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AUTHOR Neikirk, Mary

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ABSTRACT This module, intended for secondary school physical education teachers, identifies the four major components of a curriculum and the factors which must be considered in curriculum development. Examples of the factors which must be considered in curriculum development are given, and guidelines are offered for eliminating sex-role stereotyping and sex discrimination in the construction of a secondary school physical education curriculum. Seven sections explain and provide exercises on: (1) definitions of sex-role stereotyping, sex discrimination, and educational equity; (2) definition of curriculum; (3) key factors in developing a curriculum; (4) fourteen guidelines for eliminating sex-role stereotyping and discrimination in physical education programs; (5) sex-integrated physical education programs that work; (6) a typical curriculum; and (7) building an unbiased curriculum. A bibliography is included. (JDL)

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Directions for module use: Read the module, following the instructions given throughout. At any time you may refer to preceding pages.
ACKNOWLEDGMENTS

Development of modules 1-7 in their revised forms is the result of the professional contributions of many people. Appreciation is extended to all those who played a role in this unique effort to reduce sex bias in secondary physical education instruction and program operation.

The services of Agnes Chrietzberg, assessment specialist, were invaluable in all phases of the project, from conception to completion. Mary Neikirk, curriculum specialist, spearheaded the preparation of all modules and contributed enormously to the research and writing. Mary Dee Leslie, validation coordinator, assisted with many aspects of module development and validation. Gratitude is expressed to Peggy Stanaland, Harold Holmes, Geraldine Polvino, Dorothy Kirkpatrick, and Richard Lee Gentry for their assistance in module development and/or field testing. Carrie Haag was indispensable in her assistance with module development, cover designs, and manuscript preparation. Persons who served as validation subjects and those interviewed for module content selection deserve a particular word of thanks. Nancy Ferrell, illustrator; Darlene Ogden, instructional materials technologist; and Theresa Snow, graphic artist, offered specialized skills essential to the preparation of the materials. Linda Bain, Carol Stamm, and Marilyn LaPlante merit recognition for sharing their expertise as consultants in the areas of curriculum and assessment. Appreciation is extended to Carolyn Siegel, Reda Wolfinbarger, and Linda Holt for typing various drafts of the modules. For general assistance with a variety of assignments related to the project, Kristine Freck, Mary K. Osborne, and Becky Baker are acknowledged.

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To all those who have supported this effort in many ways and especially the professionals who have worked toward a better understanding of the physical education needs of both women and men, special thanks and respect.
INTRODUCTION

This module is one of seven which are to be used as a self-study program. The modules are designed to promote the elimination of sex-role stereotyping and sex discrimination in secondary school physical education classes.

Each module contains written materials, illustrations, and learning exercises with directions for their use. At the end of each module, references are cited and resources for further study are provided. Completing each module will take a maximum of one hour, except for Module 1, which can be finished in less than one-half hour.

The content of the modules is as follows:

Module 1: Introduction to stereotyping and discrimination
Module 2: Sex-role stereotyping and its effects
Module 3: Biological sex differences
Module 4: Title IX
Module 5: Curriculum development
Module 6: Teacher behavior
Module 7: Student performance evaluation

In these modules, material which is quoted or drawn from a specific source is indicated by a reference in the text, such as (5) or (3, p. 113), corresponding to the numbered list of references at the end of each module.

Note: Throughout the modules, female high school students are referred to as girls and male high school students as boys. This is consistent with the designations used by professional organizations and associations which govern and promote various sports. However, it is recognized that in many parts of the country these students are referred to as women and men. Readers are encouraged to substitute the appropriate terms as necessary.
OBJECTIVES

Upon completion of this module, you will be able to:

1. Identify the four major components of a curriculum.
2. Identify at least four factors which must be considered in the development of a curriculum.
3. Recognize examples of the factors which must be considered in the development of a curriculum.
4. Apply guidelines for eliminating sex-role stereotyping and sex discrimination in the construction of a physical education curriculum.
Development of the curriculum can be a key factor in eliminating sex-role stereotyping and discrimination from physical education, thereby promoting educational equity. The kinds of activities made available to students through curriculum planning create a learning environment which may or may not reduce or eliminate discrimination and sex-role stereotyping.

Thus, teachers who are interested in eliminating discrimination from their physical education programs will make sure that girls and boys have opportunities to learn the same movement skills and related concepts. To reduce sex-role stereotyping in physical education programs, members of both sexes will be encouraged to participate in activities which have traditionally been designated as appropriate only for males or only for females.

What is sex-role stereotyping? What is sex discrimination? What is educational equity?
SEX-ROLE STEREOTYPING:

Assuming that females and males will act in certain ways because of their sex, rather than because of other factors such as age, experience, education, personality, and interests. (Classes, situations, programs, and actions which support such expectations are sex-role stereotyped.)
SEX DISCRIMINATION: Favoring one sex over the other; denying a person opportunities to participate because of his/her sex.

EDUCATIONAL EQUITY: The elimination of discrimination on the basis of sex; the elimination of sex-role stereotyping and of sex-role socialization, which together prevent full and fair participation, particularly by females, in educational programs and in American society in general. (Programs, procedures, courses, etc., that eliminate sex discrimination and sex-role stereotyping thus provide all students with access to all phases of an educational program.)
EXERCISE 1

On this page and the next one, indicate with a checkmark in the proper space whether the example shows sex-role stereotyping (SRS) and/or sex discrimination (SD), or educational equity (EE).

1. ( ) SRS
   ( ) SD
   ( ) EE

2. ( ) SRS
   ( ) SD
   ( ) EE
ANSWERS

1. SD - The girl is denied the opportunity to be on the diving team.

2. EE - Both girls and boys have opportunities to participate in the tennis tournament.

3. SD and SRS - The woman has no access to the weight room and is denied opportunities for equitable participation. Such discrimination may be the result of the stereotyped notion that females are incapable of and not interested in weight training.
DEFINITION OF CURRICULUM

DEFINITION:
A curriculum is a plan, based on the philosophical position of the school, that sets forth educational objectives and gives examples of learning activities and evaluation techniques. A curriculum is designed for a specific set of learners by the people who are responsible for their learning.

FOUR COMPONENTS OF A CURRICULUM

<table>
<thead>
<tr>
<th>Component</th>
<th>Examples</th>
</tr>
</thead>
</table>
| 1. Philosophical Statement (Position) | "We believe all people should learn the basic concepts and skills which constitute physical education."
|                           | "The function of education is to provide impetus for change in order to create the world of the future." |
| 2. Educational Objectives | Each student should be able to attain and maintain cardiovascular fitness. |
|                           | Each student will participate safely in swimming and boating.            |
| 3. Learning Activities    | Courses, clubs, instructional units, clinics, etc. (Learning activities take many forms. The focus hereafter is on courses in which instruction occurs.) |
| 4. Evaluation Techniques  | Skill tests, written exams, etc.                                        |
EXERCISE 2

1. Circle the four words below which are major components of a curriculum.

- courses
- final exam
- camping trips
- philosophical statement
- basketball
- soccer club
- learning activities
- swimming team
- term paper
- chapter test
- officiating clinic
- rule book
- educational objectives
- assignment
- evaluation techniques

2: Fill in the blank.

A curriculum is a _______ that sets forth educational objectives and gives learning activities and evaluation techniques—based on the philosophical position of the school.

ANSWERS

1. The four major components of a curriculum are

- philosophical statement
- learning activities
- educational objectives
- evaluation techniques

2. A curriculum is a plan that sets forth educational objectives and gives learning activities and evaluation techniques—based on the philosophical position of the school.
KEY FACTORS IN DEVELOPING A CURRICULUM

If you were developing a physical education curriculum for your school, the following list of key factors would be useful in determining what resources are available and what resources need to be added in order to carry out your curriculum:

1. Philosophy of the school and community
2. Goals of the physical education program
3. Students' needs and interests
4. Teachers' qualifications
5. School facilities and community resources
6. Equipment
7. Current trends in education

Below and on the following pages, examples of each of these key factors are given. These do not include all of the possible philosophical statements, students' needs, equipment, etc.

<table>
<thead>
<tr>
<th>Factor</th>
<th>Explanation of Factor and Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Philosophy of the school and community</td>
<td>Philosophical statements provide a foundation for curriculum development. They convey basic beliefs about education; physical education, learning, society, and individuals.</td>
</tr>
<tr>
<td>Examples</td>
<td>A purpose of education is to provide for the maximal development of each individual.</td>
</tr>
<tr>
<td></td>
<td>Individuals learn in a variety of ways.</td>
</tr>
<tr>
<td></td>
<td>A central focus of physical education is on human movement.</td>
</tr>
<tr>
<td>Factor</td>
<td>Explanation of Factor and Examples</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Goals of physical education program</strong></td>
<td>These are general statements of purpose for your program. They are long-term results of participating in physical education.</td>
</tr>
<tr>
<td><strong>Examples</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>All students should learn at least one physical activity which can be continued throughout life.</td>
</tr>
<tr>
<td></td>
<td>Boys and girls should learn to interact with each other in sports and dance situations.</td>
</tr>
<tr>
<td></td>
<td>Students should become physically fit.</td>
</tr>
<tr>
<td><strong>Students' needs and interests</strong></td>
<td>Students' needs and interests are one of the most important considerations in developing a physical education program. The student should be the focus of the curriculum.</td>
</tr>
<tr>
<td><strong>Examples</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Bill Smith wants to learn to work the parallel bars.</td>
</tr>
<tr>
<td></td>
<td>Sue Jones is interested in increasing her leg strength.</td>
</tr>
<tr>
<td></td>
<td>Bob is recovering from rheumatic fever.</td>
</tr>
<tr>
<td></td>
<td>Twenty-five tenth-grade girls want to learn rugby.</td>
</tr>
<tr>
<td><strong>Teachers' qualifications</strong></td>
<td>Teachers' knowledge, abilities, and interests should be considered in curriculum planning.</td>
</tr>
<tr>
<td><strong>Examples</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ms. Street has spent the past five summers at the National Golf Institute.</td>
</tr>
<tr>
<td></td>
<td>Mr. Wells recently completed a semester-long, in-service program entitled &quot;Introducing Modern Dance in Your School.&quot;</td>
</tr>
<tr>
<td></td>
<td>Mr. Stevens is an avid backpacker and has recently begun rock climbing.</td>
</tr>
<tr>
<td></td>
<td>Ms. Montez has taught archery at summer camp for eleven years.</td>
</tr>
<tr>
<td>Factor</td>
<td>Explanation of Factor and Examples</td>
</tr>
<tr>
<td>------------------------------</td>
<td>-----------------------------------</td>
</tr>
<tr>
<td>School facilities and community resources</td>
<td>Schools often use facilities available in the community to carry out physical education programs. Sometimes existing school facilities can be used in many different ways.</td>
</tr>
<tr>
<td></td>
<td><strong>Examples</strong></td>
</tr>
<tr>
<td></td>
<td>A large gym which provides two teaching stations</td>
</tr>
<tr>
<td></td>
<td>A swimming pool</td>
</tr>
<tr>
<td></td>
<td>Sidewalks in the neighborhood</td>
</tr>
<tr>
<td></td>
<td>Bowling lanes</td>
</tr>
<tr>
<td></td>
<td>A nearby state park that has hiking trails</td>
</tr>
<tr>
<td>Equipment</td>
<td>At times, equipment can be made from materials at hand. Old equipment can be adapted for new uses. Sometimes new equipment must be purchased to provide a well-rounded physical education program.</td>
</tr>
<tr>
<td></td>
<td><strong>Examples</strong></td>
</tr>
<tr>
<td></td>
<td>10 basketballs</td>
</tr>
<tr>
<td></td>
<td>20 sets of golf clubs</td>
</tr>
<tr>
<td></td>
<td>10 softball bats</td>
</tr>
<tr>
<td></td>
<td>Mats</td>
</tr>
<tr>
<td>Current trends in education</td>
<td>Physical education curriculums should be up to date. Teachers need to be aware of current trends so that they can provide the best possible education for students.</td>
</tr>
<tr>
<td></td>
<td><strong>Examples</strong></td>
</tr>
<tr>
<td></td>
<td>Coed classes</td>
</tr>
<tr>
<td></td>
<td>Humanistic education</td>
</tr>
<tr>
<td></td>
<td>Risk-taking and challenging activities</td>
</tr>
<tr>
<td></td>
<td>Back-to-basics movement</td>
</tr>
</tbody>
</table>
EXERCISE 3

Based on your own school situation, give at least two examples of each category:

<table>
<thead>
<tr>
<th>Students' Needs and Interests</th>
<th>Teachers' Qualifications</th>
<th>Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

ANSWERS

If you had difficulty with this exercise, review pages 9-11.
FOURTEEN GUIDELINES FOR ELIMINATING SEX-ROLE STEREOTYPING AND DISCRIMINATION IN PHYSICAL EDUCATION PROGRAMS

1. Stress educational equity in the philosophical statement on which the curriculum is based.

2. Include the elimination of sex-role stereotyping and sex discrimination as a goal of the physical education program.

3. Provide opportunities for each student to become physically educated—that is, to learn the concepts underlying human movement, to participate regularly in one or more movement activities, and to value each such learning and participatory experience.

4. State objectives in nonsexist language; for example, avoid using only masculine pronouns and nouns when you are referring to both boys and girls.

5. Provide females and males with equal opportunities to participate in all activities. In cases in which classes are sex segregated, such as contact sports, females should have opportunities to receive instruction comparable to that given males.

6. Provide instruction, facilities, and equipment of the same quality for all students.

7. Select learning activities for coed classes so that instruction emphasizes concepts and skills, as well as competition or free play.

8. Select a wide range of activities so that people of different body types and different physiological capacities can succeed.

9. Provide a balanced slate of activities. Include some activities which require quickness, agility, and precision; some which require rhythm, timing, and pace; and some which require control, exactness, and patience—as well as those which require strength, speed, and power.

10. Encourage participation in those activities such as modern dance for boys and weight training for girls which traditionally have been the province of the other sex.

11. Select some activities which have the potential for males and females to participate together, equitably.

12. Avoid eliminating those activities which have been traditionally labeled masculine, such as wrestling and football, or traditionally labeled feminine, such as synchronized swimming or modern dance, in order to provide activities which teachers and other adults feel are appropriate for coed classes.
13. Provide opportunities for grouping students of similar ability and size as appropriate. For example, offer a class entitled "Beginning Basketball for People Shorter than 5'5'."

14. Utilize evaluation techniques which account for performance differences between females and males due to differences in size, strength, and previous movement experiences.
EXERCISE 4

Below is a list of goals, objectives, learning activities, and evaluation techniques. Check yes in the blanks provided if the item reduces or eliminates sex-role stereotyping and/or sex discrimination in physical education. Check no if it does not.

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td>1. (Example) All students should develop gracefulness and strength.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Both girls and boys should become physically educated persons.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. A student will be able to catch a softball properly with his glove.</td>
</tr>
<tr>
<td>4. Students will effectively use man-to-man defense in a basketball game.</td>
</tr>
<tr>
<td>5. A student will be able to swim 50 yards using the front-crawl stroke.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. Boys' one-wall handball tournament</td>
</tr>
<tr>
<td>7. Girls' tumbling class</td>
</tr>
<tr>
<td>8. Intermediate swimming class</td>
</tr>
<tr>
<td>9. Backpacking included in camping-course</td>
</tr>
<tr>
<td>10. &quot;Powderpuff Football Clinic&quot; assigned as a course requirement</td>
</tr>
<tr>
<td>11. &quot;Ballet for He-Men&quot;</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Evaluation Techniques</th>
</tr>
</thead>
<tbody>
<tr>
<td>12. The acceptable performance for the one-mile run is males, 7½ minutes, females, 9 minutes.</td>
</tr>
<tr>
<td>13. Students will execute in good form a standing front dive.</td>
</tr>
<tr>
<td>14. All students must be able to throw a softball 180 feet in order to pass this course.</td>
</tr>
<tr>
<td>Answers</td>
</tr>
<tr>
<td>---------</td>
</tr>
<tr>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
</tr>
<tr>
<td>4.</td>
</tr>
<tr>
<td>5.</td>
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<tr>
<td>6.</td>
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<tr>
<td>7.</td>
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<tr>
<td>8.</td>
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<tr>
<td>9.</td>
</tr>
<tr>
<td>10.</td>
</tr>
<tr>
<td>11.</td>
</tr>
<tr>
<td>12.</td>
</tr>
<tr>
<td>13.</td>
</tr>
<tr>
<td>14.</td>
</tr>
</tbody>
</table>

Often, teachers would like to see an "ideal" physical education curriculum. That is difficult to show because each curriculum should be designed especially for a particular school. However, on the next page there are examples of activities taught in sex-integrated (coed) programs in three secondary schools. In addition to providing activities for coed classes, the teachers at these schools are working to reduce sex discrimination and sex-role stereotyping.
SEX-INTEGRATED PROGRAMS THAT WORK*

ROLLING HILLS JUNIOR HIGH SCHOOL
LOS GATOS, CA

Body mechanics, physical fitness, team sports, individual sports, gymnastics, recreational games

HIGHLAND PARK HIGH SCHOOL
ST. PAUL, MN

Riding, canoeing, swimming, diving, scuba diving, gymnastics, social dance, paddleball, handball, trampoline, water polo, badminton, square dance

DUBLIN HIGH SCHOOL
DUBLIN, OH

Ice skating, tennis, ice hockey, swimming, orienteering, sailing, dance, hiking, judo, canoeing, cycling, archery, badminton, basketball, fencing, field hockey, lacrosse, shooting, shuffleboard, soccer, softball, table tennis, volleyball, wrestling, gymnastics, camping

EXERCISE 5

From the examples presented on page 17, what activities could you use in your school's curriculum? List them in the space below.
A TYPICAL CURRICULUM

EXERCISE 6

What is wrong with this typical physical education curriculum?

<table>
<thead>
<tr>
<th>East Anthony High School Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Girls</strong></td>
</tr>
<tr>
<td>Archery</td>
</tr>
<tr>
<td>Badminton</td>
</tr>
<tr>
<td>Basketball</td>
</tr>
<tr>
<td>Body mechanics</td>
</tr>
<tr>
<td>Bowling</td>
</tr>
<tr>
<td>Fencing</td>
</tr>
<tr>
<td>Field hockey</td>
</tr>
<tr>
<td>Folk dance</td>
</tr>
<tr>
<td>Modern dance</td>
</tr>
<tr>
<td>Outdoor education</td>
</tr>
</tbody>
</table>

The East Anthony High School curriculum needs improvement. Changes could be made so that it (a) fits the definition of curriculum, (b) reduces sex-role stereotyping, and (c) reduces discrimination based on sex.

Several changes are listed below which would offer improvements in these areas. Circle the numbers of those statements which would improve the East Anthony High School curriculum to make it fit the definition and reduce sex-role stereotyping and sex discrimination.

East Anthony High School could do the following to improve its curriculum:

1. Provide a statement of philosophy.
2. State the objectives for the learners.
3. Indicate evaluation techniques.
4. Offer more activities for boys and continue to designate activities by sex.
5. Provide opportunities for students of both sexes to learn all activities in which they are interested.
All the changes listed except 4 would improve the curriculum. Changes 1, 2, and 3 would permit the school to fit the definition of curriculum. Although change 4 would provide boys with more activities to learn, designating courses by sex is a violation of Title IX; further, boys and girls would still not have opportunities to learn those activities reserved for the other sex. This practice is both sex discriminatory and sex-role stereotyped. Change 5 is a fundamental change needed to develop a program which reduces sex-role stereotyping and discrimination based on sex.
BUILDING AN UNBIASED CURRICULUM

An unbiased curriculum is one which avoids sex discrimination and reduces sex-role stereotyping. In the following exercise you will construct part of an unbiased physical education curriculum.

EXERCISE 7

On the following pages are 13 objectives, 20 learning activities, and 8 evaluation techniques. Circle the numbers of those objectives, learning activities, and evaluation techniques which you would include in an unbiased physical education curriculum. There are many possible combinations. Select at least 4 objectives, 8 learning activities, and 2 evaluation techniques.

Objectives

Select 4

1. Each student will develop and carry out a plan for acquiring and maintaining her/his optimum level of cardiovascular fitness.

2. Only boys will develop strength.

3. Only girls will develop strength.

4. Girls will demonstrate proficiency in dance, whereas boys will demonstrate proficiency in combatives.

5. Each student will demonstrate proficiency in at least one activity from the following areas: dance, fitness/conditioning, and aquatics.

6. Each student will participate in only those activities which are appropriate to her/his sex.

7. Each student will participate in those activities which are chosen according to her/his interests and needs rather than according to her/his sex.

8. Boys will demonstrate proficiency in aquatics by completing a course in lifesaving; girls will complete a course in synchronized swimming.

9. Only girls will become competent in the challenge/risk-taking events included in the course entitled "Lifetime Movement Activities."

10. Only boys will be able to participate safely in swimming and boating activities.
11. Boys and girls will be able to participate safely in swimming and boating activities.

12. Girls and boys will develop strength, flexibility, endurance, and agility.

3. Write your own:

Learning Activities

Select 8

1. Boys' basketball
2. Girls' gymnastics
3. Beginning swimming
4. Backpacking club
5. Weight training - boys
6. Wrestling
7. Soccer
8. One-wall handball
9. Advanced tennis
10. Intermediate folk dance
11. Rugby - boys
12. Rugby - girls
13. Officiating intramural sports as part of an officiating course
14. Intermediate golf
15. Disco for beginners
16. Synchronized swimming
17. Synchronized swimming - girls
18. Water polo - boys
19. "Fitness for Life Clinic" - part of a conditioning class
20. Write your own:
Evaluation Techniques

Select 2

1. Students perform a 12-minute run with standards calculated according to age and fitness level.

2. Boys must do as many sit-ups as possible in 2 minutes. Girls must do as many sit-ups as possible in 2 minutes, but must not exceed 50 sit-ups.

3. All students will do at least 25 sit-ups.

4. Students will correctly answer 80 percent of the questions on a written test about the rules of soccer.

5. Students in a basketball class will make 8 out of 10 free throws for a grade of A.

6. Girls participating in the jogging unit will write an essay about their experiences. Boys will record the times and distances they have run each day.

7. Each student participating in the three-day expedition in the backpacking class will serve as leader of the crew for half a day, using a map and compass to guide the group along the designated route.

8. Write your own:

ANSWERS

Any of the choices below would contribute to the development of a non-discriminatory, non-sex-role-stereotyped physical education curriculum.

Objectives (4)

1, 5, 7, 11, 12

Learning Activities (8)

3, 4, 6, 7, 8, 9, 10, 11 and 12, 13, 14, 15, 16, 19

Evaluation Techniques (2)

1, 3, 4, 5, 7
REVIEW

So that you can check your understanding of the content of this module, the following questions are provided. You may write your answers, if you wish. If you have difficulty answering a question, you may want to review the pages suggested.

Can you:

1. Correctly identify examples of sex-role stereotyping, sex discrimination, and educational equity?

   If not, review pages 1-6.

2. List the four major components of a curriculum?

   If not, review pages 7-8.

3. Recognize that a curriculum is a plan for educational experiences?

   If not; review pages 7-8:

4. List at least four factors which must be considered when you are developing a curriculum?

   If not, review pages 9-12.

5. Write two examples, drawn from your school situation, of each of the key factors to be considered when you are developing a curriculum?

   If not, review pages 9-12.

6. Indicate whether a given component of a physical education curriculum reduces sex-role stereotyping and/or sex discrimination, based on the guidelines provided in this module?

   If not, review pages 13-16.

7. Select activities from the examples given in "Sex-Integrated Programs That Work" which you could use in your curriculum?

   If not, review pages 17-18.
8. Determine what changes are needed to make a given curriculum fit the full definition of a curriculum, as described in this module?

If not, review pages 19-20.

9. Determine, by using the guidelines for eliminating sex-role stereotyping and sex discrimination in curriculums, what changes are needed to make a given curriculum unbiased?

If not, review pages 13-23.

10. Construct an unbiased physical education curriculum, given a list of objectives, learning activities, and evaluation techniques?

If not, review pages 1-23.
REFERENCES


