occur in the classroom setting cannot be established in a quantitative, positivistic fashion. The evidence gained through observational instruments designed to measure or quantify 'effective teaching' can, in some cases, be questioned as to its completeness and accuracy. It does, however, provide a particular glimpse into the physical education world, and serves as rich source of questions for analysis in other ways.

What's Going on in the Gym?: Naturalistic Research

The goal of naturalistic research is to describe and ultimately, to understand the complex reality of the lived world of physical education. In direct opposition to the positivistic research stance, naturalistic research is situated in a 'grounded theory' perspective, a perspective that is grounded by the everyday experiences of its informants. Naturalistic research asserts that lived-experience is the primary source of knowledge, through which theory is informed and created. Thus, the mundane experiences – the daily lives and routines of the student and teacher in the classroom setting become the source of rich data from which are derived relationships and theories which guide the educational researcher toward answers and further questions. Qualitative research methods permit access to understanding experience and perception in a naturalistic setting not possible with purely quantitative methods. The educational setting, with its complexities of interrelationships, is fertile ground for qualitative research.

A number of qualitatively oriented studies have been undertaken in education, the most prestigious (and one of the first) being Philip Jackson's *Life in Classrooms* (1968), who through intensive observation, described the day-to-day lives of teachers and children in an elementary school. Jackson found that classroom life for students and teachers was

crowded, hectic and fast-paced, and that although some negotiation did occur between teachers and students, the classrooms were generally teacher-dominated.

In an ethnographic study of a racially integrated physical education program, Wang (1977) revealed that the transmission of a teacher-sponsored and teacher-structured curriculum in physical education conveyed expressions of individual worth complemented by an emphasis on cooperation, equality, and social responsibility. The teacher-sponsored curriculum was viewed as instruction in ideal, integrated, democratic living, while the student imposed curriculum contradicted the teacher's ideal model, sponsoring discrimination, stratification and segregation of individuals. This study confirmed the existence and power of underground student culture in schools and classrooms. Despite the explicit intentions and teachings of equality and cooperation, student agendas predominated.

Other studies (Martens, 1978; Kollen, 1981) have suggested that physical education for many children is an alienating experience. Using a phenomenological methodology, Kollen found three themes emerging from the data; (1) the mind-body dualism; (2) the meaningless of the movement experience; and (3) the self-consciousness of the experience. She found that the students were engaged in searching for a valuable experience of 'being-into-movement', the integrated experience of moving effortlessly, with joy and exhilaration, but instead were faced with embarrassment and meaninglessness.

Gardner (1989), using a case study approach, studied the perceptions of Grade 10 students toward physical education. Using group interviews as primary data, Gardner found that although primary activities associated with increased cardio-vascular fitness were disliked (running), students still chose to enroll in elective physical education for the potential health benefits. Data demonstrated a need for greater student choice of activity, a need for more evaluation emphasis on participation and effort rather than skill, and that distinct sub-groups existed in physical education classes.

Although qualitative research in physical education occupies a very small part of the overall research thrust in the field, the literature shows an increasing emphasis toward a naturalistic research methodology. Recent research on hidden curriculum has shown considerable promise in addressing a number of issues in physical education, in particular, enabling teachers to look more closely at their own physical education programs. Bain (1989) notes that,

...to serve this function adequately, more research is needed at every level of schooling. These need to be qualitative studies conducted in naturalistic settings focusing not just on behaviors but also on the meanings of those events. The analysis also needs to examine the relationship of the observed, face-to-face interactions to the larger society in which that particular school exists. (p. 310)

The present study addresses a number of Bain's concerns in its attempt to qualitatively analyze the functional curriculum within one naturalistic setting.

Student Experiences and Perceptions of Physical Education

It is absolutely necessary . . . to consider the child's perceptions within the physical education experience. These may or may not (especially with young children) correspond very well with either reality or the teacher's perceptions, but the research has consistently shown that it is the perception rather than reality which is a much better predictor of factors such as future behavior and self-esteem. The child's perceptions in the physical education programme will therefore ultimately determine its success. (Fox, 1988, p. 37)

We, as educators, are constantly faced with the fact that our individual perceptions differ greatly. Not only do our perceptions of each other differ, but our perceptions of the world around us, and even our perceptions of ourselves differ from time to time. This creates an extremely complex and dynamic social world, a world where one's perceptions and opinions are tempered by the reality that other people may or may not share your own or even similar views. In the field of education, as well as other areas of life, this is cause for much misunderstanding and conflict. It is, however, not an unexpected part of our existence, and it must be accepted as a normal, though sometimes unpleasant part of our lives. The question we often ask is: "How can we reduce this misunderstanding and

conflict in our lives and our teaching?'. The issue is not to attempt the impossible task of eliminating misunderstanding and conflict, but to reduce such to a level where we can 'get on' with our task as educators. This may not only make it possible to 'get on' with the work, but may also enhance the potential of our work as educators.

Student experience of physical education curricula is critical to understanding the historical significance of the individual's participation or non-participation in physical education, and the learnings which may be attributed to these experiences. It is largely through the experience of physical education (vicariously or otherwise) that perceptions of the subject emerge. It is important, therefore, that physical educators become aware of student experiences and perceptions of physical education, in the hope that this knowledge will assist in the development of relevant and meaningful curricula.

Tousignant and Siedentop (1983) identified four basic participation patterns for students of secondary school physical education classes: (1) task behavior as stated by teacher, (2) modified task behavior, (3) deviant off-task behavior, and (4) competent bystander behavior (avoidance of participation). Students adopted particular behaviors when confronted with particular tasks, based on the difficulty of the task and the student's accountability to the teacher. It was clear in both studies that a large number of students were consciously subverting the teacher-imposed curriculum.

Many students are embarrassed to participate in physical education because they believe their bodies do not fit the 'physical education somatotype' which is conspicuously displayed and idealized both within and outside the physical education culture. Physical education activities are often de-personalized and inappropriate for individual abilities, learning styles and interests. Students are often placed in competitive settings which act to focus attention on the inabilities of the physical education 'have-nots' while positively rewarding the athletes. Fox (1988) notes that after adolescence:

... many [children] ... begin to make the decision that sport or exercise, as experienced in school physical education, is not a particularly rewarding venture. They perceive that the benefits of taking part do not warrant suffering

the inconvenience, discomfort, or feelings of embarrassment or failure that may accompany it. (p. 35)

Research by Earl and Stennett (1987) indicates that students with a poor body image (overweight, poor physical condition) are precisely the ones who are dropping out of physical education classes when physical education becomes optional or elective (and are precisely the ones who could benefit most from a responsive physical education program).

Summary of the Literature

Physical education is clearly not a rewarding experience for all students. In fact, in light of much of the research literature, one must seriously question the future of physical education as it now exists. The research glaringly points out that school physical education is a relatively inactive, meaningless, embarrassing and controlling experience which holds little or no educational value for many students. Students who are successful in physical education often do so to the detriment of others (being as one's ability is relative to another's), or by subverting the teacher-directed curriculum (Wang, 1977). The literature has described the present state of physical education as it exists in the largely urban North American school context. The present research is dedicated to understanding the functional curriculum-as-lived, within the context of the individuals, the school and the existing value structures of an Eastern Canadian community.

CHAPTER III

RESEARCH METHODOLOGY

The Case Study

The dissertation uses as its method of collection and analysis, a case study approach. Situated within the qualitative or naturalistic paradigm, a case study is “a detailed examination of one setting, or one single subject, or one depository of documents, or one particular event” (Bogden & Biklen, 1982, p. 58). In this instance, it is a 'single-site' case study which roughly follows the 'observational case study' definition provided by Bogden & Biklen (1982). Merriam (1988) points out that a case study approach is often the best methodology for addressing problems in which understanding is sought in order to improve practice:

... most case studies in education approach a problem of practice from a holistic perspective. That is, investigators use a case study design in order to gain an in-depth understanding of the situation and its meaning for those involved. The interest is in process rather than outcomes, in context rather than a specific variable, in discovery rather than confirmation. Such insights into aspects of educational practice can have a direct influence on policy, practice, and future research. (p. xii)

Yin (1984) outlines three points which need to be considered in deciding whether a case study is the most appropriate research design for investigating a particular topic of interest. These are; (1) the nature of the question ('how' and 'why' questions are appropriate for a case study); (2) the amount of control required in the study (the more control the more 'experimental' the study), and; (3) the desired end product (will the results be interpreted in a 'cause-and-effect' fashion or a holistic, intensively descriptive and interpretative fashion). Merriam (1988) suggests that (4) “A fourth and probably deciding factor is whether a *bounded system* (Smith, 1978) can be identified as the focus of the investigation” (p.9). A bounded system is one in which “... the boundaries have a

common sense obviousness, e.g. an individual teacher, a single school, or perhaps an innovatory programme” (Adelman, Jenkins & Kemmis, 1983, p. 3).

Guba (1981) indicates that educational research during the past decade has increasingly made use of the naturalistic inquiry paradigm. Guba and Lincoln (1982) further reveal that the distinguishing features of this paradigm are that it is carried out in a natural setting, that it utilizes the case study format, and that it relies strongly on qualitative or ethnographic-type methods. To concur with Yin (1984), Bogden & Biklen (1982) and Merriam (1988), Asher (1976) describes case study method as a form of descriptive research which involves intensive investigation of one social unit. The unit may be a person, a family, a social group, or a social institution, such as a school. It can be whatever 'bounded system' is deemed relevant for the inquiry (Stake, 1978). The objective is to comprehend the life cycle or a significant part of the life cycle of the unit (West, 1981). The case method probes deeply, and attempts to analyze the interaction between factors that create change or growth. Naturally, this requires detailed study for a considerable length of time, hence case studies are typically of a longitudinal nature.

In fulfilling the requirements for qualitative case study research, the present case study clearly demonstrates the required characteristics as outlined by several writers on research design: (1) the research questions that are being investigated are designed to understand the 'how' of the physical education curriculum, and secondarily, to understand the 'why' of the curriculum, that is, why it is that the curriculum is embodied in such a way; (2) the proposed case study is designed to investigate a contemporary phenomenon (the functional curriculum). The qualitative nature of the study dictates that 'control' will not be exerted over the setting, except insofar as the researcher's presence may affect the classroom climate and/or behaviors of the participants; (3) the desired 'end product' of the research is a holistic description and analysis of the physical education curriculum-as-lived by the students and teacher within a bounded system; (4) the high school physical education class under investigation is well bounded within the school program, although activities which

may be engaged in the physical education class are not confined to the school and its grounds. Activities may occur in community swimming pools or bowling alleys, or they may occur on rivers or campgrounds, far removed from the actual school. Within the program of the target school, Grade 10 (Level I) physical education is a required course for all students, and students are assigned to a class list with a single physical education teacher for the duration of the school year. Data collection occurred for the full duration of the school year (ten months). The present case study, by its nature, was designed to satisfy the requirements of sound, rigorous qualitative research.

To support the critical theory perspective being assumed by the case study, it is necessary to draw upon theory and technique from the discipline of sociology. Merriam (1988) explains that “Rather than focusing on an individual as in a psychological orientation, or on culture as in an anthropological study, *sociological case studies* attend to the constructs of society and socialization in studying educational phenomena” (p. 26). In the study of physical education curriculum, the literature suggests that traditional and contemporary societal influences impact on the curriculum-as-lived by the students and teachers in the educational setting. Such trends as the 'fitness boom' and 'life-long' sport participation, as well as concerns about violence in sport all contribute to attitudinal change in physical education, often leading to curricular change shortly afterwards. Such areas of interest as student-peer interaction, teacher-student interaction, the actual versus the hidden curriculum and the relationship of schooling to equalities and inequalities in society at large (Goetz & LeCompte, 1984) are examples of educational topics which have been guided by an orientation to sociology. Thus, considering the various possibilities for case study research described in the methodological literature, a primary descriptor of this study would be 'a qualitative, sociological single-case study in education'.

As a focus secondary to the description and analysis of the functional curriculum, the case study will also include a 'life history' of the 'target' teacher. The case study may not only help in understanding the 'life cycle' of the yearly curriculum unit (West, 1981), but

using the life history method of investigation may also help in understanding 'life cycle' of the major designer(s) of the curriculum. This may further disclose the meanings which individuals attach to the particular curriculum. Goodson (1988) indicates that the life history method is a useful source of data toward understanding more fully how curriculum is 'made'. The life history approach used in the study is intended to understand more fully the larger context of the individuals who constitute the participants in the study. It is intended that these data provide a rich understanding of the lived meaning of the curriculum as it unfolds in the classroom.

It was with these goals that a naturalistic paradigm, involving an interpretative sociological case study with the researcher as observer, was chosen to investigate the physical education curriculum-as-lived.

Selection of the 'Case' Parameters

The case study focused its attention on one particular group of people (a teacher with one class of students) in one educational setting (senior high school) and participating in one long-term event (physical education class). In particular, the 'case' for study is the functional curriculum of a Grade 10 (Level I) male physical education class in a senior high school located in an Eastern Canadian city. The case was delimited in this way for several reasons: (1) physical education statistics (Blowers, Olekshy, George, Hay & Minsink, 1986) of school boards in major urban areas indicate that Grade 10 is the last formal physical education experience of the majority of school students, with only 20-30% continuing on with the (usually) optional physical education program in Grade 11, and with less than 50% of those students continuing on with Grade 12 physical education. This makes the Grade 10 program of particular interest to physical education curriculum researchers; (2) a male class was selected because; (a) the majority of high school physical education classes in the geographical context were gender segregated, thus selecting a segregated class constituted a 'typical case' (Goetz & LeCompte, 1984, p. 81); (b) the

target teacher taught only male physical education classes; (c) being male, the researcher was more familiar with the male view of physical education, potentially improving the validity of observation and interpretation¹; (3) an Eastern Canadian city was selected because; (a) the researcher was a resident of the city, allowing immediate access to the research setting for the period of time necessary to complete data collection, and to do so at an intensity required for qualitative, case study research; (b) the researcher wished to use the results of the research to assist in the preparation of pre-service and practicing physical education teachers in his educational institution and province.

Identification of the 'Case' and Acquiring Entry to the Research Setting

Spradley (1980), Spindler (1982) and Merriam (1988) state that in a descriptive investigation, such as a case study, the researcher should reveal an account of how permission was gained to conduct the research in a particular setting. In this sub-section I would like to focus upon how the case was identified and how entry was gained to the research setting.

Following the selection of the parameters of the case, choosing the actual case involved contacting the individuals who could best guide the researcher toward a number of possible research sites. The Coordinator for Physical Education and Health with a local school jurisdiction, who was also a physical education teacher of long-standing with the school board, was contacted by telephone and requested to assist in the identification of individual teachers who may be interested in participating in a study of this nature. The parameters were outlined as above to the 'informant', as well as other conditions that would be necessary for the target teacher to meet, such as; (1) having confidence in her/his own teaching; (2) having been in the field for a reasonable period of time to be comfortable with both the teaching environment and having 'outsiders' in the class, (3) being relaxed;

¹ This view is not without its problems however. Being male may in fact cause me to miss what an "outsider" or a female may consider significant.

and (4) easy to get along with. It was essential that the target teacher be supportive, open-minded, flexible and cooperative. It was also essential that the target teacher be willing to engage in a long-term collegial relationship with the researcher, and be willing to have her/his teaching, students and professional world placed under scrutiny for an extended period.

A second informant, the director of a teacher-training institution for physical education teachers, was also requested to suggest potential research settings and target teachers. A number of individual teachers and high schools were suggested by both informants, and these teachers were contacted by telephone. Following a number of telephone conversations, a tentative agreement was made between a teacher within a particular school setting and the researcher. The focus of the study, the roles and responsibilities of each partner, and the proposed time-lines were discussed at greater length, once again resulting in a tentative arrangement that would be confirmed upon actually meeting in person one week prior to the starting date of the research project.

A letter was subsequently sent to the Assistant Superintendent of the target teacher's school board requesting permission to engage in the research, with an explanation of the proposed study, the arrangements that had been made to that date with the target teacher, and a copy of the approval form completed by the Ethics Review Committee of the researcher's department. A copy of the letter was sent to the Coordinator for Health and Physical Education of the school board, the target teacher, and the chairperson of the researcher's dissertation advisory committee. Following a significant delay in receiving permission to conduct research in the school, access was formally approved approximately one week after the start of the school year. In all, four class observation periods were missed prior to approval. I would now like to describe details about the delay in the research approval, with a discussion in respect to how the delay influenced the research project. A combination of my non-compliance to 'unknown' research protocols,

miscommunication between the target teacher, the principal and I, and the principal's discomfort with the target teacher's role in the project contributed to the delay.

Prior to the principal's and school board's granting of my request, I had an opportunity to speak with the principal on two occasions. The first occasion was immediately following my first visit with the teacher during the teacher administration day, prior to the first day of school for the students. At this point I would like to insert a portion of the field note transcription of my encounter with the principal:

After we (the target teacher and I) spoke, at the end of the conversation I suggested that we go and meet the principal, who I hadn't met before, and to let him know that I was here... So we finally located the principal who was busy in front of a computer doing the school timetable, devising the timetable for the rest of the year. Although they had a timetable already produced, I guess it needed fine tuning, so he was busy at that. So we interrupted him at his work there. When Reg introduced me [the principal] immediately knew who I was, and he appeared to be quite agitated and taken back because he hadn't been personally informed by either Reg or I. Now, I thought by now that Reg would have mentioned this to him, ... however, that wasn't the case. He had gotten a letter, information through the school board, from the Assistant Superintendent (who I wrote originally) and who is no longer involved in that capacity (there's a new person who's taken it over) and the impression I got from the principal was that I had stepped over his head a little bit, and that in my mind, he didn't appear to be very supportive of what was going on. So he requested that we engage in discussion later on in the week with the school board, and himself, and Reg, maybe next week, in terms of this project. So Reg and I left at this point and then we thought about tomorrow, Sept. 7, when I'm supposed to come in and view his first class. So I went back to the computer room and asked the principal if it was OK if I observed tomorrow's class, and he said to write a letter making that known to him and the board supervisor and then "We'll see". So, tomorrow I'm going to go to the school in the morning and bring in a copy of the letter and hopefully he'll give me permission to sit in on the first class. (Wood, 1989f1, pp. 1-2)

I went to the school the next morning about thirty minutes before the start of the class, but the principal was busy and could not see me. I went to the class with the teacher anyway, assuming the best, and observed the class. Following the observation I went to see the principal again, who was still unavailable. The next day I called him and he explained that I could not observe the classes without written approval from the school board. He also stated that in his discussions with the teacher, the teacher was not very comfortable with the research project, and that support from both he and the teacher was

not very strong. The principal thought that the project would require a lot of time of the teacher (who already had a busy schedule) and that it would cause him undue stress throughout the year. The principal felt that the teacher was not in a position to become involved in the research. At this suggestion I was mortified! I had spoken to the teacher only two hours earlier and everything seemed fine with him! I was beginning to think that maybe the problem went deeper than the teacher. I again explained that the teacher had been informed of his commitments for the project and had willingly accepted. Of course, I did not know what had transpired between the teacher and the principal. The principal noted that he would speak to the teacher again, and concluded by saying that “it doesn’t look all that positive”. He noted that if the research was approved, I would receive notification from the school board by mail. At that point I advised the principal that I would leave it with them to work out, and that I would be looking forward to hearing from the school board.

I received written authorization for the research from the Assistant Superintendent of the school board almost a week following my last discussion with the principal. I immediately went to see the principal again to confirm the approval and to apprise him of my observation schedule. In this encounter he seemed much more cordial and friendly than before, but he was also very business-like. We discussed the observation schedule, the intended interview schedule, and the interview outlines.

Finally, the principal gave me very specific guidelines about how I would conduct myself when observing and interviewing the students. These included: (1) not being permitted into the boys change room for observation or conversations with the students; (2) all interview questions posed or survey questionnaires administered to the students had to be first approved by the school principal and target teacher; (3) the researcher was not permitted to ask questions concerning family make-up, economic situation, employment details, or any questions even remotely associated with sex or sexuality; (4) the research was not to take any class time away from either the students or teacher; (5) the teacher was

not to be burdened with responsibilities surrounding the research that might detract from his teaching and other duties; and (5) the principal had pointed out that he “would be keeping a close eye on the situation and that if things didn't go well that the project would be terminated”.

Target Teacher's Concerns

During conversations by telephone and later in person with the target teacher, a number of concerns were raised by him in regard to his involvement in the study: (1) the amount of time that would be required on his part for interviews, conversations, planning, etc.; (2) the amount of time required of his students for the same; (3) whether the study was of an evaluative or descriptive nature, and how this might be viewed by his administrators; (4) the intense, long-term nature of the study and how this might affect his teaching and/or relationship with his students and the researcher; (5) the 'what-if' questions such as, “What if things don't work out well and one or both of us decide to 'drop' the research?”, “What if it turns out to be an exceptionally 'good' or 'bad' class?”, and “What if the students decide not to participate in the study, feel inhibited by the researcher's presence in the class or decide to 'act differently' because of the researcher's presence (or lack of presence if that is the case)?”; (6) the possibility of sharing the target teacher's 'load' by including a second teacher and her (Grade 10 female) class in the study; (7) the selection and the possibility of changing the target class if it was deemed appropriate, and finally, 8) the effect of having a student intern from the Faculty of Education during the Winter semester.

Each of the concerns raised by the teacher were legitimate concerns which had to be addressed in a practical and sensitive way — in a way which would openly and honestly deal with or alleviate the teacher's concern while still maintaining the integrity of the research. The teacher had to be reassured that confidentiality would be maintained, both for him, his students, and his school, and that he (or they) could 'drop out' at any time. To

preserve the researcher's investment in the study, however, it was also necessary to explain that the researcher would be flexible and understanding in such matters as scheduling convenient times for meetings, discussing the on-going concerns of the teacher and students in relation to the research, and making adjustments to allow for personal space and privacy within the research setting. It had to be made clear that the teacher was an integral part of the study and could make demands on the researcher in the pursuit of a happy, congenial and productive co-existence.

Collection of Data

Direct observation is an essential and major technique for gathering data within a case study. Borg (1981) asserts that the significant advantage of the observational process is that it allows the researcher to collect direct data about human behavior that can be gathered only indirectly by such measurement techniques as a pen-and-paper test. In a qualitative, case study, the investigator as observer becomes a major research instrument. Wilson (1977) clarifies this role by stating:

The qualitative research enterprise depends on the ability of the researcher to make himself a sensitive research instrument by transcending his own perspective and becoming acquainted with the perspectives of those he is studying. (p. 261)

Eisner (1981) supports this assertion by stating: "In artistic approaches to research, the major instrument is the investigator himself" (p. 8). As well, Herriott and Firestone (1983) proclaim that in qualitative research the researcher is frequently the *crucial instrument* of the investigation.

Further to this, several writers speak about the vital importance of the observer being able to respond to the persons in the study in an empathic manner. Wilson (1977) affirms that the observer must create an empathic understanding with the participants by sharing their daily life and striving to understand their innermost thoughts and feelings. Eisner (1981) writes of the importance of the experiences that the participants are having and the

meaning they attribute to these experiences. In order to fully understand these experiences, Eisner proclaims that the observer must indwell, empathize, and project himself into the life of the people he is studying.

The case study method has also been acclaimed to be a form of descriptive research contributing to theory building (Stake, 1978). Case studies often provide an opportunity for an investigation to develop insight into fundamental aspects of human behavior, and the intensive probing characteristic of this methodology may lead to the discovery of previously unsuspected relationships. However, Asher (1976) makes known that a case study must initially be encapsulated within a very thorough conception of behavior to give the data focus. "If done without reference to theory, the understandings developed will be superficial or of value for one or two cases alone" (p. 149). Finally, Stake (1978) discloses that case studies will continue to be useful for those who search for explanatory laws, and be epistemologically advantageous as a basis for naturalistic generalization.

The collection of data for the study involved several modes of collection:

1. Direct observation of the classroom setting was made, with the researcher-observer recording observations as field notes. The field notes recorded observations of the general class contexts, individual participants' behaviors, interactions, language and abilities (although not necessarily limited to these), as well as the researcher's reflections or immediate analyses of the observations. The field notes were recorded by hand and subsequently entered by word processor onto electronic media for analysis. In total, 36 class field notes were recorded and transcribed.
2. At selected times during class observations, the dialogue of the target teacher was recorded onto audio-tape with a cassette recorder/receiver and a wireless micro-transmitter which the teacher carried on his person. The audio-taped dialogue was transcribed by the researcher directly onto electronic media for analysis. In total, 11 full class sessions were recorded and transcribed.

3. Audio-taped interviews were conducted with the target teacher, department head, principal and selected students. Interview questions were developed from observations made in class and from the review of literature in respect to various sociological and educational issues in physical education, or general education curriculum study. Five in-depth interviews were conducted with the target teacher, one interview with the principal, one interview with the Department Head of Physical Education, and eleven student interviews. The audio-taped interviews were transcribed by the researcher directly onto electronic media for analysis.
4. It was intended in the initial study proposal to attempt video-taping of select class/gymnasium sessions. After the research was underway, and the intensity of the project became better realized, this intention was re-evaluated and subsequently dropped. The level of classroom intervention was significant with the observation, interviewing and audio-taping, and the hesitancy expressed by the target teacher was respected.
5. Students were requested to keep a weekly journal of their reflections, observations, feelings and impressions of their physical education experiences, as well as descriptions of their past experiences of physical education and their reflections of themselves as 'physical education students'. Following discussions with student participants, interest was not sufficient to continue with this data collection device.
6. Provincial curriculum documents for physical education (Curriculum Guides, Program of Study, resource documents) as well as locally developed documents, resources, teaching aids, media, course outlines, rules and procedures manuals, report cards and examination documents were analyzed. Notes were recorded via word processor onto electronic media.

The various data sources described provide a broad, thorough and accurate means of collecting the 'curriculum-as-lived' by the teacher and students of the single case study. Although two data sources were subsequently dropped, the multiple methods of data collection allowed the researcher the opportunity of 'triangulation' (Denzin, 1970, p. 130). Merriam (1988), notes that "Methodological triangulation combines dissimilar methods such as interviews, observations, and physical evidence to study the same unit" (p. 69). The possibility for multiple sources of data is a major strength of case study research because "the flaws of one method are often the strengths of another, and by combining methods, observers can achieve the best of each, while overcoming their unique deficiencies" (Denzin, 1970, p. 308). The collection and analysis of data endeavored to provide accurate, reliable, and valid descriptions and interpretations of the physical education curriculum-as-lived.

Selection of Observation/Interview Periods and Interviewees

When making choices in research about observation (when to observe, who to observe, what to observe, and how to observe) and interviewing (who, when, and how to interview), one is constantly faced with rationalizing the choices made, and negotiating for other options. In this particular setting, the choices for observation were strongly dictated by the class schedule (which could not be altered) and my own teaching schedule (which was more flexible but still predetermined). For example, although I was able to negotiate a lighter-than-usual teaching load at my place of work, I could not visit the school while my scheduled classes were in session. This limited my attendance in the target class to those times in which the school class was in session and my classes weren't. This amounted to approximately 40% of the actual class sessions of the target class.

In deciding who, when and how to interview, I was again constrained by a number of factors. I wanted to interview the target teacher each month, but due to our differing time tables and the relatively constrained research atmosphere I had encountered (see limitations

below), I could only collect five interviews with the target teacher. These interviews are lengthy however, and were detailed enough to meet the rigor of the study. I decided to also interview the department head of physical education in the school, as well as the principal. These proved to be fruitful and interesting interviews.

Students were apprised of the research intentions during the early classes of the school year by first being introduced to me by the teacher, and then by my short explanation of the research and my request for their assistance. I asked the students to bring the consent form (Appendix IV) home to their parents or guardians if they were interested in being interviewed. The school board, the principal and the teacher had already granted permission for me to observe the classes for the school year.

Of the 22 students enrolled in the class, 15 students returned consent forms. I attempted to interview all 15 students, but because many lived in small communities outside of the city and commuted to school by bus each day, arranging an interview with each student was impossible. Due to limitations placed on the research by the school administration, I was unable to use class time to conduct interviews, and students traveling by bus arrived just before and left immediately after school. This left only lunch-time or free periods for interviewing. The problem of where to conduct the interviews was also considered. Finally I was able to interview 11 of the 15 students; two in the P.E. office before classes began (these were relatively short interviews), five in a school classroom during exam week, three in my own office and one at the student's own home. Therefore, interviews were attempted with all 22 students in the class, of which only 11 were possible to conduct. The target teacher was interviewed once in the staff lunch-room, once in the physical education office, and three times in his own classroom. The department head was interviewed in the physical education office and the principal was interviewed in his office.

Confidentiality

When asked to participate in the present research, students were informed that individual identities would not be revealed in any way. Pseudonyms were used in field notes and interviews during the research period to identify students, teacher, department head and principal. These pseudonyms remained consistent throughout the research period and the present paper to maintain consistency for both researcher and reader. Documents and materials used during the analysis and presentation of the research were also stripped of identifying details.

Role of the Researcher

Qualitative research carries with it a great number of moral and ethical issues. The qualitative or naturalistic paradigm requires that the researcher become a natural part of the research setting, and to get to know the individuals who participate in that setting in a personal way. In an intense, educational case study, the researcher's relationship with the participants is critical to rigorous research. At times, especially at the early stages of data collection, I was unsure whether the relationships developing would meet the requirements of the research. I would like to bring to light a number of details relevant to my role as researcher and its impact (both perceived and real) on the research project.

Accepting employment in the target city immediately prior to the data collection phase of the research created a number of problems in respect to my role as researcher. These were:

1. Six weeks prior to the initial data collection phase for the research, I was offered and accepted a university teaching position in the target city. This meant relocating both my family and my research to the present location. This caused disruption in the research plan, the task of locating an appropriate research site in the new city, and considerable anxiety, particularly because of the time and distance factors

between the two locations. The research plan was revised and a new target teacher (Reg Norton) and research site (Beacon High School) was found in the target city.

2. The research setting, although familiar geographically and culturally (I had grown up in the province and had lived in the target city for six years of undergraduate study), was still rather unfamiliar from an educational perspective. I had never taught in the target city, nor had I spent time in the target city for almost 15 years. My teaching experience in the province was centered in small, isolated, rural, economically deprived areas, and was educationally distinct from the research setting (large, cosmopolitan inner-city school, middle class).
3. The administrative structures of the school and school boards in the area were unfamiliar, as were the teacher's, principal's or school board's views of research in the school setting. I presumed with some accuracy that the methodology chosen, which required intensive observation and interviewing of the teacher and students, would be new and possibly threatening. I arranged the necessary research details and tentative permission through telephone conversations and written correspondence prior to arriving in the target city. I followed what I understood to be the appropriate procedures for contacting school authorities for permission to conduct research. These procedures, although consistent with research protocols in previous qualitative and quantitative research, were not consistent with practice in the target city. Subsequently, permission for the research project was difficult to acquire. I was refused permission to observe the target class in session until formal approval had been given by the school board. I did however, by default, manage to observe the very first class of the school year, for which the principal reprimanded both the target teacher and I later. Approval for data collection was confirmed by the school board on September 14, approximately one week after the school year had begun.

4. Reg, the target teacher, was unknown to me prior to the start of the research.

Although the research was originally intended to be strongly collaborative, I had only spoken to him several times by telephone. He had been recommended by the Coordinator for Health and Physical Education of the school board as a teacher who would satisfy the selection criteria for the project, and who would be enthusiastic about participating in the project. The relationship between Reg and I had to be developed over the research period, and the research did not evolve into a collaborative venture as anticipated.

Given these research barriers, the role of researcher for this project became problematic. The greatest problem was in the development of the research relationship between myself, the teacher and the students. The teacher indicated in an early conversation that he would like me to become involved in teaching the class at some point. I indicated that I would be willing to do so, particularly for units in which I felt most prepared, such as orienteering, cross-country skiing, canoeing, cooperative games, etc. Unfortunately, none of these activities were listed in the curriculum plan for PE 1100, and the teacher did not appear willing to step outside of the prescribed curriculum. I suggested that maybe we could team teach some classes if he wished. This did not evolve, in part due to the lack of time available for us to coordinate and plan a team teaching unit, and partly due to personal inhibitions on each of our parts concerning teaching together in the research setting. Below I have listed what I consider to be the major barriers to 'real' collaboration in the research project:

1. In my case, given the discomfort I felt in the research setting after finally receiving permission to conduct the study, I did not really want to become demonstratively present in the classes. I felt that the principal would not really understand what was transpiring, that he would probably be critical of my involvement in the class, and that the planning necessary to develop the team teaching unit, and to then document it for the research would require too much of the teacher's time.

2. The teacher did not openly volunteer or invite my involvement once the data collection began (class observations). It was my impression that he preferred to do things as he had planned, and as he had done in the past. It was made explicit right from our first telephone conversation that I did not intend for him to change his teaching style or methods because of my presence in the classroom/gym. This, I had explained, was the purpose of naturalistic research... to capture the 'reality' of the setting, not some pre-packaged, choreographed set of lessons intended to impress the observer. I said I wanted to see the 'real teacher', not the 'textbook teacher'. So, in this sense, the teacher and I lived out the reality.

I did not want to impinge on his class process in the research environment or incite a negative reaction from his principal, despite my initial inclinations and intentions toward collaborative research, and I sensed that he did not want to give up the class or change the planned curriculum. Thus, despite the original research intentions, we did not collaborate in the sense of setting shared goals for the curriculum that was unfolding. My role as researcher was incredibly passive compared to my initial intentions. I felt greatly inhibited by the threat of withdrawal of research support by the principal.

Delimitations

The research study was delimited to include one male Grade 10 physical education class (including one teacher and twenty-two students) which met for forty minutes, every other school day for the 1989-90 school year (September-June) in the school gymnasium. The only other use of space for the physical education course was one soccer class held outdoors on the school soccer field while gymnasium repairs were being done, and six 'theory' classes (regular classroom) near the end of the school year. The school is a large senior high school (800+ students) located in an Eastern Canadian city. The class could be regarded as a 'typical class' having no extraordinary or unusual features.

Limitations

The study had limitations to the extent that the school board and principal set definitive parameters to the intensity and reflexivity of the research. The process of acquiring permission to conduct the research was discussed above. The limitations placed on the research by the school board and school made the research situation somewhat tense and uncomfortable, as the researcher anticipated the worst to happen at any moment. This caused the data collection to proceed with extreme caution and extremely slowly. Requesting the target teacher to supply certain curriculum materials and to meet for interviews was delayed. The first teacher interview did not occur until the middle of October, the first class audio-taping occurred about the same time, and student interviews did not begin until early March. Requests, when brought forth, were done in such a way as to avoid appearing forceful or demanding. I would contend that the limitations set within the research environment impeded to an extent, both the progress and overall quality of the research. Obviously, the quality of qualitative research is inherently dependent upon the quality of access to the research environment.

Analysis of Data

The analysis of data was completed in three stages. The first stage was transcription of the collected data into an electronic format that would allow ease of manipulation and analysis. First, all the field notes that were either hand-written or audio-taped were transcribed using an Apple Macintosh computer and word processing software, and were stored in text files. Diagrams taken from the field notes were re-drawn using several graphical software programs. Classes which were audio-taped were transcribed as above, as were the student interviews, teacher interviews, and the interviews with the principal and department head.

In the second stage of data management, all text data was transferred into HyperCard 2.0 (Apple Computer Inc., 1990) format using a software program designed for analyzing qualitative data titled HyperQual (Padilla, 1991). Although the transfer to HyperQual was somewhat tedious because the data entry should have been made directly into the analysis program, it did not constitute a great effort. Once organized into data 'stacks', the analysis process involved reading through the data while highlighting selected, meaningful portions of the text, encoding it with a meaningful tag, and directing the computer to send the selected text (also known as 'exemplar') to a separate tagged stack. In this way, the meaningful themes are created through the analysis process and all references to that theme are directed to and collected in one stack. Of great value is the ability for a meaning unit to have one or more codes (tags) attached, and to be easily transportable to different stacks. This process can be completed without a specific program dedicated to this form of analysis (through 'cut and paste' techniques performed manually or electronically), but the HyperQual software made the task simpler, quicker, more accurate and more meaningful. Navigational aids which were included in the software made tracking such a large volume of text data almost a pleasure.

Following the 'tagging and stacking' of data, each stack was then printed, providing a 'hard copy' from which further analysis and the actual writing of the next portion of this paper continued.

Framework for Data Analysis

Following the work of Kirk (1988), an analysis of the three aspects of Kirk's definition of curriculum: 1) context, 2) knowledge and 3) interaction was undertaken with the intention of disclosing the historical, socio-cultural, political and experiential dimensions of the research setting. The diagram below (Figure 3) demonstrates the framework that was used to guide the data analysis. In each of the following three chapters, a description of an aspect of Kirk's curriculum will unfold, followed by an

analysis of the description as it relates to the 'functional curriculum' (Dodds, 1983). It is intended that use of this analytical trilogy will uncover the functional curriculum as it exists within the PE 1100 program at Beacon High School.

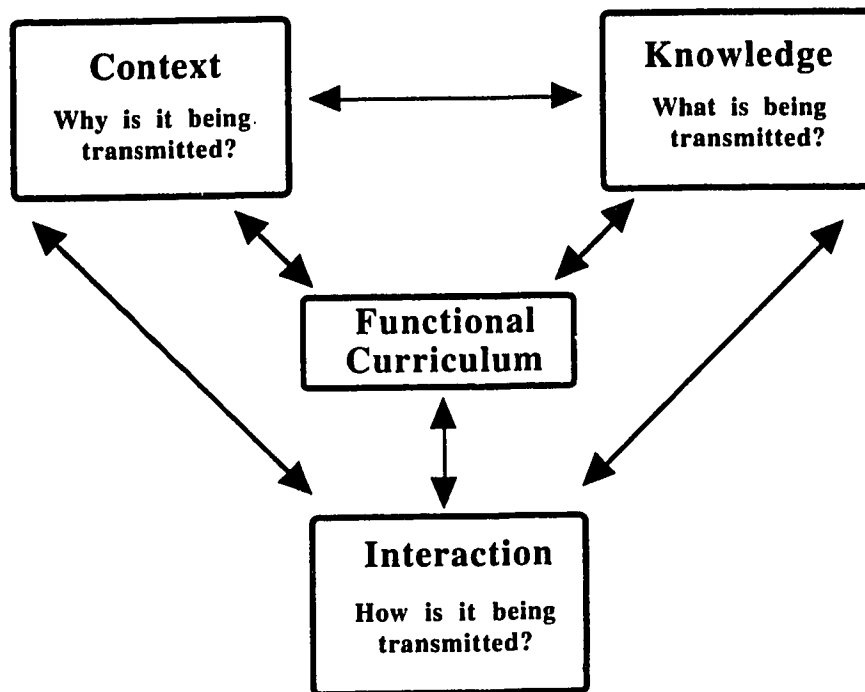


Figure 3. Relationship of Kirk's definition of curriculum and Dodds' "Functional Curriculum"

Adapted from Kirk (1988) and Dodds (1983)

The dialectical relationship between Kirk's three curriculum components may result in some duplication in the data analyses. All levels of Dodds' functional curriculum may not be addressed within a particular chapter, and a fuller analysis will be undertaken under a separate heading.

CHAPTER IV

THE CONTEXT

Introduction

Case study research brings with it an obligation to describe the research setting sufficiently for the reader to have something of an 'insider's' perspective. This means capturing and displaying not only the physical dimension of the setting, but something of its climate, its culture, and its values.

An ethical consideration when conducting any form of research is the extent to which the research discloses the identity of the research site and its participants. When considering the ethical implications of conducting a qualitative case study, non-disclosure of the research site was a primary requirement, safeguarding the identity of the community, the school and its occupants. This agreement between teacher and researcher holds within it implicit methodological, ethical and journalistic dilemmas; ones not easily overcome or satisfactorily addressed. At one instance the researcher is required by scholarly standards to adequately and accurately describe the setting and its participants, while at the same instant protect those identities. The extent to which these ideals are met must be left for the reader to decide, cognizant of the built-in pitfalls.

This chapter is intent upon disclosing a slice of Beacon High that will sensitize the reader enough to better understand what follows in the analysis of the functional curriculum in a physical education class. While the intention is to provide a glimpse of why particular forms of knowledge, attitudes and behaviors are being transmitted, this description cannot capture the completeness and the complexity of the school. Descriptions and analyses of the context of the school, and its place within the cultural fabric of the community permit the reader an opportunity to view the various rationales and philosophies which drive much of the functional curriculum. The description of the setting will take the reader from

general details of the school and its philosophy, to specific details about the Physical Education 1100 course, the target class, the teacher and particular students. It is hoped that the detail is sufficient to provide a clear window through which the school, its occupants and its physical education program can be viewed, bearing in mind that it is but one of many possible windows.

The 'Larger' Community Context

Beacon Senior High School lies in the midst of a modern but historic city in an ancient river valley, bounded by ocean and rocky hills. It has been the political, economic, cultural and spiritual capital of an Atlantic province for over two hundred years. Large churches abound in the city, giving credence to the strength of its people's religious convictions. Because of its population and the density of the population in the city center, it boasts the largest schools, churches and public buildings in the province. It also contains the large historic homes of the province's wealthiest business merchants of the past and present. Education has always been an important responsibility of churches in the province, and despite increased intervention and control gained by the provincial government, churches still maintain a strong hold on the educational system in the province. This control is largely gained through the Denominational Education Council (DEC) which administers public funding to school boards on a denominational basis. The power of the DEC is felt in such areas as teacher certification, school board hiring of teachers, and provincial and school board policy making. Recently a widely circulated and contentious study on the educational system in the province recommended sweeping changes to the denominational education system, changes which would all but abolish it in favour of a 'public' system. This has set off a debate of great magnitude about educational and religious territory.

A more serious matter which contextualizes the community and matters of education and religion, is that this research was conducted during the period when the Roman Catholic church was undergoing extreme tension in respect to charges of sexual abuse

being laid against a number of its community leaders, in particular the Christian Brothers. Since that time, legal proceedings have been completed, and a number of convictions made. This may not, at first glance, seem relevant to this study, but I believe it impacted in a number of ways. The most salient observation was that the educational community was extremely sensitized about professional members of the community being suspect in their dealings with children. This included teachers as well as priests. Over the research period it became obvious that teachers were particularly careful in their relationships with students, of both sexes. Teachers who would normally pat a student on the back for an outstanding performance held back. Teachers who might have taught or coached gymnastics chose to do otherwise because of the unusually high degree of physical contact that must exist between teacher and students, and between students.

The second impact of this sensitivity was evident in the difficulty at which I was able to acquire general access to the research setting. As earlier described in the limitations section of the research methodology, approval to conduct the research was granted almost two weeks after classes began, with a large number of stipulations and warnings. It was clear that the school board and the principal were interested in protecting the teacher from the stresses sometimes induced by this kind of intense research, but it appeared that the paranoia exhibited may have been the result of tension caused by such possibilities as a university researcher observing students engaging in [misinterpreted] shower-room frolicking, or a teacher mistakenly touching a student in a way that could be interpreted as indecent. My being banned from the boys shower-room was an obvious example of this paranoia. Having taught physical education for fifteen years, I have been in more boys shower-rooms than I care to remember. I would like to illustrate my observations with an excerpt from a field note collected during the research period:

... it occurred to me that the [sex scandal] with the priests and brothers, in [this province] and elsewhere in Canada, probably had a lot more impact on my research than I would have thought, because before that incident it might have been a lot easier to establish myself in the school. It would have been easier to meet students in the school, and the school would not have been so paranoid, at least I sense paranoia. If I had spoken to a student and found out that his

parents were abusing him physically or mentally or sexually, or that his priest was, or that his teacher was, that I as an outsider, an observer, a non-biased person coming in from the university, could really make the situation difficult for the teachers, and principal. All it would take would be a hint that something like that was going on, and the media would have it blown to hell, and [the principal's] life, and [the board superintendent's] life, and all the teacher's lives would be pretty difficult for a long time. What I sense then is that not only is the system protecting the children from the kind of mass hysteria that would occur, but certainly protecting the school board and all the teachers, in terms of making any judgment, or finding anything out that might be scandalous. (Wood, 1989f20, p.2)

I would like to clarify that none of these concerns [relative to sexual abuse] were raised by the school board officials, principal or the teacher, and I did not raise them in the interviews conducted. In one sense I could be faulted for not raising my tacit observations with them, but given the tenuous nature of my presence in the setting, I chose not to provoke the decision-makers by raising these observations as an issue. Despite the limitations that the school principal and the school board placed upon my research activities, they had every right to do so, and I accepted those limitations within which to operate.

The 'Immediate' Community Context

The immediate community that surrounds the school is a mix of low and middle income families, both single family homes and row housing. Below the ridge on the front and back of the school are a large number of low rent, subsidized housing units. Many families living in these accommodations are supported by social assistance income, and many are single-parent families. Students of senior high school age from these homes would be attending one of four large high schools in the area, depending upon their religious affiliation. Two schools are operated by the Roman Catholic School Board while two are operated by the Integrated School Board (Anglican, United Church, Salvation Army and Presbyterian). To make the configuration even more complicated, Beacon High services a large number of students who are bussed in from neighbouring communities as

far away as 30 km because these small communities do not have an integrated high school. This permits the rural students the same kind of academic choice for high school courses as their urban counterparts. Thus a large number of students spend upwards of 80 minutes per day on a school bus traveling between home and school. School busses do not service the city itself, so students who live in the city either walk to school, take municipal transit, are transported by their parents or friends, or drive themselves.

The mix of students in Beacon High is very diverse, and the kinds of courses that are needed to serve the interests and career expectation of the students are equally as diverse. Recent recessionary trends, high unemployment, inflation and costs of post-secondary education place an ever-increasing burden on families, school boards and government to provide adequate support for quality education. Student decision-making about future careers make for demoralizing discussions. Students are constantly being told to stay in school, get high grades, continue on into college or university, and choose a trade, profession or business venture that will ensure employment, good income, and high security. Finally, emphasis is being placed more so than ever on the basic educational subjects of mathematics, science and language arts ... with a recent emphasis on computer studies and technology.

This makes for a declining demand for subject areas that do not appear to have direct relevance to a particular job or career. Physical education is a subject area that, despite a phenomenal increase in public awareness of the need for physical fitness and healthy lifestyles, has declined in student enrollment over the past five years (Department of Education, 1992). The reasons for this may be as varied as the students who make the decisions, but a number of factors must be considered. Students are being encouraged by schools and other agencies to chose courses that are career related, and students who are college or university bound are focusing their attention on those courses most applicable to their intended profession. Timetabling of courses tends to cause conflicts which reduce the choices of students, and the program content in the physical education curriculum has not

kept up with the times. As well, students may not see physical education courses serving their needs in a society that is increasing its emphasis on information technology and entrepreneurship.

Thus, the community in which Beacon High is immersed transmits a distinct set of values into the educational climate of the school. Student values are shaped by the socio-economic, cultural and religious norms cultivated by the larger community. These values impact daily upon student attitudes toward education in general, and physical education in particular. Many of these attitudes will be explored in the ensuing chapters.

The School

On a high ridge overlooking a wide valley stands Beacon Senior High School, its three stories of classrooms made obvious by the rows and rows of windows. A grassy field nearly surrounds the school, with a soccer pitch separating the school from a one-story elementary school nearby. Two ice arenas stand a stones throw from the school. Behind the school, the gymnasium is a separate building with matching brick walls and a steep-sloped roof, connected to the main building by a short entrance-way. Once the envy of any school principal in the province, Beacon High was a shining example of a strong commitment to quality education. Today the school building suffers, like many, from decades of environmental and vandalistic abuse. The once shiny blue tile is faded and cracked, fallen in places, many windows are broken or badly cracked, window curtains are faded and in disarray, paint is peeling and graffiti is scrawled around the building. Recently the roof was peeled back by a terrific wind storm, causing extensive damage to the school both inside and out. The exposed nature of its perch has taken the gloss off the formerly impressive school building.

The lackluster building hides an impressive record of academic and athletic achievements, and a dedication to excellence undiminished by the school's superficial exterior. In the front foyer of the school, plaques, certificates of awards, athletic trophies

and banners are displayed to proclaim the schools successful quest of excellence. Athletic banners also hang in the school gymnasium and the school team logo and mascot is boldly painted high on the gym walls.

Like many high schools of 800 students, bulletin boards are hung with announcements for choir and band practice, intramural announcements and student council fund-raising flyers. Names of school teams are posted along with league schedules and game announcements. The halls are busy with people, teachers and students mixed together as everyone changes place every 40 minutes. Student couples are holding hands as they head to class, while other couples stop to say intimate good-byes ... all within the customary allowable limits of decency in a public forum. The stairway is a heavy traffic area as it is the central transit system for students and teachers moving from class to class, to the cafeteria or the gymnasium. Students dress in a variety of fashionable and out-of-fashion styles ... boys wearing their baseball caps backwards, long streaks of bleached hair falling in front of their eyes, girls dressed in skirts, dresses, slacks and jeans, ROOTS, BENETTON, POLO, all manner of designer styles. Jewelry is IN! Ear-rings, bracelets, nose-studs, broaches ... worn by young men and women alike.

Teachers rush around between classes dressed in casual, conservative attire ... male teachers wear ties and casual dress shirts, with or without a sports jacket or sweater, while female teachers wear usually more brightly coloured dresses, skirts or slacks, again often with a jacket or cardigan style sweater. All are well groomed and professional looking, most looking either very busy, harried or tired. The principal, wearing a full but neatly trimmed beard, is usually found in his office on the telephone, or speaking to one of the secretaries, the vice-principal, a teacher or, more often, a student. He spends his out-of-office time attending meetings at the school board office, or moving between the general office, the staff-room, the staff work-room or one of the numerous other rooms, constantly talking to people along the way. The pace is hectic and unrelenting during the school day, beginning around 8:30 AM and lasting until at least 4:30 PM.

The school is alive with the energy of young students going through the routines of the day ... homeroom, two forty minute classes, a fifteen minute recess, either two or three classes (the school lunch break is staggered over two periods with half of the school population being free for lunch at a time), a short homeroom period, and then two more classes (see teacher's timetable in Appendix I). Most students eat lunch in the cafeteria, while others walk to a local confectionery store or take-out restaurant for provisions. Students who live very close usually walk home for a quick lunch. Teachers eat in the staff-room, eating cold sandwiches, or food from containers warmed by the microwave oven. During the recess period many students can be found in the gymnasium shooting baskets or passing around soccer balls. After school the gymnasium is scheduled for sports team practices or games against other schools, and is rarely empty except for the class periods when no physical education classes are scheduled, or when the scheduled physical education class is participating in an outdoor or out-of-school activity. A more complete description of the gymnasium will be made in a later section of this chapter.

School Philosophy

In attempting to understand the school and how the physical education program is affected by general principles within the school, interviews were conducted with the school principal and the physical education department head. In each interview the question of whether there was a 'school philosophy' was addressed. The principal captured his notion of the school philosophy in this excerpt:

Well, the school has always had a sense of fairness, and a sense of openness, and a sense of expectations of how students should be treated in a general Christian way, but I'd also stress that there is a tolerance here for non-Christian families, and we have a fair number of non-Christian students. I would prefer to look at the sense of values, and ethics and belief of students having a sense of responsibility, and a sense of being treated in a fair and reasonable way. That extends not only to how you treat them in a course or a class, but to wherever the students happen to be, and I think that is inherent in the school and we try to enhance it and carry it on. (Wood, 1990p1, pp. 1-2)

The emphasis on values, beliefs and the reference to Christian ethics clearly orient the school's philosophy toward a deeply held belief that one of the school's main purposes is to guide students in ways that are spiritually and morally in unison with the larger community. The transmission of ethical values is a primary goal of the schooling that students receive at Beacon High. The department head took a slightly different slant on what the philosophy of the school might be:

A philosophy... or style..? I think that there is such a thing as a school style, a school message, and it has permeated the physical education end of things. I'm not too sure if I could even enunciate it. But the school philosophy is a liberal education. It is one that places importance on physical education, art, music, as well as the other more traditional academic subjects. So I think the philosophy is, that a liberal education is important, and I think that there is a strong emphasis on good teaching, and whatever that might mean. I think that we are all expected to pull up our socks, and do our best. There is little room for slackards. With a school this size, you know, we certainly do have some problem students, as every school would if you have almost 800 students, but we do try to maintain a standard. There is a high standard that has been set, and this school does have a fairly good tradition of winning scholarships for example, as well as a fairly good athletic tradition, and these are all noted through the obvious awards and scholarships won, and the importance that they are given at assemblies. (Wood, 1990d1, pp. 10-11)

Inherent in the liberal education philosophy of the school are the ideas that standards of behavior create a strong work ethic, and that all school participants must work together toward excellence. This carries down into the day-to-day workings of the school by the recognition of excellence through awards and presentations, and by the notion of fair treatment and tolerance of all students as described by the principal. Later in the interview with the principal, he elaborated further by indicating several other philosophical stances that play out in the operation of the school: flexibility in student scheduling, students right to clearly know the evaluation procedures and teacher expectations for courses, and the expectation that teachers will remain current and innovative with their subject matter and teaching methods (Wood, 1990p1). This supports the department head's emphasis on quality teaching and a sound work ethic.

A topic of discussion arose during the interview with the principal which may display on his part a philosophical misunderstanding of the educational value of physical education.

While discussing the compulsory nature of the PE 1100 course, the principal gave an example of a student who wished to opt out of the course. The principal spoke:

I'm a firm believer and supporter of education and physical fitness. Now, don't get me wrong here, but I think that for some people, it can be achieved in different ways. I've had students come in here and say, "Look, I'm a member of a synchronized swimming team. I swim at the aquatic center every morning at 7:00 am. I think in my total lifestyle I'm adequately addressing my physical education needs. I would prefer to do a music course instead of PE because I don't have time for music outside of school because I'm so wrapped up with training for the synchronized swimming meet". Strictly speaking, according to the board policy, I can't say yes to her, right? I've got to make her take another PE course, whereas the student who's doing music for three hours a day outside of school, that student needs PE in school and I fully agree with it. So, we need proper education rather than a compulsory, "you must" sort of route. (Wood, 1990p1, p. 3)

The issue must be raised whether physical education only develops the fitness aspect of a student. Although the swimmer exercises by swimming every day, one must question whether her body may need other forms of knowledge outside of that available in an aquatic environment, or whether there may be other forms of knowledge possible through physical education that could assist her at present or in the future. This philosophy is obviously that of the principal, but as the spokesperson for the school, and a person who wields tremendous power within a particular jurisdiction, it cannot be ignored for its significance.

Undoubtedly, these details provide a mere glimpse of the overall depth to which a school might enact its philosophy, but they also serve as a guideposts for analyzing how these values are lived out in a physical education classroom.

Physical Education Philosophy

Differentiating between the 'official' physical education philosophy of the school, and the physical education philosophies of the department head and the teacher is important in its potential for detecting possible commonalties and inconsistencies. The goal of this analysis is not to create judgments about differences of philosophy. An accepted premise underlying the research is that individuals will and do re-write or subvert curriculum

objectives based upon their own philosophies and belief structures. The analysis is intent on understanding the differences and similarities which lie at the foundation of the physical education program, and how these differences and similarities are mediated throughout the functional curriculum.

It would be fair to say that an 'official' physical education philosophy does not exist at Beacon High School. There is an unwritten philosophy that has been developed through the tireless efforts of the department head, who is unsure whether the philosophy has been completely transmitted:

I don't know to what extent it is being transmitted between us. We certainly do talk quite a bit about these kinds of things. Being in daily contact, observing each other, and communicating with each other, I would think that there is a fair amount of ideas going both ways. I would say that without it really being said, or without enunciating it directly, his philosophy and my philosophy, through some kind of osmosis, have been communicated. (Wood, 1990d1, p. 10)

The department head, having taught physical education at Beacon High for seventeen years, was in an excellent position to develop and transmit the physical education philosophy of the school. He was also instrumental in the development of the original provincial physical education program (Grade 10 and 11 PE Credit Courses) which was piloted at Beacon High during the 1975-76 school year. These courses became the prototypes for the current courses of the Revised High School Physical Education Program introduced in 1982. Therefore, the physical education philosophy of Beacon High is a combination of the overall 'official' program philosophy of the Department of Education, the 'unofficial' school board and the school philosophies, and the personal philosophies of the department head and the teachers. Much of the school board, school and staff philosophy is implicit in the sense that it is transmitted, as described by the department head, though a process of 'osmosis' and dialogue between all parties, concurrent with the stance taken by Young (1971) that "... curriculum is produced and reproduced through the active involvement of people" and that "this involvement necessitates struggle, conflict and contestation ..." (Kirk, 1988, pp. 90-91).

While the philosophy of the school board drives the board-wide policy that PE 1100 is a compulsory course for all students at Beacon High, this does not fit perfectly with the principal's philosophy of physical education:

Well, the board has a philosophy, or should I say a policy, that PE be compulsory for the first year, and an optional course at the 2nd and 3rd years. While that is somewhat restrictive, and more demanding than the provincial curriculum requirements, I am not entirely convinced that it is correct. I wasn't then and I still have some reservations. I believe that for 85-90% of the students, it is a good move, and I tend to believe that most of these students would have taken that course anyway with the appropriate education and guidance, without it being a board requirement. For another portion of the school population, it is not a good philosophy, and I don't care if they support the compulsory nature of the course. (Wood, 1990p1, p. 3)

The department head, on the other hand, strongly supports the policy of one compulsory physical education course:

Yes, PE should be a credit. When it's taught well it certainly has a place high on the educational ladder, and I think that experience has also shown us that, first of all, if you do make it, especially with the abundance or great number of courses that are now being offered at the senior high school level, it also demonstrated that if you make it completely elective, that the numbers are going to be somewhat low, and that there are now going to be a large number of students that would not get any PE at all in senior high, so I had now come to the belief that the way this school board does it is the best way to go, given our local conditions and situation. (Wood, 1990d1, p. 3)

The struggle and conflict of ideologies between the principal and the department head, though not serious, attest to Young's observation about the evolution of curricula, and program philosophy. The teacher, however, who is shouldered with the responsibility of living out this philosophical reality with the class, has to contend with some of the students' frustrations with compulsory physical education:

I want them to enjoy the class, and I want them to hopefully... like I'm frustrated if they go to class and they're frustrated. I want to try to keep them happy. Obviously it's a compulsory course and everybody has to do it, so there are some people who will have to live with that, there are some people who are not going to be turned on by everything you do, but I like to see, as much as possible, everyone leave class feeling positive about the class, feeling that they got something out of it in terms of enjoyment. (Wood, 1990t3, p. 3)

While the school board, principal and department head generally support the compulsory course policy, which elevates the status of physical education within the 'educational ladder', the teacher must address this issue on a daily basis in the classroom. The teacher must face the lived-curriculum of motivating students to actively participate in the official curriculum content for which students are not always eager, especially in a required course which allows little room for choice. Following the work of Seddon (1983), Kirk (1992) describes the hidden curriculum as:

... the learning of knowledge, attitudes, norms, beliefs, values, and assumptions. The important factor that seems to distinguish this learning from the learning teachers intend to happen through the official curriculum is that these attitudes and values are communicated unintentionally, unconsciously, and unavoidably. The medium for the communication of these affective phenomena is, however, the official curriculum, the formal teaching, organization, and content of the curriculum. In other words, the hidden curriculum refers to knowledge, attitudes, and so on that students learn as unavoidable and unintentional consequence of participating in the formal, routine activities of the school. (p. 37)

The school's physical education philosophy was further illuminated by the department head's response to my question about whether he thought the teacher inherited a philosophy upon coming to teach at Beacon High:

Yes he did. When it comes to PE philosophy, and I can certainly espouse my own philosophy, if you're asking whether he inherited that, it may have been as much un-stated as anything, and the philosophy will go something like this. I think that in PE you teach more through example than you do through didactic teaching. I think it is very important that if you preach physical fitness, for example, that you should be somewhat fit yourself, despite advancing years I might add. If you preach non-smoking, if you preach a healthy lifestyle, an active lifestyle, I think you should live one. When it comes to a PE philosophy that he may have inherited, I think that was a strong part of it, and that as a teacher you teach, and as a student you learn, more through example in PE, especially in terms of lifestyle, than you do through preaching at them. The fact that PE is so important, and that we have a duty to structure our program, and to actually try to meet the objectives as best we can, I believe heavily in organization, and structure. That's not to say that there aren't some class periods that may be totally unstructured, but in general, there is a long-term plan. There is a unit plan, there is year long plan, and it should be followed as much as possible, but remain flexible enough to allow changes. (Wood, 1990d1, p. 10)

A number of interesting observations emerge from this statement of philosophy, the first being that physical education teachers are expected to teach by example, to demonstrate in the way they conduct their lives, encouragement and support for an active, healthy lifestyle. The doing of physical activity, for the department head, is equally as important, if not more important than the teaching of particular physical education content. This concurs very clearly with Reg's philosophical stance, which is focused on keeping the students active, trying to increase the fitness level of the students, given the limitations of time available, and having them enjoy the class. Student enjoyment of the physical activity is a primary objective of the teacher (Wood, 1990:3). The teacher's philosophy of keeping students active and happy parallels the findings of Placek (1983) which described physical education teachers' recipe for successful teaching as the ability to keep students "busy, happy and good".

The second philosophical orientation of the department head is his concern for sound organization and structure of the program, units of instruction and classes. Short and long-term planning to allow for the attainment of learning objectives is a secondary but necessary goal of the program, although it must also allow for sufficient flexibility for the scheduling of classes that are weather-dependent. Reg sees the learning of basic skills as sufficient for the enjoyment of various games as another important objective:

I want to try and develop some basic skills, so that they can enjoy later on, if they want to play a game of basketball or a game of volleyball, they can draw upon what we did here and hopefully have some basic skills so that they can enjoy the games. (Wood, 1990:3, p. 3)

Finally, Reg was asked about the extent to which the attainment of 'knowledge' was an objective of the physical education program. It was clear from the interview transcript that the knowledge component of the PE 1100 course was de-emphasized by Reg. Three areas of knowledge were identified as requirements (see Chapter V); sport specific, basic physical skills (body knowledge), basic understanding of the rules and strategies of the various games (rule and strategic knowledge), and the study of the textbook (*Physical*

Fitness: A Way of Life, by B. Getchell) dealing with applied physiology and physical fitness (academic knowledge). Knowledge and understanding of proper performance technique was not emphasized in the cognitive domain. Although the teacher explicitly de-emphasized the academic aspect of the program, the evaluation scheme weighed it heavily.

The physical education philosophy of Beacon High constitutes a compromise between the ideologies of various educational stakeholders, including to a much lesser extent, the students. Although the Department of Education, through its stated goals of education, has developed a philosophy of physical education, the school and its teachers have interpreted it loosely enough to fit within their own philosophical orientation to the subject. The teachers are guided more by the stated departmental objectives of the PE 1100 course in the fulfillment of the minimum requirements, than by the formal philosophical statements by the Department of Education. While the school board has mandated PE 1100 for all its students, the principal sees the policy as contrary to his stated school philosophy of permitting students as great a choice as possible. PE 1100 is the only required course for all students of the school board. The principal was of the opinion that course enrollment would not be seriously affected if PE 1100 were optional, while the department head felt that loosening the requirement would reduce student enrollment.

The department head and the teacher share philosophies which encourage students to be physically active now, and in the future. The motivation for this participation is derived as much from what the teachers themselves do, as what they say or teach. An emphasis on activity, full participation and enjoyment, mixed with the learning of basic skills in a variety of physical activities, appears to be the guiding philosophy of the physical education program at Beacon High. Cognitive aspects of physical education appear to be explicitly de-emphasized by the teacher, but implicitly emphasized by the evaluation system in the program. This complements the stated goals and objectives of the PE 1100 course, which will be addressed in a succeeding section.

Physical Education 1100

History of PE 1100

The early beginnings of PE 1100 were traced by Mr. Arnold, the physical education department head of Beacon High, who was instrumental in the development of the original Physical Education High School Credit Course. Prior to the credit program, physical education was a compulsory, one period per week, non-credit course for Grades 10 and 11, which the department head of Beacon High described as recreation-oriented. He noted:

After the first year I became very disenchanted with the type of PE that we were offering in this school, and I immediately began looking for ways to change the program. I wanted an elevated status for PE, I wanted a different type of program, rather than seeing the students for one 40 minute period, which really translates into a 25 minute activity period. Rather than just seeing them once a week, I thought that we could do something better, and I thought we could actually incorporate some teaching into the program rather than have, as it was seen by a lot of administrators, just a recreational break from regular school academic life. I thought that we could be doing so much more in PE, and there was so much more to do, and I immediately began looking for ways to change the program. (Wood, 1990d1, p. 1)

After gaining support from the school administration and the school board, Mr. Arnold contacted the Physical Education Consultant of the Department of Education, with whom the new physical education program was planned. The Department of Education supported the development and implementation of the new credit program, and in 1975-76 it was accepted as a pilot course. The course was elective, similar to many other non-required courses offered in the high school program, and was offered for four periods per week for Grade 10 students, and five periods per week for Grade 11 students (only physical education). Mr. Arnold also explained how the elective status was realized for the program:

[prior to the credit program] we were offering a compulsory program, and we were seeing those students once a week. There were all kinds of things going on all around the province. Teachers were really not being held accountable for the PE they were teaching. Principals, superintendents and the Department of Education left PE entirely in the hands of the PE teacher. The teacher could basically do what he or she wished. There was a K-11 PE curriculum at the Department of Education level, but my point is, it wasn't being followed, and

nobody was holding the PE teachers in the province accountable for what they were teaching. If I were for example a ball hockey enthusiast, I could go into my school in any community in the province, and I could offer recreational ball hockey to my students from September to June, and that could be my entire PE program. Teachers were getting away with that kind of thing. So the impetus for change was that no one was being held accountable. There were a lot of things wrong with the program what I personally could not live with, and the compulsory program meant that students were pipping off, mostly because it was a non-credit program... nobody cared. There was no evaluation... as a student I wasn't being held accountable for what was or what was not being learned in the course, so my point is, I felt that the program was doing more damage to the field of PE, and more damage to the students... different teachers approached the course in different ways.

By making PE compulsory, and by offering a very poor PE program, in effect, on paper what we were doing was trying to expose all students to a very inferior PE program, one that meant large numbers in classes, and often very poorly prepared teachers and activities, so I felt the best approach would be to say, let's remove the compulsory requirement, and let's put in what we feel is an educationally sound PE program, one that we could stand up and be proud of. It meant that we were asking for daily PE. For anyone taking the Grade 11 course, they would have PE five days in a five day cycle. Now the evolution since then has shown that we can offer a compulsory program at least at one level, and then an elective program in the levels beyond that. (Wood, 1990d1, p. 2)

The Physical Education 1100 course was authorized by the Minister of Education in March of 1981 with the introduction of the Revised High School Program of the province. It was first piloted by Mr. Arnold at Beacon High in the 1981-82 school year. When the Revised High School Program came into effect in 1982, physical education was changed again, this time to three, one-credit elective courses. This meant that students electing a course would participate in physical education three periods every six school days, thus removing the daily focus of the course. The school board which administered Beacon High enacted a policy, as described above, which required all students to take the PE 1100 course, thus returning the compulsory nature of the course. The department head rationalizes and supports the compulsory nature of the course now because the quality of teaching and physical education facilities have improved, and the potential for low enrollments may mean that many high school students would not get any physical education during their high school program.

The move to examinable, centrally controlled, elective physical education at the high school level in the province, as justified by the department head, is consistent with Goodson's (1983) hypotheses that special interest groups (PE teachers, coordinators, consultants, academics) attempt to justify their particular subject on the basis of high status knowledge (scientific principles of physical fitness) rather than pedagogy, and that much of the conflict within the educational milieu "revolves around attempts to gain status, and thus, access to resources such as timetable time, highly qualified staff, good facilities and equipment, and the most able pupils" (Kirk, 1988, pp. 91-92).

The 'Official' Curriculum of PE 1100

The official course description for PE 1100 can be found in Appendix II, but it is necessary to highlight the primary focus of the course as developed by the Department of Education. The PE 1100 course is one of three high school physical education courses. The courses are not sequentially organized, thus students can take them in any order, and there are no prerequisites for any of the courses. Students generally take the courses in numerical order, however. The purpose of the PE 1100 course is to "further develop and improve the student's self-concept of his physical dimension, as this relates to appreciation for and performance in psychomotor skills, and knowledge and attainment of healthy levels of physical fitness" (Department of Education, 1981, p. 1). The objectives are to be achieved by participation in physical activities that develop the psychomotor skills of the student, as well as enhance physical fitness and general health:

1. To have students develop psychomotor skills in a variety of physical activities that have appeal as worthwhile, lifetime physical recreation and sport pursuits.
2. To have students attain physical fitness levels in the oxygen uptake range of 45-50 milliliters per kilogram of body weight per minute.

3. To have students acquire a conceptual understanding of physical fitness, especially as it relates to the concepts of health and preventive medicine.

(Department of Education, 1981, p. 2)

Knowledge of principles of physical fitness is attained by the delivery of a conceptual unit of the course by the teacher, usually in a classroom setting. It is also intended that students "will obtain a perception of the feeling of being physically fit, and will acquire the habit of participating in a physical fitness program (Department of Education, 1981, p. 1). Therefore, the course has two major sections: an applied physiology component and a physical activities component.

The applied physiology component has no guidelines in respect to the amount of time which should be allocated to it in the course. The prescribed textbook, *Physical Fitness: A Way of Life* (Getchell, 1981) provides a succinct overview of basic physical fitness principles, and teachers commonly select portions from the textbook as assigned readings, being sure to highlight the major topics. Some teachers use the textbook throughout the year and work through the topics slowly, using several class periods during each activity unit for covering the text material. More commonly, teachers cover the complete physiology and fitness material as a single unit, testing for student knowledge immediately afterward. Units of instruction typically last from four to six weeks (10-12 class periods).

The physical activities component provides participation opportunities for students in three categories: life-time recreation activities, team sports, and individual activities. In all, a minimum of five physical activities are required, with at least one activity selected from each of the three categories (see PE 1100 Course Outline in Appendix II for details). Nine activities in total are listed from which teachers must select at least five. Equipment requirements and suggested learning objectives are listed for each activity in the course outline, as well as suggested procedures for student evaluation.

It is obvious from the course description that PE 1100 follows the typical 'play education' model purported by Siedentop (Jewett & Bain, 1985) combined with a 'fitness-oriented' model of education. Although teachers are free to decide to what extent physical fitness is dealt with in the course, and how it may or may not be integrated into the physical activity component, the course description clearly outlines a strong emphasis on applied physiology. Descriptions of the physical activities offered in the program give a strong 'skills' emphasis to the activities, followed, to a lesser extent, by a cognitive component surrounding the rules and strategies of the various activities. The evaluation section of the course description notes that "The evaluation in the physical activities is aimed mainly at grading the individual psychomotor skill level that each student has achieved in each particular physical activity" (Department of Education, 1981, p. 16). Thus a major emphasis of the course, as indicated by the prescribed weighting of student evaluation, is toward skill development.

The evaluation scheme for the PE 1100 course at Beacon High was explained for the students on the first day of class:

Skills tests-	40%	Soccer, Volleyball, Basketball, Archery, Gymnastics
Quiz (Mid-year)-	10%	Rules, handouts, skills
Final Exam-	40%	Primarily textbook (<u>Physical Fitness: A Way of Life</u>), but also including rules, skills, etc.
Participation/ Attitude/ Attendance-	10%	

(Wood, 1989f2, p. 1)

What becomes apparent when considering the evaluation scheme of the course is the heavy weighting of cognitive objectives. The final exam is worth 40% of the students overall mark, and when combined with the mid-year quiz, constitutes fully half the students' mark in the course. Although the teacher has indicated throughout that

enjoyment, fitness and basic skill performance are the primary objectives of the course, evaluation of the cognitive domain provides indication of a different agenda.

From the earlier analyses of the school's philosophy, the physical education philosophy and policies promulgated by the school board, and the particular philosophy of the teacher, it can be readily seen that a traditional orientation to physical education is being transmitted to the students. The traditional orientation of which I refer is one that, 1) strongly promotes traditional team games, 2) is largely skill-oriented and, 3) promotes a competitive environment (of which only the activity of archery was an anomaly), and, 4) regards the understanding and maintenance of physical fitness as secondary to one's ability to play team games at an elite level. This is consistent with a technocratic rationalist orientation to education.

This is not to say that the principal, department head, teacher and students were satisfied with the traditional orientation ... all have spoken critically of the current orientation, at least to a point. But given the constraints of a current course outline which has been authorized by the Minister of Education, the physical education curriculum decision-makers in Beacon High appear to be bound to a curriculum which is not in keeping with their evolving philosophies. A number of times during interviews with the department head and the teacher it was stated clearly that the current course outline for PE 1100 is the curriculum, and until it is changed by the Department of Education, would remain in that form. This was affirmed by both the department head, Mr. Arnold and the teacher, Mr. Norton:

Mr. Arnold: We are expected to, and we are accountable to, even more than ever, we are expected to follow the Department of Education Curriculum Guide, so we can't vary from that. We have our constraints. We have to teach basically the activities we teach. We also have constraints of equipment and facilities. We can throw in a few little things, we can vary a little, which we are attempting to do, throw in a few special days and such, and we are already talking about doing some things next year that we didn't do this year. But, generally speaking, the program will not change. The skeleton will be the same next year as it was last year, and until the Dept. of Education changes the program, it will remain as is. (Wood, 1990d1, p. 8)

Mr. Norton: I don't have a whole lot of choice as to what I expose my students to. It's laid out in black and white for me. (Wood, 1990t4, p. 5)

Upon analysis, a number of inconsistencies surfaced between the 'official' curriculum as outlined by the Department of Education and the 'functional curriculum' that was enacted at Beacon High. First of all, the major objectives of the course as outlined in the course syllabus indicated that students would participate in a variety of worthwhile, lifetime activities. From the categories listed, only one grouping was established as lifelong activities, and this group had only two activity choices. Of these, only archery was selected to be included in the PE 1100 program. Secondly, the major objective concerning students attaining a Max VO² of 45-50 ml/kg was never addressed in the course. Max VO² of the students was not measured at any time during the course, probably due to lack of appropriate testing equipment. Finally, although the department head and the teacher both were adamant that they were following the PE 1100 prescribed course outline completely, no activity was offered from Category C (Individual activities) of the course outline. Gymnastics had been the activity of choice for a number of years, but Reg was unsure from the beginning whether he would offer it this year, and whether a fifth activity would even be offered:

Well, I've left that open this year. I'm considering doing gymnastics, I'm considering paddle tennis as an option, and some other things, some other options that you can do as well. I've considered replacing gymnastics this year, but to be honest, I haven't decided what it is going to be. But also, it's recommended five activities, but sometimes I do five and sometimes I do four, it depends on the time, and whether there are any breaks in the school year, there's still the textbook to do yet. Like basketball, kids enjoy it, and we often spend a fair bit of time on it. (Wood, 1990t3, p. 8)

In considering the offering of gymnastics, Reg had to weigh carefully a number of concerns:

Well, if you mention gymnastics to the class, half of the class will say "We're not doing that are we?". Some of them have done it before, and don't want to repeat it, and some others have never done it, or at least haven't done it lately. They're afraid of it basically, they're afraid, of gymnastics. And I'm afraid of it too myself, from a liability point of view. Nobody wants to get slapped with a lawsuit, and I taught gymnastics at high school for 4-5 years, and you see a

close call every now and again. So you've got to keep it at the basics, but when some students want to move on, you can only be in one place at a time. So if you're limited to one piece of equipment, and the teacher spotting everybody, it's pretty demanding on the teacher, and there's a lot of wait time with long lineups. (Wood, 1990t4, p. 6)

Subsequently, gymnastics was not offered, and no other activity replaced it. Basketball had an extended season due to the high interest in the activity, and the fact that the student intern from the university was a strong basketball player and coach, and was seen as able to work with the students in developing high quality basketball skills. Unfortunately, this decision served the needs of only a small portion of the class.

The Students

Data collected on student backgrounds was not of a highly personal nature, primarily due to the restrictions placed on the research by the school board. Brief family backgrounds were collected by interview, and considerably more depth was pursued in matters of physical activity background, and particular details concerning the PE 1100 course.

The target class of the research was Group 1, one of four male PE 1100 classes at Beacon High. As described earlier in the methodology chapter, this class was selected because the school time table permitted greatest researcher access to the class for data collection. The class was a sex-segregated group of 22 male Caucasian students who were 15 -17 years of age. Approximately one third of the students resided in rural communities surrounding the city, and were bussed to the school each day. The urban students lived mostly in close proximity to the school and either walked or were driven to the school by family or friends. The majority of students lived at home with their two parents and siblings.

In many ways, the students represented a relatively homogenous group relative to their background. Although the students came from different parts of the city and surrounding areas, most had gone to the same junior high school and had experienced the same physical

education program at that school. The physical education program at the junior high was not as 'serious' as the one experienced at Beacon High. Jerry briefly described the junior high physical education program that most of the students experienced:

He [the physical education teacher] didn't really take it too serious. We just did gym a bit. We voted for what we wanted to do. When we came in the mornings we had to make up our minds what we wanted to do. Every day. Every now and again he'd do skills testing, but nothing major. We did basketball, murderball, soccer sometimes, and floor hockey. He wasn't too fussy about us playing floor hockey...but after a while we convinced him to do it. We had a bit of fun. The hockey was rough at times, and usually if anyone got too rough, Sir [the teacher] just took him out of the game. (Wood, 1990s2, p. 1)

David, who attended the same junior high school, concurred with Jerry. He described the program in this way:

There wasn't really a lot of skills taught. Every day there would be games, we'd play games, or we'd do something active. Like you wouldn't really be taught a lot of skills, mostly in basketball, volleyball and soccer there would be just games, just a chance to play. The program didn't teach a lot. There were skills tests but they were just basic skills that we'd already know. He didn't teach a lot, but I guess it sort of taught team-work I guess, and how to work with others. He sort of gave extra marks for the teams. If you played on the school teams, and if you played intramurals, you get higher marks. (Wood, 1990s3, p. 1-2)

When comparing the junior high school experiences of physical education with the Beacon High program, students interviewed were unanimous that the Beacon High program was more skill oriented and organized. Jerry was clear about the difference between the programs:

Gym is more serious here than it was in junior high. Warm-ups before class. We never did that before. The teacher tells us what we're going to do, where before we voted ourselves. We had more freedom before, because if one group wanted to play basketball and another group wanted to play soccer, the teacher would just half up the court into two. But here whatever one person is doing we're all doing. (Wood, 1990s2, p. 1)

Prior to coming to Beacon High, the students were all aware of the fact that physical education was compulsory, and students were generally very positive about this fact. Opinions did vary a little however, such as Alex: "It didn't matter to me. I don't mind

doing it, but I'd rather just do it on my own. I guess I can't do anything about it if it's required" (Wood, 1990s1, p. 2) and Mitchell: "I didn't like it! I could have done an extra subject... like I could have taken French instead. I think that learning French is more important than gym when it comes to getting a job in the future" (Wood, 1990s8, p. 2). Obviously, both Alex and Mitchell had other agendas, but Kent and James were much more reflective of the students' general opinion concerning taking the required physical education course:

Kent: I think that you should have to take at least one year of PE, and because we had to do it all throughout school, it was like, no different... continue as normal. (Wood, 1990s6, p. 2)

James: It didn't bother me. I've always liked gym courses. It sort of gives you a break from school... and it gives you a bit of a break from studying. It doesn't really matter. (Wood, 1990s7, p. 2)

A particularly interesting aspect of getting to know the students in the class was finding out about the kinds of physical activities that they were involved in outside of the physical education program and the school. Almost all students were involved in varying types and amounts of physical activity outside of school. Five of the students, Keith, James, Sheldon, Leo and David were playing on one or more varsity teams at the school as well as other outside activities, while the other students were only involved in out-of-school activities. The list of activities that were participated in by the students interviewed were: cross-country skiing, downhill skiing, tennis, table tennis, karate, ice hockey (organized hockey at a stadium and shinnie on a local pond), street hockey, basketball, soccer, baseball, softball, racquetball, weightlifting, rugby, running, cycling, volleyball, and touch football. All of the students interviewed indicated interest and involvement in physical activities outside of school. The activities and the amount of activity was seasonal, and most students indicated being less active during the winter than the summer. A number of students from outside the city spoke about fishing, boating, camping and

hiking as frequent summer activities. One of the more interesting descriptions of his out-of-school physical activity was provided by Keith:

I play street hockey and basketball, and sometimes soccer. Baseball maybe once or twice a year. I have a basketball net set up at home and I practice there a lot. I play hockey on the cul-de-sac in front of our house. I also play ice hockey on a pond nearby in the winter, and I also play street hockey at a local grocery store parking lot. Usually there's about a hundred kids up there every Sunday. Everyone usually throws in \$2.00 each and then there's a \$90.00 pot for the team that wins. I usually play something every day, like I have my hands on a basketball every day, whether in school or on the street. Usually every day when I come home from school there's a street hockey game, so I go out and play with them, for usually 45 minutes to an hour. I don't go out there to exercise, but I work up a sweat and it's fun. (Wood, 1990s4, p. 1)

The notion of professional sport appears to have crept into the local street hockey scene, providing (financial) motivation and a sense of risk (of capital), as well as a physical and emotional outlet for the teenagers involved. Although this description would not necessarily represent the typical level of activity of the students in PE 1100, it fairly represents the range of involvement of the students in the class. While some students appear to specialize on particular activities (James for example), others like Keith, Mitchell and Alex generally participate in a fairly broad range of physical activity. Three short excerpts, taken from interviews with Darren, James and Mitchell, reaffirm the point:

Darren: I sometimes go out with my Dad and have a catch of baseball. I did some karate for a while, and then I dropped out. I think I'm going to take it up again now. I play some racquetball, I do some weightlifting, and I play rugby, which takes up a lot of your time early in the season. For the past three weeks we've been having practices two and three times a week. Tuesday and Thursday nights I play racquetball for about an hour and a half, and I try to get on the courts Saturdays and Sundays for a time. Most of my activities are centered at the "Y". (Wood, 1990s5, p. 1)

James: Hockey takes up a large part of my time, so I don't have a lot of time for other things, so that's why I haven't really tried out much. I did hockey, hockey and more hockey in my spare time, all winter long. And now I'm doing the week I'm doing from 2 to 5 hours a week playing hockey, and I referee anywhere from 5-6 hours of refereeing each week, and my Saturday's and Sundays are filled with hockey, at the rink. (Wood, 1990s10, pp. 1-2)

Mitchell: I like to play hockey, ice hockey, or floor hockey. And yesterday we started to play touch football, out on the road. I play hockey all winter, and

sometimes I play road hockey. I play about 2 1/2 hours of minor hockey each week. (Wood, 1990s8, p. 1)

Students were well aware of each others involvement in the physical education program at Beacon High, and were quick to place each other into 'activity camps'. Although the terminology varied somewhat, students were able to group each other based on their physical abilities and activity preferences. These categories were distinguishable through the students' participation patterns within the physical education classes, and from knowing about each others non-school physical activity preferences. Keith was able to succinctly capture these differences in this description of the student groups:

Keith: You see the silent group, the more hard group, the more immature group. It's not that they're immature, it's just the way. It's hard to explain. It's like you have one group who is into heavy metal music, and they're uncoordinated, but they're trying to have fun in their own little group. And then there is another group who are, they're just silent people. They're not very good at sports but they're trying their best. And then there is the other group who are good at sports, who will try to get on the same teams. Like the better players know who they are so that they can get on the same team so that they'll be dominant, they'll be the dominant players. The heavy metal crowd, the hard crowd, they'll usually try to get on the same teams to stick together too. Friends will try to get on the same teams. The silent type never talk, right, so you never know their names. You can tell just by watching. You know, the long haired ones, they're in the hard group, the crowd from (a place from outside the city). (Wood, 1990s4, p. 6)

Keith belonged to the athletic group, which in his words was the 'more immature group', meaning the ones who always tried to get on the team with the 'good players'. The 'hard' group or 'heavy metal' group had long hair, were not very physically coordinated (meaning that they did not excel in the kinds of sporting activities that the physical education program offered), and generally came from the same community outside the city. The "silent" group were the quiet students who generally were not very competitive, who tried hard to succeed, but who were not very adept at the activities in the program. The 'labels' that Keith used for each group described characteristics that went beyond the mere physical capabilities of the students.

James, meanwhile, grouped the students by the participation patterns of the students, and subsequently, by who preferred to play on the same teams:

James: There is a group that probably really aren't interested too much in the actual real competitive sport, who wouldn't try out for the basketball team, and there is the group of jocks who are always hanging around the gym playing, and then there's the middle ground, probably where I am. And then there's probably some who don't really care, and aren't really interested in any sports for the most part, they come to gym, do what they have to do, and then go on and not think anything of it. I guess there are three groups that way, and then there are other groups that are friends, but they kind of hold together as well because of the common ground that they have with each other. Some people who are interested in sports are going to stick together as well. There are three main groups that I would say then, the avid players, the middle ground, and then those who don't play at all. (Wood, 1990s10, p. 6)

Similarly, Leo grouped the students in the class by ability and attitude toward sports. Interestingly, he placed Keith in the group that would only want to play certain activities:

Leo: As in any other class, you have a great variation. You can have people in a class who are just smart and really well-to-do, and other people who aren't the greatest. Same as in biology, you have students who are "A" students, and you have people who are "F" students, and for gym you have people who are good athletes, and you have people who aren't so good. It's a chance for some people to show how good they are in sport, and rise up over everybody else when they can't in Math or something, they're not an "A" student and they are not getting 100's and 90's, but they can go to gym class and score 40 points in a game, and it feels great. And then they know that they can do something good. But, a lot of the people, the same people we've been growing up with over the years, just like taking part in sports. They're just everyday people, nothing special about them. We get the groups, we get the people who like taking part in all the sports and are good athletes, and then you get the people who don't want to take part in some sports, only in certain areas, and then you get the people who don't want to take part at all, just to show up. Myself, Dave, Sheldon and Jeremy would be in the group that takes part in all sports, while Keith, Jeff and Darren would be in the group that just wanted to play certain sports. People who didn't show up at all would be Jimmy and Blaire. (Wood, 1990s11, p. 8)

Finally, Mitchell was quickly able to describe the grouping patterns of the students in the class:

Mitchell: Well, the good players go with the good players, and the other players go with the other players. So, there's a good group, and an average group, and then there's a group that doesn't participate. I'm in that group for basketball, and I'm in the average group for the other activities. (Wood, 1990s8, p. 3)

Unlike the comprehensive typologies described by Griffin (1984, 1985), each student informant identified only three distinct groups in the class, with physical ability and attitude toward participation in team games being the primary determinants of how individual students were placed in each group. Although developing a detailed student typology was not a primary goal of this research, the analysis did provide a useful view of how the students create meaning out of their experience in PE 1100. Reg, the teacher, was also able to describe the groups in the class:

Reg: There was a bit of variety there... there was more of a mix, a lot of different personalities and types there. You had David, who was an outstanding athlete, an all around athlete, and you got the other guys, Sheldon and those who are pretty good all around, and then you got the other types like Jerome. There are people coming to school here from different areas too, and in that particular group there was a group from the [outside community] area, the hockey types. There was a group there [like David] who just wanted a game of basketball. You know there's going to be a certain number who are not going to enjoy sports. I don't know why that was, but it seemed to be more a mixture of personality types there, and there were a couple little groups, or cliques there more than you see in other classes. You can see, I was going to say stereotypes, you know the [outside community] type, hockey, rough and ready types, and then you had the basketball, volleyball types. There was another type as well that I'm trying to describe (laughs), but there is another type that probably weren't interested in any of those things. There are probably a lot of other groups there if you really wanted to pick it apart. There was a type there who kind of got lost along the way a little bit, you know the Kent's, probably include Jerome, maybe Mitchell. (Wood, 1990s4, pp. 2-3)

Reg had some difficulty responding without placing pre-existing stereotypes on the students, although it was obvious that the types of groups he was trying to describe corresponded well with the students categories or stereotypes. The students were well aware that the teacher and the other students knew the distinct ability groups in the class:

Jerry: He knows out of our class, by now he should know anyway, who's the better ones and who's not, so that he can make [the teams] pretty even. All he's got to do is pick the two best fellas, and bring them out and let them pick. They know who's next. (Wood, 1990s2, p. 3)

The students and teacher identified five relatively distinct groups of students in the class; the athletes, the average players, the non-players, the hard ones and the silent ones (see Figure 4).

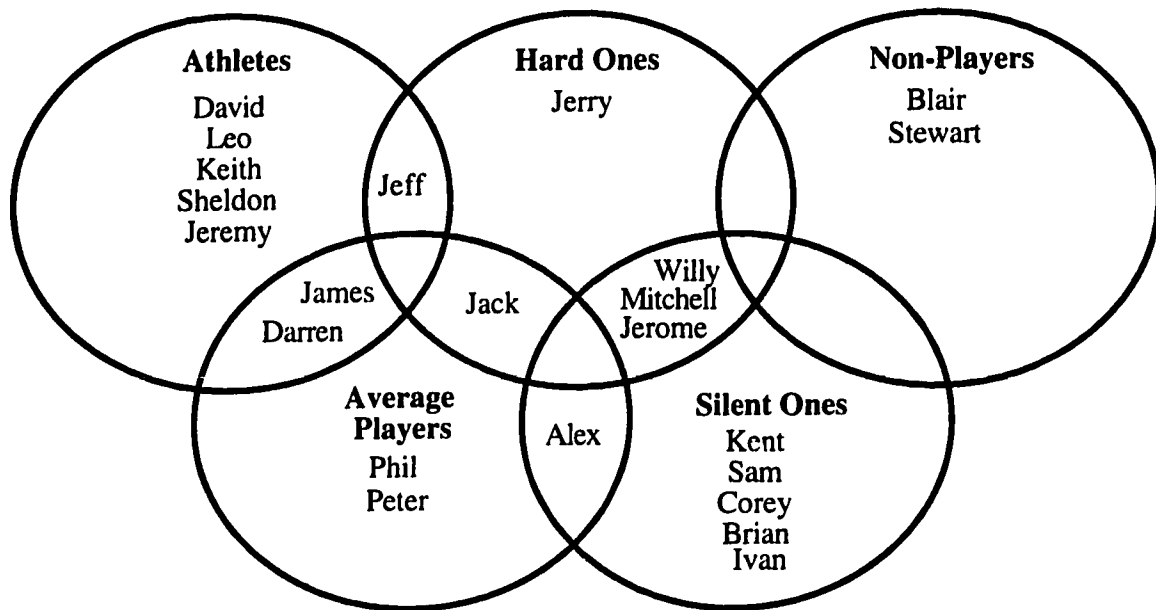


Figure 4: An Olympic Typology of PE 1100

The 'athletes' were those who not only showed up dressed for every class, but were also well-coordinated, competitive, and usually played on at least one school team. The 'average players' were those who usually came to all classes and participated without complaint or over-exuberance. Average players would only skip classes when they were not particularly fond of the activity, and when they felt they could do so without incurring disfavor from Reg. Some of the average players also belonged to groups described as the 'hard ones' and the 'silent ones', and others were noted to be 'athlete wanna-be's' because of their efforts to become a member of the athlete group. The 'hard ones' were students who came from outside of the city, who had long hair, and who generally liked hockey and other rough forms of sport. The 'silent ones' were students who did not say much in class, who appeared to be loners, who usually participated only to the minimum levels acceptable, and who appeared to be nameless and unnoticed in class. The 'non-players' were students who generally did not come to class, and when they did, did not bring gym clothing. As can be seen by the diagram, some students fell into more than one category.

The attempt to describe the PE 1100 class in some holistic sense is not without logistical, interpretative and ethical dilemmas. Each individual student cannot be fully or adequately described, let alone a complete class. However, the purpose of the description was to provide, in the teacher's and students' own words, a sense of the identity of the primary participants in the research study. Hopefully this purpose has been achieved, permitting a more complete understanding of the functional curriculum which unfolded during the research period.

The Teacher

Teacher's Background: An Abbreviated Life History

The teacher, Reg, who is 29 years old, grew up in a small community about 90 kilometers from the city. He attended school in that community until he moved to the city in 1976 to study physical education at the university. The school he attended was an all-grade school with approximately 230 students. His memories of the school revolved primarily around sport-related activities. Reg reflected on his elementary school physical education:

In terms of the PE program, we didn't have a really well developed program at that time, mainly because we weren't fortunate enough to have a qualified PE teacher. So, it was basically a couple of teachers who were good enough to come into the gym and work with us that way, so we didn't have much formal training. We did have a program though! That was right on up through the school program. As we went further along, the last couple of years, we just got down to one PE period a week, so we didn't have a very good PE program.
(Wood, 1989t1, p. 1)

While completing Grade 6, Reg was awarded 'Athlete of the Year', and in junior and senior high school he won several 'Most Valuable Player' (MVP) awards, a number of individual sport awards in badminton and track and field, and several intramural awards. Reg was the captain of several school teams, volleyball in particular. Although the school was small, with a small student population, the school teams did well against much larger

schools in the area, nearly having the honour of competing at the provincial level. His personal strength was in volleyball, which extends to this day. Despite the lack of qualified physical education teachers, Reg enjoyed physical education:

Well, I always loved PE. The PE teachers weren't qualified, so most of the classes were recreational I guess. We played floor hockey, volleyball, and a little basketball, badminton, and they were pretty well all games, with very little skill work. They were all male classes, and they were always taught by male teachers. They were set up for friendly competition, fun and recreation. I enjoyed it. Most of the other students in class were pretty happy with the way it was. In terms of the classroom, some of us who played varsity sports would have liked a little more instruction, but we were certainly happy with a lot of games, and a lot of competition in the class. (Wood, 1989t1, pp. 2-3)

As well as physical education, Reg enjoyed most subjects, particularly English Language, Mathematics, Social Studies and Physics. He liked his teachers, and was generally impressed with school. When asked about what qualities he most respected in his teachers, Reg responded:

The main thing about a teacher is that he did a good job in the classroom, and I enjoyed a teacher who came in did a good thorough job in the classroom. I had a lot of respect for a teacher like [teacher's name] who was a disciplinarian, but who was an extremely good teacher in terms of how he presented the course... everyone had tremendous respect for him. (Wood, 1989t1, p. 2)

Following high school, Reg became heavily involved with playing softball, winning a number of MVP awards, as well as an MVP award in provincial play. Reg's decision to pursue a degree in physical education was, in his eyes, rather straight forward:

Well, it's simple I suppose. It was my enjoyment of sports at the time. I was only 16 years old when I went to university, and I just immensely enjoyed being in the gym, and I thought that it might be a good career. It was something that I was interested in. I was pretty well university bound I suppose, as I was advised, and where I wanted to go myself, so it looked like something that I would be interested in, so I just did it. It was a way to stay in touch with sports, and to carry it out through life. (Wood, 1989t1, pp. 3)

Reg's teacher preparation at university was enjoyable, but he found it lacking, in particular with the extent to which sports skills were carried through in the various activity courses at the university:

Well, I guess I was fairly happy with the program there. At times I was disappointed, and I found some courses lacking and perhaps not what I expected when I started them. I thought that there would be more, a little bit more... I don't know what it's like in other universities, but looking back on it now, I thought that each sport might be carried through a little further, and gone past perhaps basic skills. When I went there the trend was to cover the basic skill's, and I was looking for something more along, a part of PE is getting out and coaching these teams, and things like that, and I was hoping it would give us more training than just a basic, very basic skill level. I was looking for a little more than that. (Wood, 1989t1, p. 4)

At university Reg played varsity volleyball for two years. At the end of his teacher preparation program, Reg completed a two-week student teaching assignment at his hometown high school. By this time the school had a qualified PE teacher, who was hired the same year that Reg began university. Reg found the student teaching to be of great benefit, and he commented, "I found that in the two week block that I did, I probably got more out of that than I did in two years of university. Getting in there and working with kids was where it was at. I could have used a lot more of that" (Wood, 1989t1, p. 4). Although the student teaching block was only two weeks in length, he still found time to do some coaching at the school.

Throughout his university program (five years), Reg worked for a provincial park during the summers. He had little time to coach because of his work commitments. He graduated from university in 1983 with B.P.E. and B.Ed. degrees, and immediately applied for a teaching position at Beacon High School. He was hired for the position and started his first teaching year in September of 1983. When asked about staffing for physical education, the principal explained the rationale for additional staffing at the time:

He was hired on the basis of the increase in staff required with the re-organized high school program, and the subsequent increase in enrollment in PE due to the introduction of the third year. I could have got by at that time with the two who were on staff, but I set out at that time to increase the number of people involved in physical education, and that meant that one PE teacher would go two-thirds or half-time PE, and I was going to hire another for half-time PE. My reasons for doing that were primarily, that I wanted to get another lady involved in teaching PE too, but I never ever achieved that aspect because the school population has been declining in recent years, and I had to do some switching and wasn't able to do it. I would like to have four people, or I had hoped to have four, I would prefer to have four half-time PE instead of two full-time PE, and there a couple of reasons: One being that you'd have more people to run your intramural

program, and a greater injection of ideas, a greater sharing of ideas, and I suppose, less burn-out, from the point of view that you'd have four bodies to operate your after-school and lunch time program instead of two. We've also tried, and you're probably aware of this, to spread the intramural program throughout the staff, and I'd guess that we have at least 15 staff members out of the 40 involved in the athletics in some way, either coaching or supervising outside coaches. It also enabled me to pull back a senior PE teacher's classroom responsibilities a little bit and give him more of an athletic director's responsibilities, to use his expertise for an administrative role. It also provided us with continuity, because he was, at this time, looking to decrease his involvement in teaching PE and increasing his role in other subject areas. So, you can't just turn off one switch and turn on another one. You've got to have a transitional period, and by having, I hoped, four people involved in PE, I was also making the transition possible. But, the other one-quarter hasn't materialized as yet. (Wood, 1990p1, pp. 2-3)

Reg's hiring helped solve a number of practical concerns that the principal had in respect to the physical education program: a teacher to instruct the extra PE classes as a result of the revised high school program; another coach and intramural administrator; a staff member to ease the transition in teaching duties of a senior PE teacher, and a teacher to teach Social Studies. From the beginning of his first year teaching at Beacon High, Reg was teaching Physical Education half-time, and Social Studies half-time, making his first teaching experience extremely busy:

It was rough, it was rough the first year. It was a lot of workload, coming into this environment. You know you had class preparation, you had to get familiar with the courses you were teaching and what was expected in these courses. I was teaching all the first year PE students (PE 1100). I had no 2100 or 3100 courses. I had all the boys, no, in fact, my first year here, some classes were mixed, boys and girls. I had very large classes, 40 students in half a gym, and a much different situation than I find I've got now. It's hard to keep them all busy, it requires a lot of organization, even with that it's hard to keep them all active for 40 minutes. You had to sacrifice, sometimes, some activity just to try and get them organized. (Wood, 1989t1, p. 5)

Having left university with a bare minimum of student teaching opportunities, Reg found the teaching and preparation very time consuming. During the interview, Reg was asked to describe his feelings about teaching a class of students during his first year. He responded:

It was chaos, pretty well. Chaos. At times. It was not what I had pictured at all in terms of having a nice little class to work with, and doing something with them. I found that to teach them was very stressful. Again, I was just out of

university and I thought that I pretty well had to get in there and everyone had to get their skills down. I was probably pushing the skill aspect more than I do today, and forcing it down their throats probably a little too much. I was probably a bit sterner, a little bit more aggressive in terms of class discipline and that, and I was very quick to jump if someone stepped out of line and things like that. I was probably a little bit paranoid I suppose, starting off, probably like most new teachers are, a new school, a new environment, and I wanted to teach them something, I just didn't want them to take a ball and go mad, which they didn't obviously. But it was very difficult to organize and control. I went through what I had planned, and I got it done ... it was hard, but I got it done. But they didn't get as much enjoyment out of parts of it as they should have. I had to be on them all the time. It was stressful for me and no doubt for them as well to some extent. (Wood, 1989t1, p. 6)

Dealing with students appeared to be a problematic area for Reg, undoubtedly because of his relative lack of experience working with them. His relationship with students, was different than it is now:

I probably had a little different relationship with students now than I had then. When I think back on it, because we're always a little more apprehensive at the beginning, and I don't think that I had as friendly a relationship with students as I do now. I was a little more authoritarian then, not a bad relationship, I was just a little stricter at that time than I am now. I recall a couple students who were particularly hard to handle, and if I had them now I'd probably handle them a little bit differently. Like, if you show anger, you're showing weakness, I think, and I got angry more often with students than I do now. I think that one thing that you worry about when you begin teaching is apprehension whether kids are going to accept you, or if you're going to fit into the system, whether you can do the job properly, and I think that it makes you more uptight, well it did with me anyway. It boils down to a lack of self-confidence... you're not really sure if you can do it or not. (Wood, 1989t2, pp. 1-2)

Getting to know the students better proved to ameliorate Reg's concerns about his relationship with students:

One thing that I've done over the years though, is get to know the students better, not that I know their parents or anything, but in terms of what it is like at home. I don't know them all, but I have made more of an effort to do that, especially in any problem cases that you know of. Obviously there are lots you don't know about. So I make an effort to appreciate their viewpoint more, which is something you may not realize first when you start teaching, and you might not be quite as understanding as you would be later on after teaching a few years. (Wood, 1989t2, pp. 2)

Reg's early lack of confidence was compounded by the added stress of being 'nominated' to serve as convenor of the high school volleyball league in the city, a major

responsibility for a new teacher. He really didn't know what he had committed to at the time. His unfamiliarity with the local schools in the area was a new learning experience, causing him considerable worry:

I was the convenor of the volleyball league here my first year, which was a new experience for me. In terms of contacting referees, I didn't know anyone in here, and I didn't even know where the schools were located. Traveling back and forth with teams, it was pretty well a total learning experience ... like you didn't know a thing. In terms of this convening racket, you know they just said, "OK, you're the convenor for volleyball. Do it". I didn't know who was involved, what schools were involved, or anything, so I would find out here and there where I could what was going on. That was hard. Do the best you could, and get along. People would help you if you approached them and asked them, but there was really no one there to tell you what to do. Obviously, you were on your own. I didn't know even one official in the city, let alone all of them, and knowing that everyone is carrying a big load, you just don't feel like bothering anyone to get all that information, so you take it all on yourself. I can remember every night having to worry about getting officials, being on the phone calling people, really worried about it the night before the game, everybody depending on you, and not really knowing who to talk to or who to call, trying to make some contacts... it was really rough, really a lot of pressure on me. (Wood, 1989t2, p. 1)

Reg was also involved coaching school teams, an unwritten requirement in all physical education teacher's contracts. He described his experience:

I coached too much! I coached two basketball teams, was involved heavily with two volleyball teams, and those two sports last the full year. I was trying to handle two of each really, and I didn't get any contacts to get any extra coaches in. I felt that I was the one that was supposed to do it anyway, which is really not the way it works these days, at least not here. You've got to have extra help or you'd never do it. So I tried probably to do too much, and found myself spread very thin, in here all the time coaching every day. And I coached softball too, and archery. I was still single then though. That gave me some freedom to do the coaching, although I still found it very tiring, and very difficult, even in the first year. I was younger and very enthusiastic, but by the time the middle of the year came I was getting pretty worn out. I remember being in here half of Saturday and half of Sunday, and every pretty well afternoon of the week. (Wood, 1989t1, p. 5-6)

Reg's experience was not unlike many young, enthusiastic physical education teachers when first faced with a new teaching position, but also like most new teachers, the sparkle soon wore off, and the workload began to take its toll on him. Other stressors in Reg's life had an impact on the amount of energy he could devote to his teaching. After his second year at the school, Reg's father became seriously ill and he passed away during the

summer. Reg was living in the city while his family still lived in his hometown, and Reg would drive home every weekend, and sometimes during the week, to be with them. His coaching duties created personal tensions because many weekends he was required to coach his teams while he felt the need to be home with his family. Reg married during the summer of 1987, and when asked about how his family commitments had affected his teaching and other duties since he began teaching at Beacon High, he replied:

I don't think that it affected my classroom work, but having a family certainly affected the amount of time that I could spend on other things. Now that my family is more established I spend more time here [at the school] on the weekends. Before I would come in and have a practice Saturday morning or afternoon and then take off for home for the rest of the weekend. And perhaps I left a little more responsibility to outside coaches at times, before the days when you had to have a teacher here at all times, like it is now. And I found ways to have more practices during the week rather than on weekends. I still practice on weekends, and where I'm settled down here more, weekends are freed up more to have a practice. I would say though that teaching has gotten easier for me over the years, as it has for most people I would say. More experience makes it easier, you know the kids better, you're more relaxed, you have more self-confidence, and you know more about the material. (Wood, 1989t2, p. 3)

Over the years, the physical education department has attempted to improve the teaching environment of the classes through restructuring the time table and facility arrangements at the school:

I feel that one reason for [improved classroom climate] is the fact that I have more space this year... I have a full gym for every class, and it just makes everybody more relaxed, you can just get out and stretch your legs and there's more space to move around. We've been working on that over the years with the administration, pushing for a little better organization, for a full gym, cut down class sizes, and balance class sizes more, instead of having one with twelve [students] and one with forty, try to keep them all with 25, and that's worked this year, it's perfect. There are no fewer classes, it's just better organized, so that's something we've been working on. It makes me happier, and them too. (Wood, 1989t2, p. 3)

Reg has continued to teach Physical Education and Social Studies throughout his six years at Beacon High, as well as coach various teams. Volleyball is still his sport of preference, and he continues to coach the senior boys volleyball team. Reg often hosts volleyball and other sport tournaments at the school, and convenes volleyball for the high school league. In his spare time, what little he gets, Reg spends time with his family, and

occasionally takes advantage of his considerable musical talents to play guitar with his friends... some of whom are fellow staff members who like to 'jam'.

Reg's brief life history discloses a rich background of experiences which help us understand more about the teacher and his pedagogy. His views of teaching, his perceptions of what physical education brings to his students, and his 'curriculum-making' conspire to create a sense of purpose in his pedagogic life. The descriptions and analyses of the functional curriculum shared by Reg and his students can be better understood by reflecting on what he brings to the classroom each day.

The Gymnasium

Beacon High School contains one large gymnasium which is attached to the main building at the rear of the school. The gym has a high V-shaped vaulted roof, and across the center of the gym a large panel serves as a dividing line for separating the east and west ends of the gym for split classes. A heavy fabric curtain with mesh at the top half was used in the past for dividing the gym, and it was attached at the top to this dividing panel. During the research period, the curtain was not drawn for any of the many classes I observed. Along the ceiling of the gym, metal ductwork carries warm air into the gymnasium while removing the stale air. At the west end of the gym is the gaping mouth of a stage, framed by heavy fabric curtains. The stage, like in many schools across the province, looked unused and vacant, seeing use only during school assemblies or special events. It seemed to be a storage area for extra chairs, mats and gymnastic equipment. The stage curtains were sometimes drawn to keep loose balls from having to be retrieved from the stage during such activities as soccer and volleyball. The stage was accessible by an entranceway through the wall on each side of the stage. This is where the FM receiver and tape recorder were located during the audio-taping of Reg's physical education classes.

The gym floor is constructed of hardwood, sealed with a clear varnish, and painted with various coloured lines corresponding to particular sporting activities that occur in the

gym. On the perimeter of the gym is a wide black band which is the main basketball court, and which serves the teacher in the organization of his classes. The line is used to form student lines, as end lines in running relays, for lining up pylons in straight rows, as starting lines for testing, and as a large rectangle around which students run for their initial class warm-up. The other smaller lines serve similar purposes throughout the school year. The floor looks dark and much of the shiny finish has been worn off by frequent use. Although sneakers are required for activity on the gym floor, often students participate in the physical education classes and during the free recreation time at recess and lunch-time with 'outdoor' sneakers. This quickly takes a toll on the floor finish because of the sand and small stones which are brought into the gym and ground into the floor surface, leaving it dull and dark.

Along the whole north wall of the gymnasium is a long line of gym bleachers, folding seating that stores along the edge of the gym when not in use, and capable of unfolding to seat hundreds of people. Students who were not participating in the physical education class usually sat up on the top ledge of the folded bleachers, and this is where I sat during most of the research observations (see Appendix V). In the center of the north wall, between two sets of bleachers, is the equipment room door. This door is carefully guarded by the teacher to avoid losing pieces of equipment, and to be able to control what equipment is made available to the classes, teams and individuals. Due to safety regulations, all activity in the gym must be supervised, and if equipment was left out in the gym by mistake, and students were hurt using the equipment, the teacher could be liable ... security is tight!

Across the gym, along the south wall, is a row of low seats. These seats are mainly used by home and visiting teams as team benches for league games, and for students who are sitting out during a class game, waiting to return into the game. Sometimes, during class, students who are not participating gravitate to the area to sit with players or teams, and when the score clock is in use, a student or the teacher would stand or sit along the

center of the wall to operate the score clock keyboard. A small blackboard is located on the wall near the players benches, and Reg used it a small number of times to relay information to the students during class.

At the east end of the gymnasium are the boys and girls change rooms, separated by two physical education offices ... one for the male teachers and one for the female teacher. The male teachers' office is small, not much more than 6'x8', with a small washroom/change room containing a toilet, sink and cubicle shower. The office is cluttered with loose pieces of PE equipment, chairs, a teacher's desk, a filing cabinet and a bookshelf. The teacher's desk is usually the site of a collection of textbooks, plan books, clipboards, personal notes, schedules of league games, and other physical education paraphernalia.

High on the wall above the gym office doors are painted the words: Home of the Beacon Braves, in large, bright red and white lettering, denoting the name of the school teams and the school colours. Hanging along the same wall are several provincial championship banners for activities such as track and field, cross-country running, volleyball and soccer. Windows which skirt the top of the north and south walls have been either covered with light paper or have been painted over with white paint to keep bright sunlight from shining onto the gym floor, potentially causing playing equipment such as badminton shuttles or volleyballs to momentarily disappear into the sunlight.

The Beacon High gymnasium, with its well-worn hardwood floor and colourful banners, exudes a sense of tradition and athletic prowess. The atmosphere seems conducive to competitive, aggressive team games involving young, aspiring athletes. At this point in the life of the gym, new forms of individualistic, expressive and humanistic physical activities like Tai Chi, jazz dance, aerobics, yoga, rhythmic gymnastics and cooperative games have little place here. Only time will tell whether or when ballet slippers will replace Rebok pumps on the cool dark floor of Beacon High gym.

A 'Typical' Class

A significant number of the PE 1100 students were awed by the size of the gym, and by the fact that the class could use the whole gym instead of the half gym, or tiny gym that many experienced before coming to Beacon High. Reg had made it clear during the first class, conducted in his own homeroom, that students were required to wear appropriate clothing for physical activity - non-marking, indoor sneakers, t-shirt and shorts, sweat pants or track suit. Students who neglected to bring their gym clothing could not participate, and on the third 'offense', the student would be sent to the principal's office. All valuables should be placed in the gym office prior to class for safe keeping.

If the PE period was the first period of the day, the teacher would usually set up the equipment that was to be used, in soccer for example, placing pylons in specific spots around the gym, or in volleyball, erecting the volleyball nets. Usually this would be done while students were changing for class, occasionally before homeroom period when it required more time, and less frequently, with the students help after they were changed. Reg was often busy preparing the gym while students were coming out of the change rooms and gathering for the class. Equipment such as soccer balls, volleyballs and basketballs were not put out until Reg had completed the warm-up, requiring students to wait for short periods of time while he went into the equipment room to retrieve them.

The students, upon arrival at the gym for the next class, were told to change in the boys changeroom which was next to the teacher's office. The teacher did not monitor the changeroom to determine whether students actually changed their clothing or whether they wore their gym clothes underneath their regular clothing. Approximately 5 minutes were set aside for students to change at the beginning and end of each period. Once changed, students drifted out into the gym, and the teacher, during the first week or two of class, directed them to stand on the wide black line at the north side of the gym (the basketball boundary line). This line soon became the 'organizational line' for almost every activity of every class. Students without proper gym clothing climbed up onto the bleachers which rose against the wall, waiting for the moment when Reg found the time to come by and inquire about why they weren't changed. Sometimes students passed Reg small pieces of paper, usually notes from parents or medical slips.

After most students had arrived in class, Reg would tell the students to "line up on the line" pointing to the black line, and then he would say "Ok, start your stretching now while I call the roll". Students would begin to limber up their muscles by doing numerous variations of stretches that they had learned in physical education or athletic situations prior to Beacon High. The teacher would then do the roll call to see who was present or absent. The teacher received a computer generated student attendance form in the morning and afternoon of each day which he would check off and return to the general office. This was used to track students during each period of each day. Calling the roll entailed the teacher shouting (or nearly shouting) out the students names in alphabetical order, by first and last name. When students heard their name called, they had to respond with a loud "here", or "yes" or "yep". When a student did not answer, Reg would call the name again, and sometimes a third time, usually looking up from the form to see if maybe the student did not hear him call the name. Often other students, usually their friends, would say, "He's

not here, sir", or "He's home sick, sir". If the student was genuinely absent, Reg would say "absent" or "not here" and check off the appropriate space on the form.

Following the calling of the roll, especially at the beginning of the year, Reg would sometimes comment on the low quality and contraindicated forms of stretching that students were performing, and he would then lead a general stretch for all students. It could be presumed that the teacher did not realize that stretching cold muscles and ligaments prior to a general warm-up is also contraindicated. Usually, the stretching lasted for about two minutes, and then Reg would instruct the students to run around the gym 5 times, taking another 1-2 minutes. Occasionally he would allow them to dribble a basketball or soccer ball around with them while running, but this tended to distract some students and was very rarely permitted. This warm-up remained consistent for the whole year, except where for a number of classes the warm-up included the Sky Jump items (in volleyball) or general exercise stations involving jumping jacks, burpees, sit-ups and push-ups. As the class got further into the school year, the students became more self-directed with their warm-up, and would usually complete the prescribed warm-up each day as soon as Reg told them to begin. This allowed him to take the roll while they stretched and ran, reducing the management time needed for the class.

The students were now prepared for the instructional portion of the class, and depending on the activity, Reg would retrieve the necessary equipment for the class. Reg would briefly introduce the topic of the class, and would then begin the instruction. This would involve a description of the skill or drill, a demonstration of that activity by either the teacher or selected students, and then students were directed to 'work on' that activity either alone or in self-selected pairs or small groups. Reg would not usually assign particular students to specific groups unless he observed students who were off task as a result of the grouping. Some time would elapse while students grouped, gathered the necessary equipment and moved to a space in which to perform the task. While students were engaged in the activity, Reg would move around the gym from student to student, pair to pair or group to group, making sure that students were completing the task properly, sometimes adjusting equipment or space, and giving feedback to the students.

During these periods the gym was usually filled with the noise of students conversing with each other, balls bouncing off the floor or walls, and sneakers squeaking on the hardwood floor. Every few minutes Reg would halt the class to provide further clarification in the case of a general problem being experienced by a number of students, or to move the class onto the next skill or activity. Occasionally Reg would call all the students together to give more detailed information about the task, or a new task. Reg's voice could be easily heard above the din of the class, giving instructions such as "Keep your arms straight, Alex", or "Good job, Dave". Corrective feedback such as "Don't use your palms, use your fingers" could be frequently heard. This would continue for approximately 20 minutes, at which time Reg would call the class together with, "Ok boys, let's have a game", at which the students would hustle over to the black line with shouts of "Yeh, come on Leo", or whispers of "Over here Keith, you stand over there ... no, over there". Students quickly assembled on the line while Reg went into the equipment room to get the colored pinnies, usually draped over a baseball bat or wire clothes hanger. While Reg was in the equipment room, students would be shuffling back and forth, darting in between

each other trying to arrive at a position that would guarantee that they would be placed on the same team as their friends, having to guess which end of the line the teacher would begin counting off from, and in what intervals. This became considerably more precise as the school year wore on, especially once deep into the basketball unit. Reg would usually tell the students to "Stay where you are now boys, stay where you are" while he surveyed how they were arranged, deciding the formula he would use to "equalize the team". This became quite the mathematical exercise at times. When Reg had decided how to proceed, he would tell a student at one end of the line to count off, and the students would say "1", the next "2", and so on up to "4", and then it would start over again until all students had a number. Normally, students with the same number (all the 1's) were members of the same team. As the counting began, Reg would normally repeat a number of times "Now stay where you are, stay where you are boys", while students tried to quickly change places with another student without being seen. If Reg saw them he would forcibly tell them to get back to their place. At times Reg did not pay close attention, resulting in considerable trading among the students. Sometimes also, students would make trading errors due to faulty mathematics, or from other students slipping in front of them throwing off the count. Also, depending on the activity, Reg reserved the right to be able to counter these moves by changing the rules: "The first six students are on team 1, the next six on team 2, etc.", or "David, you change places with Mitchell", or "Team 1 play against Team 4" (instead of 1 against 2, thereby equalizing the competition).

After the teams were assigned, one of the competing teams had to wear a pinnie to distinguish them from the other team. Although there were probably enough pinnies to permit each student to wear a pinnie, usually the teams competed as "Reds (red pinnie) vs Shirts (no pinnie)", or "Shirts (no pinnie) vs Skins (no shirt and no pinnie ... topless)". This required less students to wear pinnies (which weren't terribly comfortable or inviting to wear "Who sweated in that thing last?", and often got in the way or required re-tying every few minutes), took less time to organize, and some students preferred to go 'topless' because it was "cooler", tactilely as well as figuratively.

Reg would usually assign teams to play in a particular court, or to sit off for the first shift (in full-sided games of basketball for example). Once the teams were organized (this whole procedure took about 5 minutes from beginning to end), the game would begin by one team serving (in volleyball) or taking possession of the ball (soccer), or by Reg tossing the ball up between two 'center' players (basketball). Students would play for the remaining time in the period, usually between 10-15 minutes, interrupted at intervals by stoppages in play (referee calls), change-ups (every 3-4 minutes) or end of games (10 points in volleyball, modified rules).

Five minutes before the end of the period, Reg would shout, "OK boys, that's it, get changed", and the students would quickly head to the changeroom. Whomever was in possession of the ball, or in archery for example, all students, would bring the respective equipment across the gym to the equipment room to be put away. Students were explicitly forbidden to enter the equipment room (unless requested by a teacher), requiring Reg to collect the equipment and stow it away in the room. Often one student would be asked to collect the pinnies, or a student would self-delegate to do so. Occasionally a student in a rush would tear off a pinnie, drop it on the gym floor and head to the changeroom, eliciting from Reg a stern "Pick up that pinnie and bring it here!"

Closure of the lesson or class was not a routine of PE 1100, and only once did I observe him gathering the students together at the end of class. Any information to be transmitted to the students at the end of class was accomplished by shouting out the instructions or information above the noise and commotion of the departing students.

Within seconds the gym was silent except for a student who would approach Reg about an afternoon game, or to tell him about an athletic experience that occurred recently. Reg would quickly collect his notes and other belongings and leave for the next class, recess or lunch. The energy of the departed students quickly dissipated, leaving the gym to rest momentarily in preparation for the next episode. (Wood, 1990f37, pp. 1-5)

The descriptions of the school, gymnasium and community setting, the school philosophy of physical education, the PE 1100 course, and the students and teacher, were focused on providing a sense of place for the reader. To understand the functional curriculum which unfolded each class of each day in the gymnasium of Beacon High, the contextual details of school and its surrounding community are necessary. Through the eyes and voices of the students, administrators, teacher and researcher, these contexts have been shared to permit others to enter, at least to a limited extent, the world of Beacon High School.

CHAPTER V

KNOWLEDGE

Introduction

A partial description of the forms of 'knowledge' which were intended to be conveyed in the PE 1100 course has already been made in Chapter IV. These included the performance or 'body knowledge' of students (the body's knowing how to perform a particular physical skill), and 'academic knowledge' (knowledge of applied physiology and physical fitness principles, game rules and to a lesser extent, strategies of various games). When a broader definition of the term knowledge was used to include the kinds of unwritten and sometimes unspoken rules which govern the functional curriculum of PE 1100, deeper analysis of the data uncovered a wide range of explicitly imparted, implicit, intended and unintended forms of knowledge that was transmitted to the students. These forms of knowledge were 'operational and tacit forms of knowledge' (classroom management procedures and behavioral expectations) and 'self knowledge' (what students learned about themselves individually).

From the analysis of the data, it would appear that certain forms of knowledge were ascribed considerably more value and meaning than others. Within the formal, explicit curriculum of PE 1100, the skill performance of the students, or 'body knowledge' maintained a very high status compared to the other forms, followed by 'academic knowledge' of applied physiology and physical fitness, and then 'rule and strategic knowledge' of the various activities. Technical knowledge of the skills was not emphasized.

Within the informal, implicit curriculum, student learning of codes of behavior following accepted societal norms of conduct were highly regarded, as well as behavior

codes which were particular to the teacher and the field of physical education. These many forms of knowledge will be addressed in the following sections.

'Body' Knowledge

'Body' knowledge is learning acquired by students through the physical experiences of a physical education program, as well as their participation in other programs both within (intramural and varsity) and outside the school environment. As described previously, students were involved in numerous types of physical activity outside physical education class, but the following descriptions and analyses are limited to the accumulated body knowledge of the students through participation in PE 1100. Their participation included the learning of various physical skills in soccer, volleyball, basketball, and archery, and knowledge pertaining to the capabilities and limitations of their own and other students' bodies. Reg provided an outline of the organization of the curriculum, and the nature of the activity units that he taught during the year:

Reg: Well, it's probably the wrong thing to say, but you get into a habit of a certain block of time for a certain unit, for example you think about going to the middle of October with soccer, and you divide your year pretty well into 5 parts. It is flexible, so if I see that a group really likes something I'm doing, I probably spread it out a little, but where I see that it's not working out I probably cut it off. Basically, it's 5 units, soccer, volleyball, basketball, archery and textbook [applied physiology], 5 fairly equal periods of time. Now archery was a little less, and basketball was a bit longer this year. But it depends to some extent if students are enjoying an activity, but it's basically 5 blocks. But still in all I'd cover the basics, like in soccer I've got an outline, and I want to cover a certain number of skills, I usually start the unit off with covering those basic skills, probably a class spent on each one, a class on passing, a class on shooting, whatever, just develop, or introduce, or review for some people, these skills, and then of course we've got a week of testing at the end of the unit. So it's a fairly full unit by the time you get everything covered. But again, probably another year I might want to shorten up those units and add a few more diversions. (Wood, 1990t4, p. 5)

The planning of the curriculum focused mainly on the dividing of the school year into five fairly equal units of instruction, and that in each unit, instruction occurred in the basic skills of the activity, followed by a testing period. The potential body knowledge which

students were expected to gain over a particular unit of instruction revolved around 'basic skills'.

The teacher made it known to students during the first class of the year that athletic ability need not be a concern for students. His stated main concern was that students "have fun, enjoy moving, and participate". These concerns were further qualified by noting "if you try you will do alright. If you try and are also a good athlete, you will get the best marks" (Wood, 1989f2, p.1). Although this orientation to the course content corresponded well with the teacher's previously stated philosophy in Chapter IV, it also indicated a distinct bias toward athletic ability. James, a good all around student observed:

James: A couple of my friends, they aren't that great at sports, and just because of that they end up getting poor marks, so... it's kind of unfair it seems. My friend who plays basketball, he beat everybody... some of the tests seem really biased toward ability. (Wood, 1990s7, p. 3)

In other words, if the student tries, he will pass the course, but if he is athletically inclined, he will get a high mark. In a compulsory high school physical education course, the bias toward particular body knowledge (team sport athletic ability), may in fact be a strong case against the compulsory nature of the course.

Throughout the course, the teacher attempted to teach, or re-teach the basics skills of dominant sports that the students had participated in for at least the past five years. Because a greater than normal number of students in the class were 'varsity' athletes, Reg was forced to compromise his teaching in several ways. Students who were not athletically inclined needed, from his perspective, a basic level of body knowledge required by the formal curriculum in order for them to be able to effectively and successfully play with or against the athletes in the class. Therefore, at the beginning of each class, following a general warm-up, students were put through a number of standard drills that were appropriate for the particular activity.

The reason for selecting the standard, low-level skills was simple... the average (read: non-athletic) student was not capable of performing the higher level drills because they

lacked the fundamental skills and knowledge (positioning, terminology) to do so. James, who seemed to want to learn more about the various activities than was offered, commented about the class structure by saying "I'd have to say that the classes were more activity-oriented than skill-oriented. There was a little bit of teaching at the beginning of the class, but it didn't seem to be enough. It was more showing and letting you do it yourself than it was helping or teaching" (Wood, 1990s7, p. 3). Although the teacher indicated a strong emphasis on the learning of skills, students appeared less convinced that the teaching resulted in the acquisition of particular body knowledge.

Meanwhile, the athletes were generally unchallenged by the skills that were being covered, constantly 'biting at the bit' while waiting to get to the game, which usually occurred for the last fifteen minutes of class. Darren wanted to spend as much of his scarce activity time in game playing rather than reviewing previously learned material.

Commenting on the 'basic skills' orientation of the classes, he noted:

Darren: A lot of these sports we've done the skills in since Grade 4, so since then we've progressed to a point where we can actually play. And that didn't happen a lot. A lot of people were getting quite frustrated for a long while, because we didn't get to play much. With skills, I'm not going to have a lot of places to apply them. I'm not doing gym next year, and outside school I'll be probably working all summer, so I won't have a lot of time to play soccer, or basketball. The time I have, I'll play rugby twice a week and karate twice a week, so I won't have a lot of time for other things. (Wood, 1990s5, p. 3)

Neither were the athletes happy when the class was turned over to a student teaching intern who appeared to be even more intent on teaching skills:

Keith: We didn't like it when [the intern teacher from the university] was here because he was teaching too high a level for the rest of the class. He was trying to get them to do moves and special sequences and plays, and the students didn't like that because it wasn't gym class, it was just skills and stuff like that... they just want to go out and play ball, right? I felt that we spent too much time doing skills. For example, if we were doing soccer, we'd spend three days on skills and one day doing something [playing soccer]. Outside of school I don't get a chance to play soccer at all, and if I learn the skills the only place I can apply them is in the class. (Wood, 1990s4, p. 4)

Darren: Well, the classes would be split between skills and games. For example, when we did basketball there would be two days of skills and one day of games. A lot of times there was too much skills and not enough games. I

like to play, and I don't get a chance to play these games outside school.
(Wood, 1990s5. p. 2)

The apparent low-key attitude toward physical education by the less able students did not sit well with the students who had already acquired considerable skills in the various activities. Although this was not easily discernible during the class observations, the feelings were evident in a number of interviews. More often than not, teams were picked by the teacher using a numbering system that did not particularly discern between the athletically inclined and average or weak students. The class was equally divided into either two or four teams (four teams for volleyball, usually two teams for soccer and basketball), and students of varying ability were mixed together on the same teams. This resulted in game situations where neither the less able nor the more able could become fully functional and successful:

Leo: Well, sometimes you'd get people in the class that really don't like gym ... period, and they don't like to take part, and so in some of the sports, when they're forced to take part, they really ruin it for a lot of the other players because they'll just get the ball and they'll throw it away, or they'll slow the game down. But if you're being forced to do it I understand. If I was being forced to do something I didn't want to do, I'd probably make it a little hard for [the other students] too. (Wood, 1990s11, p. 5)

Keith, a very able physical education student, could also see what a certain portion of the class were faced with:

Keith: The [non-athletic] students in the class would probably say that the people who are better at the sports program usually hog the sport. Where they're better at it, they know more about how to play the game and the rules, and I think they say that they don't get as much time in [play] as we do. But usually that's because they don't want to put in the effort. If they wanted to put in the effort they could be just as good as anyone else. I would say that the [non-athletic] students are only in PE now because they have to be there. They wouldn't be there otherwise. (Wood, 1990s4, p. 8)

Asked why some students did not seem to want to participate, Keith replied:

Keith: Usually people who are uncoordinated can see that they are and don't want to participate because they are afraid that they're going to embarrass themselves. There a lot of people who would love to play sports, but they can't because they are so unskilled. There aren't very many, but you can tell, because if I go into the gym at lunch time, usually the gym is open to students at lunch

time, you can see people trying to play sports, and you can tell that they're uncoordinated, right? They're in there, but the only thing is that they don't want to go to a gym class and be embarrassed because they can't play very well. When they're in gym class they're usually under supervision, and they're being graded on how they perform in class. They're under pressure a lot in class when they're doing a certain sport, especially during the skills test where the teacher is testing them on their performance. (Wood, 1990s4, p. 3)

Thus, Reg was caught in the middle of a common teaching dilemma ... "How do I address the needs of the whole class?". During interviews with Reg, inquiries were made of him about how he addressed the differing needs of the individuals in the class:

Reg: Ohhh, well, I haven't really thought about that... really I don't give a lot of consideration to individuals, but looking at the class in general, this is a class fairly advanced in skill level, and some of the drills I do are a step ahead of what I might be doing in another class. In terms of individuals, it goes back to the athletes, but the whole class is pretty good, in terms of their ability. I would say that overall I don't really plan for individuals I don't think. Other than that, you might look at the top people in the class and look at in general what they can do, and look at the people in the class who are at the bottom of the scale in terms of athletic ability, and see what kinds of things that they'd be interested in, and what kind of things they could all do and enjoy. (Wood, 1990t3, pp. 1-2)

The teacher made a number of significant points in his reply. A primary observation would be that the individual was really not considered in the planning and management of the PE 1100 course. This is consistent with the findings of Bain (1976) who concluded that students in some schools were given less autonomy and were more likely to be treated as a member of a group rather than an individual. There was however, consideration for the overall skill level of the class, meaning that a class that has a greater number of 'athletes' could possibly be learning skills that are more advanced than another class with a smaller number of skilled students. Concern for individualization of the PE program was largely focused on the skill level of the students, although the teacher made reference to the kinds of activities that students would be interested in and would enjoy. Upon further inquiry later in the year, Reg provided more detail about his decision-making concerning meeting student needs in the PE 1100 course:

Reg: I guess its the majority that I look at. When you deal with numbers, you are always concerned with satisfying the majority. With one teacher.. you know, there may be other ways to do it, but I haven't found it. There is

always a couple that you know that are left out, and if you had time you might be able to do something about it. The most that I've done, to be honest, is to try to encourage, but you can only do so much of that. I tried to encourage where I could, with some of those types, to get out [and participate]. They're really active, and it takes all of your time to keep them active, and keep them on the go. You lose the individual for the... they were the most mixed bag, they were that type of group, the greatest range of students, and I felt it more difficult to get into an individual thing with some students in that group. You've got to try... to teach to the middle-of-the-road guy, and that's the limitation to any subject you teach, that you're going to have gifted students there, you can try to involve those in helping the weaker students, and try to involve them in demonstration and that, but you try to involve the stronger students with the weaker ones. But you've got to teach basically the middle-of-the-road level, and some are going to fall behind and some are going to be bored to death. Because you've got the wide range, the majority do fall in the middle, and you've got to deal with the majority and try to deal with their needs. I can't go out there and teach advanced defense in basketball that only 3-4 are going to understand for example, while if you keep drilling them on very basic skills, the other ones are going to be bored. So my approach is to just touch on skills and give them some basic knowledge, and try to keep everybody as active as possible and try to make it as much fun as possible. That's the basic philosophy that I have now. (Wood, 1990t4, pp. 3-4)

The obvious compromise for dealing with differences of ability is the road often taken in physical education: teach to the middle ground! This translates into a program which follows a traditional routine of school physical education: spend some time at the beginning of class on conditioning (AKA 'warm-up') so that all students get the benefit of some vigorous activity, spend a short time on basic skills so the average students can 'hopefully' get sufficient body knowledge and rule knowledge in the sport to enable them to participate (at an operational level), and then provide game opportunities for the class so that the athletically inclined can get their outlet. Students succinctly summarized what might have happened if the class had had a more student-centered philosophy:

Leo: You could include [non-participants] if you got them to do something that they wanted to do, some of them might like to play softball, or to have a catch, or playing table tennis or badminton. You could designate a part of the gym for people who don't like that sport. Some people just aren't team players, and we did mostly team sports this year. The only non-team sport we did was archery, and I think that sports like badminton, table tennis and archery, where you rely on yourself, really brings out inspiration in people that don't like team sports. If we could have both it would be great. The gym is big enough to have two things going on at once, playing across. (Wood, 1990s11, p. 5)

James: This year where we had four guys in the class who stood out, it seemed that they were the only ones in the class who had the ball, and the people

who didn't play didn't really get much of a chance, so a lot of the guys agreed with me, that's what a lot of them talked about in the dressing room. It would have been a lot better if we could have split the gym up and played volleyball in one side and basketball in the other. We talked about that in the dressing room, but it didn't go anywhere. (Wood, 1990s7, p. 2)

The athletes were concerned for the quality of their experience, but from an individualistic perspective. Both James and Leo were above-average players, and they commented that splitting the class would be a solution to a number of problems concerning the application of body knowledge. Considering students varied abilities, and that the nature of the class did not allow for comprehensive development of skills in the various team sports, providing opportunities for the students to play at their own level was really the only workable solution if student needs were to be met. The less athletic students were equally as adamant about the inequitable opportunities provided for them:

Jerome: In our class, there were 10 or 15 fellas who really liked basketball, that were on the basketball team and everything, and they played a lot of basketball. I like basketball, but I don't like playing scores [keeping score]. It started irritating me after a while, because I'm not really spectacular at basketball. Well, I like the sport, but where I'm not very good at it, I don't like it as much, whereas all these other guys are excellent at it, they can slam-dunk, they can do everything, but it's no fun for people who are no good at it, right? Like, all the good guys, the good basketball players, you could put them out together so that they'll play against each other, so that they get to play the ball more, where they're more equal. It would be better because the good guys would be able to do what they want, and the guys who are not so good at it could get to do what they want to do, and they could get to participate. (Wood, 1990s9, pp. 2-3)

The body knowledge imparted to the athletic students was quite different from the non-athletes. The athletes learned about their body's capabilities, while the non-athletes were forced to participate in a curriculum which did not generally impart positive body knowledge. The athletic students were primarily 'varsity' athletes who had considerable opportunities to practice and perform the basic skills that were being covered in the physical education class. This situation may be comparable to Dodds' (1986) description of "motor elitism" whereby physical education classes and athletics programs combine to create a "form of ability grouping in which instruction is provided for the high ability group, while

the low ability group is not expected to learn nor provided the instruction necessary to do so" (Bain, 1989, p. 306).

A recurring theme throughout the course was the individual's ability or lack of ability relative to other students. Mitchell, another self-declared non-athlete, described some of his needs in physical education:

Mitchell: I like to be able to just participate in activities, activities where you don't have to stop all the time... like in basketball you're just running up and down the court and someone has to pass you the ball. And I like to participate with someone at my own level. Like, you know David, he's a good basketball player, well I don't like to play with him, right, because he's a lot better than me. I just feel that he'd rather play with someone like James, or Alex, someone who's a bit better than me. (Wood, 1990s8, p. 1)

Mitchell's lack of confidence in particular forms of body knowledge was reinforced by his being placed in competitive situations with students who were much more skilled, and much more aggressive in team activities. His concern for David (the basketball player) not getting a 'good game' demonstrated his desire to provide an equitable playing environment for all students in the class... so that everyone's need for body knowledge would be complemented by the learning environment. Mitchell's concern for David's playing opportunities is also consistent with the findings of Coakley (1980) who concluded that children, when given the opportunity to organize their own games, are apt to modify rules to maximize personal involvement in the games, balance competition, and reaffirm friendships.

Jerome recognized that the teacher was probably not aware of the fact that some students did not get equal opportunities to participate:

Jerome: When some people on my team are better, like when David and Leo are on my team, I hardly touch the ball, like they'll take the ball and go up, go up, and I'll do what most people do, try and keep people from getting the ball. The way those fellers are, like they're good fellers, and nice friends, but they just don't give other people a chance. It's hard to explain, but I don't think he [the teacher] sees it really, because he doesn't say anything about it, we just take it in stride. If we don't get to touch the ball, we just go out and play, and pretend, like we shout to them when we want them to pass the ball, or when we're open, but there's nothing that we can do about it, right? (Wood, 1990s9, pp. 2-3)

Students such as Jerome were forced to run back and forth across the gymnasium floor pretending to play the game, having little opportunity to equitably play with their peers. The teacher's inability to respond to this reality speaks volumes about the hidden experiences of students in this physical education class. While grouping in preparation for game playing was largely a case of randomizing to arrive at reasonably equitable teams, and to avoid the kinds of conflict and labeling which occurs when teams are picked by students or teacher, grouping for skill instruction was much more planned. Reg described a number of principles that he followed in these instances:

Reg: I try to group in a certain way, either in respect to separating people who are getting too cliquish, and move them around to get to know other kids, and lots of times, to try to have a certain group who are keen, to pass on some of their feelings to someone else, to try to mix them together. Now there are days too when you've got to say, these guys are friends, and let's let them get together for a while and do something together, but I'm conscious lots of time of having to pull apart little cliques that are misbehaving, and try to move them in with other people who are more positive about the activity that they're doing, and hopefully that'll allow them to get more out of it, that feeling, through osmosis or whatever, they'll pick it up by being around people who are more positive. (Wood, 1990:3), p. 7)

The teacher, contrary to student observations, was quite aware of the groupings that were being enacted in the class. His decisions related to grouping were directed by attempts to 1) break up groups that were becoming too familiar and insulated from the rest of the class, 2) have the "keen" students pass on their positive attitudes about the activity to the less keen students, 3) separate students who are misbehaving, and 4) have students participate with friends. The teacher did not appear to recognize that students were inclined to self-group based largely on friendships developed through similar participation needs, usually a result of differing physical abilities in the particular activity.

This was particularly evident when students were given opportunities to self-group for recreation-oriented periods. Near the end of the school year, students were given choices about the activity in which they would like to participate during the class. Basketball appeared to be the consistent game of choice (although archery would probably have been a close second except for the time and organization necessary to prepare the gymnasium for

the activity), possibly due in part to the fact that it required little re-organization of equipment or playing areas. The gym was split and students chose where they would play, and with whom. Invariably, the athletes quickly formed teams and began to play in one end, and the non-athletes, largely by default, did the same in the other end. The student-imposed curriculum (Wang, 1977) was immediately enacted, indicating differing needs and values within the student groups. Darren was clear about why a 'class structure' developed in the PE 1100:

Darren: Everyone likes to win. If someone is no good, what's the sense of passing him the ball if he's just going to lose it? So people usually find out in their first few classes who's good at sports and who's not, and then people will form friendships and they'll pass the ball around with them. Like if I went to play with a bunch of people I didn't know, I wouldn't get the ball as much then, even if I was as good a player as them. See, they keep it between themselves... I mean, it's friendships, and a team spirit in the gym class develops between certain people. (Wood, 1990s5, p. 5)

Reg readily admitted that the student-sponsored agenda was one of segregation rather than integration. In addressing how students made choices about the activity they would do during these free periods, Reg observed:

Reg: At the end we had the gym divided up so they could play different things on each side. They always wanted basketball, but they were the only class who did that. There was a group there who wanted to do that, and they probably swayed the others, like [the athletes] just wanted a game of basketball, and I guess the majority seemed to want to do that, so I gave them a choice of what they wanted to do, whatever the majority wanted to do, and so they went that route. (Wood, 1990t4, pp. 2-3)

Majority rule, a fundamental democratic ideal, served to create a curriculum which placed students in positions of opposition rather than consensus. Although Reg could have encouraged the students to try other activities, he did not. The decision to remain detached from guiding students toward intelligent activity choices may have had as much to do with Reg's concern for order and control than sound pedagogy. Having students participate in a variety of activities at once is considered by many physical education teachers to be a seemingly inappropriate learning environment, and one that might not be well accepted by the school administration. Research by Bain (1978) and Placek (1983, 1984) suggest that

physical education teachers, conservative by nature, are often more concerned about order and control than achievement, and that physical education programs which emphasize participation and enjoyment may be interpreted as a focus on play, not work (Bain, 1989). Bain continues this point by stating, "Physical educator's tendencies to regulate and control play may be an effort to improve their status within the school by identifying their programs as work-like and disassociating themselves from play, an activity that may be viewed as frivolous" (Ibid, p. 307).

Nevertheless, the power structures which existed in the class created an unequal system of decision making. It is conceivable that had the decision gone against the elite players in the class, there would have been endless bickering and harassment amongst the students. The other students, recognizing this possibility, chose to concede and play basketball, even though they had had quite enough of it during the year. The non-athletes were partially compensated by being able to play on their 'own turf', with like-minded peers, and with their own set of rules. During these 'recreational' periods, Reg did not officiate or become overly involved in the games, their structures or the student interactions. An excerpt from the research field notes describes an example of Reg's involvement:

Physically dangerous actions appear to be glorified here. Perhaps the boys are particularly spirited today because it is Friday. Reg seems to ignore the rough play and does not attempt to interfere with or caution the players. The players are in position ready to restart the game at center, and while most players are ready and waiting, one student is performing handstands on the floor, and then is pretending to be kicking another student in a martial arts form. The boy sitting next to me on the bleacher is laughing in amusement as the players are roughly tackling each other. One boy gets a ball in the "private parts", and the rest of the boys laugh in amusement as he struggles to get off the floor. Reg smiles and chuckles along with the students in amusement. (Wood, 1989f11. p. 1)

Only in the event of dangerous play resulting in serious harm to students, or damage to equipment did Reg become involved, choosing to supervise dispassionately from the side. Bain (1989) claims that "Within physical education classes, skill level may affect student participation patterns and teachers' reactions to students. A predominance of competitive

activities within the curriculum also may send messages that the skillful are entitled to greater recognition and attention" (p. 309). Pointing to the work of Wang (1977), Bain (1989) further illuminates the issue by stating:

The issue for the teacher is how to respond to these peer interactions. Teachers may reinforce, ignore, or attempt to intervene. If differential status is seen as inevitable, teachers will probably choose to ignore such interactions unless they are disruptive. This tendency to ignore certain peer interactions may be part of the complex negotiation process by which teachers and students reach an unspoken agreement about what behavior is acceptable or tolerable in the physical education class. (pp. 308-309)

In an attempt to remove themselves from the competitive form of body knowledge that was being transmitted in the class, self-proclaimed non-athletic students such as Jerome and Mitchell attempted to avoid PE class as much as they could "get away with" without annoying the teacher. Mitchell described his avoidance techniques:

Mitchell: He [the teacher] just came in and taught us a skill or a drill or something and then we had a game. I tried to avoid the games though. I didn't really like basketball. It helped when I had hockey and I hurt my thumb, so I wouldn't have to play basketball. Like, if you really wanted to play basketball, you could have, even with a sore thumb. I would play hockey even with a broken thumb. I would say that I didn't participate 10-15 times this year because of some excuse. It got more frequent as basketball continued. The teacher started to catch on to us, so then we had to bring our gym clothes one week, and then forget it for one or two classes. I used to think about who wasn't going to have their gym clothes so that I could sit down on the side with them and talk to them. Jerome was my locker partner, and if he didn't have his gym clothes and I had mine, I'd throw mine back into the locker so that we could sit down and talk. (Wood, 1990s8, p. 2-3)

The body knowledge assimilated through the functional curriculum of PE1100 could be described as a mixture of skill and recreationally-oriented body awareness, situated in and limited to particular, traditional, and competitive team games. Although students considered volleyball to be a satisfactory change from "territory games" (Ellis, 1981) such as soccer and basketball, archery provided the only real alternative for students who were not aggressive team players. When asked to comment on the activities which comprised the PE1100 curriculum, students, regardless of their athletic prowess, indicated an

attraction for the individualistic activity of archery. A number of student comments have been provided below:

Well I learned archery. I've never had any experience with archery before this year.

Most obviously, archery. I've never tried it before.

I learned more about sports, more about certain sports, like archery, where I never did it before, this is the first time I did it, and I'm pretty good at it.

But I learned a lot in archery. I learned how to aim and how to shoot, but archery was the only thing new we did this year.

In archery you have your own equipment so you don't have to worry about [getting a pass].

I thought the archery was good. It was good because we had never done that before. I'd done some at summer camps before. Basically all we did with archery [in PE class] was he [the teacher] spent a day in class explaining, and the rest of the time we used purely for archery. It was convenient as well because you didn't come out of class sweating or anything, or hot. That was good, and the fact that you actually got to do something.

It would be nice to have a change. That was what was nice about archery, so it was different and it was something new for everybody. I was like a kid with a new toy.

Like a kid with a new toy! It inspires visions of children playing outdoors in a memorable summer adventure. The individual, unique, non-competitive nature of archery provided students with a completely different experience of physical education. Although not demanding on the cardio-respiratory system, it provided opportunities for socialization, concentration, precision, safety awareness, cooperation and body control... all learning outcomes consistent with the primary objectives of physical education. The need for a wider variety of physical activities for students enrolled in compulsory physical education cannot be exaggerated. This was readily recognized by the teacher, but unfortunately for Reg, the formal curriculum for PE 1100 did not provide a wide selection of options, and

with limited facilities, equipment and available time, served to transmit a narrowly focused selection of body knowledge. He reflected on the value of the curriculum content at the conclusion of the school year:

I'm not happy with the program structure that I've been given, but I mentioned earlier that I'd like to see a little bit different approach, with shorter units and more variety. I'm not one who is going to go out and say get rid of soccer, get rid of basketball... I like all those things, and I think that there is a place for all that stuff, but I'd like to see two or three more individual things that I could do with 1100's, individual things that are lifetime that they can do on their own after they finish. I certainly think that definite changes could be made there. and I'd like to see it done. I'd like to see next to that, an opportunity for teachers to... like when you leave university you're all geared up to teach a lot of these team sports anyway, so first there would have to be a change in the program, and then a re-training program for teachers so that they can get some different approaches and different philosophies of how to go about it. (Wood, 1990t4. p. 6)

The teacher was bound by the formal curriculum to apply his teaching and organization talents to an extremely narrow and traditional definition of physical education. Reg's teacher training, which was narrowly focused on traditional activities and attitudes, did not encourage familiarity with a wide variety of teaching styles or curriculum choices. Sparkes (1989) contends that when teachers are socialized into particular cultural and educational norms, or accepted ways of conducting one's professional lives,

teachers may come to value ends for which their cultural equipment is well suited (cf. Mancini, 1980). In this sense, culture's causal significance is not in defining ends of action, but rather in providing cultural components that are used to construct strategies of action in the [physical education] classroom and the school. These strategies become persistent ways of ordering behavior throughout time as teachers organize both their actions and values to take advantage of cultural competencies. Hence, the apparent conservatism of many teachers, for example, in the face of change, may not simply be due to the fact that they value the outcomes of their present teaching; rather, they may not have been supplied with the cultural competencies to teach any other way... (p. 316)

For Reg, changing the province's physical education program and teacher re-training would serve to broaden the physical education opportunities for both he and his high school students. Faced with the reality of the lived-curriculum, bounded by his life history, the school and community contexts, his diverse roles and marginalized status within the school and society, and the limitations of the traditional tools (Sparkes, 1989)

which are used to craft the physical education profession, Reg has adopted a functionalist perspective to his work:

What I'm trying to do is to keep a group of kids active for a year, who otherwise may or may not be very active, and hopefully have some fun. Now I think you can do that, basically, no matter what activities you do. (Wood, 1990t4, p. 5)

Sparkes (1989) notes that physical education teachers "become preoccupied with *means* in preference to *ends*, they become concerned with *method* and efficiency rather than *purposes*, and focus their attention of "How to do it?" questions rather than "Why do it" (p. 322). This creates a cultural hegemony which keeps certain groups in power by preserving the status quo and the kinds of inequalities which presently exist in our society. The teacher becomes legitimated, often unknowingly, by becoming an "expert controller of knowledge which is given direct to passive pupils via a whole class teaching method where the emphasis is upon physical skills and the attention is directed towards the highly skilled performers" (Ibid).

The body knowledge acquired by the students of PE 1100 serves to support the prevailing values of an imbedded democratic ideology, where 'majority rule' is often realized more by perceived or projected power than by numbers. Students have learned that the body knowledge of some students has greater value, both intrinsically (appreciation, satisfaction, competitive 'capital') and extrinsically (marks), than others. Body knowledge is public knowledge, on display every class, and available to all who choose to inquire. Students quickly learn the hierarchy of body knowledge, and use this status to direct the functional curriculum to their own purposes.

When the PE 1100 students were asked what they had learned in physical education this year, as one can imagine, a broad range of responses were made. When the responses were examined for indications of body knowledge, a much narrower field existed. Two primary body knowledge areas were addressed by the students: The refinement of skills in the 'main sports' and the learning of a new activity - archery. When discussing the refinement of skills, students generally felt that the skills presented served to review the

basic skills of soccer, volleyball and basketball, and that little actual new learning occurred. Observations made by the researcher and confirmed by the teacher, indicated that the class exhibited notably higher levels of skill in both volleyball and basketball at the end of the units, but that the improvement in skill was a result of several weeks of reviewing skills previously learned. Unquestionably, Reg presented material and drills in much greater depth than any of the non-varsity students had received before. Thus, the body knowledge acquired for the non-varsity students was the development or improvement of the individual's control over his body while performing familiar but 'year-old' skills. For the varsity students, however, the drills were largely unchallenging, and provided little more than a warm-up for the game and an opportunity to display their own well-developed body knowledge. Varsity students referred to the skill instruction as "perfecting" or "polishing up" of personal skills. This has been confirmed by these students previously in this chapter.

While engaged in learning archery, a completely new activity for all but a few students, challenge existed for all students regardless of 'sport-specific' body knowledge. The 'level playing field' created by participation in a novel activity provided opportunities for success for all students. Students who had previously been engaged in competitive 'ball' games where success was defined relative to others in the class, found that success could now be re-defined as an individual form of body knowledge relative to one's ability to elicit control over one's body, personalized equipment and spatial factors. In a 'closed skill' like archery, students were challenged by results derived from their own proficiency or lack thereof, independent of other students. This proved to be an inspiring and empowering experience for most students, one which had rarely occurred in the physical education experiences of these students. A number of students commented that they thought they were actually 'pretty good' at archery. Of course, it also provided a break from the forms of body knowledge that the students had been experiencing all year, thereby increasing their body knowledge repertoire.

Evaluation of Body Knowledge

In assessing the extent to which students acquired a level of body knowledge, skill tests were conducted at the end of each unit of instruction. Students divided into small groups of five or six and were given a recording sheet onto which they would record their performance in a number of test items. All results were performance-based, and were used to determine the extent to which students had acquired specific body knowledge in particular sports. Most of the skill tests consisted of four or five 'objectively-based' items that had been taken either wholly, or with slight modifications, from measurement and evaluation textbooks written by physical education academics within the past two decades. Students were therefore required to perform a discrete set of sport specific skills in an 'objective' environment. Students performed such test items as the wall volley in volleyball, wall pass in soccer and free-throws in basketball where the number of successful performances were recorded during thirty second intervals. Student final scores were the best of two, thirty second attempts. Archery was tested by calculating score results based on an archery tournament at the end of the unit. Marks were awarded for the results of the performance.

In responding to inquiries about the success of the evaluation process in performing its intended task, Reg replied:

It seemed to represent the class fairly well in that the better students would get up in the 90's for example, and looking at the class, if I were to mark them subjectively there wouldn't be much difference. I can see better students, in terms of their ability, doing well, and the poorer students wouldn't do as well. There is enough flexibility there where even students who had poor basketball skills could make a lot of chest-passes off the wall to the exact spot, or to hit the rim ten times, so even the poorer students would get through I think. Looking at their reaction to it, they seemed to enjoy a challenge in themselves a little, and even the better students would be challenged. They wouldn't be challenged to pass it, but they'd be challenged to try to get a high mark, to make ten shots, for example. It would be difficult to make all the lay-ups, that would be a challenge for them to do well. So, the better students would be challenged and everybody passed. The mark distribution was high, but pretty well ranked the students the way that I'd rank them in terms of ability if I would rank them subjectively.
(Wood, 1990t3, p. 3)

The performance standards of the skill tests had been modified over a period of years to permit the weaker students to pass, and for the athletic students to get marks in the 90's. The skill tests were used to rank order the students by ability in the specific sports, and to then use these rankings to award a mark in physical education. Because the skills portion of the course accounted for 50 percent of the student's mark in the course, these evaluation procedures served to reinforce the already tacitly known body knowledge of the students. The performance based, sport specific, de-contextualized testing environment was highly skewed in favor of 'varsity' athletes in the class, who often practiced these 'closed skills' within a coaching environment. Opportunities for the non-varsity students to practice the closed skills that were used to evaluate their acquired body knowledge was virtually non-existent. Very little in-class time was made available for students to practice the skills in a closed environment. In order to achieve a passing or 'respectable' grade (60-70 percent) in the physical education course, students were expected to acquire sufficient body knowledge to be able to perform to a minimum set of teacher expectations within a de-contextualized testing environment. Students were occasionally observed recording slightly higher scores than they had legitimately acquired, reinforcing that the testing environment did not encourage fairness and equity.

Throughout the interplay of the functional curriculum, acquisition of 'formal' body knowledge was confined to the refinement of traditional sport-specific skills, while the learning of new body knowledge occurred at the latter part of the school year through instruction and participation in a novel activity. Informal or tacit body knowledge acquired was consistent and supportive of the hierarchical structures inherent in the culture's capitalistic democracy, reinforcing mind-body dualism and the property-like nature of skillful sport performance (Wang, 1977). Students were constantly aware of the body knowledge inequities which existed in the class, and of the often unintentional procedures which reinforced and reified those inequities. Procedures of instruction and evaluation were often skewed to substantiate and reinforce the tacit body knowledge of both

athletically gifted and challenged students. Students were also aware of the social structures which further fortified the way in which these differing forms of body knowledge were valued. Both the formal and implicit curricula served to reinforce pre-existing forms of body knowledge in the worlds of these high school students.

'Academic' Knowledge

Physical Fitness Knowledge

The academic knowledge of PE 1100 was confined to the learning of applied physiology in a separate unit of instruction, and learning of the rules of the games in which the students were instructed during the year. The applied physiology, physical fitness, rules and strategies material that was a compulsory part of PE 1100 was constantly referred to by the teacher, the department head and the students as the 'academic' part. Applying the 'meaning-in-use' term to describe this form of knowledge seemed appropriate in this circumstance. The teacher was clear about the fact that the cognitive or academic aspect of the course was played down in favour of a greater emphasis on active participation:

Reg: In terms of spending a lot of time, I would rather spend the time active rather than in a classroom setting. Even in the gym I try to cut down on the amount of talking I do. I think that activity should be activity oriented, and certainly in that type of course it should be as much as possible. There is a place for the cognitive part. We do the course requirements, we spend a certain amount of time with the textbook, and we cover the textbook, I think it's worthwhile what we do, but I wouldn't want to spend any more time at it.
(Wood, 1990t3, p. 4)

In total, roughly twelve class periods were spent on the fitness component of the course during the final four weeks of classes of the school year. Students were required to use the textbook, *Physical Fitness - A Way of Life* (Getchell, 1981) for classroom and study purposes, and a final exam was used to measure the student's acquired knowledge of the material. The teacher rationalized the delivery of the academic component of the course in this way:

Reg: I've done it in different ways, I've done two chapters before Christmas, two after, I've done it a day every now and again, but I find that blocking it at the end, they tend to have to work harder at it, they know that its on the final, so they're better prepared for the final that way. (Wood, 1990t3, p. 4)

The purposeful de-emphasis of 'academic knowledge' or 'cognitive' aspects of physical education by the teacher in order to emphasize 'body knowledge' points to the deep-seated, anti-academic tradition of physical education in the educational community. Teachers such as Reg fear that over-emphasis on academic knowledge detracts from the very purpose of physical education – physical activity leading to body knowledge. 'Doing' is explicitly held in substantially higher regard than 'knowing'.

During the introductory class in September, and the classroom lectures in applied physiology during May and June, the teacher referred either implicitly or explicitly to the fact that this portion of the course was not terribly important, and should be disposed of quickly. Excerpts taken from field notes highlight the teacher's own lack of emphasis on this portion of the course. The explicit lack of emphasis reflected by the teacher's comments, was compounded by the obvious low priority given the applied physiology component due to the scarcity of time allocated for addressing the material, and the placement of that block of time at the very end of the PE timetable:

Reg notes that he's not interested in stretching the "academic" material over the whole year. He wants to spend a block of time at it, get it over, and get back to the gym for activity. The students appear to sympathize with him in this. (Wood, 1989f2, p. 2)

Reg complains that this section of the course [the fitness section] will take about 2 weeks to complete, assuming that the material can be effectively covered. He continued to explain that if the students are attentive and they complete their work on time, that they will be able to get back to the gym very quickly. Then Reg says, "OK, let's get started right away or we'll spend longer at this than I want to". (Wood, 1990f33, p. 1)

The teacher's view of the value of the fitness material was contrary to the official course outline description of its value to the students. The low value ascribed to the physiology content by the teacher, and subsequently the students, may have been more

obvious by how the material was covered rather than what material was covered. Students commented endlessly about the fact that a primary reason for liking PE was because it took them out of the regular classroom and into a playful, active environment.

It would appear that regardless of what topics were covered in the classroom environment of PE 1100, it would have had little relevance to the 'lived-world' of the students, especially during the last month of the school year. The placement of the physiology component of the course in the last block of the school timetable, although easily rationalized by the teacher, speaks volumes about the kinds of expectations some teachers hold for students of physical education. The average PE student may be viewed by the teacher, as well as the general public, as academically weak, disinterested in scientific aspects of physical education, and not academically sound enough to remember the material for more than several weeks.

The teacher's orientation to the teaching of the material transmitted the message that it was a necessary ill, and was therefore, unworthy of being given sufficient and appropriate space in the PE timetable. A concerted effort to teach the fitness material to the students in a meaningful fashion would require, for example, doing personalized fitness assessments in the gym, having the students assess each other, or having the students design their own fitness assessment procedures, within an active environment rather than a classroom. The fitness material was dealt with strictly as an 'academic exercise' focused on the theory of physical fitness, not on its practice. The primary concern of both teacher and students was to get the material 'covered', and get back to the gym. Unfortunately, the functional value placed on this portion of the course was disproportionately lower than the evaluation structure devoted to the academic material. With the final exam being 40% of the course weight, the value of the academic portion of the course was far greater than that ascribed to it by the teacher.

Rule and Strategic Knowledge

A form of knowledge which often arises in discussions about academic goals in physical education is constituted by the learning of rules and playing strategies. There existed an expectation in PE 1100 that students would learn the game rules and essential strategies of various sports, and then apply these forms of knowledge in the actual game play during class. As in most learning environments where teachers hold expectations for student learning, evaluation of that learning also occurs.

The knowledge of game rules amounted for a relatively minor part of the overall program in PE 1100. During class instruction, students were explained particular conditions and rules which governed the sport. For example in volleyball, court boundaries, rules governing legal and illegal ball handling and court positions of players were explained and subsequently reinforced during modified or regulation game playing. Students were given handouts on the rules, basic skills, and essential playing characteristics of the games, and were instructed to learn the material in preparation for formal, written exams.

Game playing strategies, although covered sufficiently to permit an operational level of game play, rarely went beyond that, and were not tested in the formal evaluation procedures of the course. This is understandable considering the vast majority of students had acquired only sufficient body knowledge in the particular activity to permit a fundamental level of play. Higher level strategic concepts of play such as designated roles (power hitter, middle blocker) and systems of offense and defense (6-up, 6-back) in volleyball, although articulated, were not sufficiently reinforced through skill instruction or game play. Subsequently, student understanding of these game concepts was not formally assessed in the physical education exams.

The examinations, therefore, were essentially used to determine the students understanding of the essential rules and skills within the particular sports that were presented in the course. Reg explained the process of testing for this form of knowledge:

The activities that we have covered since mid-year would be covered on the final exam, rules of the games basically, and a little bit on skills as well. The other written test was at mid-year, I gave them a little quiz on volleyball and soccer, which were the first two activities that we did in the year. That was the only quiz we had, other than the final exam. So, it basically came down to 50% written and 50% skills. They had skill tests at the end of each of the activities. [The exams] just touch on the skills. I'd say most of the written tests these days have gone towards the rules. We've de-emphasized the skills part in favor of the rules because it's more concrete... they get handouts and that, they get something to study, and it makes it easier on them I think more than anything else. (Wood, 1990t3, p. 1)

Once again, the explicit de-emphasis on 'knowing' about physical education activities, and the teacher's effort to concretize material to make it easier for students to learn, demonstrates concurrence with a 'production' orientation to the subject and the mind-body dualism which exists among many physical education practitioners.

Operational and Tacit Knowledge

It became obvious during the data collection phase of the research that many other forms of knowledge were being acquired by the students through their physical education experience. When knowledge is more broadly defined to include the implicit knowledge acquired relating to the rules of the gymnasium, class routines and management, and rules of conduct and participation while engaging in PE 1100, operational and tacit forms of knowledge emerge. Students, regardless of grade, constantly learn and adapt to rules of behavior that are applicable to particular teachers in particular settings, and are able to effortlessly shift these behaviors from teacher to teacher and setting to setting. Different teachers have different expectations for students, and students are quick to discover and adapt to these expectations (Martinek, Crowe & Rejeski, 1982).

Throughout their total educational experience, students gain increasingly more precise strategies of how to survive and, in fact, how to thrive in particular educational environments, how to cope with teacher-centered curricula, how to avoid certain types of activities, how to achieve the best mark, and how to gain status in the class. At the high

school level, students are adept at recognizing minimum and reasonable expectations of the teacher, and acceptable codes of conduct in particular classes, activities or situations. This section describes and analyzes the explicit and implicit operational procedures of PE 1100 in an effort to better understand the functional curriculum that was lived out in the course.

Operational Knowledge

When young children enter a gymnasium for the first time, they are often overwhelmed by the vastness of the space, by the flatness of the floor, by the height of the walls, and by the sounds that echo and bounce around the 'large room'. Soon they begin to run and shout and play, oblivious to the gymnasium culture that surrounds them, and that will eventually govern their actions at some point in the future. Some gymnasiums have rules posted just above the doorway as you enter, or in a prominent place on the gym wall, or like swimming pools, posted all around. Beacon High School has no such signs or warnings, but the rules exist and most are well known long before the student sets foot into the Beacon gym.

The operational knowledge acquired by students was primarily a review of previous knowledge accumulated over the past eight to ten years through similar experiences of physical education in other school programs. Where PE 1100 was a required course, taught by a formally trained physical education teacher in a gymnasium setting, with students of diverse abilities, through participation in traditional, competitive, sport-based activities, following predetermined and regimented routines oriented around a functionalist approach to teaching, it was similar in many respects to what had been experienced by the students before. Students were expected to be compliant, controlled, well-behaved, cooperative, quiet, patient and motivated to participate fully. These qualities were expected and measured subjectively by the teacher in awarding an appropriate portion of the 10% that was outlined in the evaluation criteria for the course. In observations, audio-taped classes and interviews with the teacher and students, numerous examples of these

expectations were collected. Qualities of good listening, following instructions, staying on task and motivated effort were constantly reinforced throughout the school year, and the students responded with differing degrees of effort and success. These observations were backed up by the teacher during an interview collected mid-year:

Reg: Well, generally speaking first of all, it's a good class. The kids in it seem to enjoy PE, motivation is generally not a problem, compared to other classes. I have pretty well all fairly good classes, but a couple you might say are not as motivated as this one is. So I would say that this is one of the more highly motivated classes I've got, there's no trouble with that. One of the most frustrating is when you have a class that doesn't like sport, or is just not motivated to do PE. Now that class [the target class], they're highly motivated, for first year in a compulsory subject, and it's a friendly group of kids, there's no discipline problem in that class, no major one. There are a couple little groups in the class, and there were a few times that I thought there were lapses, as you know in behavior at times, and motivation, but there were a few kids there earlier on who were fooling around a bit, and they were probably hanging around together. I've made an effort to split those up. I usually have been trying to break up certain little groups, and just put them on with players who enjoy [the sport] a little more, and just try to bring their interest up, and to bring their level of play up. When they're playing with guys who want to play well, and who want to win, and want to enjoy it, that forces their level of play up many times. One day in particular, there were a bunch of those guys on the same team, and the skill level was poor, not that their skills were poor, but it had to do with them not taking it seriously, not putting any effort into the game. So I've made an effort to keep those guys apart, and I think it's worked well. I looked around today as a matter of fact, at some of those kids, and they were all giving 100% I thought, I thought they were all giving a good effort. Whatever the reason is, they seem to have picked their skills up, and seem to be playing with a lot more intensity than they did earlier, and because of that they're enjoying it a lot more I think. (Wood, 1989t2, p. 3-4)

When asked what particular, individual qualities they had learned through their participation in PE 1100, a number of students were aware of the kinds of qualities the teacher expected of them in class:

David: It's made me listen better, made me able to listen better to other people, and made me more coachable because I can listen better, and know better about the sport and what has to be done. And also it taught me how to have a good time in playing the games, and how to work with the team, like work with the guys, the joy of it. (Wood, 1990s3, p. 5)

James: Sometimes I probably fool around a bit in sports, but I guess I'm just the average, maybe above in some things and below in others, but for the most part I think I'm pretty average, maybe I'm giving myself a little too much or too little credit, I don't know. Sometimes I think that I'm working hard at it, but my dad always tells me that I could be doing way better than I'm doing. You can

always tell if someone is working hard or not. Maybe I'm not as aggressive as others, and maybe I need to be more aggressive to do better. In sports you do need to be aggressive to do well. I don't have the killer instinct. I guess I learned that I enjoy getting out of [regular] class, and even if I'm not excellent in basketball, I still enjoy going down there, and that I enjoy physical activity rather than just sitting around and doing bookwork all the time. I also found that, for the most part, that I get along pretty good with the other guys who play the games. (Wood, 1990s10, p. 7)

Leo: I always pictured myself to be one of the more competitive people there, one of the people who can be relied on, and who's going to come through for you... a good player. I learnt this year that gym is something that I take an awful lot more seriously now, because all up through the years gym was a subject that I scored in really highly, and I got really good marks, 90's and 100's, and [this year] I scored the lowest for the first time in gym. I started to take it more seriously, and I'm not taking advantage of it as much, where I knew that I was a good athlete and I knew that I could shine in that class. But I learned that I have to try a little harder now that I'm in high school. I've learned to accept some things that I didn't really like, such as work in the classroom, written work, and that I'll have to do that. (Wood, 1990s11, p. 9-10)

The range of student comments support the contention that students readily pick up on explicit and implicit messages transmitted by the teacher, the school and the society. What is more striking, however, is how openly and naively the students accept these messages as proper and fitting. David, Leo and James were all heavily involved in sport at the community and varsity level, and all were shining examples of model students in Reg's PE 1100 class. Each spoke eloquently about the values of working hard, getting along with others, winning, reliability and compliance, all messages that had been passed on to them through their upbringing, their culture, and their socialization in sport at the school and community level (not that these are separable). These values were not acquired solely by participation in PE 1100. In fact, the values described above were undoubtedly in place years before this time, being merely embraced and made more meaningful by their experiences in the class. What one is forced to ask is whether these values, and the many others that were transmitted, are ones that physical educators should be involved with supporting, knowingly or otherwise. Given the direction in which our society has been heading, it could be argued that educators need to be more concerned about helping students question the values and beliefs that we often take for granted rather than swallow

them whole. The contribution that physical education can make to the overall education of our students is great, but, to do so, it first must orient itself to the needs of children in present-day society. Uncovering the text of the curriculum of physical education, demanding meaningful and critical discourse, may enable us to move forward in our field.

'Self' Knowledge

Another theme which surfaced in the analysis of data, was the students 'self' knowledge as it pertained to their participation in physical education, and the recognition of their abilities or inability in particular sports, or in physical activities in general. The question which was asked in the interviews was, "What did you learn about yourself in physical education this year?". The range of replies, as suspected, were broadly based, ranging from recognition of ability or inability in particular sports, to knowledge about their bodies. Student comments included, "I learned that I'm not very good at PE", "It taught me that I'm not a very good soccer player", "I'm not good at basketball!" and "It definitely depends on the activity that we're doing. I don't feel good at all in basketball for instance". In terms of their recognition of sport skill competencies, students were generally focused on the negative.

Some student's views of the changes in their bodies were considerably more positive:

Keith: Well, I can tell that my calf muscles are definitely changed, because we did the Sky Jump program, and I could definitely feel some change in my calf muscles. I just feel a lot better about myself fitness wise. (Wood, 1990s4, p. 8)

Darren: I feel like right now, that I'm pretty much in the best shape I've ever been in my life. I've got more capacity, more endurance, and more strength, I can run faster than I could before, more will power, so I'm in good shape. (Wood, 1990s5, p. 6)

A number of students had a sense that their fitness levels had improved, and they felt somewhat better about their bodies. Other students were focused on the possibilities that existed in the future for their bodies and their sports abilities: "I learned about more of my

capabilities now. I can see now that if I do a bit more work, that I could become a better athlete" (Wood, 1990s5, p. 7). Still other students focused attention on their physical appearance, and looked at ways of improving their bodies' appearance,

Jeremy: I've always been very active in sports, and I've always wanted to be toward the top of my class in PE. I have asthma and where I like to run and ride my bike, it kind of hurts it. My upper body is really small, I hate it, but I guess I'll have to hit the weights. (Wood, 1990s7, p. 4)

Jerome: If I had a chance to practice [basketball], I could still play as well as those guys. Where I'm overweight, I'm not proud of my body, so I don't go taking off my shirt and displaying myself, but just recently I was reading a book on fitness and I said, "Oh, my God, I'm 15 years old, I'm way overweight, and something's got to be done about it. I was just thought about it last night, and I said "OK, I'm going to do it", so I started last night, so I'm cutting down all the weight now. (Wood, 1990s9, p. 6)

Participation in physical education serves to develop awareness of students' own bodies. When students are placed in physical environments where participation in conditioning activities, performance of skills, and involvement in game play is required, students have little choice but to become aware of their bodies – which for some is a very positive awareness, while for others may be rather disheartening. Physical education inherently remains a body consciousness-raising experience, but the form that the experience takes dictates its relative worth to the self knowledge of the student.

Within a number of student interviews, self knowledge appeared to have a significant 'relativity' quality, to the extent that students constantly compared themselves to others. They often described themselves in relation to the abilities of others, such as in Jerome's comment above, and Jerome and James' excerpts below:

Jerome: Well, I know that they're better than me in some sports, but that's the same way in PE as, like in hockey, I'm probably better than them. Like, in certain sports I'm better than them and in some other sports they're better than me. (Wood, 1990s9, p. 6)

James: Maybe I'm not as aggressive as others, and maybe I need to be more aggressive to do better. In sports you need to be aggressive to do well. I don't have the killer instinct. (Wood, 1990s10, p. 7)

The killer instinct remains a form of self knowledge that resists definition. The PE 1100 students at Beacon High became aware of their own abilities and inabilities in various physical activities, physical changes which had occurred throughout their Physical Education 1100 program, and their physical abilities relative to fellow students. Forms of knowledge explored within the context of the lived-curriculum of PE 1100 were 'body knowledge', 'academic knowledge', including knowledge of applied physiology and physical fitness, 'operational and tacit forms of knowledge' and 'self knowledge', all contributing to each student's accumulated knowledge of physical education.

The relationship between the forms of knowledge which emerged from the analysis of data and Dodds' functional curriculum will be developed in the concluding chapter.

CHAPTER VI

INTERACTION

Introduction

The interactions which occurred in the PE 1100 class were analyzed in three distinct patterns: student-student interactions, student-teacher interactions, and teacher-staff-administration interactions. Each interaction pattern was analyzed to understand the ways in which the participants related with each other, and how these interactions contributed to the lived-experience of the functional curriculum.

Student-Student Interaction

The study of interactions between students provided interesting and revealing perspectives on student relationships in physical education. Although confined to male students, the study of student interactions explained much of the purpose and meaning of physical education for the students, some of which may, at a future point, be transferable to a study of female students.

As described in Chapter IV, the students and teacher identified groups of students in the class. Some of the terms used to describe the students were athletes, avid players, good athletes, team players, average players, middle ground players, rough and ready types, basketball and volleyball types, silent ones and hard ones. The kinds of interactions that occurred within and between these groups of students were analyzed according to the 'Olympic Typology' developed in Chapter IV.

Athletes

The 'athletes' constituted a group of students that shared very similar interests and participation patterns in PE 1100. All were keen to participate, regularly came to class,

listened well, had above average ability, and were focused on improving their abilities by participating in competitive forms of activity. These students participated in highly competitive activities both within and outside the school program, and could be described as very 'coachable'. Because these students represented the cream of the crop, they enjoyed the challenge presented by the games and skills tests that came at the end of each unit. As a group, they communicated to each other largely about sport, their performance in particular activities, and the sport scene locally, provincially, and globally. These students "lived" for sport. Because of this shared interest, the students were close friends and tended to create a clique which excluded most students who did not play 'varsity' sports at the school.

Because of their knowledge of each other's sports abilities, the athletes generally tried to get on the same teams in class, and Reg was constantly forced to use grouping strategies in an effort to keep them from 'stacking' the teams. The athletes were aware of Reg's grouping strategies, and they were equally determined to find loopholes in his system so they could at least get on the same team as their 'best athlete-friend' or in many cases, the best player (s). For example, in basketball, David and Leo were the best players, and whenever they happened to get placed on the same team, they were a nearly unbeatable combination. By the same token, Jeremy and Sheldon were strong volleyball players, and when combined with any other athlete, usually dominated in that sport. This resulted in friendly rivalry and constant discussions among the athletes about who was on what team, what athletes they were playing with, and what athletes they were playing against.

The athletes, because of their shared talents, tended to socialize with each other in the changeroom before and after class, and were often in each other's company at team practice and games. The interactions among athletes which were observed and recorded during the year were spirited, friendly and often exhibited a competitive tone.

Within the physical education classes, occasionally one or another of the athletes became overly competitive during a game, inciting a negative reaction from the others. In

most cases this was quickly dispelled as a 'heat of the moment' occurrence, commonplace in competitive activities. When asked about the games that occurred in gym, Darren and James, both average or better players with strong sport backgrounds, commented:

Darren: I guess there's days when you're playing competitive sports, and sometimes you get too much into it, and you have an argument with someone, but that's nothing serious. It just seems like what the guys do. We just come to gym class to have some fun. (Wood, 1990s5, p. 6)

James: Most of us knew each other from before, which kind of helped out in keeping things under control, like when we were playing basketball and some other physical sports that sometimes people get a little too emotional over. Sometimes you hear of guys getting punched in the head because they hit someone or pushed them, but I remember once this year when that happened, but it was just a little push, that's all. (Wood, 1990s10, p. 4)

The athletes, likewise shared the view that there were no students in the class who 'hogged' the ball or who unfairly treated other students in class. David responded to the question about student relationships in class by saying "there's not really one person, there's no one person that really wants to be a hog or a no-team player, so it's a good class. Sometimes if a guy goes up and misses a lay-up they'll say "Oh come on, eh", and pat him on the back, but no one gets on anyone's back like that" (Wood, 1990s3, p. 3). However, he and other athletes are also aware that the experience is somehow different for the students who are not athletic or are not interested in team games. David commented further:

David: A lot of the guys who are not very good, who are not very athletic, are very quiet. They don't say much. But, I think they get frustrated sometimes, like when they can't do it as well as everyone else. I can see that some of the guys get really frustrated, but they're really quiet in the dressing room, they don't say much. On the floor during game day, they walk up and down (ha, ha). You give them the ball and they pass it back, they don't want to get involved that much. It would be better if they got involved because it would help them. They're afraid, and get frustrated if they do something and it doesn't turn out right. (Wood, 1990s3, p. 4)

This comment demonstrates the barrier which existed between the athletic and non-athletic students, a barrier that served to divide the class into social groups largely based on ability. Reg was also aware of these divisions and why they occurred:

Reg: That's fairly obvious. To me, it's just that it's a bunch of guys who are better athletes and obviously they, (laughs) pass to each other. Probably that's part of it, and also they're friends outside of class and they sort of stay together in class in terms of games. (Wood, 1990t3, p. 2)

Where the athletes know each other through their participation in sport, the interactions which occurred among them could be summarized as 'team-like', and this interaction was facilitated and enhanced by their participation in the kinds of activities required in PE 1100. This social construct, which is often labeled as 'athletic or sport culture', appears to be supported by the content and teaching methodology entrenched in the PE 1100 course. Darren, an athlete 'wannabe' summarized a set of values related to student interactions which crept into the athlete's culture of the class:

Darren: Everyone likes to win. If someone is no good, what's the sense of passing him the ball if he's just going to lose it? So people usually find out in their first few classes who's good at sports and who's not, and then people will form friendships and they'll pass the ball around with them. Like if I went to play with a bunch of people I didn't know, I wouldn't get the ball as much then, even if I was as good a player as them. See, they keep it between themselves... I mean, it's friendships, and a team spirit in the gym class develops between certain people. (Wood, 1990s5, p. 5)

Average Players

The average players were students of average ability in physical education, who were generally willing to participate, and who participated to the best of their abilities when engaged in a game situation. In some cases, average students tried hard to become members of the athlete group, working hard to improve their skills, and taking on some of the personal attributes of the athletes. These included wearing the appropriate high-cut sneakers, tank top shirts, and hanging around talking to the teacher about the game or practice. During small group learning sessions, the average players 'worked into' the groups with the athletes, and in game situations, the average players appeared to 'set-up' the athlete for the 'power hit' or 3-pointer. However, the average players were also 'down to earth' enough to group with the 'silent ones' or the 'hard ones' if needed. Because of

the grouping strategies used by Reg, it was difficult for any of the groups to be totally separate during a class. Only during the recreation classes at the very end of the school year did the class totally break up into separate ability and cultural groups.

The average players were much less familiar with each other than the athletes or the hard ones. Because the average players came from various parts of the city, did not participate together on school teams, and may have had only the physical education periods in common during the week, they usually met only for the two or three PE 1100 classes each week. Also, the average players tended to have diverse sport and recreation interests, usually outside of the common basketball and volleyball games shared by the athletes. Jack, Darren, James and Jeff all played hockey as their primary sport interest, and due to their concentration on minor hockey over the past six or seven years, their athletic abilities in soccer, volleyball and basketball were unrefined. Although they all had the physical ability, stamina and competitive spirit to succeed in the class activities, what they needed was more instruction and practice! Given the choice, average players, especially the 'wanna-be's', would actually chosen an increased emphasis on the learning of sport skills, in the hope of improving their chances of becoming members of the athlete group.

The interactions which occurred between the average players revolved directly around what was occurring in class, and in friendly, polite conversation related to affairs of schooling. Only James and Darren appeared to be transcending from being average players to becoming one of the athletes. Although Jeff was athletic, and was accomplished enough in basketball to keep up with the athletes, his rough playing style, combined with his independent nature (he didn't pass to the right players) kept him from properly fitting in with the athletes. Alex meanwhile, although athletically able, was a student who appeared to get 'lost along the way', and therefore seemed to belong to the 'silent' group as much as he belonged to the average group. Reg recognized this aspect of Alex's participation pattern:

Reg: I'm not surprised that [Alex] was involved in individual-type activities [outside school]. Obviously we didn't do a whole lot for him in terms of

turning him on. So for Alex, he's not active in class because obviously the activities that were offered didn't do much for him, they weren't really interesting for him. (Wood, 1990t4, p. 7)

Actually, Alex was reasonably active in class, but he did not exude the energy and enthusiasm of the athletes. He preferred to participate at a mediocre level, focusing more on getting along with his classmates than in actively competing in the team games. When asked about his participation level and relationships with other students in the class, Alex replied:

Alex: My attitude has sort of changed towards PE, this year. I don't seem to like it as much any more. It's just the people here. There's no fun here. I'll get out on the floor and maybe get my hand on the ball once or twice, and that's about it.

I've got some different friends here, but I guess we all try to get on the same team as your friends and stuff. That's the thing that you get out of being on teams, your friends. (Wood, 1990s1, p. 3)

Non-Players

Non-players did not interact to any extent in the class. One non-player, Stewart, transferred to another course after several weeks, while the other non-player, Blaire, remained on the class register, but did not usually come to class. Stewart did not participate in very many classes, and was very much a loner during those times. Similarly, Blaire was not involved in any more than a handful of classes for the whole year. On the days that he did show up, he did not participate because he did not bring physical education clothing.

Hard Ones

Interactions between the 'hard ones', who were generally the students from outside of the city, were most interesting. Because a number of these students also fell into other categories, athlete, average player, and most of all, silent ones, the hard ones tended, as a group, to interact with a wide range of other students. Jeff tended to interact more with the

athletes, Jack with the average players, while Jerry, Willy, Mitchell and Jerome were largely together all the time. Jerry was not placed with the others in the typology because his athletic ability and participation patterns were different enough to require him being placed strictly in the 'hard ones' grouping.

The 'hard ones' were very close, traveling to and from school each day by bus. When I was involved in interviewing these students, they were continually concerned that each other did not miss the bus home. When asked about the activities or hobbies in which they participated outside school, all had been or were still involved in minor hockey, still played road hockey or pond hockey, and all 'hung around' together as a group in their home community. Within the physical education setting, these students were very dependent upon each other, tending to stick together as much as possible. Whenever the students were permitted to self-group for skill development or small-sided games, Mitchell, Jerome, Willy and Jerry made a group, or would pair off with each other. More often than not, when Mitchell "forgot" his gym clothes, so did Jerome, and when one was absent from class, so was the other. Mitchell commented on his relationship with Jerome:

Mitchell: I used to think about who wasn't going to have their gym clothes so that I could sit down on the side with them and talk to them. Jerome was my locker partner, and if he didn't have his gym clothes and I had mine, I'd throw mine back into the locker so that we could sit down and talk. (Wood, 1990s8, p. 3)

Mitchell and Jerome were inseparable, and both disclosed that at home they did everything together. In class, they were absorbed in using the physical activity medium to play together, and when they were forced to be on separate teams or to pair up with others students, it destroyed a very large part of what they felt most important about physical education... a time to be active with their friends. Similar to Alex's emphasis on the friendships, these students used the opportunity provided by physical education to strengthen their relationships with their friends. Jerome also recognized that the students in the class tended to group together based on their friendships and common interests:

Jerome: Ah, like David and Leo and them [the athletes] are all grouped together, like they're all friends and they all hang around with each other, and me and Mitchell, and Jack and Willy, we all hang around together, we're all friends. Every class knows each other, like we're all friends and that, but it's just that we have separate groups. (Wood, 1990s9, p. 5)

The interactions in class between the 'hard ones' led to behaviors which minimally met the teacher's requirements for learning. The students were engaged in activity, but they were not focused on learning the skills which they were supposed to learn. For example, when involved in practicing the face pass in volleyball, the 'hard ones' were constantly, but quietly carrying on conversations about what they were going to do after school, or tonight, or on the weekend. Within the activity context, the 'hard ones' had fun trying to deceive each other by hitting the ball too hard, making them run back to receive it, or trying to bounce it off their head to look foolish and make their friends laugh. Thus, the "play" was on the paidis end of Callois' (1969) play continuum, spontaneous and to some extent, frivolous. However, this was how the 'hard ones' derived meaning from the experience. Physical education, to these students, was not for the development of highly refined skills to play at an elite level in volleyball. Rather, this playful physical activity experience was the medium for developing personal relationships with other students. In contrast, the 'athletes' were much more focused on the acquisition of skills, using the skills as a means to acquiring and maintaining 'membership' in the sport culture, a culture that was supported by the physical education program. The 'athletes', similar to the 'hard ones', also used the experience of physical education to make friends – friends that shared their own sport or recreation culture.

Silent Ones

Unlike the interactions of groups described above, the 'silent ones' did not share in the development of friendships among their group. Because of their shared silence and obscurity in the physical education context, the silent ones interacted strictly within the boundaries constrained by the teacher-directed activities. Conversations, when they did

occur, were confined to specifics about where to stand, and when and what to do. Unfortunately, most of the silent ones did not consent to being interviewed, and their avoidance of situations which could have made them more visible made collection of strong, concrete data difficult. Although Willy, Mitchell and Alex all exhibited characteristics which led the researcher to place them in the 'silent' category, these students primarily were members of other 'Olympic rings'. The only student interviewed who rightfully belonged in the silent group was Kent, who readily admitted detachment to the class and the activities which constructed the physical education program:

Kent: Well, I don't know very many people in PE class. Most of the people I know are in different PE classes, but I know a couple of people. I guess that's the way I am. If I knew the people, that would be different. I'm only there 2 or 3 times a week. You might get to know one person in the PE class because you're partners with that person, and then you're usually always partners with that person. (Wood, 1990s6, p. 4)

Although Kent had been in the physical education class since September, the interview conducted in June of the following year demonstrated his lack of interaction with the class in general. He tended to participate alone as much as possible, and when he was asked to find a partner, Brian was usually his choice. Brian was equally as distant in the class, rarely saying anything to anyone. These two boys completed the tasks as assigned, did not talk to each other much, and quietly and compliantly followed the routines of the class.

During one of the basketball classes, I audio-taped a description of the class as I sat in Reg's office looking into the gymnasium through his office window. The description focused specifically on Kent because I had observed him in game situations before, and wanted to capture exactly what he was doing during intense team games. The excerpts following were taken directly from the observation transcript:

Field Note # 30
 Wednesday, Mar. 07
Basketball class

First Shift:

Kent, the boy I am looking at in particular, is a tall thin boy wearing a white shirt and blue jeans. Kent is moving back and forth, moving down along the floor following the ball, moving out of the way of players, standing behind players. Now his team has the ball in it's possession, so he's walking forward up the floor, hands by his side, change directions coming back, change directions again, change directions again, and is now running fast down towards the basket. The ball came down, he touched the ball, but it got out of his hands. Then he tried to block a shot that one of the boys on the other team threw, and now he's following the ball back and forth again. He's standing very erect, he's right on the sideline again, going all the way up the floor on the far side, he's running all the way back down again, cutting across in front of the key, moving towards the basket, the ball went up but he misjudged it and the player behind him grabbed it before he could even get off the floor. Now the ball is gone to his team again, he runs up the floor again to the end, waits, turns around, comes back again, and the other team has the ball, and he's now going into the key again to get a pass, he's got the ball, and he passes it to one his own players but the pass is intercepted by one of the red team, and he's standing by again watching the red players shoot. Now he's standing up again, basically watching what's going on, fixing his hair, rubbing his nose, scratching his shoulder, basically standing still. Now he's walking up the floor again with his team, running a little, a half run, stop, turns around, running back again, following the team back again, cutting in front of the team, avoiding getting in front of the ball. In the middle of the key again, waiting, scratching his head. Now he's running up the floor again, stop turning around, running back down again, waiting for the ball, and the red team score a basket.

Kent takes the ball outside and passes it back onto the floor and walks up behind the play. Now he's jogging a bit, stopped again, waiting, and the whistle is blown. He's following the ball handler down behind him, and he gets left behind and they score a basket again. The buzzer is gone for a change-up. So far Kent has touched the ball twice since I've been speaking. Now his team has the ball throwing it out, the red team intercepted, and he's standing right at the top of his key, waiting, now his team has the ball, now he's running, now walking up the floor, very slowly up the floor, walking, walking, walking, walking, while the play goes on, walking, walking... it appears that he plays no offense whatsoever. Whenever his team has the ball he's not engaged in an offense maneuver. When he's on defense he follows, trails behind the play a fair bit, he tries to get in the way by putting his hands up, and tries to retrieve a loose ball, but he doesn't appear to engage himself in chasing or going after a ball that someone else is going after. He appears to avoid that situation. He's running up and down, waiting for a ball to become loose, he grabs the ball, drops it again, grabs it again, and throws it high over his head with a two handed pass that was almost intercepted, but his players got it, and they ran up and scored a basket. I guess you could say that he got an assist on that one.

The ball is coming down again, and he's following along behind the play again. They score, he waits and moves to the side, and he's been instructed to go off, even though the buzzer didn't go off. One of the players on the team, one of the athletes on the team told him to go off, and he went off right away. The play is stopped now... there are a number of people changing up now. He was told to go off before the majority of players were told to change, and now the game starts again.

Second Shift:

Kent is coming back on right now, and he looks like he doesn't know where he's going, he's rubbing his nose. He doesn't seem to communicate with the other boys at all. When he's off he sits alone, when he's on the floor he doesn't call out to any of the players, he doesn't wave his hands around as a signal to pass the ball, he basically takes a position of aloneness or separateness. When the ball is thrown up in front of him, he tries to jump and block it, but basically he keeps his distance from the other players. When Leo takes the ball up now, Kent walks up the floor very slowly, taking his time, behind the play totally. He's still thirty feet behind the play. There's a player coming towards him and he's trying to get in the players way, but he's keeping a good distance away, he's not challenging the player at all, just basically getting in the way.

Now Kent is standing way off to the left side, not involved in the play in an offensive nature, staying way outside the play. Kent is still waiting, the red team has the ball, Kent is standing up in his key waiting for a loose ball. Kent throws the ball out again, Leo has the ball, passes it off, a shot, and Leo waits and is walking back behind the play. Kent is moving up into the play, trying to get in the way again, moving to the key, waiting for a shot, he has the ball, passes it off to Leo, it's a bad throw but Leo manages to recover the pass, Leo runs to the end of the gym, goes up for a lay-up, loses the ball, and red has the ball again, Leo walks behind the play, while Kent runs up into the zone again, again basically getting in the way. Kent doesn't have the skills to actually move into place and catch the ball. The time is 12:30 PM and it looks like the class is over. Kent is walking over to the side to go off, while Leo stays right at the basket trying to get a few extra shots in with some of the boys. Leo is getting his shirt and is heading for the locker room. Meanwhile Kent has already gone. (Wood, 1990f30, pp. 1-4)

Kent touched the ball five times during the thirty minute game. Once he brushed the ball with his hand, twice he threw the ball onto the court from the sidelines, and twice he passed the ball toward his teammate. During the rest of the class, Kent walked or jogged up and down the basketball court, getting in the way. The game was going on all around him, but he was not fully, or even significantly engaged in playing the game. When observations of other 'silent ones' were made during full-court games of soccer and basketball, similar participation patterns were found. These students were out on the floor,

woven into the fabric of the play, but not contributing to either the strength, colour or texture of the cloth. The athletes, the athlete 'wannabe's' and the average players, accounting for roughly half the class members, comprised both the warp and the weft of the game. The 'hard ones' and the 'silent ones' were simply 'filler' or 'decoration' for the cloth.

Reg recognized that there was a group of students who were not getting full value from their enrollment in the class. However, given the nature of the class as a whole, he noted that it was virtually impossible to provide a program that served all the various needs of the students:

There was a type there who kind of got lost along the way a little bit, you know the Kent's, probably include Jerome, maybe Mitchell. Whichever way you go with a large group, and a fairly aggressive type group too, it's so hard to concentrate a lot on satisfying the needs of the aggressive types too, because they want to be active. (Wood, 1990t4, p. 3)

The aggressive students demanded from the teacher considerably more attention, and given his personal orientation toward competitive team games, it may be unfair to expect him to do otherwise. If keeping students active is a primary concern, and if the current orientation keeps the most aggressive and vocal students busy and engaged in traditional physical education activities, the teacher may be convinced that the structure of the program fulfills both the prescribed mandate of the curriculum and the goals of education.

Concluding Comments about Student-Student Interaction

The grouping or separation of students in the class appeared to be a constant point of discussion in the interviews with the students. Students were acutely conscious of the various groups, why the groups developed, the different roles and participation patterns of the groups, and the different levels of interaction with the teacher.

It was obvious that students in different groups had different perspectives about what went on in class. The athletes felt that there was reasonable equity among the students, and that there were no serious instances of 'ball hogging' or unfairness to other groups.

Meanwhile, the other groups felt slighted, disenfranchised, that their experience was being jeopardized by the actions of the athletes, and was supported by the teacher, albeit unknowingly. While the athletes felt that the choice of activities offered in the physical education program were generally broad enough, and that the units were spaced out well, the other groups felt otherwise.

With the exception of the silent ones, students tended to interact within their particular groups during class, and also tended to socialize with each other outside of class and school whenever possible. Although the various groups were required to interact with each other in class, students felt that these teacher-imposed requirements detracted from their experience of physical education. As discussed in Chapter V, students preferred to participate within their own, self-selected group, thereby reinforcing or enhancing the personal relationships which had developed to create the group originally. Authentic relationships cannot be imposed externally, especially in situations where competition and personal and group competence remain the dominate focus for the relationship. If students were engaged in activities which required whole class cooperation, where students could work together by contributing their unique talents, authentic relationships would develop naturally.

Student-Teacher Interaction

The interactions between Reg and his students has changed over his years of teaching. As described in Reg's life history in Chapter IV, his style of teaching progressed from being rather 'authoritarian' to 'friendly' with the students. In Reg's opinion, with the more friendly relationship came a greater willingness to allow students to voice their concerns, resulting in an increased awareness of student needs. He was aware of students level of interest by paying attention to their participation patterns, their attention span, and by listening when students commented, "Come on Sir, it's time to move out of this" (Wood, 1990t5, p. 6).

Students were less inclined to suggest that Reg was 'student centered'. Although many of the 'athletically inclined' students felt that their needs were being met by the teacher, students who were not team-oriented or aggressive participants in the class were virtually unanimous in the opinion that the curriculum did not serve their needs well. In the presentation of data concerning 'body knowledge' in Chapter V, students such as Alex, Jerome, Jerry, Kent and Mitchell, clearly indicated that the curriculum favoured the athletic students both in the content and delivery of the PE 1100 course.

Despite the students concerns about the choice of activities offered, the competitive tone of the classes, and the large amount of time spent on basketball, all felt that Reg was friendly, easy to talk with, and very fair. The students were unanimous that Reg treated each student with respect and concern for their welfare in class. This was evident by the comments of David, Keith and Darren:

David: He understands the guys and he wants to make sure that the guys get something out of his classes, I know that. He enjoys seeing everyone get something out of it. And I think he really enjoys participating with us, in some of the classes. He should do it more, I think. When the class doesn't listen to him, he wants to make sure that everyone is listening to him when he's saying something, I mean that's every teacher I know. (Wood, 1990s3, p. 6)

Keith: The students respect him, but they still crack jokes about him, but that's only normal for every teacher. No one really gets on his case, and he never picks on anyone singly in the class. He's a fair teacher... he's a good teacher. If you do well in his class he'll come to you and tell you. He'll come up to you and say "Good show. That's pretty good". If you do poorly he'll just try and encourage you. (Wood, 1990s4, p. 5)

Darren: Ah, he seems like a nice guy. He works a lot after school with a lot of teams, and stuff like that, and he seems like a decent guy. I think he treats the students fairly. He treated me fairly. He caught me skipping class once and he didn't say too much about it. He just said "Don't do it aga'n". I thought he was alright. He treated everyone fairly, gave them all a chance to do their best. (Wood, 1990s5, p. 6)

A number of points surfaced from these comments. Reg appeared to understand the students, he was concerned about what they learned in physical education, he expected students to listen to him, he never picked on students, he rewarded success and encouraged

students when in difficulty, he worked long hours with school teams, and he was forgiving of students' minor indiscretions, all valuable qualities of an experienced and effective teacher.

Discipline

In matters of discipline, Reg was rigorous about students following the gym rules, following directions, and showing respect for other students and the teacher. In implementing rules of behavior, Reg consistently gave students fair warning before he used punishment. Most often the punishment was in the form of push-ups, done on the spot while the other students continued to participate in their activity, while other times punishment was administered by asking students to sit out. Push-ups were also 'rewarded' to teams who lost games of volleyball. Students had been taught the concept of 'physical mis-education' in the classroom portion of the course, and appeared to know the difference between Reg's form of discipline (or motivation) and 'physical mis-education':

James: I don't think there was much discipline really, because there wasn't really any need of it. Every now and again he might say "Go over there and sit down", but in regard to what the text called "physical mis-education", I don't think there was any of that, which was good, because that kind of hit home. I can see that happening, like being punished by having to do push-ups. It creates a kind of friction between the person and the student, and the person and the teacher as well. The push-ups that we had to do in gym in volleyball, well I guess you could classify it as just a bit of fun, or punishment too, I suppose, but I would put it more as just a bit of fun, and an extra bit activity that you'd be getting as a result of it, and it kind of makes you work harder too. I see this as more of a motivator than anything. (Wood, 1990s10, p. 4)

Reg's concern for the welfare of students learning, and his general attitude toward discipline can be summarized by this comment by Leo:

Leo: He's a really good gym teacher, but he has no time for people who are horsing around and just being useless in the class. He won't think twice but to put you outside the door and make you know that you're spoiling it for everybody else. I mean, everybody else is going to become mad at you and it will just disrupt the whole class, and if you get some guys playing basketball and they're really going off their head and hitting people and stuff like that, and throwing off the whole game, he'll sit you down and say "You know, you can't do that!", and not very often will you see him getting mad. He's never hit anybody or anything like that. He's yelled at persons at times trying to

straighten them out, and tell them that they have to settle down, or play by the rules or they won't play at all, because there are a lot of other people in class that want to play the game fairly, and just want to have a good game, and some people spoil it. He has no patience for people who don't go by the rules, and play right. (Wood, 1990s11, p. 6)

Teacher-Student Interaction in the Classroom

During class observations and brief conversations with Reg immediately before or following classes, his assessment of the class varied considerably. At one point, Reg described the class as 'hard to control', 'the worst class I have', and that some of the students were 'saucy' (openly disrespectful). This was especially evident during the Physical Fitness classes that were conducted in the classroom near the end of the school year. The students, being unaccustomed to having physical education in the classroom, especially when the weather outside was so warm and sunny, were not focused on learning the material, and were difficult to control. Excerpts taken from classroom field notes illustrate this well:

Reg spoke to a number of boys about not having their worksheets completed, making noise, talking, and not working. The students have been assigned the class to complete their worksheets. Occasionally the "hard ones" break out into giggles. Reg tells them to keep the noise down and to do their work. He also says "You guys are behind all the other [classes] in your work. You spend so much time arguing and complaining about the work that you don't get time to get it done". Reg spent the whole class keeping the students on task, helping individuals occasionally, walking back and forth in the class, and standing at the front of the class, and leaning on the wall or door frame with one arm. He reminded the students that they had to get this completed before the end of class or they would not be going back to the gym next period. A few minutes later Reg noted that the other PE 1100 classes have this work completed and that if they didn't get the work done, he would make sure that they would, even if it meant staying after school. The boys worked quietly after this, with many boys quietly discussing the points (usually in pairs) and completing the work. Still later in the period, Reg yelled at the boys (one boy in particular, Jeff) for interrupting while he was talking. He noted that "We're only two weeks from the end of term (from exams) and I'm trying my best to help you". Jeff was talking again and Reg made it quite clear that he was someone who probably needed help the most, referring to his inadequacy, inability or low marks in the course. Reg announced that if they were finished the worksheet he would check their work, and that if it was properly completed, they could go. (Wood, 1990f35, p. 1-2)

Reg, when asked about how the students reacted to the fitness unit, was quick to indicate that the transition from the gymnasium to the classroom was not easy, and resulted in considerable problems of attention and control. The interactions which occurred in the classroom were very different from those in the gymnasium, although Reg's requirements for student attention, completing work, and learning something in the class did not change. Compared to the gymnasium, the atmosphere of the classroom was stifling, stiff and uncomfortable. Reg appeared to be as restless as the students, and looked as though he would have preferred not to be teaching this unit. Interestingly, Reg taught many of these same students Social Studies, and was accustomed to having them in a regular classroom setting.

Teacher-Student Interaction in the Gymnasium

Reg was much more relaxed and comfortable in the gymnasium. Management of students, equipment and space in the gymnasium setting was second nature to Reg, who had routines of taking attendance, warm-up and lesson structure (refer to 'typical class' on p. 95 for details). Students knew what to expect each day, and Reg followed the routines precisely. Although the routines of the gym classes did not vary, the tone of the classes did. Depending on the time of day, the day of the week and the progress of the unit of instruction, the gymnasium atmosphere ranged from being very strict and controlled, to being very relaxed and playful. As a general rule, classes at mid-day were considerably more relaxed than those in the first period in the morning (9:00 a.m.). Classes held on Fridays, or immediately preceding a school holiday, especially if was a mid-day class, were much more relaxed than any other classes, irrespective of the lesson or unit being taught. Much of this flexibility was the result of the teacher being aware of and sensitive to the students needs – in the sense that the students were much more focused and attentive on 'content' in morning classes and during 'regular days'. On Friday afternoons, for example, students were more boisterous and tended to want to 'fool around' much more.

In response to this, Reg would usually cover less material, lessen expectations for attentiveness, and provide more class time for students to play games. During the volleyball unit, Friday classes were often 'game day' where, following roll call and a warm-up, students were separated into teams to play cross court games. During these classes, teaching demands on Reg lessened, and the students' need to remain focused on content was also lessened. An audio-taped Friday afternoon class has been presented below. The class transcript has been divided into sections with a brief introduction to each section:

Class Transcript # 8, 12:00 noon, Friday, November 17
Volleyball class

A. Reg is in the gym waiting for the students to arrive. A number of students have come into the gym and are looking for something to do. Reg speaks to a number of them about their medical slips, gym clothes and the school volleyball team games:

Reg: How you doing? Yeh. Volley and bump back and forth. Work on your skills, that's all. Get yourself a partner now. Get yourself a partner. Oh yeh! That's all right. Let's see who signed it! Don't know him anyw... That's alright. Thank you. Get it up a bit early, I think. Might need one of them later, playoffs or something. What happened to you Jason? Caught in a slip or what?¹ What happened to you, caught in a slip? What happened to you? [student responds inaudibly] You can get them if you want. [referring to gym clothes] It's up to you. What? Ha ha. What's the matter with you? [What?] What's the matter with you today? [student responds inaudibly] We're playing a game, that's all. For today you can. I'll make an exception today, we're going to play a game today. [student athlete describes his contact lens schedule] Watch the game today Leo? Are you going to watch the game today? Yeh, we need a few fans out today anyway. After three or four of you came out, we'll do better next time out, right? Just not getting together. [just not jelling, that's all. We're all anxious, we're all looking forward to it today] Not coming together are you Leo? [Leo describes how good their team is. Leo obviously plays on the junior volleyball team] Hopefully you can pull it together before the playoffs start. We play here on Monday too. One thing see, the boys are having trouble getting out to practices, the coaches are right, so it's hard for me. I can't run two practices at the same time. It's very difficult. [student describes their volleyball games] Yeh. I don't know if you're working hard enough to get it either. Everybody's got to pull together, right? It could be mental, see. You might be trying but you're getting frustrated with each other I think. Gotta get everybody going the same day, you know.

¹ Jason had been missing from class recently. He and his father went rabbit snaring on the weekends, and the 'slip' is the wire snare used to catch the rabbit. Reg was wondering whether Jason had been missing from class because he had been caught in his own rabbit snare.

B. Reg calls the students together to begin the class, starting with the roll call and warm-up.

Reg: OK boys! Let's get started now. It's game day today! Let's go! Let's go. Come on Lynch. Come on boys. Is this all we got here today? It's a small crowd here today. Game today, yeh. Let's go now boys. If you want to get started with the game, let's get lined up. OK, stretching now. [Reg calls roll call] Listen up now! [continues calling while boys stretch] Finish your stretches. Make sure you stretch your arms, your legs, and at the waist as well. Five laps. When you're ready, five laps of the gym. Forgot your gym clothes did you. The boys said that you moved out? Gonna play today? OK. Five laps to warm up. Pair of sneakers? Ed got a pair in there I think. I got eleven, but I've only got one pair here today. Ed got some but I think he only wears an eight. That should be alright. Five done? Come on! It's not a race walk Jason.

C. Following the warm-up, Reg gets students to line up to make teams. He explains the rules to the class while the class lines up and begins to count off by fours.

Reg: Leave the balls on the rack now so that we can get started, OK. Line up on the black line. Everyone line up. Everyone get in line now and we'll get started. We'll play a little tournament again. Ten point games, and the winners will play off. Oh yeh, you can hit [spike] the ball. We'll see how it goes. We'll start with overhand serves, and if I see that you can't get them back, we'll move back to underhand serves. OK? Everybody get in line. Get in line boys. Count up to four, and then start over again. [one, two, three, four, etc.] One right here, two there, three down there and four over there. One, two, three, four.

D. The class moves out onto the volleyball courts according to their number. Reg reminds students the "ace" rule from other classes, and then stands beside the court monitoring the students and refereeing the volleyball game from the sidelines.

Reg: No ace serves! Pushups on ace serves... five pushups on ace serves. Yes you do yeh. All the way back Bruce. Put it over. Good job. Put it over. Good try. No score. Under the net. Under the net Willy! Ten point game!In!.....Red line. Red line. Good call. It's out! Here. You serve underhand. Serve underhand [to an individual student] Wicked save. Good serve. Must have been an overhand serve was it? Good bump! Don't waste it now. Good job, good job, good job. Three up in the front. You're better off getting it in, you're better off getting it in with an underhand! Good try. Call it. Good try. You can't bump the ball on the run. You've got to try to get your feet stopped before you bump it. Good bump. Lots of time. Good try. Good ball. Ha ha. It's your ball. Tip it over, tip it over. Lot's of time. Ahh, come on! Jerome! You've got a guy there ready to play the ball. Come on! Get down. Call the ball now [student name] That's it Sam. In the net. Back here now. You won't get the serve from up there. Ace serve. Get down boys, get down [to do pushups] Down. Five pushups. Good job. Ball was down first. Sorry. Ball was down first before you hit the net. You're better off getting the ball in with an underhand serve. Nice bump Willy. Good job. Good bump, good bump! All these underhand serves.. you're not getting them over. Try to stay on your feet now, and just get your arms up. There now, nice bump, nice bump. Good try. You could have volleyed that one Willy. Second hit. Nice bump. That's out. Your ball. Good try Phil. Oh yeh. Game? Alright. What's the score down here? Alright. You can keep playing while you're waiting, eh. Keep playing. KEEP PLAYING AND KEEP THE SCORE. The

winner, when you finish, wins. Keep your score. Nice bump. What's the score now? Ten what? Let's go Shane. OK! Wait until this point is over, now.

E. The game has been won and Reg explains to the teams to change places and play a new game, this time for fifteen points.

Reg: Alright. You're winners right? Winner's go up here. Winners up here. Let's go. Ok, let's go. Fifteen points this time. Fifteen points. [student asks to serve overhand] You want to serve overhand do you? Yeh, but you've only got four here see, only four guys, so all underhand serves, all underhand. You'll get them in then. Good jump. Good job. Good try. It's out. Alright. Fifteen point game this time boys, fifteen point game. Net, net serve. Good try, good try. Move your feet a little bit more and get the ball in front of you right? Move your feet a little bit more keep the ball in front of you, you know what I mean? Right in front of your body! Get the ball, alright. Get down, get down guys. Pass the ball under the net. That'll be pushups from now on. Well you got to back up, or you got to turn sideways, right? Two hits, two hits! You had the ball in front of you that time. That was good. You had the ball in front of you right? That made it a lot easier! Here it is! Back it up. You won't get a serve up there. Good bump! Lots of room, lots of room. OK Good play, good play. Kevin! All the way down. Under the net the ball goes guys. Underneath the net. Come on. Straighten your arms, straighten your arms, get the ball forward. Ahhhh, Jeff, Jeff, Jeff! You're doing better. Nice and easy, just a pass, nice and easy. Heads up! It's in! You made a good try after it, but Jeff could have got it a bit easier if he had called back and told him to take it, you know. He could have taken the ball. Alright. Good bump, nice job, nice play!! Lots of time! Gotta call it, gotta call it, gotta call it. And listen to the caller. Good bump, good bump. Call that ball, call that ball. That's it! Good play, good play! [I can hear the students shouting "Yahoo" in the background] Come on! You gotta go under. It's a yellow card in a game you know. It is a yellow card isn't it? Under the net! Good job Shane. Take it Ellis. Take it Ellis! Who started that? How did it go over there? You bumped it over there? Come on. Oh yeh. Come on. Go on! No wonder the juniors are losing all the time!! Can't get the serves in! Nice bump! Nice bump! Leon is doing the same thing. He can't get a serve in either!! Leo can't get a serve in down there either. Get the serve in! Lets go now. Wake up! Get the ball up! Come on guys, you can do better than that.

F. The teams are finishing their game in the other court while Reg is trying to explain to the students on the other court that they need to communicate better and work together to be able to play as a team better. Students try to leave the gym while he is talking.

Come on now! Underneath the net!! Under the net! Come on! No you're not going!! No one said to go yet! Willy! Start using your head will you! That's my keys and that there. I don't want to lose them. Watch what you're doing! You could have all those balls if you would only wait, go in and get those balls no problem. You're not paying attention to what's going on. All you're doing is fooling around. Ahh, I give up on you guys! [students start to play again] Good dig, good dig! Good try! Ten! Come on! Good try, lots of time. Hard luck!

G. Reg dismisses the class and admonishes several students as they leave, Jeff in particular.

Alright! You guys go get changed. You're wasting your time there anyway! Go get changed. Go on and get changed! You guys are wasting our time today! Jeff! You gotta calm down my son! You know what I mean, you should be setting an example for the other guys, and you're here fooling around all the time, beating the ball off the walls. No, listen now! There could be a young fellow walking down there now who might get it right in the side of the face. That's no good Jeff. You gotta settle down boy, and watch what you're doing. All you guys go get changed. Phil! Give me the ball. GIVE ME THE BALL! Put it away now. [a student asked Reg if he could see Reg spike the ball. Reg replied, "If I did you probably wouldn't see it anyway! Ha, ha".

The 'game day' described through the verbatim of the teacher demonstrates Reg's attempt to provide play opportunities for the students, as well his ongoing desire for students to acquire a high level of skill in volleyball. Although the class was intended to be a time for the students to play volleyball, Reg was constantly providing information and motivational comments to the students and teams playing. Volleyball is Reg's favorite sport, and he expected students to become accomplished in the sport, and if not, to at least demonstrate a high level of interest and focus on the game. The Friday afternoon class also revealed Reg's frustration with weak performances in volleyball, and generally poor behavior of the class. Although Reg's comments to students at the end of class appear to sound very negative, his tone of voice was a mixture of sarcasm and humour. He meant what he was saying, but he also realized and made it known to the students that he could understand why they were acting in this fashion. Despite Reg's need to have students learn the skills of volleyball, he was also aware that not all students were personally concerned about learning volleyball skills, and that he must not let it create an overly negative class climate, especially on a Friday afternoon.

Reg's teaching tone and interactions with the students were therefore very context-laden. Some classes he would joke around and participate with the students, talk to individual students about their weekend, physical activity that day, or generally 'how they were doing'. During some classes Reg was more lenient about his expectations related to skill performance or rule adherence. For example, Reg was sometimes observed letting students 'get away with' not completing the full set of laps or station items for the warm-

up. Other times, Reg was very strict about his expectations and standards of completion, especially in respect to skill execution for volleyball. At times, student behavior was strictly controlled, and students who stepped out of line were quickly chastised, while at other times students were permitted great amounts of flexibility in behavior.

The contextual factors related to these changes in relationship between the teacher and students are complex and belong largely to the 'hidden curriculum' aspects of the class. The students were usually quick to sense when Reg was relaxed and forgiving, especially as the school year progressed. Reg was also more aware of the 'mood' of the class, and he knew what to expect from the students on certain days and time of day. He knew how students felt about particular activities that were offered in the program, and even how particular students felt about certain activities. This resulted, at the latter part of the school year, in less focus on 'skills' and a greater focus on playing – just what the students wanted. A student provided a brief outline of a 'good physical education class' and a 'bad physical education class', indicating that the transition which occurred in the class over the year was favourable to many students:

Keith: A good class is a class where you go to class, you get changed, the teacher takes the attendance, you have a short warm-up, and there's no theory involved, just playing sports, and you play. You go through the whole class like that and then when the end of the class comes you get changed and go back to regular class. That's a good class.

A bad class is when you go to gym and there's an intern there and he makes you do plays and sequences, and he makes you stand up and listen, and you feel like you're wasting your time doing special skills that you shouldn't be doing. You'd rather be playing than being talked to. That's a bad class. (Wood, 1990s4, p. 4)

These descriptions help demonstrate the simplicity and clarity with which students find meaning in the physical education experience. At the end of the school year, Reg was asked to reflect back on the PE 1100 class during the year, and to comment generally about the class, and the success of the course:

Reg: I'd say that it was a good year, it went fast, I enjoyed that, it was very good. As to that particular class, they turned out to be pretty well what I expected at the beginning of the year, a mixed bag type of class, with some good

athletes, and some of them that weren't as keen. I basically tried to keep them as active as possible all year. How successful that was I don't know, but I tried to give them some enjoyment out of it... so looking back over it, it went fairly well. They were probably the most active class, especially when you bring them into the classroom there were a few problems.. they weren't very enjoyable to have in the classroom, to me anyway, because they were a very active group, a bit unruly in the classroom situation. They were, compared to the other groups, the worst group for example that I had in the classroom, but in the gymnasium they were the best kind. (Wood, 1990t4, p. 1)

As discussed in previous chapters, Reg thought the students were a 'mixed bag', were enjoyable to teach in the gym because they were physically active and motivated, and were difficult to teach in the classroom because they were too active, boisterous and lacked attention or motivation. Both the gymnasium and classroom environments had specific behavioral requirements and expectations for the students, and much of the teacher's view of the success of the program dealt with levels of motivation, student enjoyment and control in the class rather than whether students had learned a great deal. This once again reaffirms Placek (1983) in her depiction of physical education teachers' view of successful teaching as the ability to keep students 'busy, happy and good'.

Power and Authority

Issues of power and authority between the teacher and students arose from time to time in respect to the teacher's expectations, and the students' compliance with or failure to meet those expectations. Decisions related to the types of physical activities offered in the curriculum were made by the teacher, but were narrowly guided by the PE 1100 course outline. It was not clear whether the decision to drop gymnastics from the activity list was the result of teacher fears concerning liability, students' negative reaction to the unit when suggested, or a combination of these plus others. Students were not explicitly consulted about the decision in either case. Mr Arnold commented about possible reasons for exclusion of the gymnastics unit:

Mr. Arnold: In many courses, often material does not get covered in time and chapters have to be cut short, and no one worries much about it. Maybe there was a time constraint, and there wasn't time to cover that fifth activity because I

did such a fine job on the other four, and we took a little extra time for evaluation or whatever. If the reason for not including the fifth activity was because he didn't want to, or didn't feel it necessary, or didn't feel competent, that's different. So I don't know why, and I can only guess. Now, where you are an observer in the course that may have been a deciding factor. So, if I had been teaching gymnastics during the past two or three years, and wasn't really comfortable with it, and now I've got somebody from the outside coming in, even though it's on a very friendly, informal kind of basis, and I may have built up a relationship with that observer over the year, and that being a good relationship, I may still not want him to see me teaching this activity that I feel somewhat uncomfortable teaching, and that perhaps I may feel I don't have a real strong background in. Again, if that's the case, I don't know. But, following the curriculum is something that we all try to do, but if I'm teaching English and I have a great liking for poetry, and I love poetry, I might spend more time on that than on I might on a particular novel. It happens all the time. And maybe we're short changing the students if we don't, because they would get the opportunity to experience a portion of the subject in a spectacular way. (Wood, 1990d1, p. 9)

The amount of time devoted to particular activities was a decision made by the teacher based on a number of contextual factors discussed previously, of which students' boredom appeared to be a significant one. The specific content and process of the activity units, as well as the evaluation procedures for those units were all decisions made solely by the teacher. The only decisions which were made by the students related to whom to pair with for various 'practice teaching style' (Mosston & Ashworth, 1986) lessons, and during the last portion of the year, what activity to play (basketball) during recreation-oriented classes. In fact, even decisions related to pairing were mediated to a great extent by Reg, who was conscious of the groupings of students and tried to group students for specific outcomes:

There were a few kids earlier on who were fooling around a bit, and they were probably hanging around together, so I've made an effort to split those up. Say in volleyball, sizing up the class every day when I go in, and I usually have been trying to break up certain little groups, and just put them on with players who enjoy volleyball a little more, and just try to bring their interest up, and to bring their level of play up, when they're playing with guys who want to play well, and who want to win, and want to enjoy it, that forces their level of play up many times. So that's an obvious thing that you can do, and I've done that, with Jerome, and guys like that. One day in particular, I'm sure you can recall, there were a bunch of those guys on the same team, and you can also recall that the skill level was poor, not that their skills were poor, but it had to do with not taking it seriously, not putting any effort into the game and so on. So I've made an effort to keep those guys apart, and I think it's worked well. (Wood, 1989t4, pp. 3-4)

The power exerted over the students by the teacher was great, involving decision-making in every aspect of the PE 1100 curriculum. Students could really only express power and control over aspects of the classroom related to whether and when they came to class, their own effort in class, who they would pair or group with, and the nature of their interactions with fellow students. As discussed above, student power within the class was confined primarily to power over other students within narrowly defined, competitive team games. Unfortunately, due to the structures imposed by the teacher, this resulted in inequitable opportunities for the sharing of power. The elite athletes exhibited power and dominance over the 'average' or 'weaker' physical education students by controlling the play situations and other decisions when given the opportunity by the teacher.

Students were asked whether they had voiced any concerns about teaching methods or content to the teacher, or had tried to become involved in decision-making in the program. The excerpt below is typical of the responses made by students, a rather honest but fatalistic view:

They'll never bring [teaching problems] up to him, they'll always keep it confidential between the classmates. The teachers will always say to the students that if there's anything that the students want to talk to them about, to come and see them. They always say that, every year. But no one in the class will ever bring it up to the teachers, never. It's only between the people in the class, because everybody knows that he's trying to teach us something about a certain sport, so he's doing his job. If we were to bring it up to him, it probably wouldn't have any affect on the way he teaches, it's just the way he teaches.
(Wood, 1990s4, p. 5)

Concluding Comments about Teacher-Student Interaction

It may be assumed that the teacher-student interaction did not generally demonstrate quality two-way communication on levels other than the day-to-day details of the course content. Neither did it demonstrate a level of equality between the teacher and students. Although the researcher observed numerous instances of the teacher talking to athletes about the game yesterday, or the upcoming game tomorrow, communication on most other interpersonal levels was infrequent. The interactions between teacher and students were

business-like and friendly, recognizing that the teacher was largely orchestrating the functional curriculum of the PE 1100 class. The students were both complacent and compliant in providing for Reg, a relatively trouble-free, uncritical, and silent following.

Teacher-Staff-Administration Interaction

During the course of the school year, discussions occurred between Reg and I concerning his interaction with fellow physical education teachers and the school administration. Reg felt that since coming to Beacon High he had received tremendous support from both his fellow physical education teachers and the school principal, as well as the general school teaching staff. Although few observations were made of his interactions with other teachers and administration, Reg felt that the school staff interacted in a supportive and congenial manner. Most of his interactions were obviously with the other physical education teachers, in particular the teacher who taught the same course for the female students. Mrs. Benoit and Reg met annually to plan the physical education program for the year, to determine the activities that would be offered in each of the physical education courses, to decide what facilities and equipment were necessary for the teaching units, whether equipment was available for the units, and in what condition.

Reg and Mrs. Benoit discussed the PE 1100 program on an on-going basis because the two courses were designed to roughly parallel each other. The evaluation schemes for the male and female sections were the same, activities were usually the same, and the units of instruction were usually the same length. Reg explained the process of developing the curriculum with the other teachers:

We work within the guidelines set out by the Dept. of Education between the three PE teachers here, and we make sure that we are following that. We talk together about what we think the guidelines mean. We don't have to do it that way, but we generally discuss that we're doing for the year, especially myself and [Mrs. Benoit] because we're teaching the same course. Mr. Arnold doesn't have any input unless I ask him. Occasionally I might ask him, because obviously I respect his knowledge, but he doesn't get involved unless I want him to.

The boys and girls programs pretty much parallel each other, but we do some of our own thing. Like I've done some gymnastics, while [Mrs. Benoit] prefers not to do gymnastics, she does paddle tennis. In terms of the length of the units and that, we pretty much stay the same, and when we test, we usually discuss when we will test. The written tests are different, and the skills tests for each unit are about 90% the same. She may do one part of the test that I don't do, and I might include something that she doesn't. It depends sometimes on the time you've got and the size of the classes, but generally speaking they're about the same. Originally most of the tests came from [Mr. Arnold], because he sort of developed the program before we got here, and I sort of stepped into that, so we probably adapted some things. (Wood, 1990t3, p. 5)

On a week-to-week basis, the three teachers interacted with each other on numerous occasions, usually prior to school, at lunch or during a preparation period. As well, all three teachers were involved with coaching a school team, or acting as the school supervisor for an outside team coach, and thus interacted after school and on weekends during practices, games or tournaments. Both Reg and Mr. Arnold, being musically inclined, performed together with other teachers at school assemblies and elsewhere. It would be accurate to say that the three teachers were close friends and colleagues, and that, at least publicly, they shared very similar philosophies of physical education.

Reg's relationship with the principal, who was the only administrator he was observed interacting with, was similar to his interactions with students business-like and friendly. The principal, as described in Chapter III, was concerned about Reg's welfare, and made every effort to protect him from getting too involved in the research. The principal was conditionally supportive of the compulsory status of the PE 1100 program, and had made changes in the school time tabling to permit Reg access to the full gymnasium for each class. This provided much more space and a more effective teaching environment for classes. Although Reg had some initial concerns about the condition and supply of gymnastic equipment, he felt that the administration strongly supported the program and did whatever was within its power to maintain a quality physical education program at Beacon High.

CHAPTER VII

SUMMARY

Introduction

The functional curriculum of PE 1100 as enacted by the target class of Beacon High School, represented a unique combination of context, forms of knowledge and interactions between students, teacher and significant others. In this concluding chapter, Kirk's (1988) three components of curriculum will be summarized and synthesized to determine their relative fit within Dodds' (1983) theory of functional curriculum. Each major aspect of Dodds' functional curriculum will be explored to determine how the context, knowledge and interactions combined to create the lived-curriculum of PE 1100.

The Accessible Curriculum

The accessible curriculum is that part of the student's school experience of which students, teachers, administrators, parents and other stakeholders are readily aware. It represents the formal curriculum as dictated by the provincial Department of Education policies and guidelines, those of the school board and school, and more specifically, those of the teacher within the particular subject area and course (explicit curriculum). It includes not only those things that were intended to be taught or experienced within the course, but also those things that were consciously or unconsciously omitted (null curriculum). Finally, the accessible curriculum includes those aspects of the curriculum which were not readily apparent to the student or teacher (implicit curriculum), but following study or analysis, became apparent. The accessible curriculum was disclosed by exploring and analyzing the explicit, null and implicit levels of the functional curriculum, and tables summarizing these levels of curriculum can be found in Appendix III.

Explicit Curriculum

Community Context

The immediate community context surrounding Beacon High School had explicit implications for the curriculum of PE 1100. The low socio-economic status of the area surrounding Beacon High, combined with the bussing of students from outside communities, resulted in sport and recreational attitudes which were at odds with the intended curriculum of PE 1100. Students came from a diversity of backgrounds in respect to community norms and sport and recreation opportunities. Students from particular sectors of the economic strata, including those from outside the city, could be easily identified by their relative lack of skill in the dominate sporting activities (soccer, volleyball and basketball). The disparity between students' sport backgrounds created a distinct logistical problem for the teacher – how to serve the needs of all within a narrowly focused, sport-based curriculum. Students from other communities were bussed home after school, permitting little or no opportunity to become involved in after-school sports or clubs. The students' prior physical activity background, dependent to an extent upon opportunities available in the local community, served to work against students from outside communities. Students with backgrounds in other areas of sport and recreation (softball, tennis, running) were compared and graded against students with backgrounds in the dominant sport supported by the school physical education program. This created an explicit bias in favor of students with appropriate sport backgrounds, resulting in increased difficulty for achieving success for some students, and perpetuation of the stereotypical, sport-oriented view of physical education.

School Context

Beacon High School was an integrated, Christian school, grounded in a liberal education philosophy. Supported by the denominational education system, the focus on

excellence, achievement, hard work, and fairness, was woven into the contextual fabric of the school. The school's liberal education philosophy was embedded in the PE philosophy through its emphasis on standards (objective testing), basic skills (fundamental skills to permit participation), the required nature of the course (school board policy supported by PE teachers), and the verbalized emphasis on good teaching (department head). Within Beacon High School, the teacher was seen as the authority and expert relative to the curriculum and course decision-making, and was expected to be treated as such. The teacher's job was to direct students toward high educational ideals, despite the technocratic orientation of the program. Career training was not seen as the role of physical education courses at Beacon High, but rather as training to permit the students an opportunity to live healthier and happier lives.

PE 1100 Program Context

The required aspect of PE 1100 demanded that students partake in the complete program, irrespective of the programming decisions made by school and teacher. School values maintained the narrow sport-oriented thrust of PE 1100 despite teacher and student dissatisfaction with it. Alterations and adaptations made to the course in recognition of changing student needs were, at best, superficial.

The structure of the PE 1100 course focused explicitly, but to varying degrees, on 'body knowledge', 'academic' knowledge and 'operational and tacit' knowledge aspects of participation and learning. The evaluation structure of the course valued student 'academic' knowledge at 50 percent of the courses, 'body' knowledge at 40 percent of the course, and 'operational and tacit' knowledge at 10 percent. 'Academic' knowledge was assessed through a quiz and final exam, while successful acquisition of 'body' knowledge was assessed through objective testing of student performance in specific closed skills. Despite the relative similarity in value of the 'academic' and 'body' forms of knowledge, explicit de-valuing of 'academic' knowledge concurrent with extra-valuing of 'body' knowledge

was demonstrated by the teacher. Although 'operational and tacit' forms of knowledge were ascribed little explicit value in the evaluation scheme of the program, student effort and participation remained constant targets for explicit valuing by the teacher.

The structure of the physical education program and classes demanded explicit adherence to routines and codes of behavior. Throughout the program, students were directed to exactly follow the teacher's instructions, to complacently participate in the planned activities and class protocols, and to exhibit enthusiasm and interest while engaged. The competitive ethos of the program which developed through participation in traditional, skill-based sport, explicitly reinforced the technocratic rationalist orientation of the program. Students were asked to provide input concerning activity choices only at the very end of the school year after the formal, authorized curriculum of the Department of Education had been completed.

Student Context

Although the PE 1100 students had similar physical education experiences in primary-elementary and junior high school, students came from differing economic, social, geographic and sport and recreational backgrounds. The disparity between students was made obvious by their differing dialect and forms of language, clothing, attitude, participation patterns and sport abilities. These explicit differences between students and groups was one of the most significant factors which influenced the functional curriculum of PE 1100.

Teacher Context

The teacher's life history demonstrated a twenty year involvement and commitment to sport and recreation. Reg's early desire for greater instruction in physical education, combined with his natural talent and interest in sport, led him into a traditional, sports-oriented teacher training institute for physical educators. Reg was determined to give

students a physical education program which exemplified the professional goals and values which he had acquired through his school experiences as a student, and his post-secondary training. These values had been transmitted to Reg for decades, creating a profound sport culture hegemony.

Reg's shift from an authoritarian to a friendly relationship with students demonstrated the natural maturation of a committed teacher; a teacher who recognized that a positive class climate was paramount in reaching students. Although Reg's explicit curriculum had shifted somewhat away from a heavy content emphasis, his connections with the sport culture had not yet allowed him to fully embrace a student-centered curriculum.

'Body' Knowledge

The explicit 'body' knowledge conveyed throughout the PE 1100 curriculum can be summarized as emphasizing basic skill acquisition for play in traditional sport activities. These activities have been a part of the provincial sport culture for decades. 'Body' knowledge acquisition was evaluated by objective assessment of performance in narrowly defined, closed skill performances. The closed skill performances did not match the learning and practice experiences of the students, and subsequently, tested for prior or co-curricular skill acquisition rather than skill acquired through in-class involvement. A strong emphasis throughout the course was the acquisition of 'body' knowledge through active participation in all activities, accounting for 40 percent of the overall course mark.

'Academic' Knowledge

'Academic' knowledge in PE 1100 constituted the learning of basic human physiology and fitness knowledge, and rules and strategies of the activities engaged in throughout the course. Knowledge of technique was not emphasized. Although 'academic' knowledge was explicitly de-emphasized by the teacher, evaluation in the cognitive domain totaled 50

percent of the course weight. Exam questions primarily concentrated on 'concrete' material such as rules.

'Operational and tacit' knowledge

Throughout the course, student participation, effort, and positive attitude was emphasized by the teacher. In virtually all interactions with students, Reg reinforced these ideals as much or more so than high levels of skill performance. In interviews conducted with the teacher, Reg confirmed that his primary goals for the students were fun and active participation. Although these were the teacher's explicit goals, the low value placed on student effort and participation (10 percent) in the course did not match the intended objectives.

'Self' Knowledge

Explicit self knowledge gained by students was related primarily to personal performance of skills in the physical activities offered in the course. Student ability in the various activities was displayed through participation in the activities, and students were readily aware of their own abilities relative to others in the class. During the course, students also became more aware of their own physique (size, attractiveness), body changes (strength, weight, speed), body functions (physiological adaptations to exercise) and needs (exercise, nutrition).

Student-Student Interaction

Interactions among students during the normal conduct of class were casual, but generally followed the self-grouping patterns described by the 'Olympic Typology' (athletes, average players, hard ones, silent ones, non-players). Student interactions 'within group' were relaxed and friendly, while interactions with students of other groups were more formal and rigid. Personality differences among students dictated that some

students interacted only when required by the teacher, and then only in a very formal fashion. Students and teacher were able to easily identify and label groups in the class, and to identify which group each student belonged.

Teacher-Student Interaction

There was little doubt of PE 1100 being a teacher-centered curriculum. Reg was seen as an expert authority, who had a friendly, business-like relationship with the students. He used grouping strategies which encouraged students to interact with members of other student-defined groups. At the explicit level, Reg grouped students to equalize teams in competitive play situations, and team selection and grouping was randomized to explicitly emphasize student integration and equity. Student compliance with the teacher's grouping strategies at the explicit level of curriculum demonstrated the authority of the teacher and the embedded hierarchical nature of the teacher-student relationship. Although the teacher's self-described relationship with students was friendly, the explicit power relationship enacted in the class highlighted the difference between the teacher's and students' understanding of the interactions. The 'practice teaching style' (Mosston & Ashworth, 1986) which dominated the instructional methodology of the class reinforced the largely teacher-controlled interactions exhibited throughout the functional curriculum of PE 1100.

Teacher-Staff-Administration Interaction

The explicit interaction between Reg, the other physical educators, staff and school administration demonstrated his professional demeanor toward the planning and teaching of physical education. These interactions focused on short and long-range planning for the course, following explicit curriculum documents of the Department of Education, and the unwritten philosophies of the school and the physical education program. Many implications of these interactions became evident through analysis of the implicit curriculum.

Null Curriculum

The null curriculum includes those aspects of the PE 1100 curriculum which could have played a part in the course, but were left out. Within the unfolding of a functional curriculum, sometimes it is the things that have been excluded from the curriculum that have most meaning for some participants. The null curriculum was analyzed along Kirk's (1988) definition of curriculum to uncover the missing pieces of the functional curriculum.

Community Context

Within the community surrounding Beacon High, numerous recreational facilities and green spaces were available to the teacher. Although Reg spoke of the possibility of extending the curriculum with a few special days, this did not occur. The time tabling of the course, the cost of renting other facilities, the logistics of coordinating students to bring other equipment (skates, x-c skis), and the fact that this would not have been authorized by the 'official' curriculum, mediated against it occurring. The fact that the class was being researched may also have had some impact on Reg's refusal to extend the curriculum.

PE 1100 Program Context

What was missing from the movement experiences offered in PE 1100 was a broad base. Other than the archery unit, students experienced a movement curriculum to which they had been exposed for many years. Movement experiences which emphasized aesthetics (skating, gymnastics, dance), dual activity (table tennis), fitness (weight-lifting) or outdoor exploration (orienteering) would have considerably broadened the movement experiences of the students.

'Body' Knowledge

An emphasis on skill performance more suited for the students own readiness would have enhanced both the interest and motivation of the students. This would include not

only a more individualized approach to the activities offered, but broadening the offerings to provide activities more suited to the varied student interests. Once again, more individual activities, more cooperative activities, more outdoor activities and more aesthetic activities may have enhanced the functional curriculum for the PE 1100 students and teacher.

'Academic' Knowledge

Although technical knowledge in the program was de-emphasized, placing a higher value on understanding the technical aspects of some activities may have been very educational and worthwhile for students. Some class routines (warm-up, roll call) took 5-10 minutes from each class, time which may have been better spent learning techniques of the activities (physics of archery, 6-up defense in volleyball, backward cross-overs in skating), or in applying the techniques through small-sided activity. This technical knowledge may have been evaluated in the quiz or final exam.

The physiology section of the course attempted to provide students with sufficient background to assess their own fitness level, and to design a fitness program to suit their needs. The theoretical aspects of fitness covered in the course had little relevance to the students because they did not actually apply this fitness knowledge to their PE 1100 program. The students did not do any standardized fitness assessment in the program, and did not apply this knowledge to the aspects of the course which would be most relevant. This was a significant part of the null curriculum of PE 1100.

'Operational and Tacit' Knowledge

A strong current running through the course was the level of routine, structure and consistency applied by the teacher. This appeared to be consistent with the formalized structures embedded in the operation of the whole school, and therefore was 'hidden' from the students and teacher. This highlights an aspect of the null curriculum which permits

teachers, courses and students to be flexible, adaptable and willing to vary routines to avoid or reduce boredom. The null curriculum of PE 1100 included a willingness to alter routines to permit sufficient spontaneity to keep individuals interested and focused on a subject area, especially a subject area which has typically been thought to be playful, joyful and spontaneous.

Student-Student Interaction

Student interaction in class was strongly oriented toward competition, and some students had considerably more 'competitive capital' than others. Non-competitive (individual) or cooperative (individual and group) activities, other than archery, did not play a part in the explicit or implicit curricula of PE 1100. Cooperative games, aerobics and dance, among others, may have contributed toward enhanced socialization of all members of the class. A large piece of the null curriculum was the single-sex nature of the class. Having females participating in co-educational activities in the PE 1100 class may have created an environment more conducive to sharing and cooperation. Undoubtedly, the female teacher had strong arguments to support the continuation of a sex-segregated program.

Teacher-Student Interaction

What was missing in the teacher-student interaction of the functional curriculum was decision-making that provided opportunities for students to become involved in the course. Reg made virtually every decision related to the course, and students were passive recipients. Students may have been able to become involved in deciding what activities to do, where and when they would occur (outdoors/indoors, fall/winter), and the process through which the course would be delivered (skill/game balance, evaluation process). Student decision making was another significant factor of the null curriculum of PE 1100.

Inaccessible Curriculum

The inaccessible curriculum includes those aspects of the curriculum which are not readily accessible to the participants of PE 1100, usually requiring in-depth analysis and disclosure. The implicit aspects of the functional curriculum may be available to participants following study and reflection. Similar to the analysis of accessible curriculum in previous pages, this section will explore the implicit curriculum of PE 1100 in an attempt to uncover the 'covert' and 'hidden' levels of the functional curriculum as theorized by Dodds (1983). Kirk's (1988) three curriculum components will once again serve as guideposts in understanding the complex nature of the lived curriculum in PE 1100. The inaccessible curriculum was disclosed by analyzing covert and hidden levels of the functional curriculum (tables summarizing these levels of curriculum can be found in Appendix III).

Covert Curriculum

The covert curriculum represents that part of the experience of PE 1100 which was known to certain participants but not to others. The covert curriculum was enacted when members knowingly masked, hid or failed to disclose beliefs, opinions, and personal or group agendas from other members. The covert curriculum must not be misinterpreted as having malicious intent on the part of participants, but rather, as the enactment of personal or group agendas through the functional curriculum.

School Context

Throughout the analysis of the functional curriculum, student compliance and passivity to the teacher and curriculum repeatedly surfaced at the implicit level. Students played little or no role in the evolution of the functional curriculum, except insofar as the teacher was able or willing to recognize and react to explicit and implicit student agendas.

Rationalizing student passivity as a covert agenda of the school and/or teacher, or as a consequence of the hidden curriculum of schooling, presents a problem. It is possible to construct arguments either way, and one must assume that student passivity and compliance toward schooling crosses the boundaries of Dodds' functional curriculum at all levels. For some students, passivity is a way of avoiding unnecessary involvement in educational environments, while for other students it is an outcome of low expectations and teaching methods that encourage student dependency on teachers. Some teachers work very explicitly toward reducing student complacency by requiring student involvement and student decision-making in self-selected projects, while other teachers implicitly (or unknowingly) encourage student dependence.

PE 1100 Program Context

The teacher's unspoken emphasis on the 'average student' surfaced within the covert curriculum of PE 1100. Reg focused his teaching on addressing the needs of students who represented the 'middle ground'. Although he had obvious concerns for students at the extreme ends of the learning spectrum, delivering a curriculum which reached the majority of the students was the covert curriculum of PE 1100. This meant covering basic sport skills which did not demand high levels of physical ability, and providing sufficient competitive opportunities to keep the athletes reasonably enthused.

Student Context

In the covert curriculum of PE 1100, students were unaware of a number of the teacher's views related to the course and the physical education program. Although Reg had concerns about the nature and breadth of activities offered in the PE 1100 program, students were not privy to this knowledge. Reg was always very focused on the activities he taught, and did not concern himself with expressing his views to students. Although students were aware of his grouping strategies to equalize teams for class competition and

to separate the 'trouble-makers', they were not aware that his strategies were equally focused on encouraging athletic students to transmit attitudes such as interest, keenness and enjoyment to non-athletic students. Students were also unaware of course details related to the length of instructional units, and the evaluation procedures for participation and effort in the course.

Teacher Context

The covert curriculum included contextual factors of which students were aware, but the teacher was not. Students' personal activity preferences varied considerably, and the teacher had little knowledge of this diversity, or the extent to which students participated in out-of-school physical activity. In some cases, the activity patterns exhibited by students 'in class' served as a measuring stick by which the teacher categorized students. However, these 'in class' activity patterns often had little relationship with activity patterns of the students outside school.

Student dissatisfaction with the activity offerings of PE 1100 was not made explicit by the students. Although students remained complacent and generally did not make their feelings known to the teacher, they unanimously preferred participating in physical education to classroom seat-work.

Students who were not authentically engaged while participating in team games in PE 1100 often hid their non-participation patterns within the context of play. Students who were never passed the ball or incorporated into the play stayed in the background, sometimes unknowingly to Reg. These students pretended to participate in the game while at all times trying to avoid contact. This usually occurred only after the student had realized that they were not being fully included, and subsequently, consciously avoided play whenever possible. This aspect of the covert curriculum was not obvious to Reg during the school year, but he became aware of these patterns at the end of the course. This demonstrates the shifting nature of the various levels of the functional curriculum.

Reg had to contend with student's forgetting gym clothes, bringing notes from parents and general student absenteeism. Some students had very well developed absenteeism strategies related to these common methods of activity avoidance in physical education. As some units progressed past what students saw as a reasonable time period, student absenteeism increased. Reg appeared not to take notice of this covert curriculum.

'Operational and Tacit' Knowledge

Students were expected to follow prescribed routines of school which were incorporated into their 'operational and tacit' knowledge of the functional curriculum. However, students were also able to find ways to covertly ignore or avoid following these behavioral and procedural rules of the class. During warm-ups, students covertly reduced the number of laps, sit-ups, jumping jacks and stretching that was expected by the teacher. During line intervals and relays, students cheated by not going completely to the lines, not touching the line, or running from the line before the previous runner had finished. During the skill testing, students were engaged in peer assessment, counting the number of wall volleys or baskets that were scored in the allotted time. Students covertly increased scores on those tests to elevate their marks, but were very cautious not to increase the score enough to make the teacher suspicious. This was done infrequently, and resulted in very minor changes in student scores.

Student-Student Interaction

The only covert aspects of student interactions related to an underlying animosity between members of different class groups. The 'hard' students felt that the 'athletes' received privileges that they did not, while the 'athletes' felt the 'hard' students, and other groups, slowed down the games. These covert interactions came out through interviewing students, and were really not available to an observer during class sessions. The

animosity, however, was not sufficiently strong to cause problems in the class for the students or the teacher.

The teacher's grouping strategies were not completely known by the students, and therefore covertly contributed to student interaction. Where the teacher separated friends because they were not being attentive, or placed athletes with non-athletic students, the teacher's covert curriculum unfolded. Students who were placed in these situations constructed other agendas by choosing not to fully participate or to be uncooperative with the other students. Student interactions surfaced very subtly through the covert curriculum.

Hidden Curriculum

Community and School Contexts

Considerable debate was underway concerning the role of the church in education, the high cost of education, and the accountability of school boards in the spending of educational funding from government. This resulted in the staking out of educational territory, and a concern among physical educators for more accountability to students, parents and the school system in providing appropriate educational opportunities. The emphasis on evaluation in PE 1100 through objective measurement of student performance was consistent with the perceived need for greater accountability in education. Although physical education was generally seen as a low priority subject compared to Mathematics, Science and Language Arts, new courses such as technological and entrepreneurial education created greater competition for resources and curriculum time. Attitudes toward non-core subject areas suffered from bulging school timetables and increased market demand for career-related training.

PE 1100 Program Context

The PE 1100 course was governed by a number of hidden factors. The class climate and tone did not remain static from one class period to the next, but rather, shifted

dramatically according to the time of day, the day of the week, the weather outside, the mood of the teacher and students, who participated and how, the nature of the activity, how many weeks the unit had been ongoing, and many other factors. This created a level of uncertainty at the beginning of each class. These aspects were hidden in the sense that it wasn't until the class began to unfold that the tone could be realized. As noted earlier, some days tended to be more skill-oriented, more playful, or more boisterous, but the unique class climate could not be fully comprehended until the class was underway.

Although the teacher was mindful of the inherent danger in creating a competitive climate, the class continued to have an aggressively competitive tone. The nature of the activities offered, lesson design, and the team selection methods served to maintain a competitive tone in the class. The teacher's grouping strategy, at times, implicitly served to promote inequity, embarrassment and low participation by forcing non-competitive students into competitive situations.

This implicit competitiveness was further enacted at the end of the school year when students were asked to choose activities for specific class periods. Although an actual majority was not established, a perceived majority based on student status and aggressive responses served to promote the competitive, athletic tone of the class.

Another hidden aspect of the program revolved around access to intramural and interscholastic opportunities for students who lived outside the immediate urban community. Rural students did not have the same opportunities to become skilled in the sports that were offered in the program. This was compounded by an evaluation system which perpetuated an implicit bias toward pre-established sport skills of students in the program. Students with the skills prior to coming into the course, or who were members of the school sports team in the particular activities offered, had considerably more opportunities to practice the closed skills that were used for evaluation in the course.

Fortunately, the heavy cognitive emphasis in the course mediated some of the potential disparity in student marks through skill evaluation. Despite the course weight ascribed to

the cognitive domain, while engaged in the classroom physiology sessions students were advised to complete the academic work quickly so they could return to the gymnasium as soon as possible.

Student Context

Life histories of PE 1100 students disclosed a 'fun and games' orientation to the subject area which was the result of many years experience in physical education settings. Early experiences in physical education had de-emphasized learning, and had emphasized fun, enjoyment and physical activity through sport. Students were therefore hesitant, and even resentful about having to complete a portion of the course in a classroom environment. Student backgrounds also made teaching skills difficult for the teacher, resulting in a class environment where the students always seemed anxious to begin a 'game'. This pushing for games by the students, and the resultant holding back by the teacher seemed very much a part of the hidden curriculum of PE 1100.

Teacher Context

The life history of the teacher provided a backdrop for much of the hidden curriculum in PE 1100. Reg's conformist orientation to physical education delivered a message of routine and compliance with the 'do as you would be done by' doctrine of PE 1100. His teaching methods duplicated how he had been taught physical education in high school and in his university teacher preparation program. His competitive sport background brought forth a teaching methodology which implicitly created a competitive sport curriculum, and the technocratic teacher education training he received further served to negate possible changes to this orientation over the short term. The 'hiddenness' of Reg's orientation to education and curriculum was a powerful force in the enactment of the hidden curriculum in PE 1100.

'Body' Knowledge

The analysis of data concerning 'hidden' body knowledge revealed that despite explicit emphasis on the learning of skills in a number of sport areas, the curriculum followed a 'show and tell' format which actually promoted little skill mastery. Skill practice time was limited, not because of the teacher's sole wish, but rather, as a negotiated compromise between the teacher and students. The lack of emphasis on skill learning served to privilege specific, pre-established sport 'body' knowledge above general 'body' knowledge and participation. This was further supported by an explicit bias toward specific, closed 'body' knowledge in the testing of sport skills. Throughout the PE 1100 course, the curriculum which unfolded was the result of complex explicit and implicit negotiation between the teacher and students.

'Academic' Knowledge

'Academic' knowledge was implicitly valued through the evaluation process of the course, while being explicitly de-valued by both teacher and students. This served to create mixed messages for the students, while providing for the teacher a mechanism to balance the course evaluation in a way which did not explicitly discriminate between the physically challenged and physically gifted students in the class.

The 'operational and tacit' messages transferred at the level of the hidden curriculum suggested that students were expected to demonstrate a high level of participation and effort. Students were expected to comply to the routines and procedures of the class, even when those procedures did not serve them well. The required nature of the course, complemented by student desire for a change from regular classroom work, resulted in an operational level of knowledge which demanded compliance. Students were implicitly aware that if they came to class, participated at a minimal level and did not cause trouble, they would have little trouble passing the required PE 1100 course.

Other hidden aspects of the curriculum emphasized forms of 'self' knowledge. These were related to the importance of aggression and hard work for successful sport participation, and subsequently for overall success in the PE 1100 curriculum. Students were implicitly aware that high levels of effort and aggression were normal and acceptable indicators of success in physical education. Although buried beneath an explicit blanket of skilled sport performance, cognitive demands of physical education surfaced to the level of awareness for a small number of students. As students became more aware of their own relationship with PE 1100, so did their awareness of the implicit messages about 'self' that were being transmitted.

Student-Student Interaction

Interactions among students in the class demonstrated an implicit acceptance of competition. Both students and teacher treated competitive behavior as normal, confirming the profound level of socialization toward sport in the culture, and in the teaching of physical education. Rough, aggressive and violent play, following the norms of professional sport, was ignored, joked about or revered in class, symbolic of a culture desensitized by media, and supportive of a paternalistic, capitalistic society. Behaviors which intimidated and dominated other students, although explicitly denounced, were implicitly supported within the play structure of PE 1100.

Other Functional Curriculum Levels

Within Dodds' (1983) analysis of the functional curriculum, she presents a number of other 'driving forces' that interact throughout the unfolding of the curriculum. The previous analysis of Kirk's (1988) curriculum components, and how they related to the functional curriculum, has addressed these other curriculum influences; 'School as an Institution', 'Classroom as a Social Context', 'Student Agendas' and 'Teacher Agendas'. The institutional nature of Beacon High has delivered explicit and implicit messages to

students and teacher concerning what is right and proper in a school setting, and has enforced routines which served to shape the lived-curriculum for both students and teachers. The social structures that evolved in the class were shaped by forces within the natural social needs of these male teenagers, and to a lesser degree, by the formal organizational patterns enacted by the teacher. The students and teacher had separate, purposeful agendas that due to differing power relationships, did not create conflict. The explicit goals of fun and activity appeared to fit well within the agendas of both students and teacher. The intervening forces of the functional curriculum very clearly interacted to create a complex enactment of the functional curriculum of PE 1100.

The Functional Curriculum

The functional or 'lived-curriculum' of PE 1100 cannot be summarized into a few paragraphs. The functional curriculum must be understood in light of the many factors which unfold, emerge, become disclosed and remain hidden with the complex interrelationship of community, school, teacher and student. By looking carefully at the little pieces, and by standing back to see what one can of the whole, the shifting jigsaw puzzle can be constructed to form the functional curriculum. Unlike the puzzle with which we are most familiar, the functional curriculum contains pieces that do not fit perfectly each time it is rebuilt. New pieces may be added or lost, and the landscape which appears can be vastly similar or dissimilar to the previous one. A new mix of students, a teacher with new ideas, an evolving provincial curriculum, a changing educational system – each contribute a piece to the evolving functional curriculum in physical education. The analysis of the functional, lived-curriculum of Beacon High's PE 1100 class has intended to provide a glimpse of one physical education classroom, in the hope that future students, teachers and teacher educators of physical education will find meaning which speaks to their own experience.

EPILOGUE

Completion of this phase of the project has provided space for reflection on the whole. The intention to provide an opening for Reg's voice did not transpire as anticipated. The intention of creating an authentic 'critical friendship' between Reg and I did not transpire, although we still interact on a professional and personal level from time to time. We are both bounded by our experiences. Accepting that each of us can only be who we are has been a lesson which I personally experienced in this process. I have begun to realize that educational, professional and personal change is inevitable, but that change brings with it consequences, and a letting go of earlier beliefs and values.

Reg allowed me to inspect his professional and personal world, and did so without censor or strong condition. The study was never intended, nor now intends to cast judgement. The functional curriculum which unfolded was not Reg's curriculum, but one in which he found himself. It was one which he crafted with his students within the immediate and larger context which bounded their shared reality. It must be left to the reader to decide whether the analysis of the functional curriculum at Beacon High has provided insights toward the reconstruction of physical education as a school subject.

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APPENDIX I

TEACHER'S TIMETABLE

5:7 DAY TIMETABLE GP18 FOR
HOME RM. 215 (215)

REC NUM 28

Req

DATE:.....AUG 29/89

TIME	PERIOD	DAY ONE	DAY TWO	DAY THREE	DAY FOUR	DAY FIVE	DAY SIX
		FIRST BELL AT 8:50			SECOND BELL AT 8:55		
09:00 TO 09:40	1	PHY ED 1100-M GR - 5 RM-215	PHY ED 1100-M GR - 4 RM-215	PHY ED 1100-M GR - 1 RM-215	CULT HER 1200 GR - 7 RM-215	PHY ED 1100-M GR - 2 RM-215	CULT HER 1200 GR - 7 RM-215
		F1	G2	D1	E2	D1	E2
09:40 TO 10:20	2		DEMOC 2102 GR - 5 RM-215		DEMOC 2102 GR - 8 RM-214	CULT HER 1200 GR - 7 RM-215	
		A1	D2	A1	F2	E1	C2
RECESS 10:20 - 10:35							
10:35 TO 11:15	3	PHY ED 1100-M GR - 2 RM-215	PHY ED 1130-M GR - 3 RM-215	PHY ED 2100 GR - 3 RM-215	DEMOC 2102 GR - 5 RM-215	PHY ED 1100-M GR - 5 RM-215	DEMOC 2102 GR - 5 RM-215
		D1	B2	G1	D2	F1	D2
11:15 TO 11:55	4	CULT HER 1200 GR - 7 RM-215		CAN LAW 2104 GR - 4 RM-215	PHY ED 1100-M GR - 4 RM-215		PHY ED 1100-M GR - 4 RM-215
		E1	C2	C1	G2	A1	G2
11:55 TO 12:35	5	PHY ED 1100-M GR - 1 RM-215		PHY ED 1100-M GR - 5 RM-215		PHY ED 1100-M GR - 1 RM-215	
		D1		F1	C2	D1	
12:35 TO 01:15	6				Lunch Supervision		Lunch Supervision
			A2				A2
HOME RM 1:15 - 1:25							
01:15 TO 02:05	7	CAN LAW 2104 GR - 4 RM-215	CULT HER 1200 GR - 7 RM-215	PHY ED 1100-M GR - 2 RM-215	PHY ED 1100-M GR - 3 RM-215	PHYS ED 2100 GR - 3 RM-215	DEMOC 2102 GR - 8 RM-214
		C1	E2	B1	B2	G1	F2
02:05 TO 02:45	8	PHYS ED 2100 GR - 3 RM-215	DEMOC 2102 GR - 8 RM-214	CULT HER 1200 GR - 7 RM-215		CAN LAW 2104 GR - 4 RM-215	PHY ED 1100-M GR - 3 RM-215
		G1	F2	E1	A2	C1	B2
ANNOUNCEMENTS - FINAL BELL							

APPENDIX II

OFFICIAL COURSE DESCRIPTION OF PE 1100

PHYSICAL EDUCATION 1100
COURSE DESCRIPTION

DIVISION OF INSTRUCTION
DEPARTMENT OF EDUCATION

AUTHORIZED BY THE MINISTER
MARCH, 1981

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PURPOSE OF COURSE

The purpose of this course is to further develop and improve the student's self-concept of his physical dimension, as this relates to appreciation for and performance in psychomotor skills, and knowledge and attainment of healthy levels of physical fitness.

This course will develop psychomotor skills of students in a range of physical activities to a level where each student can successfully participate in those activities. The course will present a variety of physical activities that would appeal to different interests of students. The goal is to have each student acquire a background in at least one or two physical activities that hold special excitement as worthwhile pursuits, now, and in future years as an adult.

This course will focus on physical fitness from two perspectives; conceptual and developmental. Students will acquire knowledge of physical fitness that will permit them to make intelligent decisions regarding its value and importance, the planning of personal fitness programs, and the measurement of fitness levels. Strong emphasis will be given throughout the course on the continued improvement of each student's individual physical fitness level. Through this approach it is intended that students will obtain a perception of the feeling of being physically fit, and will acquire the habit of participating in a physical fitness program.

OBJECTIVES OF THE COURSE

The major objectives of this course are:

1. To have students develop psychomotor skills in a variety of physical activities that have appeal as worthwhile, lifetime physical recreation and sport pursuits.
2. To have students attain physical fitness levels in the oxygen uptake range of 45-50 milliliters per kilogram of body weight per minute.
3. To have students acquire a conceptual understanding of physical fitness, especially as it relates to the concepts of health and preventive medicine.

Opportunities exist in P.E. 1100 for areas of student development other than those specific to the course. The teacher should exercise responsibility and wisdom in attempting to encourage these developments, wherever and whenever possible. One example of this development from the category B objectives is the following:

Emotional Maturity

Students should be made aware of ethically acceptable forms of emotion during competition (e.g., expressing obvious joy, not belligerence; expressing genuine thanks and appreciation, not sarcasm). The use of emotion in improving performance should be explored; the student should seek a top-performance range between being over-excited and being complacent.

Good social development can be encouraged by having students work together to organize and conduct various sport competitions. And as participants in competition, students should be helped to understand that the feelings of others must not be discarded in the pursuit for victory.

COURSE CONTENT

The course has two sections; an applied physiology component and a physical activities component.

Applied Physiology

The basic topics in the applied physiology component will include a definition of physical fitness, the different effects of physical activity and physical inactivity on human health, testing for individual levels of physical fitness, and developing personal physical fitness programs.

The definition of physical fitness will cover the range of fitness components, including cardiovascular efficiency, muscular strength and endurance, and flexibility. Special emphasis will be given to cardiovascular efficiency; students will be expected to have conceptual understanding of oxygen uptake as the best indicator of fitness.

The significant effects of physical activity on the health of the body will be studied. Emphasis will be given to the role of exercise in retarding and preventing some of the effects of aging, and serious blood transport problems and diseases. The concept of preventive medicine will be developed.

Knowledge and practical experience in the use of scientifically valid tests of physical fitness will be provided. These tests will include the step test, the bicycle ergometer test, and the Cooper walk/run distance test. Students should be capable of translating scores in different tests to measures of oxy-

gen uptake.

Guidelines to assist students in developing personal physical fitness programs are to be provided. These guidelines will focus on the intensity of physical activity, the duration of each activity period, and the frequency of activity. A variety of physical activities will be analyzed to rate them on their effective contribution to physical fitness development. One important goal will be to help students choose activities that combine physical fitness development and personal enjoyment.

Physical Activities

The physical activities component will develop psychomotor and cognitive skills of students so that they can successfully participate in a variety of sports and physical recreation. There are three categories of physical activity for this course. The first category, A, will introduce students to new, lifelong forms of physical recreation. The second, B, will develop skills for team sports, and the third, C, will develop skills in individual forms of physical recreation and sport.

The course should present a balanced approach to these three categories. It is required that a minimum of 5 physical activities be done, with a minimum of one activity coming from each of the three categories.

<u>A</u>	<u>B</u>	<u>C</u>
1. Archery	3. Soccer	7. Wrestling
2. Orienteering	4. Volleyball	8. Gymnastics
	5. Basketball	9. Table Tennis
	6. Team Handball	

ARCHERY

This unit will introduce students to the physical activity of archery. Major emphasis will be given to teaching the fundamentals of preparing, and taking proper care of bow and arrows, shooting an arrow, and an understanding of safety rules.

Shooting fundamentals to be learned include: stringing a bow, proper stance, gripping the bow, nocking, drawing the arrow, anchoring, aiming, releasing the arrow, and follow-through.

The following cognitive information should be understood by students; terminology of parts of the bow and arrow, safety rules, kinds of bows and arrows available, selecting the proper bow and arrow, and organizing and scoring an archery round.

Necessary equipment: eight (8) recurved bows (with bow-string) in a variety of weights, ranging from 17 to 25 pounds; ten (10) dozen arrows - the length matched to the bows (this would probably mean 28 inch arrows); eight (8) arm guards; eight (8) finger tabs, or shooting gloves (7 for a right handed person, one for a left handed person); one archery net or back-stop (measuring 9 ft. x 40 ft.); four (4) target butts (48 inches); four (4) target stands (to hold 48 inch butt); twenty (20) target faces (48 inches).

ORIENTEERING

This unit will develop essential orienteering skills so that students can successfully participate in an organized meet, and can use the map and compass skills on camping and hiking expeditions.

Cognitive skills to be attained include the following: map reading, orienteering the map, route selection, reading the compass, and finding a compass bearing from a map.

It is recommended that the cognitive skills be taught and developed through as much practical experience as possible. Students should be physically active in following map and compass directions either in the gymnasium, on the school grounds, or in nearby fields and wooded areas. The unit should include an organized orienteering meet.

Necessary equipment: thirty (30) student orienteering compasses, an orienteering map of the area where the students will practice, one teaching demonstration compass, one set of 10 control markers, and one set of ten control station punches.

SOCCKER

The following skills, introduced in earlier grades, should be reviewed and further developed: dribbling, passing, receiving, kicking for distance, shooting, heading, throwing-in, tackling and goalkeeping. Depending upon the level of skill and understanding of the group, some of the following principles of team play may be introduced: offensive mobility, depth, penetration, and width; and defensive depth, delay, concentration, balance, and control/restraint.

The cognitive area of the soccer unit should continue to familiarize students with the rules of the game and should acquaint students with modern systems of play. The 4 - 2 - 4 and 4 - 3 - 3 systems, and the specific roles of players within these

systems, should be discussed.

Necessary equipment: one soccer ball for every two students.

VOLLEYBALL

The course is composed of two sections; a cognitive and a psychomotor section.

The cognitive section should include the rules of the game and scoring system, the 4 - 2 offense, the 6 up and 6 back defense, and the roles of individual players on offense and defense.

In the psychomotor section students should continue to refine and/or develop skills previously learned, and physically demonstrate a knowledge of the 4 - 2 offense and 6 up and 6 back defense.

Necessary equipment: one volleyball per student; nets (badminton and volleyball) and posts to provide as many volleyball practice courts as possible.

BASKETBALL

This unit should review and further develop basketball skills students would have acquired in earlier grades. These skills include the following: dribbling, passing, shooting, pivoting, and rebounding.

Special emphasis should be given to developing principles of team play, and playing strategies. The unit should cover knowledge of zone and man-to-man defence, and the offensive

manoeuvres of "give and go" and "screening".

Necessary equipment: one basketball for each student.

TEAM HANDBALL

This unit will introduce students to team handball. Emphasis should be given to three areas: 1) acquiring fundamental playing skills, 2) participating in the game, and playing strategies.

Physical skill development should include dribbling, passing, catching and shooting.

Necessary equipment: one handball for every two students, and one set of handball goals.

WRESTLING

The intent of the wrestling unit is to review and improve acquired skills, learn and acquire some advanced skills, and to gain experience in wrestling.

Students should be introduced to two new and more advanced moves in each of the following wrestling psychomotor skill areas; takedowns, breakdowns, pinning combinations, and counters. Students should be able to demonstrate these moves on a passive opponent.

Wrestling competition should be organized, with students being grouped on a basis of body weight and skill. Students will also officiate the class wrestling matches, thereby demonstrating a knowledge of the rules and scoring systems.

Necessary equipment: Smaller mat surface areas can be used effectively by partners, but it would be necessary to have a single mat measuring 20 ft. x 20 ft. (preferably 1½ inch deep, ethafoam filled). However, it would be possible to combine the smaller mats to make up this area, especially if a wrestling mat cover were available.

GYMNASTICS

This unit will consist of either one, or a combination of the following sections of gymnastics: (1) tumbling and vaulting, (2) apparatus gymnastics, and (3) rhythmic.

The tumbling and vaulting section should review and further develop skills acquired in earlier grades. Emphasis should also be placed on the development of new and more advanced routines.

The apparatus gymnastics section should review and further develop skills acquired in earlier grades. New and more advanced routines should be developed on different pieces of apparatus.

The rhythmic section should introduce and develop a creative and rhythmic series of movements, using such equipment as balls and ribbons.

Necessary equipment:

- tumbling and vaulting - two (2) vaulting boxes, twenty (20) individual floor mats, each measuring 4 ft. x 4 ft. x 1½ inch; and lined on all sides with velcro.
- apparatus gymnastics - at least three different pieces of the following, balance beam, rings, horizontal bar, pommel horse, uneven and parallel bars.

rhythmic gymnastics - hula-hoop, balls (rubber or plastic, with a diameter of 7 - 8 inches), ribbons (made of satin or similar material, 6 1/2 yards long, between 1 1/2 and 2 1/3 inches wide, and attached to wand-like sticks nearly 2 ft. long)

TABLE TENNIS

This unit will introduce students to the physical activity of table tennis. The major emphasis will be on having students acquire the correct technique in performing fundamental playing skills.

Students should be able to perform correctly the service, the push shot (backhand and forehand), and the drive shot (backhand and forehand).

Students should be knowledgeable of the major table tennis rules, the scoring system, and the rule differences between singles and doubles play.

Necessary equipment: It is essential that a school have available sufficient tables so that each student in a class can participate actively for the full period. However, a variety of table tops can be considered, ranging from cafeteria tables to makeshift plywood sheets. One table tennis bat per student should be provided, and one gross of table tennis balls (Halex 1 star and 3 star, and Nutaka are recommended) should be available.

TEACHING APPROACHES

The aim of the applied physiology section of the program is to have students develop a deep understanding of the nature of physical fitness. Accepting that the program content is appropriate in terms of its difficulty level for students, sequence structure, interest and appeal, the process must attempt to have students focus intently on the subject so they will receive maximum learning.

Students focus is achieved when students are interested in the subject matter, feel competent that they can understand most of it, are made curious about what follows, and are challenged (the degree will vary from student to student) to apply some of their cognitive skills to acquire more information and understanding that they feel will be of importance to them.

With the student focus goal in mind, the teacher must continually strive to provide a successful mixture of the following strategies:

- (i) verbally present factual information to students
- (ii) illustrate factual information for students by using chalkboard diagrams, posters, overhead transparencies, filmstrips, slides, video and audio tapes, films, models, etc.
- (iii) using both verbal and illustrated information as a base, ask questions of the class; responses to which will demonstrate whether the students have understood the presented information.
- (iv) encourage individual student questions at all times by emphasizing, "in this program a good question is considered as great a value as a good answer".

- (v) perform experiments in front of the class and have students write individual responses to questions based on the experiment that will test their observation ability and their deductive logic ability
- (vi) encourage and foster dialogue between teacher and student, and between student and student
- (vii) provide factual information and have students either verbally or in individual written form, ask questions
- (viii) provide opportunities for students to experiment so as to derive perceptual information and evidence of the program subject matter
- (ix) state the topic for the period, be present only as a factual resource; and try to answer all questions that students raise in that period relating to the topic.
- (x) state the topic for the period, be present only as a pedagogical resource, and answer all questions with another question that will serve to further guide the questioner.

The aim of the physical activities section of the program is to develop specific psychomotor skills in selected physical activities, and to develop cognitive areas that pertain to rules and regulations, equipment purchasing and maintenance, safety features, etc. associated with those activities.

The cognitive areas may be presented in similar fashion to some of the suggested teaching strategies found in the applied physiology portion of the program.

The psychomotor goals of the physical activities may best be achieved by correctly choosing a balance of the appropriate teaching methods from the following list.

- (i) demonstrate a psychomotor skill and have students observe closely. Then have the students repeat the skill in time with the teacher and/or permit the students to perform the skill in their own space in their own time. Following his role as a demonstrator, the teacher functions as an evaluator, and provides individual and class feedback on occurring problems. Allow sufficient time for the students to acquire the skill before presenting new material.
- (ii) present the aim, or end objective of a psychomotor skill, and through a discussion of various options and approaches guide students to suggest the most appropriate manner in which the skill should be performed. Then have the students individually practice the skill in that manner until the skill is acquired.
- (iii) present the aim, or end objective of a psychomotor skill. Permit students in their own space and time to explore what they feel is the best psychomotor method to accomplish the objective. In a class group following, discuss each separate method as presented by a student with the purpose of concluding if there are more and better ways to perform the same skill
- (iv) present to students in a variety of manners (verbal information, demonstration, written contract-type information, etc.) a sequence of the individual psychomotor skills, and permit them to move through the sequence at their own individual rate. The teacher moves among the students, providing individual student-teacher interaction.
- (v) where necessary, and when advantageous group students into various size groups so that reciprocal skill learning (e.g., catching and throwing, kicking and trapping, etc.) will occur.
- (vi) when appropriate (i.e., when students have mastered the fundamental, individual psychomotor skills) begin to involve students in the application of those skills to the fullest possible exposure in the activity (e.g., a cross country ski tour, an orienteering meet, an archery match, etc.).

STUDENT TEXT

Physical Fitness - A Way of Life; by Bud Getchell.

EVALUATION

Student achievement in the applied physiology section will be assessed on a continuing basis throughout the year by means of written examinations. These examinations may vary in length, and can be given during part of a period or for the full class period. Longer examinations can be given during the regular school examination period. Assignments may be given and achievement on them will also form part of the total student evaluation.

The evaluation system, as it pertains to the number of examinations and assignments to be given, the dates of these examinations and assignments, and the percentage accorded each examination and assignment towards the final mark, should be established at the beginning of the course and all relevant information communicated fully to the students at that time.

The type of questions asked on each examination should be consistent with the manner in which information and material was presented to students. Should students have been given factual information in an expository manner, questions on an examination should in turn evaluate recall of that information by objective type questions and by questions that require longer, descriptive answers.

Where subject material has been presented to students through process of inquiry, deductive reasoning, etc. examination questions should be structured to assess the degree of learning which has occurred by these teaching methods.

The evaluation in the physical activities is aimed mainly at grading the individual psychomotor skill level that each student has achieved in each particular physical activity. There will be, also, an evaluation of the cognitive skills acquired by the student in areas of rules, regulations, playing strategies, etc., for each physical activity. These cognitive areas can be evaluated by means similar to the evaluation for the academic portion of the program.

It is recommended that the psychomotor skill evaluation be guided by the following:

- (i) the individual must be evaluated in a circumstance where his performance is not being affected by another individual (e.g., to evaluate psychomotor skills in tennis by using scores obtained in a match against another student will not serve as an accurate or objective grade of each player's psychomotor skill development).
- (ii) where a physical activity lends itself to objective and individual scoring systems, that system can be utilized to form a major component of the psychomotor skill development in that activity (e.g., individual scores obtained in an archery match or an orienteering meet).
- (iii) the emphasis of the evaluation must be psychomotor skill development, and in areas where muscular strength is involved to a large degree, greater scoring weight must be given to the psychomotor skill development (e.g., in golf, more emphasis should be placed on the direction of the drive, rather than on the distance the ball is driven). The principle involved here is that this program introduces the fundamental skills to students with the intention that if interested the students will continue to participate in the activity for years to come. With continued participation, muscular strength will be increased. The school program only has a limited time to teach each physical activity and, in the restricted time period, the major

emphasis must be on psychomotor skill development, and not on muscular strength development. Students should not be penalized for not having yet developed the near-maximum amount of muscular strength suggested for each physical activity.

- (iv) where possible in each physical activity taught, objective tests should be developed and administered for each psychomotor skill. The culmination of scores on these tests could decide the final psychomotor skill mark for the student in that particular physical activity (e.g., in curling, draw weight can be tested by assigning numbers to each curling ring and using the button as the target. Score how closely students can place five shots to the button, using draw weight).
- (v) one positive feature of psychomotor skill development programs is that the students are constantly "showing their knowledge", and the teacher is in the position of consciously or subconsciously always evaluating each student every time he looks at the student perform a psychomotor skill. One negative feature of psychomotor skill development programs is that it is very time consuming to evaluate students on an individual basis (this method is contrasted with the written examination where all students are tested at the same time, but the evaluating is done outside of class time. Consequently, teaching and learning time in the program is not lost because of evaluation time). It is therefore suggested that teachers consider using as part of the total psychomotor skill development evaluation, a mental record of each student's development as noted throughout the activity, and recorded as frequently as possible throughout class periods.

Evaluation Balance

The applied physiology area and each of the physical activities taught should be evaluated separately as 100%. Next, each area should be given a weighting that will determine how much that separate evaluation will contribute to the total mark in physical education for the year. It is suggested that

the major factor in weighting be decided by the amount of curriculum time devoted to each area. However, in considering total time within the curriculum, consideration must also be given to the time outside of class periods that students must devote to assignment and study.

APPENDIX III

SUMMARIES OF DODDS' CURRICULUM LEVELS

Summary of Explicit Curriculum

Summary of Null Curriculum

Summary of Implicit (Covert) Curriculum

Summary of Implicit (Hidden) Curriculum

Summary of Explicit Curriculum

Context	Knowledge	Interaction
<p>Community</p> <p>Low socio-economic status Church-state educational territory Reduced funding for education Subject area accountability Low priority in humanities</p> <p>School</p> <p>Christian values Protestant work ethic Educational and moral standards Teacher as expert authority Teacher directed curriculum Emphasis on excellence Career competency focus Evaluation priority</p> <p>PE 1100 Program</p> <p>Compulsory physical education Competitive team games emphasis Fitness and health secondary focus Traditional "play education" focus Mass instruction</p> <p>Students</p> <p>Mixed economic backgrounds Mixed rural/urban backgrounds Mixed sport/recreation preferences Similar early PE experiences Mixed educational / recreational goals</p> <p>Teacher</p> <p>Weak early PE experiences as student Strong sport involvement as youth Traditional teacher training for PE Competitive sport interests Commitment to student participation and learning in PE</p>	<p>Body Knowledge</p> <p>Basic skill acquisition for play in particular sport activities Objective assessment of performance in narrowly defined, traditional sport Active participation highly valued</p> <p>Academic Knowledge</p> <p>Basic physiology and fitness knowledge Rules and strategies No emphasis on knowledge of technique Verbal de-emphasis of cognitive domain Cognitive domain valued at 50% of course Exam concentration on "concrete" material such as rules</p> <p>Operational and Tacit Knowledge</p> <p>Student participation, effort, and attitude emphasized Teacher's primary goals: fun and active participation Compulsory Attendance</p> <p>Self Knowledge</p> <p>Performance of skills Bodily changes: strength, weight, speed Knowledge about body's functions and needs</p>	<p>Student-Student Interaction</p> <p>Self-grouping patterns of students Student labelling of self and others Student (non) / participation patterns</p> <p>Teacher-Student Interaction</p> <p>Friendly, business-like relationship Teacher-centered curriculum Teacher as expert authority Teacher grouping strategies Student compliance Inevitability of teacher's teaching style</p> <p>Teacher-Staff-Administration Interaction</p> <p>Professional, business-like, friendly Long-range planning together Short-range planning alone</p>

Summary of Null Curriculum

Context Knowledge Interaction

Context	Knowledge	Interaction
<p>Community</p> <p>Use of outside recreational venues for expanded program (time tabling and cost would be mitigating factors)</p>	<p>Body Knowledge</p> <p>Ability in other forms of body knowledge (individual, aesthetic, outdoor, cooperative activities)</p> <p>Learning of high level skills</p> <p>Individualized learning</p>	<p>Student-Student Interaction</p> <p>Activities which encourage cooperation and integration of all students</p> <p>Interaction with females</p> <p>Equitable interaction opportunities between class groups</p> <p>Full participation of all class groups</p>
<p>School</p>	<p>Academic Knowledge</p> <p>Knowledge of performance technique</p> <p>Application of fitness knowledge</p>	<p>Teacher-Student Interaction</p> <p>Student decision-making concerning play opportunities and activities</p>
<p>PE 1100 Program</p> <p>A broad base of movement experiences</p> <p>Aesthetic movement experiences</p>	<p>Operational and Tacit Knowledge</p> <p>Variance, flexibility, adaptation</p>	<p>Teacher-Staff-Administration Interaction</p>
<p>Students</p>	<p>Self Knowledge</p> <p>Student decision making</p>	
<p>Teacher</p>		

Summary of Implicit (Covert) Curriculum

Context	Knowledge	Interaction
<p>Community</p> <p>Student compliance and passivity</p>	<p>Body Knowledge</p>	<p>Student-Student Interaction</p> <p>Animosity among student groups Teacher's grouping strategies</p>
<p>School</p>	<p>Academic Knowledge</p>	<p>Teacher-Student Interaction</p> <p>Student's grouping strategies</p>
<p>PE 1100 Program</p> <p>Teacher focused on "middle ground" Mass instruction</p>	<p>Operational and Tacit Knowledge</p> <p>Students ignoring rules/routines Students cheating on warm-up, relays and skill tests</p>	<p>Teacher-Staff-Administration Interaction</p>
<p>Students</p> <p>Teacher's dissatisfaction with program Teacher's grouping strategies for transmitting interest, keenness to non-athletic students Evaluation of participation/effort Knowledge of unit length</p>	<p>Self Knowledge</p>	
<p>Teacher</p> <p>Student's absentism strategies (gym clothes, injury) Student's activity preferences Student's dissatisfaction with program Student's pretending to participate Evaluation system which reinforced pre-established skill base</p>		

Summary of Implicit (Hidden) Curriculum

Context Knowledge Interaction

Context	Knowledge	Interaction
<p>Community</p>	<p>Body Knowledge</p> <p>Teacher expert controller of knowledge "Show and tell" focus in skills Low skill mastery emphasis Ability bias in skill testing Teacher unaware of play inequity</p>	<p>Student-Student Interaction</p> <p>Student competitive behavior treated as normal Rough, aggressive and violent play ignored</p>
<p>School</p>	<p>Academic Knowledge</p> <p>Value of cognitive domain in course weight</p>	<p>Teacher-Student Interaction</p>
<p>PE 1100 Program</p> <p>Teacher unsure of beginning/ending of units Evaluation which served to reinforce pre-conceptions about student abilities Little time allocated for skill practice in closed environment prior to testing Testing bias in favour of athletes Change in class tone based on numerous "hidden" factors "Majority" rule interpreted qualitatively for activity choices Competitive "winning" emphasis of class</p>	<p>Operational and Tacit Knowledge</p> <p>Student complacency Full effort and participation Recognition and valuing of particular sport abilities Normative grading</p>	<p>Teacher-Staff-Administration Interaction</p>
<p>Students</p> <p>Student's life history PE = fun & play</p>	<p>Self Knowledge</p> <p>Aggression Cognitive demands Work hard to achieve</p>	
<p>Teacher</p> <p>Teacher's life history: sport background, teacher training, etc. Conformist orientation to physical education Focused on "means" rather than "ends"</p>		

APPENDIX IV

STUDENT/PARENT REQUEST FORM

Student/Parent Request Form

January 15, 1990

Dear Parents/Guardians of P.E. 1100 students (Group 1) at Beacon High School:

During the present school year I am conducting research for the completion of a Ph. D. doctoral dissertation. I am trying to understand more about the experiences that students and teachers share in physical education classes. The principal, Mr. Vessy, and the physical education teacher, Mr. Norton, have both given permission for me to visit and observe the physical education class which your son attends. I am planning to interview as many of the students as possible to speak to them about their experiences of physical education, both in the past, and at present.

I am therefore requesting your permission to interview your son during the remainder of the school year. The interviews will be audio-taped for future reference, and the interviews will be held outside of class time at the student's convenience. I would like to assure you that the research will follow strict ethical guidelines as outlined in the manual Ethical Guidelines for the Institutional Review Committees for Research with Human Subjects (Sept. 1981), including the following:

1. Informed Consent:

- all participants will be fully informed of the nature of the study and a full explanation of procedures that will be followed;
- all participation will be on a voluntary basis only;
- any participant may have recourse to withdraw from the research at any time;
- informed consent of parents or guardians will be obtained, as well as children's, when students are to be interviewed.

2. Confidentiality and Anonymity:

- participants will be made aware of the degree of anonymity and confidentiality expected in the study. Strict anonymity of the school and participants will be maintained throughout this study;
- there will be a clear understanding between the investigator and subjects as to the extent of confidentiality of information divulged.

3. Use of Information:

- the research conducted will be used as a basis for a Ph. D. dissertation;
- information will be synthesized into papers for professional publication and as information in various workshops or instructional classes.
- information gathered from observation, interviews and document analysis will be shared (while maintaining the anonymity of individuals etc.) with the School Board, target teacher and, if requested, students and parents.

If you have any questions or concerns now or in the future, please do not hesitate to call myself or Mr. Norton at the numbers below. Thank you.

Gregory Wood (Researcher)	Reg Norton (P.E. Teacher)
Home (555-5555) Office (555-5555)	School (555-5555)

.....tear off here and return to school

**Beacon High School Physical Education Research
Consent Form**

We, the undersigned, agree to participation in the Beacon High School Physical Education research by _____ (student's name), and acknowledge that we may withdraw this permission at any time during the course of the study. We also acknowledge reading and accepting the above information.

Parent Signature _____

Student Signature _____

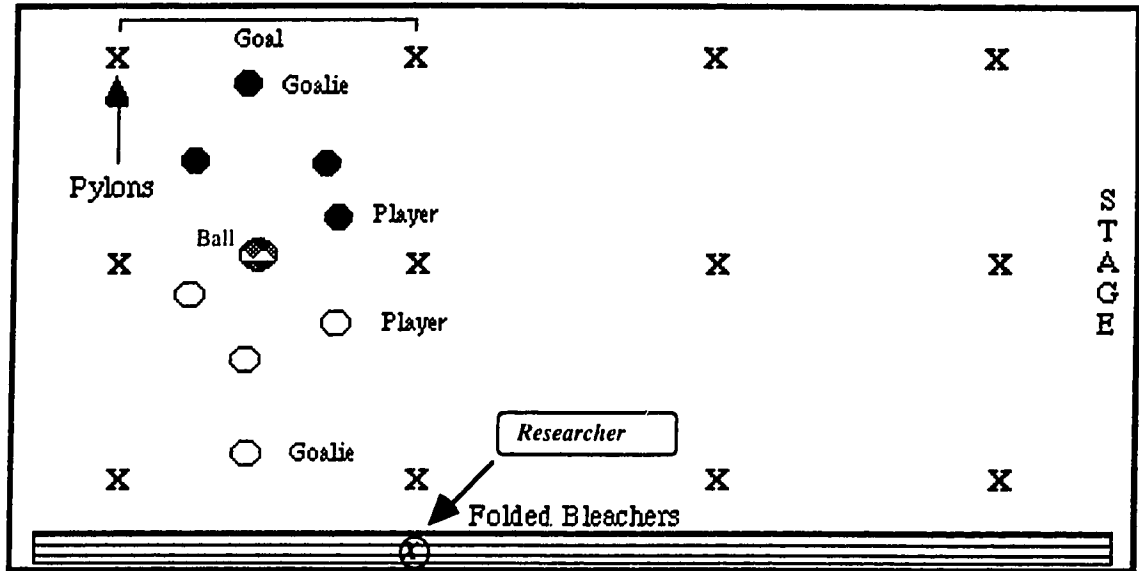
Date _____

APPENDIX V

DIAGRAM OF RESEARCHER POSITION DURING CLASS OBSERVATIONS

Researcher Position during class observation

Gym Set-up 2, Field Note # 4



APPENDIX VI

STUDENT INTERVIEW GUIDE

Student Interview Guide

1. Tell me a little about yourself and your family. (How old are you, siblings etc)
2. I'm interested in knowing about your experiences of junior high school Phys. Ed. Can you tell me about that? What about your PE classes, intramurals, interscholastics, etc?
3. What kind of physical activities did you participate in outside of school while in junior high? What other things did you like to do? Hobbies, interests? Were these things expensive, time consuming? What did it require of you and your family to participate in these things?
4. What physical activities and non-physical activities do you now participate in outside of school? How often do you do these things, when, and with whom? How do you feel about this involvement? (Is it enough, too involved, is it what your friends do, do your parents/friends push you to do it, etc?)
5. When you knew that you were coming to Beacon and that PE was compulsory, what did you think? Were you excited, scared, ambivalent?
6. Tell me about the present PE program that you are taking? What do you enjoy about it, dislike about it? What activities are you doing in the program? How do you feel about each activity?
7. Tell me about the teacher, Mr. Norton? How is he as a PE teacher? What do you like/dislike about him and his teaching? What is your relationship with him like? How do you feel he treats you and others in the class?
8. Tell me about the other students in class. Who stands out in class and why? Who does not stand out and why? How do you relate to the students in class? Who do you relate to in class? Are there different groups in class? Who are they, and how are they different?
9. How are you evaluated in PE? What do you think about it? How do you feel about it? What does a mark in PE mean to you? Your parents? Your friends?

10. Tell me about how you feel about yourself in physical education?
11. What do you think you have learned in PE?
12. What have you learned about yourself in PE?
13. What have you learned about others in PE?
14. If you were asked to design the PE program at the school, would you change it? If so, how? What would it look like? What would you keep, throw out? How would students feel about it? If you would not change it, why not?
15. Would you like to ask me some questions? Do you have anything else to tell me about your experience of physical education? Do you have a story that you would like to share?

Thank you for your help.

APPENDIX VII

SAMPLE TRANSCRIPTS

Student Interview Transcript

Teacher Interview Transcript

Field Note Transcripts

Class Transcript

Student Interview Transcript # 1

Functional Curriculum

March 5, 1990

PE Teacher's Office

Interviewer: Can you tell me a little about yourself, your family, how many brothers or sister you have, and those kinds of things?

Student: I live at home with my mom and dad, and I have a little sister, who is in grade six, and she'll be twelve in June. I'm fifteen, and my birthday is in October.

Interviewer: What school did you go to before you came here?

Student: I went to [school name] Junior High and I went to [school name] Elementary.

Interviewer: How did you like [school name]?

Student: Well the first year was really easy. I liked it because it was a small school and it had a lot of spirit. Then the school got bigger and a lot of students from [school name] came there, and it just lost something, it started becoming very cold there. Things started to get bad there. A lot of school privileges got taken away, and stuff. I liked it in Grade 7, but Grade 8 and 9 wasn't so good.

Interviewer: Tell me about the PE you did at [school name]?

Student: I was in Grades 7-9, and my uncle was the PE teacher there. But he was one who was always for work. He'd put you to work, and he was right into warm-ups, sit-ups, and push-ups and all that sort of stuff. In my last year, I was more out of shape than when I went in because our last gym teacher just went in, picked up a ball and just played for the period, organized our own teams and stuff. But two years before that there was a lot of warm-up, serious things, but this gym teacher would go into his office and do whatever work he had to do. Sometimes he would be out playing with us, but other than that, that was about it. I didn't mind it though!

Interviewer: What activities did you do there?

Student: Oh we did everything. We did basketball and badminton, I like badminton, I like racquet sports, volleyball, soccer. I like single sports myself, more than team sports.

Interviewer: So you really liked the program, and you did the major sports there?

Student: Yeh, that's about it. We did skills tests, and we did the Canada Fitness Test. We worked on that for about 3-4 weeks, and that was just about it. We didn't do gymnastics, and I can't do gymnastics anyway because of my knees. I can't really participate in sports like that. There's more of a risk factor in gymnastics than basketball for example. I could very well hurt myself in basketball but it doesn't seem to bother me as much as gymnastics. I can participate in most activities but I just have to be really careful not to fall. My knees got bad from playing hockey when I was younger, in Grades 5 and 6.

Interviewer: What did you enjoy most about PE in junior high school?

Student: I don't know, what sport? I liked to do it to let off a little steam, to get a chance to throw the ball around and get some frustration out... you not to hurt anyone, but just to run around, and relax.

Interviewer: How did you find you got along with other students in PE?

Student: I got along OK. I don't seem to be very good at it though. I don't know what it is. But, I just try to stay in my own personal space. I like to play individual sports most of all.

Interviewer: But with all the team sports, as you said were mostly what you did, you still enjoyed it?

Student: Yeh, it was alright. Here it seems to be a lot more active. They take the ball and that and they sort of hog it a lot. And that gets a bit annoying. You know, if you get the ball and you don't score they say, "Well, we're not going to pass it to you for the rest of the game!".

Interviewer: But does that happen, or is it just what you feel?

Student: Ah ...It happens it think... the ball hogs, that's how I feel, that if I don't score that they don't pass the ball afterwards. That's what I feel.

Interviewer: Is that for all the things that you did? You did volleyball and soccer and now you're doing basketball, so was that the way it was in junior high school, that there were ball hogs as well?

Student: Yeh, there were, but there, yeh, weren't that many of them. I don't know way, but there just didn't seem to be that many of them.

Interviewer: Before I ask you more about what's going on now in PE class, what kinds of things do you do outside of school that is related to PE. What kinds of things do you do?

Student: Skiing, cross country and downhill, tennis, ping-pong.

Interviewer: Who do you do these things with?

Student: With my family and friends both. I haven't done much tennis this winter, but we're going away to Florida for Easter and I'll get a chance to practice a lot there, getting ready for the summer, because I have to do a lot of tournaments. When I get back at the end of April, the weather will probably be good enough to get the tennis net up and practice for the tournament.

Interviewer: When you decided to come to this school, and you knew that you had to do PE, because it is required, what did you think.

Student: I didn't matter to me. I don't mind doing it, but I'd rather just do it on my own. I guess I can't do anything about it if it's required.

Interviewer: If PE was not compulsory, if you could elect to do PE, what would you do?

Student: Ah, I don't know. That's a good question. If you had asked me that question at the beginning of the year, I might have said yes, I'd take it, but my attitude has sort of changed towards PE, this year. I don't seem to like it as much any more.

Interviewer: Is it because you're changing or because the program is different, or different from what you expected, or what?

Student: It's just the people here. There's no fun here. I'll get out on the floor and maybe get my hand on the ball once or twice, and that's about it.

Interviewer: So how would you change the program to make it better for you?

Student: Well, I don't know if they could change the program different from what it is. They're teaching 84 different courses here, and I don't know if I could really change it. It's just my views on it. I think that I would have more variety. I know we spent time on soccer and volleyball, but basketball is getting kind of boring.. I'd sort of mix it up a bit. I know that we did archery, and that's different, and I've never done archery before, but I just think I would put more variety in there. There's got to be other sports than basketball, or volleyball or soccer! We've been playing basketball for the longest time, and it's getting a bit weary. I think we've done this the longest. I'd change that.

Interviewer: When you're playing in the PE class here, what goes through your mind when you're taking part?

Student: Well, I just think about the sport that we're playing, nothing much else.

Interviewer: What about in terms of the relationships you develop with the teacher, or the other students?

Student: Well, I've got some different friends here, but I guess we all try to get on the same team as your friends and stuff. That's the thing that you get out of being on teams, your friends. I don't really know how I feel in class because it doesn't really occur to me to think those things.

Interviewer: That's a part of what I'm trying to understand in my research, how people feel about participating in PE, and when you're doing it. (a dialogue about my research) Now, tell me what you learned most in PE this year, nowhere it is March?

Student: Most? I learned the most about volleyball. I seemed to learn how to play volleyball more than I did before.

Interviewer: What did you learn about volleyball?

Student: Different rules, the set and stuff like that, the three hits.. and we learned how to spike. And I learned a bit about soccer. That's another sport that I was never very good at. I played it one year and I wasn't very good at it. I'm just not keen on soccer, the sport of soccer itself. I like basketball and stuff like that.

Interviewer: What did you learn about yourself in PE? That's a big question? I guess I could let you think about that one and ask you again in two weeks, right?

Student: (Laughter) Yeh, you could. I think that I'd like to think about that one for a while.

Interviewer: Well thanks.

NOTE: The following week I asked the student the same question. He responded, in all earnest, "I learned that I'm not very good at PE".

End of this interview transcript entry.

Teacher Interview Transcript # 4

Functional Curriculum

Thursday, December 8, 1989

PE Teacher's Office

Interviewer: What was your relationship with the students and staff like in your first year on staff?

Teacher: I seem to recall the staff as being supportive, and certainly very friendly and willing to help out. They were a good group in terms of that [he names a few], pretty well all members of the staff were willing to help out. Of course, they were busy too, and most things you had to do it yourself. If you had a question, someone was always willing to help you out. Students, I probably had a little different relationship now than I had then, when I think back on it, because we're always a little more apprehensive at the beginning, and I don't think that I had as friendly a relationship with students as I do now. I was a little more authoritarian then, not a bad relationship, I was just a little stricter at that time than I am now. I recall a couple students who were particularly hard to handle, and if I had them now I'd probably handle them a little bit differently. Like, if you show anger, you're showing weakness, I think, and I got angry more often with students than I do now. So the name of the game is not to get angry.

Interviewer: Can you think of a story about your first year teaching that comes to mind?

Teacher: The first thing that came to mind about the first year was going to the first meeting of the athletic federation, without really understanding what it was all about. Someone was saying "You're going to be the volleyball convenor this year", and me really not having any idea of what it was all about, not knowing the schools or where they were, not understanding what the scheduling might involve, the number of games and so on, and not knowing the level of play, and just not having an overall picture of what it entailed, and also, not having any contacts for officials, etc. I didn't know even one official in the city, let alone all of them, and knowing that everyone is carrying a big load, you just don't feel like bother anyone to get all that information, so you take it all on yourself. I can remember every night having to worry about getting officials, being on the phone calling people, really worried about it the night before the game, everybody depending on you, and not really knowing who to talk to or who to call, trying to make some contacts... it was really rough, really a lot of pressure on you. It worked out OK in the end, but only because of a lot of worry and torment on my part. There were a couple little glitches in the schedule that year, a couple things that could have gone smoother. And this was an extra load, on top of the classroom teaching, getting the new lesson plans ready, and the coaching, and all the things that you have to do the first year. get used to the classes. I had more work then than I do now I think.

I think that one thing that you worry about when you begin teaching is apprehension whether kids are going to accept you, of if you're going to fit into the system, whether you can do the job properly, and I think that it makes you more uptight, well it did with me anyway. It boils down to a lack of self-confidence... you're not really sure if you can do it or not.

Interviewer: How much experience did you have working with students of this age group before you actually taught?

Teacher: I had the teacher training program that was available then. The internship was available then, but it wasn't very popular. I didn't do the internship, and I did the usual three hours of observation each week for 12 weeks, and then the two week

teaching block. And I had a PE course in which you went into a school half day a week for one semester. So there were only two courses. I didn't really do any coaching or that kind of thing during the summers, or while I was at university. I did a little coaching of softball one summer with kids that I knew. So I didn't have much experience at all, very little.

Interviewer: I wonder if you could walk me through a bit of your life history since you started teaching here in the school, and include the family and personal things as well as the school related things?

Teacher: OK.... I started here in 1983, and after my second year here my father became ill, with cancer, and he passed away in July. That was certainly a major personal tragedy. I have a son who is seven years old, and he was born the year before I came here to teach. I was subsequently married the summer before last, to his mother. My wife now, we were together all that time, but didn't feel that the time was right to get married, for financial reasons and that. They were living in my home town while I was living here in the city. So, that was difficult, having to drive out there every weekend, and sometimes during the week, so that was tough, and having to coach teams on weekends and then not being able to go home. All that was a strain on me. One thing that I've done over the years though, is get to know the students better, not that I know their parents or anything, but in terms of what it is like at home. I don't know them all, but I have made more of an effort to do that, especially in any problem cases that you know of. Obviously there are lots you don't know about. So I make an effort to appreciate their viewpoint more, which is something you may not realize first when you start teaching, and you might not be quite as understanding as you would be later on after teaching a few years. You mellow with age I guess.

In terms of how my family life affected my teaching, I don't think that it affected my classroom work. But having a family certainly affected the amount of time that I could spend on other things. Now that my family is more established I spend more time here on the weekends. Before I would come in and have a practice Saturday morning or afternoon and then take off for home for the rest of the weekend. And perhaps I left a little more responsibility to outside coaches at times, before the days when you had to have a teacher here at all times, like it is now. And I found ways to have more practices during the week rather than on weekends. I still practice on weekends, and where I'm settled down here more, weekends are freed up more to have a practice.

I would say though that teaching has gotten easier for me over the years, as it has for most people I would say. More experience makes it easier, you know the kids better, you're more relaxed, you have more self-confidence, and you know more about the material.

Interviewer: So, tell me about this year. How are things so far this year?

Teacher: This has been good so far, best kind. I'm enjoying it a lot.

Interviewer: Can you give me some of your personal reaction to the class that I'm studying in this research?

Teacher: Well, generally speaking first of all, it's a good class. The kids in it seem to enjoy PE, motivation is generally not a problem, compared to other classes... you don't want to compare kids too much, but compared to other classes, I have pretty well all fairly good classes, but a couple you might say are not as motivated as this one is. So I would say that this is one of the more highly motivated classes I've got, there's no trouble with that. One of the most frustrating is when you do have class that doesn't like sport, or is just not motivated to do PE. Overall, most of my classes this year are good, and I feel that one reason for that is the fact that I have more space this year... I have a full gym for every class, and it just makes everybody more relaxed, you can just get out and stretch your legs and there's more space to move

around. We've been working on that over the years with the administration, pushing for a little better organization, for a full gym, cut down class sizes, and balance class sizes more, instead of having one with twelve and one with forty, try to keep them all with 25, and that's worked this year, it's perfect. There are no fewer classes, it's just better organized, so that's something we've been working on. It makes me happier, and them too.

Now, back to that class, their highly motivated, for first year in a compulsory subject, and it's a friendly group of kids, there's no discipline problem in that class, no major one. There are a couple little groups in the class, and there were a few times that I thought there were lapses, as you know in behavior at times, and motivation, but there are a few kids there, I don't know if I want to get into names or not, but there were a few kids earlier on who were fooling around a bit, and they were probably hanging around together, I've made an effort to split those up. Say in volleyball, sizing up the class every day when I go in, and I usually have been trying to break up certain little groups, and just put them on with players who enjoy volleyball a little more, and just try to bring their interest up, and to bring their level of play up, when they're playing with guys who want to play well, and who want to win, and want to enjoy it, that forces their level of play up many times. So that's an obvious thing that you can do, and I've done that, with probably B.W., J.C., and guys like that. One day in particular, I'm sure you can recall, there were a bunch of those guys on the same team, and you can also recall that the skill level was poor, not that their skills were poor, but it had to do with not taking it seriously, not putting any effort into the game and so on. So I've made an effort to keep those guys apart, and I think it's worked well. I looked around today as a matter of fact, at some of those kids, and they were all giving 100% I thought, I thought they were all giving a good effort, and between the jigs and the reels, whatever the reason is, they seem to have picked their skills up, and seem to be playing with a lot more intensity than they did earlier, and because of that they're enjoying it a lot more I think.

Interviewer: Can you tell me about how you make up teams?

Teacher: Well, my general rule of thumb is just, the way I've done it is to just line them up and count them off in four teams, but I do keep in mind, I've mentioned to a couple of them on occasion that I don't want all the volleyball team on the one team, on the same team. So my general philosophy is, and I have six guys in there who play either senior or junior volleyball, varsity, on the school team, just making sure that each team has, hopefully, one or two of those guys on it, and other than that, try to make sure that one team is not particularly weak. But the way the skill level is there now, any of the kids can pretty well play a half-decent game, so it doesn't really matter that much now.

Interviewer: OK. Well, that's all for now. Thanks.

End of this interview transcript entry.

Field Note # 9
 Functional Curriculum
 Friday, October 6, 1989
 9:00 am- Gymnasium

Five boys are sitting out today.

Reg opens the equipment room and passes out the balls for the students. Two boys have a "pretend" martial arts fight while Reg is getting out the equipment. While Reg puts out five rows of 5 pylons across the gym the students kick the balls around. Then Reg leads a run and a stretch. He announces that there will be a skills test next week and that today they will go over a number of the test items that will be included in the skills test.

Dribbling drill: First the students line up in groups behind the five lines of pylons and then they each have three turns running through the pylons while dribbling a ball. After each boys gets a turn they are instructed by Reg to pick up the pylons and to get a partner.

Heading drill: How many times can you head the ball in 30 seconds? A small number of students were able to continuously head the ball (3 boys) and only 3-5 boys could consistently dribble the ball through the pylons. Reg then asks how many times they headed the ball. He says then "One more chance to try it. Lets see if you can improve on it." The boys are in pairs, taking turns heading the ball, one doing the heading and one counting the number of heads.

"OK, put away the balls and we'll have a game for the rest of the period". There are about ten minutes left in the period. Reg passes out the pinnies, the boys put out the pylons for nets, and the boys organize their lines. Reg passed the pinnies to every second boy in the line to determine the teams. Reg calls out "Everyone out on the floor. No change-ups today". There are so many boys sitting out today that having everyone out at once is possible.

Reg gets involved in the game from time to time, in one case the ball hits him in the chest and he catches and throws it out at one of the students. Another time the ball is kicked high up in the air in front of him and he heads it back. It's Friday, and Reg appears to be more relaxed and friendly than usual. He seems to be smiling more and talking to the students more.

The feedback that he gives during the game is constituted primarily of "Good shot; good job; spread out; and play your positions". The boys however, are rarely "in position", but that doesn't seem to bother Reg.

"OK, boys, good game ... game over !"

A couple of boys help pick up the pylons and put them away. Students head into the change rooms.

Field note ends here.

Field Note # 29
 Functional Curriculum
 Monday, February 19, 1990
 12:00 noon - Gymnasium

A long time has transpired since the last field note, primarily because the a lot of changes have occurred. Reg has an intern working with him in the school now, and we had to decide whether I should continue observations of the class while the intern is

teaching, and I had to make decisions about how it would impact on my research if I was or was not to continue for this internship period (8 weeks). Despite some differences of opinion initially, we have agreed to let the intern perform his duties as needed in the class, and that I would continue with observations and interviews as usual. I had attempted to get Reg to let the intern take another of Reg's classes instead of the class under observation, but he felt that would not work. I also suggested that he take one of the other two PE teachers classes to make up for this one, but he was not satisfied with that either. Reg noted that he wanted a break from teaching and that the intern really wanted and needed to teach as much as possible. Reg also noted that the curriculum offered by the intern was the same as his and that I wouldn't get anything different. Of course, trying to get him to realize that the curriculum changes drastically with what the teacher brings into the context was not a task that was possible to accomplish, especially considering that Reg really did not want to teach this class, and probably greatly welcomed the opportunity to "get out from under my critical eye". So, here we are. I have to now account for the intern in this process as well.

Just observing the class, I would say that the intern, Jeff, his class is a little different from Reg's. Jeff seems to be more personal with the students, and appears to plan the drills differently. The classes seem to be dealing with higher order material, and seem to be more skill oriented, and possibly less game oriented. Jeff, by the way, plays varsity basketball for the university basketball team. He is of average height, and plays guard position. No doubt his background in basketball will play a big part in his orientation to the teaching of basketball.

While I talking to Reg on the sidelines, he was talking to four boys sitting on the bleachers. No doubt when the intern is teaching, Reg will have time to be able to talk more often to the students sitting out, and possibly will be able to get to know them better. The students asked if they could get on the floor and participate, and Reg let them go out with their street clothes on. This seems to contradict everything that has gone on before. Maybe the pressure of having to prepare and teach is off Reg and he's more willing to make allowances for the students. Reg also got out onto the floor and began to go over the drill (screening and pick and roll) with the boys who missed Jeff's initial instructions. He then stayed out on the floor (with his shirt and tie and dress shoes on) to give feedback to the students.

The class ends without a game today.

Field note ends here.

Class Transcript # 4
 Functional Curriculum
 Monday, Oct. 23, 1989
 Volleyball class, 12:00 noon

- Reg: [setting up nets] You gotta fix that now. That's the girls height. Screwed up. That's not serious. I've got it over here buddy. Any rabbits?... any rabbits while you were away? Did you get any rabbits? Anyone getting any out there?
- Student: Oh Yeh. Dad's getting a few.
- Reg: Is he snaring them or what? Using a dog is he?
- Student: Yeh, we've got a good dog.
- Reg: Yes boy. Always enjoyed that boy.
- Student: Sir, I thought it was day 2 today [he doesn't have his gym clothes].
- Reg: Stunder every day... [ha]. Alright. I'll excuse you for today. [yells out] Don't go hitting the ball the length of the gym like that, please. Get a partner and practice your volley and bump. [yells louder] Get a partner and practice your volley and bump while you're waiting. [lots of ball noises in the background] [about ten seconds passes] [yells again, louder] Get a partner while your waiting, no serves, no serves, volley and bump... lots of room over there. [speaking to individual student] Put it in the office. Yeh, we'll play for a while... half a period. [in the background a boy yells, "touchdown"].
- Reg: New shoes, Leo? [to student]. New shoes? Nice bye! You know about your game today do you? Right. No, bye, I got them done, but I think they're in the office. I'm taking 4 juniors for Wednesday only, that's all. Well, I could take them different times during the year right.
- Reg: [Loud whistle] OK, volleyballs on the rack. Hustle in now and lets get started. [my guess is that about 10 minutes has passed in the period... check field notes] [a student asks what time they're leaving the school for the game] 3:30 PM. You get taxis right after school to go down, right?.. There'll be two taxis here right after school. [Where are we going?] [school name]. You better phone, Keith, to get someone to pick you up after, right? About 5:30. Give me that ball.
- Reg: Now boys, put the balls on the rack [4 minutes, 25 sec. have transpired since the first word on the transcript. There were long spells when the only sound is that of the students practicing with the volleyballs] Now I want everyone to start stretching out. Stewart B.... etc.[roll call] Quiet now. I need to be able to hear your names when I call it out. Blair S... absent. I can see that some of you are not sure what to do, so just follow what I do. Stretch both sides, holding it for five seconds each time. OK, Stretch down, straighten up slowly. Phil.. let's go now. Spread your feet apart, cross your arms, alright, stretch to the side this way... back the other way. Stretch your arms, put your elbow this way, reach down your back, and the other one. Put your hands together behind your back. OK, jog three laps, full laps all the way around... don't cut the corners. Three laps Kirk. [time passes] Three full laps. That's it for the warm-up. Lay the balls on the rack. Get in defensive ready position, knees bent, hands out in front.. OK, so you can keep your hands up high to bump the ball, on the balls of your feet. When I go this way I want you to shuffle step to the side, this way shuffle step back, when my hand's this way you come towards me with the shuffle step, and when my hand's this way I want you to go back towards the wall again with a shuffle step. Down on the floor, hands down means to go down on the floor like this and to get up and get in ready position as quick as you can, alright? Ready? Go! Side...Back..Forward, Back up, Down... Just watch

me... I'm not going to say anything so just keep your eye me...[he moves his hand around and students follow]... Watch me...Good! Line up on the black line... straight line on the black line... get in line please, get in line quickly now David, Jeremy. Count up to four and then start again. [counting off to form teams] David and Jeremy were juggling positions to get on the same teams] One . [students are counting off in the background] Alright! Remember your number. Sit down over there outside the court. Sit down outside the court. Sit down outside the court. Remember you number. Outside the court. Outside the court.. there. You're inside the court. Outside the court. Who are the ones? Come inside the court ones. Who are the ones? Come on the court. OK, you three guys, one right there, one in the middle, one over there. You two guys come up here with me now. Yah. Take a ball and both of you come over and stand by me, OK. Come and stand by me. Now boys, listen up! Each group, now remember your number...don't forget you number, each group will be doing this in just a second. Now what we're going to work on here is bumping the ball, forearm pass the ball up to the setter. The setter is going to be in the middle front, so the guy without the volleyball is the setter, alright, so pass to him. Remember to keep your arms up, elbows straight, and it's only a short pass, you don't need to swing your arms, then you knees to get the pass to center. I'm just going to toss the ball here, and he's going to pass to you. Wherever the ball goes you have to go and get it. Wherever. Pass here.. it's a little low so your arms have to go up higher. Give me a ball, the next pass is to you, give me a ball... you guys are responsible to go get the balls, alright? Pass it over here, keep the ball coming, pass it over here, OK. So there's going to be 5 in each group, one guy here with the ball and one here tossing the ball. Alright? And three back here passing up to the setter. So group two go over there.. group two can get up and go over there now. Get two balls boys, Don get two balls in group two, group three go down there, group four go over there.

Reg: Ok, boys. [Reg moves around the gym telling each group how to do the drill again. Many groups don't seem to understand the drill well] Listen up [to the whole class] He's going to be responsible to toss the ball all the time, OK? You two will be responsible to get the balls and pass them to him. OK? You got two balls.. you need two balls. OK, you can just take turns tossing the ball down there, alright. You keep tossing it up to the middle, OK? Go ahead. Go ahead Keith. Give them something they can handle now. Give them a toss they can handle. Nice and easy. Alright. That's it. One at a time now boys. One at a time. One ball at a time, right. One ball at a time. One ball at a time. Yeh, but we're going to be doing something where we just need one ball in play. [to class] Now, every ball that goes in I want you to call it. Alright? Now, every ball that goes back here, you call guys call the ball by saying "Mine" before you pass the ball, every pass. And only one at a time boys, one at a time. Ready. Keep tossing the ball. Call it. Get in ready position Sheldon. Get in ready position. Go ahead. Call each ball. That's it. Good job. Alright. That's it. Alright, stop again. We're going to change you in just a second now. I want you to toss some balls that are deep in the court, OK. And help each other out on the back line. If the ball is out, and he's playing the ball, if you see it's out, you call it out, OK? Toss some balls back, right back in the court, back there. help each other out on the end line, eh. Tell them if it's in or out. Let it go, and call it out. Don't head the ball, let it go. Call it out. Alright. Ok boys, I want you to call each ball, I want you guys to toss some ball that are deep in the court, deep in the court alright? etc [Reg repeats the previous instructions to the next group] [now Reg repeats the instructions again. He does this four times in all. Reg repeats these instructions and the words "call every ball, call mine, help out on the back line, take turns, deep in the court, etc. numerous times over the next several minutes. He is steadily giving mostly general and some specific feedback about the skill]

Reg: [whistling loudly] OK boys, good job. Now, your one team there. You're going to play against these guys over here. [a student goes "yeh" in the background] Put your volleyball away. Put your balls away. Put your volleyballs away. Keep one ball, keep one ball. Boys, you're another team here. Put the other three balls away. Put them on the rack. Lay them on the rack. A team here. Another team there. One ball boys, one ball. Extra ones put away. No, no, no no no no no no, lay the ball on the rack out of the way. Lay it on the rack. [Whistles loudly] Stop! Quiet! Hold on the volleyball please! Ok, a couple rules. All underhand serves and no one-hand contacts. That means you've got to bump the ball, or volley it, or block it. No spikes! If you hit the ball with one hand, if you hit the ball with one hand you lose possession. [Reg is yelling quite loudly here] The other team gets the ball. If it's over the net, volley it over. No spikes. Ten point game. Go ahead!

Reg: Use a block. Good! Volley it! No good, no good. Two hands! It's your ball now. It's your ball. This team here, this is your serving line from now on, this yellow line right here. Black line, black. Good serve. Catch the ball and roll it under the net. This team right here. This is your serving line from now on... that black line right there. Right! No good!! [whistles] No one hands! No no, lost point. Call it! This team right here, this is your serving line from now on. We want you to get used to using two hands on the ball, two hands. [speaking to an individual student] A lot of people want to get the ball anywhere on the court, and hit it with one hand, right. We want you to get used to using two hands all the time. Point! That's point for you. Yeh, that's point. No good! Two hands on it Darren. Get the two hands together and you'll have time to do it. Step back Jason, slide back. You had time to do it! Lazy play. Red. Red is out. Alright. Yellow line, yeh. OK. Two hands, two hands! No good, no good. Two hands. One hand you had on it. Good serve! That's over is it? [a game is over] Already. Play again. Play again. Stay away from the basket. Alright, take serve and start again.. Change sides. Change sides. Got a score guys. See the boys are finished down there already. That's it Leon. Call the ball. Call the ball. Communication!... come on. It's right in front of you! Call it now, and go get it. Alright, it's in there. Two hands, that's it. Nooo Good!! Noo Good! No Good! One hand. No. 20 pushups! Roll the ball under the net. One, two, all the way down. Get down there! Three, four, that's four. Five, six, seven, eight. All the way down! Nine, ten, eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty. How, could you have avoided that real easy? [roll the ball under the net] Right on. alright. Re-serve! Re-serve! Who's serving? Reserve! Ball in the court! Shot! What's the score? Good try! Good call, that's it! Call the ball. Let's go now! Good block, that's a good block. No, no, that was a block see, two hands! Good try. No no, two hands. Volley it. Good call, good call! Serve Wince. Good serve. Nice pass. Call that ball guys !! Call it! Oh no, only on serve, only on serve we call that. [referring to net ball] Who got it? Good bump!! Two hands! No good, no good, no, no, no

End of transcript