

9-21-2015

# Elementary Physical Educators' Perspectives of Curriculum and Instruction in the United States and Thailand

Udon Nampai

Follow this and additional works at: <http://digscholarship.unco.edu/dissertations>

---

## Recommended Citation

Nampai, Udon, "Elementary Physical Educators' Perspectives of Curriculum and Instruction in the United States and Thailand" (2015). *Dissertations*. Paper 307.

This Text is brought to you for free and open access by the Student Research at Scholarship & Creative Works @ Digital UNC. It has been accepted for inclusion in Dissertations by an authorized administrator of Scholarship & Creative Works @ Digital UNC. For more information, please contact [Jane.Monson@unco.edu](mailto:Jane.Monson@unco.edu).

© 2015

UDON NAMPAI

ALL RIGHTS RESERVED

UNIVERSITY OF NORTHERN COLORADO

Greeley, Colorado

The Graduate School

ELEMENTARY PHYSICAL EDUCATORS'  
PERSPECTIVES OF CURRICULUM  
AND INSTRUCTION IN THE  
UNITED STATES AND  
THAILAND

A Dissertation Submitted in Partial Fulfillment  
of the Requirements for the Degree of  
Doctor of Philosophy

Udon Nampai

College of Natural and Health Sciences  
School of Sport and Exercise Science  
Sport Pedagogy

August, 2015

This Dissertation by: Udon Nampai

Entitled: *Elementary Physical Educators' Perspectives of Curriculum and Instruction in the United States and Thailand*

has been approved as meeting the requirement for the Degree of Doctor of Philosophy in College of Natural and Health Sciences in School of Sport and Exercise Science, Program of Sport Pedagogy

Accepted by the Doctoral Committee

---

Mark Smith, Ph.D., Research Advisor

---

Jennifer Krause, Ph.D., Co-Research Advisor

---

Brian Dauenhauer, Ph.D., Committee Member

---

Eugene Sheehan, Ph.D., Faculty Representative

Date of Dissertation Defense \_\_\_\_\_

Accepted by the Graduate School

---

Linda L. Black, Ed.D., LPC  
Dean of the Graduate School and International Admissions

## ABSTRACT

Nampai Udon. *Elementary Physical Educators' Perspectives of Curriculum and Instruction in the United States and Thailand*. Published Doctor of Philosophy dissertation, University of Northern Colorado, 2015.

The purpose of this study was to explore the beliefs, perspectives, and opinions of physical education (PE) teachers regarding PE curriculum (the content and teaching styles, the purpose of PE, and the potential improvements related to PE curriculum) at the elementary level by: (a) examining current curricular and instructional practices and perspectives of exemplary Thai PE teachers; and (b) examining curriculum development and instructional practices of current exemplary PE teachers in the United States (U.S.). The participants were eight exemplary PE teachers. A semi-structured interview design was utilized in order to gather information of participants' perspectives. Each interview lasted approximately 45 minutes. All interviews were audio recorded and later transcribed for analysis. Data collection occurred in three ways: (a) in-depth semi-structured interviews; (b) documents; and (c) semi-structured follow-up interviews. Data were analyzed using a thematic coding method in order to find the significant statements that related to research questions. The findings regarding the purpose of elementary PE indicated that the participants in the U.S. thought it should focus on educating students about the value of physical activity and lifelong healthy lifestyles and promote fun and enjoyment in PE classes. Participants in Thailand shared that the purpose should emphasize the development of good fundamental skills and engage students so that they

develop a love for and good attitudes in PE. For PE content, participants in the U.S. thought it should include five areas: movement skills, emotional and social skills, physical fitness and personal wellness, prevention and risk management, and basic sport skills. Participants in Thailand shared that PE content should include: movement skills, basic sport skills, Thai traditional games, and morality. Findings related to teaching styles found that participants in the U.S. implemented: peer teaching; cooperative learning; direct instruction, demonstration, and feedback; and personal responsibility. Participants in Thailand utilized group process, demonstrating skills, and self-study and multimedia. In addition, findings also indicated that all participants in Thailand implemented standards provided by the Ministry of Education of Thailand. Participants in the United States adhered to the district, state, or national standards as a guide to create PE curriculum. The findings from this study will provide a clearer understanding of how PE teachers in each country feel regarding the elementary PE curriculum. Especially for PE teachers in Thailand, they will learn new knowledge to improve elementary PE pedagogy through higher quality elementary PE curricula in Thailand.

## ACKNOWLEDGEMENTS

The success of my journey could not have happened without many people who were part of this journey. First of all, I would like to thank you, my research advisor, Professor Mark Smith, and Co-research advisor Dr. Jennifer Krause. Both of you were so kind to give guidance and support throughout this process. I really appreciate that. Professor Mark, you are the best. Moreover, thank you, committee members, Dr. Brian Dauenhauer and Dr. Eugene Sheehan, for support and advice so that I could complete my degree. I would also like to thank you, participants from schools in both Thailand and the United States who gave me opportunities to listen to experiences and perspectives in physical education. I gained such wonderful knowledge.

To my doctoral candidates and friends who also supported me: Cathy, Caly, Abdual, Guntima, Erica, Kin, Kevin, Casey, Raveema, and Weeramol. Thank you all for cheering, especially Cathy, Caly, and Weeramol. You are such nice mentors and without your help and feedback, I know that my journey to succeed would have been harder. In addition, there is no way that I could have done this without the big support and opportunities from Dr. Jongrak Krainam, my chairperson at Kasetsart University Laboratory School: International Program (Satit Kaset IP). Thank you so much for giving me such a wonderful opportunity to learn with experts in the field of physical education in the sport pedagogy program. I promise that, based on my knowledge and experience, I will try my best to improve and promote physical education programs and

help all children in Satit Kaset IP to receive high-quality participation in physical education. Moreover, thank you for taking care of my wife and my daughter during my time abroad. These opportunities cannot compare with other opportunities. Your support and kindness means so much to me in terms of my life and my family. Without your support, I do not think this journey or this success would have happened.

Thank you Dad, Tongsuk, and Mom, Aumporn, who gave me a chance and encouraged me until the end of my journey. Both of you are in my heart always. I am so lucky that I was born your son. Also, thank you, Manus, my younger brother, for taking care of Dad and Mom. Without you, I may not have been able to concentrate on moving forward to this point. Thank you my wife, Praphaphun, and my cute daughter, Thunjira, who created such a power in my heart. You both encouraged and pushed me to move forward and get it done. I love you both so much. This success is for both of you.

Lastly, thank you Tongin, my aunt, and Wasun, my brother, who both passed away—Wasun, before I came here, and Tongin, during my studies. Both of you were the best brother and the best aunt who helped with everything. I do not know how to explain, but both of you are always on my mind. Rest in peace and do not be concerned with the rest of our family. I will take care of them.

Finally, the success of my journey is valuable to apply the knowledge and experiences developing Thai children to gain a high quality of participating in physical education. Again, thank you all kinds of people who were involved that I mentioned above for supporting and cheering until the end of my journey. I really appreciate your kindness.



## TABLE OF CONTENTS

### CHAPTER

I. INTRODUCTION.....	1
Statement of the Problem	
Significance of the Topic	
II. REVIEW OF LITERATURE.....	12
Purpose and Standards of Physical Education in the United States and Thailand	
Content in Elementary Physical Education of the United States and Thailand	
Instructional Models for Elementary Physical Education in the United States and Thailand	
Conclusion	
III. METHODOLOGY.....	69
Epistemology	
Theoretical Perspective	
Methodology	
Participants	
Data Collection	
Data Analysis	
Trustworthiness	
Researcher Perspective and Bias	
IV. FINDINGS.....	89
Construction of Themes	
The Purpose of Elementary Physical Education in Thailand	
Content in Elementary Physical Education	
Teaching Styles in Elementary Physical Education	
Implementation of and/or Following Physical Education Standards	
Purposes in Elementary Physical Education of the United States	
Content in Elementary Physical Education	
Teaching Styles in Elementary Physical Education	

Implementation of and/or Following Physical Education National Standards	
Purposes in Elementary Education of the United States	
Content in Elementary Physical Education	
Teaching Styles in Elementary Physical Education	
Implementation of the Physical Education National Standards	
Summary	
V. DISCUSSION.....	150
Purpose of Elementary Physical Education Curriculum	
Contents and Teaching Styles in the Elementary Physical Education	
Implementation of Physical Education Standards of Thailand and the United States	
Implications	
Limitations	
Conclusions	
Future Research	
REFERENCES.....	178
APPENDIX A - INITIAL EMAIL TO POTENTIAL PARTICIPANTS.....	193
APPENDIX B - FOLLOW-UP CONTACT TO SELECTED PARTICIPANTS...	196
APPENDIX C - INFORMED CONSENT FOR PARTICIPATION IN RESEARCH.....	199
APPENDIX D - INTERVIEW GUIDE.....	202
APPENDIX E - INSTITUTIONAL REVIEW BOARD APPROVAL.....	208
APPENDIX F - SAMPLE AUDIT TRAIL.....	210

## LIST OF TABLES

### Table

1.	Summary of the Purpose of Elementary Physical Education in the United States and Thailand.....	30
2.	Components of Quality Physical Education.....	42
3.	Grade-level Indicators: Standard HP 3.1.....	46
4.	Grade-level Indicators: Standard HP 3.2.....	48
5.	Summary of Content in Elementary Physical Education in the United States and Thailand.....	52
6.	The Example of Fifth Grade Physical Education Expectation .....	146
7.	Summary of the Findings Related to Participants' Perspectives of Elementary Physical Education in the United States and Thailand .....	149

## LIST OF FIGURES

### Figure

1.	Student Outcomes, Grades 1 through 3.....	27
2.	Student Outcomes, Grades 4 through 6.....	28
3.	Themes of Physical Education Curriculum of Thailand.....	91
4.	Napol's Grade 5 Course Syllabus .....	96
5.	Pimnarin's Outline of Content in Physical Education Curriculum .....	107
6.	Pongthep's Grade 3 Physical Education Course Outline .....	108
7.	Somsuk's Lesson Plan for Grade 2 .....	110
8.	Themes of Physical Education Curriculum of United States.....	114
9.	Brandy's Guideline for Physical Education Curriculum .....	129
10.	Tina's Lesson Plan .....	130
11.	Tina's Lesson Plan .....	139
12.	Brandy's Outline Lesson Plan .....	141

## **CHAPTER I**

### **INTRODUCTION**

Thailand has recognized that the development of education is imperative to the development of a high quality of life and to assist society to keep pace with a rapidly changing world. Because of this, the education system in Thailand has been relocated from the palaces and temples into a school system with specialty- trained teachers using appropriately designed plans and curricula. The adjustment, however, was not enough for the maximum development of the people, community, and country. During the recent decade, Thailand discovered that working towards educational reform with an aim to develop education management has made it more consistent with the country's needs. Some implementations, according to this reform, have been met with a certain degree of success, while other reforms are still in need of further practical application (International Business Publications, 2011). The structure of education in Thailand includes formal and non-formal educational models which will be identified in the following section.

Formal education is undertaken by educational institutions and is classified into classes or grades, each with appropriate curriculum so as to enable the learners to gain knowledge in agreement with the objectives of the curriculum. Formal education is classified into four levels: pre-primary, primary, secondary, and higher education. Pre-primary provides education in the form of nursery schools or kindergarten and is not required, but aims to encourage the preparation of readiness for young children before

they enter primary schools. The age of children in this category is 3 to 5 years. Primary education is required with children typically entering between the ages of 6 and 8, and students must spend at least six years studying at this level. Secondary education is divided into three years of lower secondary (for students who are 12-14 years of age) and three years of upper secondary (for students who are 15-17 years of age). This provides good preparation for further study in higher or vocational education. Last, higher education is divided into post-secondary education, graduate, and post-graduate levels (International Business Publications, 2011). Non-formal education, or lifelong education, is a type of education that is provided for those missing the opportunity to enter into the formal education process. Learners are able to obtain knowledge from a variety of sources. This category not only fulfills what has been lacking in formal education, but also provides an option, alleviating total dependency on formal education and opens a door for lifelong education. There is no age restriction for learners in this category. Their education can be undertaken at any time in their life (International Business Publications, 2011).

The Ministry of Education of Thailand provides the basic education core curriculum for all learners. The aims of basic education are based on the Ministry's vision of enhancing competence of all students, who constitute the major force of the country, to achieve a balanced development in all respects including physical strength, knowledge, and morality (Ministry of Education of Thailand, 2008). In addition, learners will completely understand their commitment and responsibilities as Thai citizens and members of the world community. They must also adhere to the democratic form of government under a constitutional monarchy. Throughout their lives, they will be

endowed with basic knowledge, essential skills, and a favorable attitude towards furthering their education, livelihood, and lifelong learning. The learner-centered approach is, therefore, strongly advocated, based on the conviction that all are capable of learning and developing themselves to their highest potential (Ministry of Education of Thailand, 2008). Eight areas of curriculum are provided by the Ministry of Education of Thailand to guide student learning: Thai language, mathematics, science, social studies, religion and culture, health and physical education (PE), art, occupations and technology, and foreign languages (Ministry of Education of Thailand, 2008).

According to the Thailand National Core Curriculum (2008) in order to develop a high-quality education program, the following objectives must be included: (a) the students must have positive morals, ethics, and values as well as self-esteem and discipline, performing according to their religion and having a sufficient economic philosophy; (b) the students must have the knowledge and the ability to communicate, think, problem solve, and use technology and must have life skills; (c) the students must be physically and mentally healthy, have healthy sanitation, and love exercise; (d) the students must demonstrate love for their country and must act in a well-mannered way in their democratic life and with the Royal Family; and (e) the students must be conscious of preserving the Thai culture and wisdom, preserving and developing the environment, having a public mind, and sharing in the society (as cited in Ministry of Education of Thailand, 2008).

The physical education curriculum, one of the core subjects to which the Ministry of Education of Thailand gives importance, develops students' good physical and mental health. It provides standards for child development by combining health education and

physical education curriculum content. Regarding the health education, the emphasis is on enabling learners to concurrently develop proper behaviors towards knowledge, attitude, morality, values, and health practices. For physical education, the curriculum's focus is on the development of all children by encouraging them to participate in kinesthetic activities, physical exercise, and sport and game play. Additionally, the curriculum emphasizes that all children understand and possess skills in movement, physical activities, and game play as well as participate in Thai and international sports. However, this combination of physical education and health serves as an instrument for holistic development including the physical, mental, emotional, social, and intellectual states as well as imparting the capacity for maintaining health and positively participating in sports (Ministry of Education of Thailand, 2008).

Five basic standards are used to reach these objectives. They are:

- Standard 1: Human Growth and Development.
  - Standard HP 1.1: Understanding the nature of human growth and development.
- Standard 2: Life and Family.
  - Standard HP 2.1: Understanding and appreciating yourself, your family, and a complete study of basic sex education and having life skills.
- Standard 3: Movement, Physical Exercise, Games, Thai and International Sports.
  - Standard HP 3.1: Understanding and having skills in movement through physical activities, playing games, and playing sports with regular practice.



- Standard HP 3.2: Develop a love of physical exercise, playing games and sports with regular practices, self-discipline, and observance of rights, rules, and regulations, having sporting spirit, having true competitive spirit, and having an appreciation of the aesthetics of sports.
- Standard 4: Health-Strengthening Capacity and Disease Prevention.
  - Standard HP 4.1: Appreciation of and having skills in health-strengthening, maintaining health, disease prevention, and strengthening the capacity for health.
- Standard 5: Safety in Life.
  - Standard HP 5.1: Prevention and avoidance of risk factors, understanding of the behaviors detrimental to health, proper use of medicines, avoidance of addictive substances, and the use of violence.

### **Statement of the Problem**

The Ministry of Education of Thailand emphasizes the importance of developing the good health of Thai children. According to the third objective of the Core National Curriculum, students must be physically and mentally healthy, have healthy sanitation, and love exercise (Ministry of Education of Thailand, 2008). The physical education program is one of the core subjects which can specifically aid in the development of healthy children. Physical education programs are recognized as the foundation for balancing the development of life, which includes physical, intellectual, emotional, and spiritual aspects (Ministry of Education of Thailand, 2008). However, there have been some challenges which have affected the implementation and outcomes of physical education programs. Maieam (2003) found that elementary physical education teachers

still use a traditional style of teaching that focuses on teaching sport skills and sports specifically for competition. As a result, children lack the interest in and enthusiasm for participating in physical education. The children do not have a clear understanding of the benefits of physical education and, therefore, are unable to implement physical education knowledge and skills in their daily life. Merrill and Johnson (1995) found that PE teachers in Thailand lacked the concept of integrating content and curriculum planning. Moreover, the method of teaching physical education was not varied. Most of the teaching methods applied in the physical education programs required that children memorize rather than employ critical thinking skills. Kwanboonchan (n.d.) identified the challenges of physical education in Thailand and found that physical education teachers applied the same teaching methods used to teach sport skills and sports for competition. Schut (2014) found that most public schools in Thailand are still using elementary physical education curricula which focus on teaching children sport skills, rather than teaching basic movement skills. When children do not have good movement skills and physical performance in their PE programs, it leads to a lack of interest and enthusiasm for participating in their physical education classes. However, the literature review identifies that motor skill development at the elementary level is necessary because it builds basic fundamental skills that can transfer to performances in physical activities or playing sports. SHAPE America (2014) states that the development of fundamental skills is imperative for children at the elementary level. Fundamental skills are also essential to improving sport skills and fitness because they will lead to enjoyable and active lifestyles. These will build the foundation for success in sports and physical activities in the future. Clark (2007) also identified that children who leave elementary school

without strong basic motor skills are left behind in the same manner as children without the prerequisite skills in language and mathematics.

Based on the existing literature, it is important to improve the quality of the elementary PE program in Thailand and align the needs of the learners with the abilities of the teachers and the objectives of the Ministry of Education of Thailand. One of the best ways to improve the quality of Thailand's PE program is to examine the perspectives of exemplary physical educators in other countries, such as the United States, and to obtain new ideas, examine instructional PE content, and learn appropriate and varied teaching styles. Research findings will aid physical educators in Thailand by providing new ideas which can be used to improve and develop PE programs. Moreover, there is a limited body of evidence and empirical research about developmental curriculum using a qualitative methodology. Hence, the purpose of this study was to explore the beliefs, perspectives, and opinions of physical education teachers regarding physical education curriculum (the content and teaching styles, the purpose of physical education, and the potential improvements related to PE curriculum) at the elementary level by: (a) examining current curricular and instructional practices and perspectives of exemplary Thai PE teachers; and (b) examining curriculum development and instructional practices of current exemplary physical education teachers in the United States. Four research questions will guide this study:

- Q1 How do physical education instructors in the U.S. and Thailand view the purpose of elementary physical education curriculum?
- Q2 What are the components of the elementary physical education curriculum related to content (what do they teach) and teaching style (how do they teach) in the U.S. and Thailand?
- Q3 What roles do standards/indicators play in PE in Thailand?

Q3a Do Thai teachers implement/follow national standards for physical education?

Q3b Why do Thai teachers follow or not follow the standards?

Q4 What are exemplary PE teachers in the U.S. doing to adhere to relevant standards and student learning outcomes?

The research questions provided the focus to better understand how physical education teachers in each country perceive the requirements of an elementary physical education curriculum. Furthermore, this information can be used to implement new ideas in an attempt to improve elementary physical education curriculum and promote a higher quality of elementary physical education in Thailand.

### **Significance of the Topic**

I was interested in studying the elementary physical education (PE) curriculum because my school, Satit Kaset International Program (Satit Kaset IP) in Thailand requested that I study the U.S. PE curriculum in an attempt to improve the Thai PE curriculum by modernizing it in relation to current social changes. A modernized and improved PE curriculum could be a model for other teachers to observe and from which teachers could learn how to apply what they observed in their school PE program. Moreover, committee members of Satit Kaset IP, especially chairpersons, place importance upon and recognize the value of physical education that helps children's holistic development. The committee members provide educational goals that emphasize the importance of developing a "complete" person who possesses the knowledge of involvement of social development that co-exists with peace and prosperity. This includes a focus on development in three domains of learning: (a) cognitive, (b) affective, and (c) psychomotor (Satit Kaset IP, 2014). Therefore, it is critical to gain new ideas and

knowledge from experts in the United States so that physical education teachers in Thailand can apply them to the development of the physical education curriculum in not only my school, but elementary schools across the country. In addition, Thailand is a member of the Association of Southeast Asian Nations (ASEAN), which consists of 10 countries: Thailand, Indonesia, Philippines, Singapore, Malaysia, Brunei, Vietnam, Laos, Myanmar, and Cambodia. All 10 countries have signed a contract that requires cooperation in the exchange of ideas in education to develop their nations in accordance with a more modern society (Wonglaga, 2011). Physical education is one of the fundamental, core components of the Ministry of Education of Thailand, which is focused on the development of a more modern and more cosmopolitan educational system. Therefore, it is important to gain new ideas from developed countries, such as the United States, and bring those ideas to Thailand in order to adapt and develop its physical education curriculum using best practices.

Furthermore, Thailand is now at an important crossroads in its management of education reform (International Business Publications, 2011). Recently, the government led by the Ministry of Education of Thailand recognized the value and necessity of physical education in schools' programs, especially in preschool and primary school-age children (Ramasut & Lohitsatiant, 2014). The Ministry identified that children at this age level are still growing in terms of body, wisdom, mind, and spirit. Therefore, physical education teachers are essential to both the physical and mental development of children at this age level. The Ministry of Education of Thailand suggests that children at this age level participate in physical education classes at least two hours per week. Moreover, physical education teachers should place importance on the promotion of children's love

for and good attitude toward participation in physical education classes as well as helping them to improve health. In addition, children must learn and exercise at the appropriate state based on age level.

The Ministry of Education of Thailand also stated that the education in the school system should not only emphasize academic achievement, but should also give importance to the health of children because if children are not healthy, they cannot learn well (Ramasut & Lohitsatiant, 2014). Therefore, this study aimed to examine components of teaching and the purpose of physical education that promotes the physical education program. Interviews examining perspectives of exemplary physical educators in the United States and those in Thailand was one of the best ways to get new ideas to use in improvement the physical education curriculum in Thailand.

In addition, the significance of the study lies in the fact that it was a step towards creating the imperative research links between physical education professionals' perspectives and realistic practice to improve PE programs in Thailand. Second, the studies related to elementary physical education curricula in Thailand are limited, especially in terms of qualitative research studies; there is much more quantitative research than qualitative research. Therefore, a qualitative study aimed at understanding quality of physical education in Thailand can result in the introduction of new ways for PE teachers in Thailand to study physical education. Third, this study will contribute to a greater understanding of the direction in which elementary physical education programs should be moving in order to have a positive and applicable effect on the health of children. Last, this study will assist the schools in Thailand in improving the quality of

their elementary physical education programs thorough the production of transferable and usable knowledge.

Overall, this study will open new doors for further research in the field of elementary physical education in Thailand by conducting qualitative research in PE. Additionally, findings will provide a clearer understanding of how physical education teachers in each country feel regarding the elementary physical education curriculum. Lastly, this research has the potential to provide knowledge which can help improve and implement new ideas in the elementary physical education curriculum as well as to promote high quality elementary physical education curricula in Thailand.

## **CHAPTER II**

### **REVIEW OF LITERATURE**

This chapter presents a review of literature about elementary physical education practices and curricula in both the United States and Thailand by including three major themes. These themes focus on the following: (a) purpose and standards in physical education, (b) content in elementary physical education, and (c) instructional models for physical education.

#### **Purpose and Standards of Physical Education in the United States and Thailand**

This section will describe the literature and research findings in terms of the purpose of elementary physical education (PE) and physical education content standards of both the United States and Thailand. Both countries provide the purpose of teaching and employ physical education content standards. The physical education purpose and standards of each country will be identified in the following sections.

#### **Purpose of Elementary Physical Education in the United States**

Physical education is a critical part of educating the complete student (National Association for Sport and Physical Education [NASPE], 2001). It is an integral part of the whole educational program which supports the total growth and development of every child from K-12 (Pangrazi, 2003). In recent years, physical education programs have developed in order to adapt to society's changes. For example, in the early 1900s,



students participated in physical training that consisted largely of calisthenics and fitness activities, while in the present day, physical education classes cover a variety of team and individual sports, recreational activities, aerobic activities, games, dancing, swimming, and fitness activities (Lund & Tannehill, 2010). In addition, the purpose of physical education has further developed. For example, in the 20th century, educators promoted goals of having students learn games, sports, dance, and outdoor recreational activities. In the 1960s, the goals of physical education were to help students develop as fully functional individuals, which gave importance to developing motor, cognitive, social, and emotional activities. All these goals from the past are valuable in developing the current changing society (Rovegno & Bandhauer, 2013). Lambdin and Steinhardt (1992) investigated the beliefs of physical education teachers in the elementary and secondary levels. Results showed that physical education teachers believed the most significant goals of physical education were to help students develop basic motor skills, be physically fit, increase student voluntary participation in physical activity, and develop mentally, socially, and emotionally. Similarly, Placek et al. (1995) examined preservice physical education teachers' beliefs about the purpose of physical education. The researchers found that teachers classified learning motor skills and physical fitness as the top two purposes of elementary physical education programs. However, Gabbard (2000) identified that quality elementary physical education programs should emphasize basic skills to prepare children for lifelong physical fitness and good health. Xiang, Lowy, and McBride (2002) investigated the perspective of pre-service teachers regarding the value and purpose of elementary physical education. According to their findings, pre-service teachers believed that physical education contributes to the development of the whole

child. They also identified that there were four major purposes of elementary physical education: enhancing children's physical fitness, guiding children to healthy and active lifestyles, helping them develop personal and social skills, and teaching them motor skills. Hunter (2006) discovered similar findings and stated that elementary physical education in the school today "pays attention and is concerned about lifestyle issues such as lifelong fitness, health, and obesity as well as a community of academics, professionals, educational policymakers and health and sport advocates who want to justify elementary physical education" (p. 580).

In 2008, Rink and Hall stated that teachers of elementary physical education programs should contribute to the development of motor skills, fitness, and content related to encouraging student participation in physical education classes. Therefore, the purpose of elementary physical education programs is to focus on the development of a physically active lifestyle. Similar to the findings of Rink and Hall, a study by Kloepple, Stylianou, and Kulinna (2014) found that the purpose of physical education should focus on fitness activities and a variety of physical activities to promote lifelong activity for children. Wikgren (2010) identified that elementary physical education programs should emphasize goals on building lifelong skills and developing healthy attitudes, rather than playing games, which has been a foundation of physical education. Similarly, Graham, Holt/Hale, and Parker (2010) suggested that physical education for elementary schools should not be recess or just a fun time for children to expend energy; elementary physical education should be a developmentally appropriate and enjoyable educational experience. It should provide children with the skills necessary to reap the benefits of lifelong fitness. In recent years the emphasis related to the goals and purpose of physical education has

shifted in the direction of physical activity and fitness. Graber, Locke, Lambdin, and Solmon (2008) discovered that elementary school physical education has recently been influenced and concerned with the obesity epidemic of children and corresponding low levels of physical activity. They suggested that elementary school physical education curriculum should emphasize building physical fitness and provide goals that allow children to develop three central components: (a) providing children with a chance to participate in vigorous physical activity, (b) giving importance to teaching basic motor skills, and (c) guiding children toward subsequent adoption of physically active lifestyles as adolescents and adults. The National Association for Sport and Physical Education (NASPE) also identified the importance of physical activity as it is imperative to the development and maintenance of good health for children. They stated that “the purpose of any physical education program is to help children develop the skills, knowledge, and desire to enjoy a lifetime of physical activity” (NASPE, 2008, p. 4). Therefore the purpose of elementary physical education has developed and been adapted so that children receive high-quality education with an increased focus on teaching children how to develop healthy lifestyles.

More recently, the purpose of physical education has been again asked to adapt in order to relate to social change. The Society of Health and Physical Educators America in the United States has given increasing importance to the notion of “physical literacy” (SHAPE America, 2014). Whitehead (2010) defined physical literacy as “appropriate to each individual’s endowment, physical literacy can be described as the motivation, confidence, physical competence, knowledge and understanding to maintain physical activity throughout the lifecourse” (p. 11). Conceptually, physical literacy helps holistic

development in students in four domains of physical education, which include psychomotor, cognitive, social and affective (SHAPE America, 2014). The psychomotor domain is the development of fitness and motor skills; the cognitive domain helps students develop thinking, understanding, and problem-solving skills; the social domain develops positive peer interactions, communication, teamwork and cooperation; and the affective domain is the development of the emotional, spiritual, and motivational state of students (Mandigo, Francis, Lodewyk, & Lopez, 2012). Similar to the position of SHAPE America (2014), Graham et al. (2010) shared that physical education should guide youngsters in the process of becoming independently physically active for their lifetime and should enjoy attending and participating in physical education classes. Pangrazi (2003) advocated that physical education programs should be designed to meet the needs of all children, regardless of disabilities, gender, ability level, etc. so that they can use the activities to enhance their health and personal wellness. The National Association for Sport and Physical Education (NASPE) also supports the notion that all students, from kindergarten through grade 12, should have the opportunity to participate in quality physical education. Quality physical education programs aim to help all students develop health-related physical fitness, physical competence, cognitive understanding, and positive attitudes about physical activity that can lead to a healthy and physically active lifestyle. Therefore, quality physical education programs are central to the purpose of physical education as they provide learning experiences which meet the developmental needs of children and adolescents which, in turn, helps to improve mental alertness, academic performance, and readiness and enthusiasm for learning (NASPE, 2004). In addition, the American Cancer Society, the American Diabetes Association,

and the American Heart Association, (2007) identified that physical education in schools is a critical part of a student's comprehensive, well-rounded education program and a method of positively affecting life-long health and well-being.

Gray and Oslin (2013) examined primary school students' choices for a healthy active lifestyle and discovered the most important thing that physical educators should focus on for children in the elementary levels is educating children about healthy active lifestyles (HAL). They identified that HAL is not only physical activity and eating well, but includes every aspect of a child's life. They also stated that children may be physically fit and have average or above average scores on a physical fitness test, but that does not essentially mean that they are living a health-active lifestyle. Simpon and Mandich (2012) stated the significance of physical education as "physical education is the opportunity for all students to develop lifelong health and physical literacy," and they describe it as "a fundamental right for all, it is essential for the full development of a child's personality" (p. 1). However, based on the Society of Health and Physical Educators, the purpose of physical education is to develop physically literate individuals who have the knowledge, skills, and confidence to enjoy a lifespan of healthy physical activity (SHAPE America, 2014). Providing students in the elementary school programs with the opportunity to learn how to participate in and enjoy a lifetime of healthy physical activity is very important (SHAPE America, 2014).

**Physical education national standards.** In the United States' educational system, there has been a movement to establish nationwide educational standards across disciplines and content areas (James, 2003). The fields of physical education and physical education teacher education (PETE) were no different. The National

Association for Sport and Physical Education (NASPE), the primary professional organization for physical education, created a task force of experts who were charged with writing the first set of national standards for physical education (NASPE, 1995).

These national standards were subsequently revised in 2004 and conveyed a vision that

All children and youth will display the skills and practices of a physically active lifestyles, knowing the benefits of their choice to be involved in physical activity. They will be physically fit and have a mindset that values physical activity and its benefits in sustaining healthy lifestyles. (NASPE, 2004, p. 4)

In addition, the original standards described what children should know and be able to accomplish at the end of grades 2, 5, 8, and high school (grade 12). There were six standards that addressed the following: (a) competency in motor skill performance; (b) knowledge of concepts, principles, and strategies; (c) regular participation in physical activity; (d) maintaining a health-enhancing level of fitness; (e) responsible personal and social behaviors; and (f) the valuing of physical activity. Similar to the learning standards in other academic subjects, the national standards for physical education have resulted in curricular improvements and have assisted teachers in planning lessons that produce desired learning outcomes (Graber et al., 2008). Although individual states have also developed learning standards for physical education, most are a version of the NASPE national standards. At present (2014-15), another NASPE task force has been created to field test a series of valid and reliable assessments that teachers will be able to use to evaluate progress toward achievement of the standards.

Presently, the Society of Health and Physical Educators are examining the role and purpose of physical education in order to better meeting societal changes. With attention to physical literacy, the organization reported, “The purpose of physical education is to develop physically literate individuals who have the knowledge, skills,

and confidence to enjoy a lifespan of healthy physical activity” (SHAPE America, 2014, p. 11). In 2014, the Society of Health and Physical Educators also revised the standards by reducing the number of standards from six to five, in order to better relate to the new purpose of physical education (SHAPE America, 2014). Additionally, the Society of Health and Physical Education (2014) provides student outcomes for assisting students in achieving the goal of living a physically active lifestyle. The five standards are listed here.

- Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.
- Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.
- Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
- Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others.
- Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Outcomes for K-12 physical education that define a “physically literate” individual include one who:

1. Has learned the skills necessary to participate in a variety of physical activities.
2. Knows the implications of and the benefits from involvement in various types

of physical activities.

3. Participates regularly in physical activity.
4. Is physically fit.
5. Values physical activity and its contributions to a healthful lifestyle.

In summary, physical education programs are seen as important because they are an integrated part of the whole education program and support the total growth and development of every child in K-12 (NASPE, 2004). The main purpose of physical education in elementary schools is to develop healthy children through five main themes: (a) developing in children the joy of participating in a variety of physical activities throughout their lives; (b) developing in children a healthy lifestyle by promoting basic motor skills and physical fitness; (c) educating children about physical activities and healthy lifestyles; (d) developing in children personal and social skills as well as emotional skills; and (e) emphasizing on physical literacy for holistic development of children. In terms of physical education standards, the Society of Health and Physical Educators is a leader in developing content guidelines which students in grades K-12 should attain. The main objective of these standards is to help children remain physically active throughout their lives, with emphasis on developing physically literate individuals who have the knowledge, skills, and confidence to enjoy a lifespan of healthy physical activity (SHAPE America, 2014).

### **Purpose of Elementary Physical Education in Thailand**

The government of Thailand, through the Ministry of Education, is leading educators to provide basic core subjects, standards, and goals for developing all learners (International Business Publication, 2011). Health and physical education is one of the



core subjects that the Ministry of Education of Thailand considers as an essential subject for the development of good physical and mental health in children from grades K through 12 (Ministry of Education of Thailand, 2008). The Ministry of Education of Thailand places importance on the notion that all Thai children learn health and physical education within a combined curriculum called “Health and Physical Education.”

According to the Ministry of Education of Thailand, “health and physical education is the study about health with the aims of maintaining and strengthening health and sustainable development of quality of life of individuals, families and communities” (Ministry of Education of Thailand, 2008, p. 200). Additionally, the Ministry of Education of Thailand stated the necessity of learning health and physical education for Thai children:

Health or state of health means the human condition with full development in all respect-physical, mental, social, and intellectual or spiritual. Health or state of health is therefore important, as it is linked to all dimensions of life. All should learn about health for acquisition of knowledge, accurate understanding with proper attitude, morality and appropriate values, as well as practical skills in health for acquiring hygienic habits, resulting in the achievement of a society of quality. (Ministry of Education of Thailand, 2008, p. 200)

The Ministry of Education of Thailand states that there are two main goals: one for health, and one for physical education. The goals of physical education are based on the development of all children by encouraging them to participate in kinesthetic activities, physical exercise, and sport and game play. Furthermore, the physical education goal also emphasizes that all children should understand and have skills in movement, physical activities, and game play as well as participate in Thai and international sports. Therefore, physical education serves as an instrument for holistic development in all respects including the physical, mental, emotional, social, and intellectual states as well as imparting capacities for maintaining health and positively

participating in sports (Ministry of Education of Thailand, 2008). Regarding health education, the goal is on enabling learners to concurrently develop proper behavior towards knowledge, attitude, morality, values, and health practices (Ministry of Education of Thailand, 2008). However, there is a limited body of evidence and empirical research which has been conducted around the purpose of elementary physical education. In one of the few examples, Kwanboonchan (n.d.) suggested that physical education should pay attention to lifelong activities for children. She also explained that physical education should promote a positive attitude toward physical activity and increase participation rates for children, which can offset and reverse the disturbing current trends of inactivity and poor health in children in Thailand. Moreover, physical education programs should be designed to enhance and improve the movement proficiency and self-concept of students and develop their ability to achieve better health. Pernchorp (1978) explained the significance of physical education in the elementary levels, suggesting that children in this age range are still developing in body and mind, and they are curious and need movement as well as skills in various sports. Therefore, physical education in elementary schools should design programs related to behaviors and the state of learning in children.

Moreover, the goals of physical education should be to promote holistic development in children, which includes physical, mental, emotional, and social aspects. Similar to Pernchorp, Kaenwongkum (1986) determined that physical education programs educate children and help develop four components, including physical, mental, emotion, and social. Jardkewn (1974) explained that the goals of physical education at all grade levels should focus on the development of physical fitness,

maintenance of life-long health, and educating students about the history of sports, rules, and the benefits and values of exercise. Instructionally, physical education teachers should teach children about sportsmanship, morality, and how to work in groups.

The Core National Standard (2001) identified the goals of health and physical education for all learners as that of developing life-long healthy habits. Being healthy means being physically, mentally, emotionally, and socially intelligent. Physical education plays a role that is significant in developing good health. When children finish each grade level, they need good health and a positive attitude in order to develop in such ways as movement in exercise, playing games, playing Thai and international sports, and knowing how to build healthy physical fitness for protecting against diseases (as cited in Ministry of Education of Thailand, 2008).

**Health and physical education standards in Thailand.** As previously discussed, the Ministry of Education of Thailand is guiding educators to provide basic core subjects and standards and has determined goals for the development of all learners. In terms of content standards, the Ministry of Education of Thailand provided content standards of all curriculum for Thai students as “The Foundation Education 2001,” but revised them in order to relate to the 10<sup>th</sup> Economic and Social Deployment Plan (2007-2011) (Ministry of Education of Thailand, 2008). The objectives were the standards and the framework of learning aimed at producing quality students; the students had to have good manners, be intelligent, and have a quality life. After six years of implementation, research on the curriculum showed that the curriculum’s stress on education distributed to the community, leading the school to get involved and share the needs of the community and ideas to promote the students as a whole. On the other hand, the curriculum had

problems related to implementation, evaluation, and the quality of students (Ministry of Education of Thailand, 2008). Since Thailand was still in the developmental period and the Ministry of Education established the 10<sup>th</sup> Economic and Social Development Plan (2007-2011) in order to identify the direction in which the development of the country's students needed to go the 10<sup>th</sup> Economic and Social Development Plan (2007-2011) placed an increased emphasis on the quality of life, morals, and knowledge, and knowing the tricks to socially transform. The plan conceptually intended to prepare people to have a public mindset, skills, and knowledge base to maintain life, which, in effect, would sustain the country. Therefore, in order to adapt curriculum related to the 10<sup>th</sup> Economic and Social Development Plan (2007-2011), the Ministry of Education of Thailand revised the curriculum and called the new curriculum "The National Core Curriculum 2008." The revised curriculum was piloted in one school in 2009. Since then, every school throughout the country has announced its intention to use this curriculum (Ministry of Education of Thailand, 2008). The National Core Curriculum (2008) identifies the objectives for developing quality students as: (a) the students must have positive morals, ethics, and values as well as self-esteem and discipline, performing according to their religion, and having a sufficient economic philosophy; (b) the students must have the knowledge and the ability to communicate, think, problem solve, and use technology and must have life skills; (c) the students must be physically and mentally healthy, have healthy sanitation, and love exercise; (d) the students must demonstrate love for their country and must act in a well-mannered way in their democratic life and with the Royal Family; and (e) the students must be conscious of preserving the Thai culture and

wisdom, preserving and developing the environment, having a public mind, and sharing in the society (Ministry of Education of Thailand, 2008).

In order to develop good physical and mental health in children, the Ministry of Education of Thailand also provided standards that combined health education and physical education. These objectives are currently the standards of learning and the framework for directing students who must be well-mannered and intelligent and have a good quality of life (Ministry of Education of Thailand, 2008). Five basic standards were designed to meet the stated objectives:

- Standard 1: Human Growth and Development.
  - Standard HP 1.1: Understanding the nature of human growth and development.
- Standard 2: Life and Family.
  - Standard HP 2.1: Understanding and appreciating yourself, your family, and a complete study of basic sex education and having life skills.
- Standard 3: Movement, Physical Exercise, Games, Thai and International Sports.
  - Standard HP 3.1: Understanding and having skills in movement through physical activities, playing games, and playing sports with regular practice.
  - Standard HP 3.2: Develop a love of physical exercise, playing games and sports with regular practices, self-discipline, observance of rights, rules, and regulations, having sporting spirit, having true competitive spirit, and having an appreciation of the aesthetics of sports.
- Standard 4: Health-Strengthening Capacity and Disease Prevention.

- Standard HP 4.1: Appreciation of and having skills in health-strengthening, maintaining health, disease prevention, and strengthening the capacity for health.
- Standard 5: Safety in Life.
  - Standard HP 5.1: Prevention and avoidance of risk factors, understanding of the behaviors detrimental to health, proper use of medicines, avoidance of addictive substances, and the use of violence.

(Ministry of Education of Thailand, 2008, p. 19).

The Ministry of Education of Thailand also combined student outcomes for health and physical education. These operate differently at each grade level. The following outcomes are for grades 1 through 3 and are shown in Figure 1. Outcomes of students for grades 4 through 6 are shown in Figure 2 (Ministry of Education of Thailand, 2008, pp. 202-203).

---

Student Outcomes, Grades 1-3

---

1. Have knowledge and understanding of human growth and development, the factors affecting growth and development, and the methods of establishing the relationships in family and in groups of friends.
  2. Have good health habits in eating, rest and sleep, cleanliness of all parts of the body, playing games, and doing physical exercise.
  3. Protect themselves from addictive substances and sexual harassment and know how to refuse improper affairs.
  4. Be able to control their own movements in accordance with the development of each age range, be skillful in basic movements and participate in physical activities, and engage in games and activities for physical capacity-strengthening for health with enjoyment and safety.
  5. Be skillful in selecting food, toys, and utensils beneficial to health and be able to avoid and protect themselves from accidents.
  6. Be able to conduct themselves properly when faced with emotional and health problems.
  7. Follow rules, orders, agreements, advice, and steps and willingly cooperate with others to achieve the goal.
  8. Observe their own rights and respect those of others on the team.
- 

*Figure 1.* Student outcomes, grades 1 through 3 (Ministry of Education of Thailand, 2008, pp. 202-203).

---

Student Outcomes, Grades 4-6

---

1. Understand the relationships and the linkages in the functioning of various systems of the body and know how to take care of important parts of such systems.
  2. Understand the nature of changes in various respects—physical, mental, emotional, social, and sexual urges of men and women and, when entering the age of puberty and adolescence, be able to appropriately adjust and manage themselves.
  3. Understand and appreciate the value of having a warm and happy life and family.
  4. Be proud of their gender, appreciate the value of their gender, and be able to correctly and appropriately observe sexual practices.
  5. Protect and avoid risk factors and risk behaviors detrimental to health or conducive to contracting diseases, accidents, violence, addiction, and sexual harassment.
  6. Be skillful in basic movements and self-control in coordinated movements.
  7. Know the principles of movement and be able to choose to participate in physical activities, games, folk games, Thai sports, and international sports with safety and enjoyment and have a sporting spirit by observing rules, regulations, their own rights and duties until achieving the goal.
  8. Plan and regularly participate in physical activities and activities for physical capacity-strengthening for health as appropriate and required.
  9. Be able to appropriately manage emotions, stress, and health problems.
  10. Be skillful in seeking knowledge and information to strengthen health.
- 

*Figure 2.* Student outcomes, grades 4 through 6 (Ministry of Education of Thailand, 2008, pp. 202-203).

In summary, the Ministry of Education in Thailand emphasizes physical education programs in elementary schools because they are essential in the development



of physically and mentally healthy lifestyles in children in grades K-12. Based on the literature review, the main purpose of elementary physical education can be separated into four main themes: (a) developing in children the ability to maintain a healthy lifestyle; (b) promoting holistic development—physical, mental, emotional, and social; (c) developing a variety of activities such as movement skills, physical activities, physical fitness, physical exercises, Thai and international sports, and game play; and (d) educating children about the benefits and value of exercise, sportsmanship, and morality. In terms of Thai physical education standards, the Ministry of Education of Thailand combined health education and physical education standards with emphasize on developing good health, increasing intelligence, and maintaining a good quality of life. More specifically, the physical education standards focus on developing and encouraging students to love and engage in a variety of movement through physical activities as well as promote playing games and playing Thai and international sports. The revised standards also emphasize teaching morality such as self-discipline, observance of right and wrong, rules/regulations, good sportsmanship, honesty, and an appreciation of the aesthetics of sports. These moralities can be taught through physical activities and sports skills.

In order to clearly understand the purpose of elementary physical education in each country, the differences between the United States and Thailand are summarized in Table 1. Because there is a very limited amount of evidence and empirical research that has been conducted related to the purpose of elementary physical education in Thailand, the current study was necessary in order to get new ideas to improve physical education programs in Thailand.

Table 1

*Summary of the Purpose of Elementary Physical Education in the United States and Thailand*

United States		Thailand	
Researchers	Conclusion	Researchers	Conclusion
Lambdin & Steinhardt (1992)	Developing basic motor skills will allow students to be physically fit, increase student voluntary participation in physical activity, and increase their mental, social, and emotional development.	Jardkewn (1974)	Focus on development of physical fitness and maintaining health for longer lives. Educate students about history of sports and rules as well as benefits and value of exercise. Teach sportsmanship, morality and how to work in groups.
Placek et al. (1995)	Emphasis on learning motor skills and physical fitness.	Pernchorp (1978)	Promote holistic development of children including physical, mental, emotional, and social components.
Gabbard (2000)	Emphasis on teaching basic skills to prepare children for lifelong physical fitness and good health.	Kaenwongkum (1986)	Development in 4 components: physical, mental, emotional, social.
Xiang et al. (2002)	Development in 4 major areas: enhancing children's physical fitness, guiding children to healthy and active lifestyles, helping them develop personal and social skills and teaching motor skills.	Kwanboonchan (n.d.)	Focus on having children pay attention to being active in their lives.
Pangrazi (2003)	Enhance children's health and personal wellness.	Ministry of Education (2001)	Develop healthy habits for a longer life.
Hunter (2006)	Pays attention to lifestyle issues lifelong fitness, health, and obesity.	Ministry of Education (2008)	Development of all children by encouraging them to participate in kinesthetic activities, physical exercise, and sport and game play. Emphasizes understanding and development of skills in movement, physical activities, and game play as well as participating in Thai and international sports.
American Cancer Society, the American Diabetes Assoc. (2007)	Helps support lifespan commitment to physical activity as part of healthy lifestyle.		

Table 1 (continued)

United States		Thailand	
Researchers	Conclusion	Researchers	Conclusion
Garber et al. (2008)	Develops children in 3 components: providing children with chance to participate in vigorous physical activity; emphasizing teaching basic motor skills; guiding children toward subsequent adoption of physically active lifestyles as adolescents and adults.		
Rink & Hall (2008)	Focus on development of physically active lifestyle.		
Wikgren (2010)	Building lifelong skills and developing healthy attitudes, rather than playing games.		
Graham et al. (2010)	Developmentally appropriate and enjoyable educational experience. Providing children with skills necessary to reap benefits of lifelong fitness.		
Simpon & Mandich (2012)	Develop lifelong health and physical literacy.		
Gray & Oslin (2013)	Educating children about healthy active lifestyles (HAL).		
Rovegno & Bandhauer (2013)	Develop students developing motor, cognitive, social and emotional activities.		
SHAPE America (2014)	Develop physically literate individuals who have knowledge, skills, and confidence to enjoy a lifespan of healthy physical activity.		
Kloepple, Stylianou, & Kulinna (2014)	Focus on fitness activities and variety of physical activity to promote lifelong activity for children.		

### **Content in Elementary Physical Education of the United States and Thailand**

This section examines the literature and research findings in terms of the content of elementary physical education (PE) that PE teachers use to teach students in both the United States and Thailand. In addition, this section identifies research studies that show that some physical education teachers have implemented content standards in their lesson plans. This part is divided into the following sections: content in elementary physical education of the United States and content in elementary physical education of Thailand.

#### **Content in Elementary Physical Education of the United States**

Pangrazi (2003) identified that physical education is one component of the complete education program that contributes to the total growth and development of all children in the school curriculum, primarily through movement experiences. The instructional program emphasizes development in three learning domains, including psychomotor, cognitive, and affective. In addition, physical education is the only area in the curriculum that is designed to help students learn motor skills and lifetime activity skills. Therefore, it is a very important component within the total curriculum. Rink (2009) and the National Association for Sport and Physical Education (NASPE) (2004) also identified that physical education is substantial in supporting a complete education of a child from kindergarten through high school. In addition, physical education is unique and valuable and is a key factor in the development of fundamental skills for every child (Lux, 2010; Pickup & Price, 2007). Quality physical education programs also have the potential to lead to the development of, and increase in, physical competence, health-related fitness, self-responsibility, and enjoyment of physical activity for all students,

with the intention that all students will be physically active during their lifetime (NASPE, 2004).

Graham et al. (2010) identified that physical education programs, in addition to developing the psychomotor domain, should emphasize cognitive concepts and the development of an environment that encourages positive social experiences and attitudes while focusing on teaching skill themes and movement concepts. Moreover, children at this level desire variety and novelty in the activities in which they partake. So physical education should also include varied and new, but appropriate, activities to increase motivation and interest in learning.

NASPE (2004) stated that a high-quality physical education program should support the physical, mental, and social/emotional development of every child and incorporate fitness education and assessment in order to help children understand, improve, and/or maintain their physical well-being. NASPE also identified that content standards should define student learning, including what a student should know and be able to do as result of a quality program. Physical education teachers should, therefore, design a physical education program that is instructionally aligned and has a focus on student learning and achievement. Furthermore, NASPE has developed and provided teachers with opportunities to learn the guidelines for elementary, middle, and high school physical education, which can subsequently be used by school personnel and other stakeholders to evaluate their physical education programs. Physical education teachers can use the provided guidelines to in actuate quality physical education as well as to promote a physically active lifestyle for all students. Additionally, the guidelines detail

the content on which physical educators should place importance when designing a program which should achieve the following goals:

1. Emphasize the discovery of the movement concepts (effort, space, and relationships) and the action of the body and its parts.
  2. Develop sequential opportunities for students to practice the fundamental skill themes and build lessons with instant activity and high time on task.
  3. Develop skills in games/sports, dances/rhythms, cooperative activities, fitness components, gymnastics, lifetime physical activities, and responsible and social behaviors.
  4. Develop efficient, effective, and expressive movement abilities.
  5. Integrate kinesthetic experiences that reinforce health, math, language arts, reading, social studies, and science concepts.
  6. Provide for a variety of fitness activities that introduce all children to the components of health-related fitness.
  7. Provide for acquiring fundamental movement patterns and specific movement skills as well as a cognitive understanding of the performance.
  8. Give students opportunities to develop critical-thinking skills.
  9. Recommend opportunities for students to enjoy movement and help them recognize the benefits of regular physical activity.
  10. Provide structured recess time, physical activity time, and intramural time in addition to regularly scheduled physical education classes.
- (NASPE, n.d., p. 7)

In light of physical education's goals and guidelines as outlined in this review, several studies have investigated PE teachers who have implemented the opportunity to learn guidelines and infuse content standards into classroom instruction to help elementary children. For example, a study by Chen (2015) investigated to what extent NASPE (1995) has shaped the teaching practices and curricula at elementary and secondary levels. Findings identified that PE teachers determinedly combined the standards into their written curricula and teaching practices because their school districts required that the standards be written into the state or district standards. Moreover, PE teachers at the elementary levels shared that their physical education programs focused on assisting students when learning about movement concepts, acquiring fundamental

skills, following class rules, sharing equipment and space, and respecting others. In addition, the PE programs studied assisted students in upper grades when learning specialized sports and cooperative activities, understanding game rules and strategies, and further developing responsible behaviors, cooperative abilities, and problem-solving skills. Furthermore, secondary PE teachers discussed that their programs provided students with a wide variety of sports and activities and emphasized that learning and refining skills, applying game rules and strategies, and demonstrating cooperation and sportsmanship were objectives for students to achieve. Similarly, Belka (2004) found that games were a major part of elementary physical education programs and that physical educators should make them important. He also found that instructional models give importance to and focus on child-centered, problem-solving approaches for designing and developing appropriate movement experiences. Mitchell and Clements (2003) found that using and teaching net/wall games provided a strong learning experience for elementary children. Ross, Pate, Cobin, Delpy, and Gold (1987) investigated what was occurring in elementary physical education program in terms of content. Reported findings identified five activities which represented a strong core of programs content. These five activities are movement experience and body mechanics, soccer, jumping or skipping rope, gymnastics, and basketball. Researchers also reported that children from first grade to fourth grade were taught with an emphasis on movement education and then transitioned to fitness activities and sport skills. They suggested that when teaching children at these age levels, physical educators should promote active lifestyles, focus on health and fitness, and choose activities that are appropriate for the age level of the children and are consistent with the stated health goals of the nation.

Similar to Ross et al. (1987), Chen, Hammond-Bennett, Upton, and Mason (2014) investigated the accomplishment of physical education teachers' implementation of quality teaching practices in their daily lessons. The results showed that physical education teachers provided coherently connected and meaningful authentic learning tasks for students in each lesson. Four major dimensions were identified which were necessary for physical education teachers to implement in their lessons to demonstrate quality teaching practices. These dimensions were: (a) providing sequential progress and authentic learning tasks for students; (b) organizing students, the classroom, teaching materials, and space more efficiently for engaging learning tasks; (c) incorporating clear instructions and using prior knowledge of students to present the learning tasks; and (d) providing tailored instruction for guiding students to the learning objectives.

Erwin and Castelli (2008) investigated fourth and fifth grade students' performance in motor skill competency, strategic knowledge, physical activity, and physical fitness related to the NASPE 2004 national content standards for physical education. They found that 50% of students succeeded in motor competency and noted that motor competency impacted gender, strategic knowledge, and fitness. Moreover, the study found that motor skill competency and fitness had a positive association. Results indicated that 77% of the students advanced toward attaining strategic knowledge which showed that grade levels and schools in this research served as the support for strategic knowledge and showed that the performance of teachers influenced student performance. The study also found that 15% of the students participated and were regularly engaged in physical activity. Because of the complexity of physical activity and its correlates, it is difficult to deduce why students in this study did not make adequate progress toward



grade-level performance outcomes. Forty percent of the participants attained Standard 4 because motor competence and physical activity contributed to performance.

Furthermore, the study identified that the performance of motor skills, along with a high rate of physical activity, lead to higher overall fitness.

Similarly, in his study, Beighle (2004) used fitness activities to promote lifestyles and physical activity in elementary physical education. The researcher explained that physical fitness was one component under the physical activity umbrella that helps promote healthy lifestyles and physical activity in children. Physical activity is the umbrella under which exercise, sports, leisure activities, dances, and other such activities reside. Physical fitness is a set of attributes that people have or can achieve and is related to their ability to perform physical activity. Therefore, physical fitness and physical activity are often seen as directly related to each other. Physical fitness promotes lifestyles and physical activities, so physical education programs should be comprised of different types of physical activities including exercise or fitness activities. Beighle also stated that the purpose of including fitness activities as specific types of physical activities is threefold: (a) to teach students what exercise is and what it feels like; (b) to expose children to enjoyable fitness activities and to demonstrate that fitness is not limited to running on a treadmill or going to the gym; and (c) to tell students that fitness activities are one type of physical activity they can choose to promote and engage in throughout life.

Jacobs and Wright (2014) reported that fitness activities are a good alternative vehicle for development of personal and social responsibility in children at the elementary level. Physical education teachers can design and implement physical

activities with a variety of age groups and settings. Therefore, physical education teachers can incorporate and emphasize the development of children in terms of goal setting, building leadership, and self-directed learning. These physical activities help physical education teachers teach students to acquire physical skills and to enjoy building life-skills. Pangrazi (2003) identified that having a positive experience in physical education classes encourages youngsters to be active when they become adults. He noted that children learning motor skills during their school years helped them increase their performance in sport skills as they moved into adulthood and participate in physical activities such as golf, tennis, racquetball, and other sports. Similarly, Telama, Yang, Laakso, and Viikari (1997) found that physical activity and sport participation in childhood and adolescence represents an important prediction of physical activity in adulthood; in other words, children who are active in elementary school have an increased chance of becoming active adults as well.

According to NASPE (2007), physical education plays a critical role in the education of all children. It contributes to the development of physical performance and physical fitness as well as helps children to clearly understand the value of living a physically active lifestyle. NASPE emphasized the importance of and steps related to the development of children during the elementary school years, which includes active play and is associated with motor abilities and cognitive development. When children grow older and enter adolescence, physical activity may enhance the development of a positive self-concept and assist in the ability to pursue intellectual, social, and emotional challenges. A quality elementary physical education program can encourage and enhance social skills, cooperative skills, and problem-solving abilities. It is also essential for the

development of motor skills, physical fitness, and the understanding of concepts related to healthy lifestyles (NASPE, 2007).

Similarly, SHAPE America (2014) identified that it is significant to develop fundamental skills at the elementary level because fundamental skills are building blocks for game play, physical activity, and fitness activities, which lead to the transfer of skills and abilities as students get older and move into middle and high school. SHAPE America also provided grade-level outcomes for students in grades K-12 for physical educators to follow. For elementary levels, the outcomes for students in grades K-5 emphasize the content development, which includes: locomotor, nonlocomotor, and manipulative skills; movement concept; physical activity; and fitness. The outcomes are also focused on educating students in nutrition, developing personal responsibility, self-expression, group-work strategies, and equipment and safety rules. By the end of their elementary-level experience, students demonstrate competence in: fundamental motor skills and their ability to choose a combination of skills; their use of basic movement concepts in dance, gymnastics, and small-side practice tasks; identifying health-related fitness concepts; exhibiting acceptance of self and others in physical activities; and identifying the benefits of a physically active lifestyle.

Gallahue, Ozmun, and Goodway (2012) concluded that fundamental skills are an essential stage at the elementary school level so that skills are not determined maturationally, but physical education teachers should consider the development of skills by giving children a chance to practice and include support and instruction within the circumstances of the learning environment. Factors such as practice, support, and instruction play key roles in the degree to which fundamental movement skills are

developed within the physical education classroom. Clark (2007) said that children who complete elementary school without a basic foundation of motor skills are left behind in the same way as children without the prerequisite skills in others subjects such as mathematics and language.

Spessato, Gabbard, and Valentini (2013) identified that motor skill competency and physical activity are related to each other and are very important at the elementary level. They found that when children participate in physical education classes, the motor skill competency of children ages 5 to 10 was a better predictor of physical activity levels than body mass index. Stodden et al. (2008) also found that motor skill competence is significant, and children who lack motor skill proficiency also had lower physical activity levels and, consequently, lower fitness levels. Therefore, physical education teachers should emphasize skill development in physical education as an approach to encourage physical activity participation and fitness for children in the elementary school. Research findings continue to show that fundamental movement skills such as running, jumping, throwing, and catching are associated with higher levels of physical activity in young children (Fisher, 2005) and adolescents (Okely, Booth, & Patterson, 2001). Additionally, Roslow Research Group (2009) surveyed practicing K-12 physical education teachers in order to determine the aspects of physical education programs and teachers in elementary, middle, and high schools across the United States. Survey results indicated that when teaching in physical education programs at the elementary level, teachers focused more on motor skills and movement form, and middle and high school physical educators emphasized health-related fitness. Thomas, Lee, and Thomas (2005) concurred that motor skills and physical development are related to being physically active and are

imperative parts of child development; therefore, they are crucial elements in the elementary school curriculum.

Physical education teachers should integrate the key components of quality physical education such as learning opportunities, meaningful instruction, and appropriate instruction to enhance the opportunity for all children to develop motor skills that help increase physical activity participation into adolescence and throughout their lifetime (Masurier & Corbin, 2006). Similarly to Masurier and Cobin, NASPE (2004) provided guidelines for the characteristics of quality physical education that includes three components: opportunity to learn, meaningful content, and appropriate instruction. The guidelines within each component are provided in Table 2.

Table 2

*Components of Quality Physical Education*

Component	Remarks
Opportunity to learn	<p>Instructional periods totaling 150 minutes/week (elementary) and 225 minutes/week (middle and secondary school).</p> <p>Qualified physical education specialist providing a developmentally appropriate program.</p> <p>Adequate equipment and facilities.</p>
Meaningful content	<p>Instruction in a variety of motor skills that are designed to enhance the physical, mental, and social/emotional development of every child.</p> <p>Fitness education and assessment to help children understand, improve, and/or maintain their physical well-being.</p> <p>Development of cognitive concepts about motor skill and fitness.</p> <p>Opportunities to improve their emerging social and cooperative and gain a multicultural perspective.</p> <p>Promotion of regular amounts of appropriate physical activity now and throughout life.</p>
Appropriate instruction	<p>Full inclusion of all students.</p> <p>Maximum practice opportunities for class activities.</p> <p>Well-designed lessons that facilitate student learning.</p> <p>Out-of-school assignment that support learning and practice.</p> <p>No physical activity for punishment.</p> <p>Use of regular assessment to monitor and reinforce student learning.</p>

In summary, the majority of content-based instructional programs which were researched in the United States focused on the development of children in three domains of learning. Within these areas, physical educators designed content opportunities to encourage and help develop skills such as motor skills, social skills, cooperation, and problem-solving abilities. In addition, the Society of Health and Physical Educators (2014) emphasized a high quality of physical education programs in order to develop the children's performance. Therefore, the responsibility of the physical education teachers is to design a physical education program that aligns with content standards and teaches fundamental skills which support students in transferring skills and abilities when they get older and move on to middle and high school.

#### **Content in Elementary Physical Education of Thailand**

In Thailand, there is a limited body of evidence and empirical research that has been conducted about the content of elementary physical education. However, as mentioned earlier in the purpose of this study regarding elementary PE of Thailand, the government of Thailand, through its Ministry of Education, is guiding educators to provide basic core subjects, standards, and goals for developing all learners (International Business Publication, 2011). Health and physical education is one of the core subjects that the Ministry of Education of Thailand considers necessary in order for all Thai children to be in good health. The Ministry continues to provide goals and standards and establish learning areas for students to meet the needs of students at each grade level. For the learning area of health and physical education, physical education teachers must consider designing lessons that include five major areas (Ministry of Education of Thailand, 2008, p. 201):

1. Human growth and development. Students will learn the nature of human growth and development, the factors affecting growth, the relationships and the linkages in the functioning of various body systems, as well as self-conduct for attaining growth and development in accord with the learners' ages.

2. Life and family. The learners must know values of their families and methods of self-adjustment in growing up and maturing in various areas such as the physical, mental, emotional, and sexual aspects. They need skills to help create and maintain their relationships with others, an understanding of the sexual hygiene practices, and other life skills.

3. Movement, doing physical exercises, playing games, and Thai and international sports. Students must learn various forms of movement as well as learn about participation in a variety of physical activities and sports (as individuals as well as in teams), in both Thai and international sports, the observance of rules, regulations, orders, agreements for participation in physical activities and sports, and having a sporting spirit.

4. Strengthening of health, capacity, and disease prevention. Students must understand and learn the principles and the methods of selecting food, health products, and services as well as the capacity-strength for health and the prevention of communicable and non-communicable diseases.

5. Safety in life. Students must learn about self-protection from various risk behaviors; for example, health risks, accidents, violence, harm from medicines and addictive substances, as well as the guidelines for promoting safety in life.



In addition, the Ministry of Education of Thailand (2008) also provides grade-level indicators in physical education standards that physical education teachers must use while designing content to meet these indicators. These standards are described here.

Standard 3 is the physical education standard and focuses on movement, physical exercise, games, and Thai and international sports. With this standard, the Ministry of Education of Thailand also provided sub-standards at two levels, standards HP 3.1 and HP 3.2, that include details of the grade-level indicators for those standards.

1. Standard HP 3.1: Understanding and having skills in movement through physical activities, playing games, and playing sports with regular practice. Under this sub-standard, physical education teachers must design content for students at each level from grade 1 to grade 6 by following the grade-level indicators (see Table 3) (The Ministry of Education of Thailand, 2008, pp. 210-212).

Table 3

*Grade-level Indicators: Standard HP 3.1*

Indicator by Grade Level	Indicator
Indicator 1	
Grade 1	Move body while standing still, move using equipment.
Grade 2	Control body movements while standing still, move using equipment.
Grade 3	Control body movements while standing still, move using equipment.
Grade 4	Control themselves using integrated kinesthetic skills while standing still, moving, and using equipment.
Grade 5	Arrange the patterns of integrated movements and control themselves using kinesthetic skills in accordance with the patterns prescribed.
Grade 6	Show the kinesthetic skills with others in relays and integration while standing, moving, and using equipment and the movements attuned to songs.
Indicator 2	
Grade 1	Play miscellaneous games and participate in physical activities requiring natural movement
Grade 2	Play miscellaneous games and participate in physical activities requiring movements while standing still, moving, and using equipment.
Grade 3	Move body using the kinesthetic skills while playing miscellaneous games.
Grade 4	Practice free-hand physical exercises in accordance with the rhythm.
Grade 5	Play games leading to sports chosen and the kinesthetic activities in relays
Grade 6	Classify the kinesthetic principles regarding accepting and using forces and the balance of body movements in playing games and sports, and apply the results to improve their practices and those of others.
Indicator 3	
Grade 4	Play imitating games and activities in relays.
Grade 5	Control movements regarding accepting and using forces and balance.
Grade 6	Play one kind of Thai and international sports in individuals and in teams
Indicator 4	
Grade 4	Play at least one kind of basic sport.
Grade 5	Perform the mechanical skills in participating in physical activities and playing sports.
Grade 6	Use the mechanical skills to improve and increase their own capacities and those of others in playing sports.
Indicator 5	
Grade 5	Play one kind of Thai and international sport in individuals and in teams.
Grade 6	Participate in at least one recreational activity and apply the knowledge or the principals obtained into studying and seeking other learning areas.
Indicator 6	
Grade 5	Explain the principles and participate in at least one recreational activity.

2. Standard HP 3.2: Develop a love of physical exercise; playing games and sports with regular practices, self-discipline, observance of rights, rules, and regulations; having a sporting spirit, having a true competitive spirit, and having an appreciation of the aesthetics of sports. Under this sub-standard, physical education teachers must design content for students at each level from grade 1 to grade 6 by following the grade-level indicators outlined in Table 4 (the Ministry of Education of Thailand, 2008, pp. 214-216).

Table 4

*Grade-Level Indicators: Standard HP 3.2*

Indicator by Grade Level	Indicator
Indicator 1	
Grade 1	Enjoy doing physical exercise and playing games as advised.
Grade 2	Enjoy doing physical exercise and playing games by themselves.
Grade 3	Select physical exercises, folk games and games suitable to their own strengths, weaknesses, and limitations.
Grade 4	Do physical exercises and play games and sports they like and analyze their own developmental effects following the examples and the practices of others.
Grade 5	Do physical exercises by following the patterns and play games requiring thinking skills and decision-making.
Grade 6	Explain the benefits and the principles of doing physical exercise to become healthy, to reach physical capacity, and to strengthen the personality.
Indicator 2	
Grade 1	Observe the rules, regulations, and agreements in playing games as advised.
Grade 2	Observe the rules, regulations, and agreements of games played in teams.
Grade 3	Observe the rules, regulations, and agreements of physical exercises, games, and folk games by themselves.
Grade 4	Observe the rules and regulations of basic sports they play.
Grade 5	Regularly play their favorite sports with a variety of alternatives for their own practice, and have sporting spirit.
Grade 6	Play games requiring planning skills and increase skills for physical exercises and movements on a systematic basis.
Indicator 3	
Grade 5	Observe the rules and regulations of playing games, Thai sports, and international sports they play.
Grade 6	Play their favorite sports and regularly assess their own playing skills.
Indicator 4	
Grade 5	Observe their own rights, do not infringe on those of others, and accept the individual differences in playing games and Thai and international sports.
Grade 6	Observe the rules and regulation of the sport they play, bear in mind their own safety, and that of others.
Indicator 5	
Grade 6	Distinguish the offensive and the defensive strategies and apply them into playing sports.
Indicator 6	
Grade 6	Playing games and sports as a unit and have sporting spirit.

As mentioned earlier, there is a limited body of evidence and empirical research that has been conducted about the content of elementary physical education in Thailand.

Several studies have identified that physical education teachers in elementary schools attempt to implement content standards and goals in order to develop the performance of children at the elementary levels. For example, Sa-di and Quanboonchan (2012) stated that elementary physical education programs in Thailand aim to encourage children to learn and gain a variety of fundamental movement skills that are necessary for a healthy and active lifestyle. For example, at the elementary level in grades 1 and 2, emphasis was placed on learning basic movement, games, and activities with music. In grades 3 and 4, children learned the basic skills of sports such as gymnastics, track and field, table tennis, swimming, and soccer. For grades 5 and 6, programs focused on gymnastics, track and field, swimming, tennis, badminton, soccer, volleyball, basketball, fitness assessments, and recreational activities. Tripchai (2009) investigated the attitudes and advancement of sixth grade children in learning Standard 1 (human growth and development) in health and physical education classes. Findings showed that children made progress in learning and had a good attitude about human growth and development. Hence, this study showed that teachers managing student learning in Standard 1 was appropriate and efficient for children at this grade level. Apiwat (2010) studied the effect of learning management by using football activities based on the ethics development theory of Kohlberg. The purpose of the study was to compare the average score on sportsmanship before and after the implementation of the theory between the experimental group of students who were assigned the physical education learning management method and the control group of students who were learning the normal football activities. Apiwat found that after eight lessons of football activities, the mean score on sportsmanship of the experimental group was significantly higher than that of

the control group. Therefore, the results identified that using football activities helped children at this level to develop in sportsmanship.

Similarly, Jakrin (2011) studied the effect of physical education on learning management using football activities based on Piaget's theory on self-discipline with primary-school students. The results indicated that children who used football activities were able to develop self-discipline. Kasorn (2011) investigated the effect of a yoga program to promote memory and physical fitness of elementary school students and found that teaching yoga was effective in improving the physical fitness of elementary school students, especially abdominal muscular strength and hand, shoulder, and chest strength as well as body balance and eye-hand coordination. Related to Kasorn's work, Paiyada (2009) found that yoga exercise programs were able to help fourth through sixth grade students increase their performance in cardio-respiratory endurance, muscular endurance, muscular strength, and muscular power and flexibility. Tunmanee (2010) studied the effects of physical education learning management using rhythmic activities based on the theory of Torrance on creative thinking with fourth grade students. The aim of this study was to compare the average scores of creative thinking before and after implementation of the rhythmic activities across an experimental group and control group. The results identified that the mean scores on creative thinking for the experimental group after learning were significantly higher than before learning. Furthermore, the mean scores on creative thinking for the experimental group's learning were significantly higher than that for the control group, a result which documented that using rhythmic activities in physical education classes helps to develop creative thinking skills in fourth graders.

In summary, the Ministry of Education of Thailand is a leader in providing physical education standards and indicators as guidelines for physical educators to create the content relating to children at each age level. The literature review identified that the content areas emphasize teaching a variety of movement skills, physical activities, and basic sport skills, which include Thai and international sports, in order to promote healthy active lifestyles in children. Children at each level learned skills by participating in a variety of sports such as football, yoga, track and field, table tennis, basketball, tennis, and rhythmic activities. Physical educators also created content to develop self-discipline, responsibility, respect for self and others, sportsmanship, and teamwork skills in children by using sports skills. These morality skills allow for students and teachers to preserve the Thai culture. A summary of the differences in the content of elementary physical education in the United States and Thailand is provided in Table 5.

Table 5

*Summary of Content in Elementary Physical Education in the United States and Thailand*

United States		Thailand	
Researchers	Conclusion	Researchers	Conclusion
Chen (2015)	PE teachers combined standards into written curricula, and teaching and learning content focuses on movement concepts, acquiring fundamental skills, following class rules, sharing equipment and space, and respecting others.	Tripchai (2009)	Learning management of teachers in Standard 1 “Human growth and development” was appropriate and efficient for children in sixth grade.
Beighle (2004)	Fitness activities are one type of physical activity that they can choose to promote and engage in throughout life.	Paiyada (2009)	Yoga exercise is able to help fourth-sixth grade students increase their performance in cardio-respiratory endurance, muscular endurance, muscular strength, and muscular power and flexibility.
Jacobs & Wright (2014)	Fitness activities are good alternatives to teachers for development of personal and social responsibility for children.	Apiwat (2010)	Teaching football activities helps development of sportsmanship.
Pangrazi (2003)	Learning motor skills will help increase performance in sport skills as children move into adulthood and participate in more physical activities.	Tunmanee (2010)	Learning management by using rhythmic activities is able to develop creative thinking in fourth graders.
Telama, Yang, Laakso, & Viikari (1977)	Physical activity and sports participation in childhood and adolescence represents an important prediction for physical activity in adulthood.	Kasorn (2011)	Teaching yoga improves physical fitness of elementary school students.



Table 5 (continued)

United States		Thailand	
Researchers	Conclusion	Researchers	Conclusion
Gallahue, Ozmun, & Goodway (2012)	Fundamental skills are essential at elementary schools, and PE teachers should consider the development of skills by giving children a chance to practice and include support and instruction within circumstances of learning environment.	Jakin (2011)	Teaching football activities develops self-discipline in elementary school students.
Stodden et al. (2008)	Motor skill competence is significant, and children who lack motor skill proficiency also had lower physical activity levels and, consequently, lower fitness levels.		
Fisher (2005); Okely, Booth, & Patterson (2001)	Fundamental movement skills such as running, jumping, throwing, and catching are associated with higher levels of physical activity in young children and adolescents.		
Roslow Research Group (2009)	PE teachers focus more on motor skills and movement form.		
Belka (2004)	Games are a major part of elementary physical education programs, and physical educators should focus on a child-centered, problem-solving approach for designing and developing appropriate movement experiences for children.		

Table 5 (continued)

United States		Thailand	
Researchers	Conclusion	Researchers	Conclusion
Mitchell & Clements (2003)	Teaching net/wall games helps students learn and understand basic tactical problems, and they are able to perform the fundamental manipulative skills needed to solve these problems.		
Ross, Pate, Cobin, Delpy, & Gold (1987)	Children from first to fourth grade are taught with emphasis on movement education and then transition to fitness.		
Erwin & Castelli (2008)	The performance of motor skills, along with high rate of physical activity, leads to higher overall fitness for children.		

### **Instructional Models for Elementary Physical Education in the United States and Thailand**

This section discusses instructional models for elementary physical education in both the United States and Thailand in order to determine the differences between each country's physical education programs in relation to instructional orientation. Each country has instructional models that PE teachers can use to provide alternative teaching methods and support the effectiveness of their physical education programs. However, in Thailand, there is a lack of evidence because there has been little empirical research conducted about instructional models at this level. Therefore, most information will discuss instructional models in elementary schools in the United States.

### **Instructional Models for Elementary Physical Education in the United States**

In the United States, there are many instructional models that PE teachers use to support effective teaching. Kulinna (2008) stated that physical education curricula today has a variety of instructional models from which to choose in elementary PE programs which can serve as alternatives to traditional teaching models. PE teachers can use them to support an effective physical education program. PE curricular models also provide many practical alternatives for the development of skills, attitudes, knowledge, and behaviors needed for a student to become physically active for a lifetime (Kulinna, 2008).

Kelly and Melograno (2004) identified that the many PE curriculum models differ in their focus and what they hope to produce. However, models are designed to provide children with the knowledge and skills needed to develop and maintain a healthy lifestyle in their future. Gurvitch and Metzler (2010) identified that:

Instruction models is a comprehensive approach to teaching and learning. In instruction model a teacher become familiar with multiple ways to plan, implement and assess instruction, and then selects the model that can best promote specific kinds of student learning in each unit. By using several models within the same curriculum, a teacher has a much better chance to promote student learning in the NASPE standards. (p. 32)

Gurvitch and Metzler also identified that there are eight instructional models from and between which PE teachers can choose when teaching students at all grade levels including direct instruction, personalized systems for instruction, sport education, peer learning, cooperative learning, inquiry teaching, tactic games, and teaching personal-responsibility (Gurvitch & Metzler, 2010). However, the study by Kulinna (2008) identified eight alternative curricular models that have been developed and used to teach

students at the secondary and elementary grade levels. These curricular models include sport education, tactical games, updated multi-activity, movement education, personal-social responsibility, outdoor recreation and adventure education, and health-related physical education.

The following section will discuss instructional models that can be used in the elementary school. It will identify the significance of each model and the related research studies that have been implemented in elementary school settings. Seven major instructional models will be covered in this section including: (a) skill themes, (b) cooperative learning, (c) direct instruction, (d) peer teaching, (e) sports education, (f) tactical games, and (g) personal-social responsibility.

**Skill themes approach.** “Skill themes” is one instructional approach that physical educators can consider adding for effectiveness in physical education programs. The teaching of skill themes in physical education focuses on the acquisition of specific skills and the use of those skills in a variety of contexts (Graham et al., 2010). Holt/Hale (2010) stated:

The characterization of skill themes is designed to promote the competence of children in learning a variety of locomotor, nonmanipulative, and manipulative skills, and provides developmentally appropriate experiences and instructionally appropriate experiences reflecting the needs and interests of students over the span of the school years. (p. 196)

Barrett identified skill themes when examining Rudolf Laban’s movement framework and ideas to suggest an American model which classified content into two major parts, movement concepts and skill themes. The movement concepts refer to body awareness, space, effort, and the relationship aspect, while the skill themes that come from the body aspect are organized based on the idea of the American model (as cited in Chen, 2004).

Graham et al. (2010) also stated that skill themes and movement concepts interact with each other. Skill themes are verbs of movement that children can perform (such as walking, running, rolling, throwing, and kicking), while movement concepts are modifier adverbs that explain how skills are to be performed (such as fast, low, or smoothly). Therefore, teaching skill themes is the combination of skills and movement concepts to achieve an outcome (Holt/Hale, 2010).

Several studies addressed student outcomes of this model. Langton (2007) found that using Laban's movement framework helped children achieve abilities in physical domains, such as helping children balance while participating in games, gymnastics, and dance. In addition, Laban's movement framework helps the development of the affective and cognitive domains. Related to Langton's work, Rovegno (1993) found that the movement approach was a major goal in developing a student's self-responsibilities and cooperative abilities. Moreover, the movement approach was also a main method for student development in skillful performance. Kulinna (2008) found that movement education was an alternative instructional model that can help develop children at elementary-school ages. It is organized around the structure of movement such as effort, space, body, and relationships in developing the abilities of children. Chen and Rovegno (2000) investigated expert and novice teachers' constructivist-oriented teaching practices using a movement approach to elementary physical education and found that when students were involved in a movement program, the program helped them develop critical thinking skills and creative movement skills. Moreover, Chen (2004) investigated aspects of pedagogical content knowledge that pre-service physical education teachers acquired and found problematic while learning a specific skills theme approach to

teaching elementary physical education during their field-based methods courses.

Results showed that pre-service teachers knew the value and the intent of teaching the skill theme approach, understood the relationships among movement concepts and children's skill levels, and attempted to present movement variety and refining tasks concurrently.

**Cooperative learning approach.** Cooperative learning is one of the alternative models that many schools use to teach at all grade levels and in every subject area of curriculum, including physical education (Metzler, 2005). Slavin (1995) supported this notion and indicated that the cooperative instructional approach has been successful with students at every grade level and in all curricular areas. Dyson and Grineski (2001) described cooperative learning as a process of thinking about and implementing physical education that leads to development in teaching and learning:

It is defined as small-group instruction and practice that uses positive student interactions as a means of achieving instructional goal. Students' work as heterogeneous teams in an inclusive learning environment, with each student's contribution needed for team goal achievement. (p. 28)

Several studies identified the importance of cooperative learning methods, as it relates to physical education. Grineski (1989) found that cooperative learning enhances students in the elementary, kindergarten, and preschool levels in terms of development, physical fitness, and social interaction. Yoder (1993) found that teachers who implemented cooperative learning methods in dance class helped students to improve social learning and achievement of their performance. Dyson (2002) investigated the implementation of cooperative learning in an elementary physical education program with results showing that the cooperative learning instructional format can help teachers meet national standards. Moreover, Dyson's findings showed that implementing cooperative learning

helps develop children in terms of: encouraging responsibility, accountability, and communication skills as well as in working together with peers and teams. In a different study, Dyson (2001) found that when using cooperative learning, teachers believed that children improved their motor skills, developed their social skills, developed teamwork, and helped others improve their skills and found that students increasingly took responsibility for their own learning.

**Direct instruction model.** The direct instruction model centers on the notion that teachers serve as leaders of instruction, meaning that teachers are the center of decision-making and engagement patterns for students (Metzler, 2005). In this model, the teacher is the main source and impetus for students to make decisions about content, management, and student engagement. Metzler (2005) identified that direct instruction teachers prepare learning goals and then display them to the students with a model of desired movement, skills, or concepts. Then, the teacher organizes learning activities in segmented blocks of time and subsequently provides high rates of feedback to support learners as they practice the skills. Morine-Dersheimer showed that teachers must make a clear plan for the class that gives the students an explicit picture (model) of the desired performance outcomes. These plans then lead into one or more teacher-directed learning activities which encourage high levels of student engagement with a high rate of positive and corrective feedback (as cited in Metzler, 2005). In addition, Rosenshine (1987) also identified that direct instruction is useful for presenting a body of knowledge when the objective is to teach skills performance.

A few studies identified the importance and implementation of the direct instruction method in an elementary school setting. For example, Rikard, Linda, Boswell

and Boni (1993) examined teacher effectiveness when using direct instruction for developing striking skills of fifth graders and found that using direct instruction helped in the development of skill acquisition. Edwards and Lee (1985) found that children who received direct instruction and were cued in learning a novel task improved their performance consistently in a laboratory setting. Goldberger and Gerney (1986) and Taggart (1985) identified that direct instruction helped improve motor skills and achieve fitness goals. Rink (2010) also supported that direct instruction is the best way to teach content that is in a hierarchical structure, is primarily basic-skills oriented, and when physical education teachers are concerned with efficiency of learning. Finally, Ayers, Housner, Gurvitch, and Pritchard (2005) investigated skill learning of standing long jump by using direct instruction with elementary school children and found that children who received direct instruction which included giving feedback in practice skills increased their performance of the significant components of the standing long jump as well as their knowledge performance cues.

**Peer teaching approach.** The peer teaching model developed as changes developed within direct instruction. The basic actions of this model are often similar, differing primarily in who implements the model in the classroom (Metzler, 2005). Metzler identified three concepts of a peer teaching model: (a) the peer teaching model focuses on strategies that use students to teach other students; (b) peer teaching is not the same as learning with a partner but, instead, one student is given the responsibility to teach his/her peers; and (c) peer teaching is not to be misinterpreted as cooperative learning. Students learn together, rather than teach each other, which is the purpose of the peer teaching model. Metzler (2005) stated that the peer teaching model can enhance



social learning and cognitive development in physical education. For example, in social learning, both members of the dyad (a tutor-learner pair) become dependent on each other, and is something that rarely happens in other teaching approaches. The tutor must pay attention to the teachers when given task presentation and task structure and concentration when observing skill attempts. In addition, the tutor must have good verbal communication skills when giving feedback and must be sensitive to the abilities and feelings of his temporary duty. The role of the learner is to be willing to hear and respond to the tutor's comment, to ask questions when the tutor is not clear, and to practice diligently under direct observation of each endeavor. This example of social learning shows that as students alternate between these two roles in class, they begin to develop an exchange-based relationship, which is based on a shared level of responsibility. For cognitive development, a student must understand performance cues and understand the relationship between those cues and the outcome of each practice attempt in order to be a good tutor (Metzler, 2005).

Research examining the peer teaching model in physical education is limited. Houston-Wilson et al., (1997) investigated the effects of untrained and trained peer tutors on the motor performance of children in elementary schools with developmental disabilities in integrated physical education classes. Their results showed that trained peer tutors are effective in helping participants improve their motor performance. Ayers (2009) assessed the effectiveness of peer tutorials for visually impaired physical education students by comparing the impact of trained and untrained tutors when measuring the performance of the students in open and closed activities. Results showed that trained peer tutors are more effective than untrained tutors when related to the

improvement of the student's open- and closed-skill activities. Findings also showed the significant contribution of peer tutoring on the improvement of academic learning time of students in general physical education classes. Vivo (2002) studied the effects of peer tutoring on academic learning time in physical education (ALT-PE) of elementary school students with visual impairments in inclusive physical education classes. The results showed that using peer tutoring in physical education was a successful strategy when including students with visual impairments in physical education classes, while also increasing ALT-PE levels. The ALT-PE levels of the sighted students also increased during the use of peer tutoring. The results of this study lends validity to the conclusion that students with visual impairments have the same potential for developing motor skills and fitness as their peers. If students with visual impairments have the opportunity to participate in physical education programs that provide them with the appropriate instructional strategies and activities to fit their special needs, they are more likely to reach their maximum potential. Lieberman, Dunn, van der Mars, and McCubbin (2000) studied the effect of trained peer tutors on the physical activity levels of deaf students in inclusive elementary physical education classes. The results identified that after the introduction of peer tutoring to participants, deaf students increased their moderate to vigorous physical activity (MVPA) from 22% to 41.5%, and peer tutors increased their MVPA from 19% to 37.9%.

**Sport education model.** Siedentop, Hastie, and van der Mars (2011) identified that sport education is a curriculum and instructional model that is designed to develop authentic, enjoyable learning experiences in sports, dance, and exercise activities for students at the elementary level. Kulinna (2008) explained that sport education and

authentic sports experiences with participation in many sport roles is appropriate for teaching at the elementary and secondary levels. Siedentop (1994) discussed how the sport education model is intended to produce competent, literate, and enthusiastic sport players. In addition, sport education promotes a more democratic and inclusive pedagogy to provide full and authentic sports experiences for boys and girls in physical education contexts. Therefore, when children participate in sport education, they have a chance to socialize, make decisions, and enjoy competitive situations (Carlson & Hastie, 1997). Related to their study, Kulinna (2008) identified that the primary goal of sports education is to educate students to be players and help them to become competent, literate, and enthusiastic sportspersons, rather than just teaching sport skills and rules. A basis for sport education might begin in kindergarten and end with 12th grade, with continuing increases in implementation proceeding to the full sports education model by the 5th grade (MacPhail & Kinchin, 2004).

Several studies have identified the importance of a sport education model. Alexander and Luckman (2001) studied the perceptions and use of a sport education curriculum by physical education teachers. They found that teachers believed that sport education helped to develop student comprehension. In addition, sport education is not just making sure that students are busy, happy, and better behaved; sport education helps a student be responsible, cooperative, interested, and involved in achieving subject matter outcomes. Harvey, Kirk, and O'Donovan (2014) identified that teaching the sport education model gives youth a chance to learn responsibility and accountability in sport contexts and transfer the locus of power in youth sport from adults to young people themselves. Moreover, the study of Perlman (2012) found that students with a sport

education model in physical education classes increased the chances of the student engaging in higher levels of physical activity. Wallhead, Hagger, and Smith (2010) investigated the effects of sport education and extracurricular sport participation on students who participated in a voluntary lunch recess sport club. They found that sport education helped increase students' autonomous activity participation in physical education classes. Researchers also identified that sport education may help transfer motivation and participation in physical activity from physical education to an extracurricular context.

**Tactical game model.** The tactical game model uses students' interest in game structures to promote skill development and tactical knowledge needed for competent game ability (Metzler, 2005). Kulinna (2008) noted that a tactical games model is using game-like contexts to teach skills and tactics, with physical educators designing and using it at both elementary and secondary levels. Metzler (2005) also believed that the tactical model focuses on the development of tactical knowledge that helps in the application of skills in smaller versions of the games so that students can apply learning to the full version. Lessons in a tactical games approach are designed to teach the tactical elements of game play and prepare students with the ability to match game conditions with appropriate responses. Lessons often begin with a small-group game such as one with specific rules given to the students. Games are then designed to create a tactical problem for students, such as how to score when the offense has a numerical advantage. After game play, the teacher questions the students about the tactical problem and their ideas for potential solutions (Kulinna 2008). Almond suggested that games in physical education programs can be classified into four types: (a) invasion (e.g., basketball,

hockey, football, lacrosse, net ball soccer, and ultimate frisbee); (b) net/wall (e.g., badminton, pickleball, table tennis, volleyball, handball, racquetball, and squash); (c) fielding/run scoring (e.g., baseball, cricket, kickball, and softball); and (d) target (e.g., croquet, billiards, bowling, and golf) (as cited in Metzler, 2005, p. 403). Physical educators can use these game forms to improve students' game performance at different developmental stages by identifying, sequencing, and teaching the tactical problems of specific games at the different stages of development (Mitchell, Oslin, & Griffin, 2006).

Several studies have identified the importance of tactical games and physical educators' implementation of them in an elementary school setting. Light and Fawns (2003) investigated outcome goals which compared cognitive and psychomotor learning outcomes of students taught using a tactical games approach to those of students taught using a traditional multi-activity skill-development method. Results showed that the tactical game model helped students gain the benefits of positive social interactions, affective development, and higher-order thinking skills. In addition, the study by Belka (2004) found that games are a major part of elementary physical education programs and that physical educators should have them centrally in a curriculum. They also found that instructional models often focus on a child-centered, problem-solving approach for designing and developing appropriate movement experiences for children. Mitchell and Clements (2003) found that using and teaching net/wall games in the PE classroom is the best learning experience for children at the elementary level.

**Personal-social responsibility approach.** Kulinna (2008) identified that the personal-social responsibility method is used for both personal and social development, and it is an alternative approach for physical education teachers to provide effective

teaching for children at all school levels. Hellison (2003) identified that “teaching personal and social responsibility in physical education is helping children and youth become more personally responsible for their own well-being and more socially and morally responsible for contributing to the well-being of others” (p. 242). In addition, the personal-social responsibility model focuses on teaching life skills and values through physical activity content such as respect for the rights and feelings of others, effort and teamwork, self-direction, helping others, and use of personal skills outside of the gym. The model provides the development of sport skills, teaches students that activity knowledge and physical activity behaviors are valuable, and focuses on encouraging children to develop social skills (Kulinna, 2008).

Several studies have investigated the importance of the personal and social responsibility approach. Hellion and Walsh (2002) found that teaching with the personal and social responsibility approach helped improve personal and social development. Personal development includes the student’s sense of responsibility, self-worth, self-esteem, self-confidence, choice making, autonomy, self-reflection, and problem solving. Social development helps improve interpersonal relationships, communication skills, teamwork, cooperation, sportsmanship, and being a positive force in the community. Hellison and Martinek (2006) reported that teaching using a personal and social responsibility method of instruction helps to improve personal and social skills for students at the elementary and secondary levels, also. Few research studies have shown that this model, when implemented in school settings, is an appropriate but alternative approach that physical educators are able to select to support effective physical education programs for students.

In summary, the instructional models presented in this chapter identify the importance of several curriculum models. Research studies have also investigated model implementation in schools settings. While, research findings have not shown which instructional models are more effective than others, research has shown that different instructional models are appropriate in different situations. Therefore, physical educators can select appropriate models to teach students in each grade when promoting effective physical education. Gurvitch and Metzler (2010) also identified that teachers have many instruction models from which to choose, but it is important to identify the appropriate model for the content unit and learning outcome. Therefore, in the process of choosing an appropriate instructional model, teachers should recognize the context, content, and learning objectives for an upcoming unit so that learning objectives will assist physical education teachers to prioritize the different learning domains. Furthermore, when the instructional model unit objective and domain are established, the teacher can choose the most appropriate instructional model that will lead to students accomplishing stated learning objectives.

However, this section has primarily discussed only instructional models as represented in the United States. The lack of empirical research conducted related to instructional models in Thailand means that there is a lack of evidence and empirical research.

### **Conclusion**

This chapter examined relevant literature to the purpose of this study by covering three main areas, including the purpose of physical education, content of physical education that physical education teachers use to teach children, and instructional models

used in teaching physical education. In each section, a discussion was provided of programs in both the United States and Thailand. Each country places importance on the development of a high-quality physical education programs and the designed goals, content, and instructional models. However, there are limited amounts of evidence and empirical research in Thailand, especially when examining the use and effectiveness of instructional models.



## **CHAPTER III**

### **METHODOLOGY**

The purpose of this study was to explore the beliefs, perspectives, and opinions of physical education teachers regarding physical education curriculum (the content and teaching styles, the purpose of physical education, and the potential improvements related to PE curriculum) at the elementary level by: (a) examining current curricular and instructional practices and perspectives of exemplary Thai PE teachers, and (b) examining curriculum development and instructional practices of current exemplary physical education teachers in the United States. The study was designed to gain a clearer understanding of how physical education teachers in each country perceive the elementary physical education curriculum. Semi-structured interviews, using a phenomenology approach, and implementing the social constructivism theoretical underpinning were used. Data were collected in three ways: (a) in-depth semi-structured interviews with professional elementary physical education teachers; (b) documents; and (c) semi-structured follow-up interviews. This chapter will detail what Crotty (2003) referred to as the epistemology, theoretical perspectives, methodology, and methods, through a description of the participants, data collection, data analysis, trustworthiness, and researcher perspectives and bias.

### **Epistemology**

The epistemology which was used in this study was that of constructionism.

Crotty (2003) described constructionism as follows:

There is no objective truth waiting for us to discover it. Truth, or meaning, comes into existence in and out of our engagement with the realities in our world. There is no meaning without a mind. Meaning is not discovered, but constructed. In this understanding of knowledge, it is clear that different people may construct meaning in different ways, even in relation to the same phenomenon. (p. 8)

The topic of this investigation was to examine the existing phenomenon regarding physical education curriculum by exploring the beliefs, perspectives, and opinions of physical education teachers regarding physical education curriculum at the elementary level. The physical education teachers in each country used their experience-based knowledge to construct new perspectives about elementary physical education curriculum.

### **Theoretical Perspective**

The theoretical underpinning of this study was social constructivism. Social constructivism is the

Belief that individuals seek understanding of the world in which they live and work. Individuals develop subjective meaning of their experiences-meaning directed toward certain objects or things. These meaning are varied and multiple, leading the research to look for the complexity of views rather than narrow the meanings into a few categories or ideas. (Creswell, 2014, p. 8)

It is the process of interaction between individuals. Also, social constructivism concentrates on the specific contexts in which people live and work in order to understand the historical and cultural setting of the participants. Therefore, the researchers aim to interpret the meaning others have about the world, rather than beginning with a theory (Creswell, 2014). Social constructivism also emphasizes that

society is actively and creatively produced by human beings (Crotty, 2003). Teachers build new knowledge based on their prior knowledge and experiences as they actively construct new meanings (Rovegno & Dolly, 2006). Therefore, based on social constructivism, this study aimed to investigate what elementary physical education teachers understand and believe about physical education programs. The participants in each country, the United States and Thailand, used their own experiences and knowledge that they obtained by identifying perspectives about the purpose of elementary physical education, content, and teaching styles as well as opinions about implementing physical education standards and indicators. In addition, the participants constructed those meanings on their own and based on their experiences. Therefore, the results of this investigation created an interpretation of what physical education teachers in each country found, which is an interpretation shaped by their own experiences.

### **Methodology**

The methodological approach was phenomenology. Phenomenology is “a study of people’s conscious experience of their life-world, that is, their everyday life and social action” (Merriam, 2009, p. 25). Phenomenology seeks to describe the important, invariant qualities of everyday phenomenon, without attempting to explain how or why an experience occurs. The aim of phenomenology is “to construct an animating evocative description (text) of human action, behaviors, intentions, and experiences as we meet them in the real life” (Van Manen, 1977, p. 27). Van Manen (1977) also identified that phenomenology holds an unusual status as a methodology because it provides a description of only how people experience the world in a manner that is raw. Therefore, using a phenomenological approach was relative to this study because each participant

used their own knowledge and experiences to construct new knowledge and ideas about the elementary physical education curriculum.

### **Participants**

This study included eight physical education professionals: four exemplary physical education professionals in the United States and four exemplary physical education professionals in Thailand. The number of participants was determined using a typical characteristic of qualitative research, which adopts a phenomenological approach ranging from 3 to 10 participants (Creswell, 2014). All participants were recommended by an expert and were exemplary physical education teachers who possessed an elementary physical education licensure and had at least eight years of teaching experience in physical education. In addition, the expert who recommended participants in the United States had received a doctoral degree in physical education and had teaching experience at the university level in the field of physical education. The expert who recommended participants in Thailand also received a doctoral degree in physical education. He, too, had teaching experience at the university levels, and he provided knowledge/professional development for physical education teachers in schools in Thailand. Therefore, with these experiences of both experts in each country, they were able to recommend the best exemplary physical education teachers in this study.

Huberman (1989), in his research, presented teachers' teaching experiences and stated that teachers who have been teaching between 1 to 3 years are in the years of survival and discovery. Teachers who have been teaching between 4 and 6 years are in the years of stabilization. Teachers who have been teaching between 7 and 18 years are in the period of multiple streams, meaning that these teachers can experiment with or

diversify educational practices. Therefore, the teachers who have been teaching up to 7 years have sufficient knowledge to participate in an educational experiment and apply knowledge in order to increase their quality of teaching. As mentioned, the physical education teachers who were appropriate for this research had sufficient knowledge and skills in teaching. The requirement of having eight years of experience in teaching elementary physical education was to ensure that participants had opportunities to learn and put into practice different teaching models/styles, to gain a variety of experiences teaching students in the field, and to collaborate and implement ideas that they obtained from other professionals in the field. In other words, they must have had a chance to develop elementary physical education knowledge and experience over time and, thereby, provide information that would be more useful for the purpose of this study.

In order to select the sampling of participants who were recruited for this study, a purposeful sampling strategy was used. Creswell (2013) identified that “purposeful sampling is used in qualitative research. This means that the inquirer selects individuals and sites for study because they can purposefully inform an understanding of the research problem and central phenomenon in the study” (p. 156). Based on Creswell’s premise, using the purposeful sampling allowed the researcher to find specific participants who related and were able to contribute to the research questions in this study. A unique sample, which is a sampling strategy, was used within this study. “A unique sample is based on unique, atypical, perhaps rare attributes or occurrences of the phenomenon of interest” (Merriam, 2009, p. 78). The participants of this study were exemplary physical education teachers who had met certain criteria including: receiving an elementary physical education licensure, having at least eight years of physical education teaching

experience, and being recommended by experts in the field of physical education teachers. Thus, participants were specifically selected from the experts in the field of physical education. These participants were able to share their ideas based on their knowledge and experiences in elementary physical education programs.

The list of potential participants who were recommended by experts in the field of physical education were initially contacted by email. The United States participants were contacted by accessing their schools' websites. Participants were contacted via e-mail through their school email address. After compiling the list, invitations were emailed to teachers, asking them to participate in the study (see Appendix A). If they were interested in participating in the study, they were contacted again via email in order to make interview appointments (see Appendix B).

The processes for selecting participants from schools in Thailand were as follows: (a) obtain a list of potential participants who were recommended by experts in the field of physical education; (b) search and obtain their personal contact information by using their school websites; (c) contact and invite the recommended physical education teachers by email to determine if they were interested in participating in the study (Appendix A); and (d) if they were interested in participating in the study, contact them again via email in order to make interview appointments (Appendix B).

All participants from both countries were given a consent form (see Appendix C), which explained the significance of the study and their roles and responsibilities in the study. They agreed to the terms of the consent form and signed it before data collection began. After participants signed the consent form, interviews were scheduled with all

participants who were physical education professionals in the schools in Thailand and in the United States.

The participants in this study included two groups of physical education teachers. Four participants were from the United States, and four were from Thailand.

### **Thailand**

The participants from Thailand included four physical education teachers. Every participant taught in a different school in Thailand. Every school in which the participants taught had elementary and secondary levels, which began with kindergarten and went through grade 12. The participants taught mostly outdoor physical education classes. In Thailand, there are three seasons, which are the cool (November to February), hot (March to May), and raining (June to October) seasons. The physical education curriculum is designed according to the season, and includes appropriate skills and sports for each season. Teaching experiences for each Thai participant and some information about their schools are described below.

**Napol.** Napol was a male physical education teacher who had 10 years of experience teaching physical education at the elementary level (kindergarten through sixth grade). He also taught soccer at the secondary level, but mostly focused on the elementary level. Napol's school was located in the capital city of Thailand. The total number of students in the school in which he taught physical education was around 500 students, from kindergarten through 12th grade. In each class, there were 30-32 students. There was one classroom in each grade level. Students participated in physical education classes twice a week for 50 minutes per class. Furthermore, most of the physical

education classes in which the children participated were held outdoors. Napol loved playing soccer. He also had been a soccer coach in public school for 10 years.

**Pongthep.** Pongthep was a male physical education teacher who had 13 years of experience teaching physical education at public and private schools from kindergarten to grade 12. He was currently teaching at a private school in all grade levels (K-12). The school was located in the capital city in Thailand. The total number of students in the school was around 1,500 students, from kindergarten through 12th grade. There were 20 students in each class, and each grade level had two to three classrooms. Students had to participate in physical education classes one time per week for about 50 minutes. Also, most of the physical education classes in which the children participated were held outdoors. Pongthep loved to play any kind of sport and running. He also had been a track and field coach in the public school for eight years, taught swimming to children, and taught physical fitness to students with autism, attention deficit hyperactivity disorder, and other disabilities.

**Somsuk.** Somsuk was a male physical education teacher who had 10 years of experience teaching at the elementary and secondary levels at a public school. He focused mostly on teaching at the elementary level, kindergarten through sixth grade. His school was located in the eastern part of Thailand. The total number of students was around 1,300 students, from kindergarten through 12th grade. In each class, there were around 30-35 students, and there were four classrooms in each grade level. Students participated in physical education class once per week for 50 minutes. Further, most of the physical education classes in which the children participated were held outdoors.



Somsuk loved to play any kind of sport, especially soccer. He had also been a soccer coach in the public school for eight years.

**Pimnarin.** Pimnarin was a female physical education teacher who had 16 years of teaching experience at the elementary level. She was a track and field coach in her school. In addition, she was teaching some classes at the secondary level and undergraduate college level. Pimnarin's school was located in the capital city of Thailand. The total number of students was around 3,500 students, from kindergarten through 12th grade. There were around 40 students in each class and eight classrooms in each grade level. Students participated in physical education class twice per week for 50 minutes. Furthermore, students participated in physical education classes that were mostly held outdoors.

### **The United States**

The participants from the United States included four elementary physical education teachers who came from different schools. The details below describe each participant in the teaching experience as well as some information about the school of each of them.

**Brandy.** Brandy was a female physical education teacher who had 26 years of teaching experience at the elementary level (K-5). She received her K-12 national board certification in physical education in Colorado and had experience coaching sports at the high school level. She loved outdoor activities, including hiking, as well as teaching at the elementary level. Her school was located in northcentral Colorado and included 350 students in grades kindergarten through fifth grade. Each class had around 25-28 students. Students in her school participated in physical education twice a week for a

total of 90 minutes. Students participated in physical education in the gymnasium or outdoors, depending on the weather.

**Cathy.** Cathy was a female physical education teacher who had 14 years of teaching experience at the elementary level (K-5). She received her national board certification in physical education in Colorado. Her school was located in northcentral Colorado. She loved outdoor activities such as hiking and skiing. The number of children in her school was 350, and the classes ranged from about 16 to 24 students per class. Children attended school four days per week. Children participated in physical education class twice a week for 45 minutes each, totaling 90 minutes per week. Furthermore, children participated in physical education that was dependent on the weather, with most classes held in the gymnasium.

**Tina.** Tina was a female physical education teacher who had 13 years of teaching experience at the elementary level (K-5). She received her national board certification in physical education in Colorado. She attended several conferences at the state and national levels. She had English as a second-language endorsement. She loved outdoor activities such as biking. Her school was located in northcentral Colorado. Her school also focused on classes in the arts, such as art and music, as well as physical education and Spanish. The number of students in her school was 560, and there were 25-30 students per class. Students attended physical education class one day per week for 50 minutes. Students' participation in physical education was dependent on the weather. As such, the students studied primarily in the gymnasium.

**Molly.** Molly was a female physical education teacher who had 13 years of teaching experience. She was currently teaching kindergarten through eighth grade. Her

school was located in northcentral Colorado. This school focused on the arts, such as art, music, and physical education. The total number of students was around 700, and each class had 27-28 students. Students in first through fourth grades learned physical education two times per week for 50 minutes each time, while fifth grade students learned physical education only one time per week for 50 minutes because they had to join the band or orchestra class. Students participated in physical education dependent on the weather, and therefore, studied PE primarily in the gymnasium.

### **Data Collection**

Data collection occurred in three ways and included: (a) in-depth semi-structured interviews with professional elementary physical education teachers; (b) document collection (Creswell, 2014); and (c) semi-structured follow-up interviews (Polkinghorne, 2005).

A semi-structured interview design was utilized in order to gather information about participants' behavior and feelings and how they interpret the world around them (Merriam, 2009). The semi-structured interview is more open and less structured than a basic interview. It includes a mix of more- and less-structured interview questions; all questions are flexible (Merriam, 2009). Each interview was semi-structured, focusing on the teachers' opinions about the components of the elementary physical education curriculum; more specifically, the focus was on what they taught and how they taught the PE content. Teachers were also asked about the purpose of elementary physical education as well as the components that could be improved upon related to the elementary PE curriculum. The interviews with physical education professionals in the United States occurred face-to-face at a time and place agreed upon by the researcher and

the participant. The interviews with physical education professionals in schools in Thailand occurred via video call. After the University of Northern Colorado IRB committee approved the IRB (see Appendix E), each participant was contacted and given a consent form that they signed before the data were collected. I emailed a consent form to them and required them to print, sign, and scan it and return it to me via email. Each interview lasted approximately 45 minutes. All interviews were audio recorded and later transcribed verbatim for analysis. For interview transcription information of physical education professionals in schools in Thailand, I conducted interviews using the Thai language. After finishing the interview, I transcribed the audio recording in Thai, and then I translated it into English. I analyzed data and found the themes of the data. I then sent the transcriptions (both Thai and English) to the participants in order to check for accuracy.

The second method of data collection included the collection of documents that supported and expanded upon the components of the teachers' elementary physical education curriculums. The collection of documents was one component of the data collection generally used in qualitative research (Creswell, 2014). This method included collecting documents such as course syllabi and lesson plans from participants to add to and support the data in this study. In order to collect the documents, each participant was sent an email that requested they gather any documents (curriculum syllabi and lesson plans) that explained and supported their elementary physical education curriculum. Documents were collected via email and in-person following the semi-structured interview sessions.

The final data collection method was follow-up interviews. Follow-up interviews allow the researcher to connect with the participants after the first interview to ensure that the data collection is clear and accurate. Polkinghorne (2005) stated that some studies in which researchers interview participants only one time might not be effective in providing a rich description of the meaningful information. Follow-up interviews are necessary to clarify or expand upon the data collection from the semi-structured interviews and the documents that are provided by the participants. Moreover, a follow-up interview provides the participants a chance to add more information that they may not have included during the first semi-structured interview (Polkinghorne, 2005). In this study, follow-up interviews were conducted with participants from both countries. One follow-up interview occurred with one out of the four participants from the United States, who was contacted via phone. Two out of the four participants in Thailand also had follow-up interviews which were conducted via phone call. The follow-up interviews consisted of additional questions from the first semi-structured interview about some unclear answers. The interviewees were asked to clarify and expand upon information from the first semi-structured interview.

### **Data Analysis**

Data were analyzed using a thematic coding method in order to find the significant statements that related to the research questions. The results from these significant statements were integrated into the common themes. The findings were presented based on emergent themes with quotes to illustrate main points. The analyses were performed using a phenomenological method. Using the approaches reviewed by Moustakas (1994) and Creswell (2007), several steps were taken that included describing

personal experiences, developing significant statements, grouping those statements into larger units, making textural and structural descriptions, and writing descriptions of the phenomena by integrating the textural and structural descriptions. After the interview data were collected from each participant and they had been returned for a member check, interview data were read in two separate groups (United States and Thailand) and any significant statements related to each research question were highlighted. Each participant's transcript was read two to three times to be sure all of the information related to the research questions was highlighted and noted. Next, significant statements from each participant were separated into categories by each country and each research question. The significant statements within each country and research question were carefully examined and separated into common themes that represented the participants' perspectives and provided the themes that related to the research questions. In addition, documentation that was collected from each participant including course syllabi and lesson plans were integrated into the findings. This documentations from each country was applied to support the findings for each theme of this study.

### **Trustworthiness**

In order to establish the reliability and validity of qualitative research, trustworthiness was used for this study. Four key elements were considered in order to establish reliability: credibility, confirmability, transferability, and dependability (Lincoln & Guba, 1985). The following sections outline the trustworthiness of the research study.

#### **Credibility and Confirmability**

Merriam (1998) summarizes six strategies to increase the credibility and confirmability of a study. These strategies include: triangulation, member checks, long-

term observation, peer examination, collaborative modes of research, and identifying the researcher's biases. Specifically, triangulation, member check, peer examination, and researcher's bias were used to create credibility and confirmability of the study.

Moreover, consulting an expert in the field of qualitative research to supervise the study also helped to make the study more trustworthy.

First, triangulation refers to the validity of the study and includes “using multiple sources of data by comparing and cross-checking the data collected through observations at different times or in different places, or interview data collected from people with different perspectives or follow-up interviews people the same people” (Merriam, 2009, p. 216). This study used several data sources, including: (a) interviews that were conducted to gain the perspective of each participant and analyzed to build a coherent justification for themes as well as to determine which themes were important; (b) documents such as course syllabi and lesson plans that were collected from participants to add to and support the data reviewed (Creswell, 2014); and (c) semi-structured follow-up interviews (Polkinghorne, 2005) that were conducted with participants. Second, a member check was used to determine the accuracy of the qualitative findings by sending the interview transcriptions, specific descriptions, or themes back to participants to determine whether the participants felt that the interpretations and data analysis were accurate (Creswell, 2014). Third, a peer debriefing was used in order to increase the accuracy of the account, and this account was reflected upon by including the views of other people (Creswell, 2014). A colleague was asked to help scan raw data, such as the transcriptions, throughout the interpretation of the data for reflection. Fourth, an expert in qualitative research, who supervised all aspects of this research study, was also asked

to review the relationship between the research questions and the data and the level of data analysis from the raw data throughout the interpretation of the data (Creswell, 2014).

### **Transferability and Dependability**

Transferability of a study includes the extent to which the results of one study can be related to other situations (Merriam, 2009). Transferability is addressed by confirming that the final report is written in such a way that the reader has enough information to make a decision as to whether the findings can be applied to their individual setting. In order to enhance the transferability of this study, a rich, thick description was used. A rich, thick description includes “a description of the setting and participants of the study, and a detailed description of the findings with adequate evidence presented in the form of quotes from participant interviews, field notes, and documents” (Merriam, 2009, p. 227). Dependability is the qualitative equal to reliability in quantitative research; its primary purpose is to certify that the research is logical, traceable, and documented so that others can follow and replicate the study. Keeping an audit trail is one way to measure the dependability of a study (Schwandt, 2007). An audit trail “describes in detail how data were collected, how categories were derived, and how decisions were made throughout the inquiry” (Merriam, 2009, p. 223). An audit trail was used to outline the logical, traceable steps of this study and was maintained throughout the process so that an independent examiner could systematically review the procedures and processes of the study and render a judgment about the dependability of the study.

### **Researcher Perspective and Bias**

I was born in Roi-Et Province in a town outside of the capital city of Bangkok, Thailand. I began to play sports in grade 3. I participated in many sports, such as soccer,



volleyball, and running. My school won every time we competed with other schools. I was especially successful in running. I ran 80, 100, and 200 meters, and I won every time. That is one reason I have loved playing sports. I continued playing sports through high school, where I focused on running 100, 200, and 400 meters. In my mind, I wanted to succeed in running because if I won or got first, second, or third place in a competition, I would get a certificate, and that certificate would help me to attend and study at a good university in Thailand. My family did not have much money to give me for university study. That is another reason why I wanted to run and enjoyed running. Therefore, I succeeded in running. I won the 400 meter race in the juvenile games, and I received an athletic award in my province.

At the university, I earned a bachelor's degree at one of the top three universities in Thailand, Kasetsart University, and my program was in physical education. I also continued running, and my running coach was an expert in sport science. He taught me about the benefits of running and the principles of training, and he shared his knowledge of physical education. I gained a lot of knowledge regarding methods of teaching and the process of training from this coach as well as through my program coursework. In addition, I learned about the process of learning: that if we simply learn theory or lecture without practice, we cannot succeed. I began to develop a love for teaching and wanted to become a physical education teacher. By the time I needed to get teaching experience, I taught swimming to students in kindergarten to grade 8 at Satit Kaset School as well as yoga for children and women in a sports club on weekends. That was when I began to be interested in and gain experience in teaching physical education.

I completed a bachelor's degree at Kasetsart University, but I felt that knowledge was not enough for me. I continued studying and received my master's degree in sports science at Srinakharinwirot University. I learned about coaching and while studying during my master's program, I helped my coach teach physical fitness to athletes on the Thailand teams in sports such as badminton, soccer, tennis, judo, and running. I also taught physical education to special needs students (i.e., hyperactive students, students who displayed aggressive behaviors and emotional problems, and students who had health problems such as asthma and obesity). I also had the opportunity to teach physical fitness to the princess of Thailand. My coaches and I provided a workshop on physical education for teachers in another school in Thailand and also for several doctors and nurses who wanted to gain knowledge and learn to help people in hospitals. We found that more than 20 schools did not pay attention to physical education and that some teachers of content said physical education was not important. Some physical education teachers did not have a good understanding of physical education and, therefore, did not clearly explain the benefits and the value of physical education to the students.

These experiences have shaped my current beliefs about physical education, sports, and education. I believe in learning by doing and transferring knowledge from theory or lecture into practice. From my experience, I feel that physical education is important to all people, from young children to elderly people. If I have the opportunity to adapt the physical education curriculum in my school in Thailand, I will improve and promote physical education for all people in my country. It is my goal to design and adapt physical education programs to be modern and to promote the value of physical education for people. I taught physical education to students for eight years, from

kindergarten to grade 6. I was very happy teaching students at this level because I feel it is essential to provide students with the knowledge and foundation for basic skills through physical education at this level. It is important for them to value physical education so that when they grow up, they know how to take care of their bodies.

My country, Thailand, is a developing country and the Ministry of Education there gives importance to the development of student learning in every subject, including physical education. I believe learning from professionals in the field of physical education might be the best way to obtain new ideas to improve the physical education programs in Thailand. In order to do so, I am currently studying in the United States in the field of physical education. I also believe that learning from PE professionals in the U.S. might be meaningful and helpful in gaining knowledge about physical education, and this knowledge can contribute to programs in schools in Thailand. Moreover, I want to promote the importance of physical education for students, teachers, and parents in Thailand. I want to develop a physical education curriculum that can be beneficial for children, and this study will be a valuable step towards the creation of that curriculum. Therefore, I would like to investigate the physical education curriculums from the perspectives of physical education teachers in both countries to gain new ideas about how to promote and adapt physical education in my school and in my country.

In qualitative research, the researcher is an instrument of study and an important part of the data collection, analysis, and interpretation process, which means that the researcher personally collected the data and analyzed it for the study (Merriam, 2009). Therefore, the level of bias needs to be identified in order for the results to be valid. Because of this, as the researcher, I paid particular attention to my physical education

background and my teaching experience as well as my anxiety. In addition, I was aware of my values and beliefs regarding existing physical education practices. I focused on the data collection methods and remained as objective as possible to maintain the validity of the study.

## **CHAPTER IV**

### **FINDINGS**

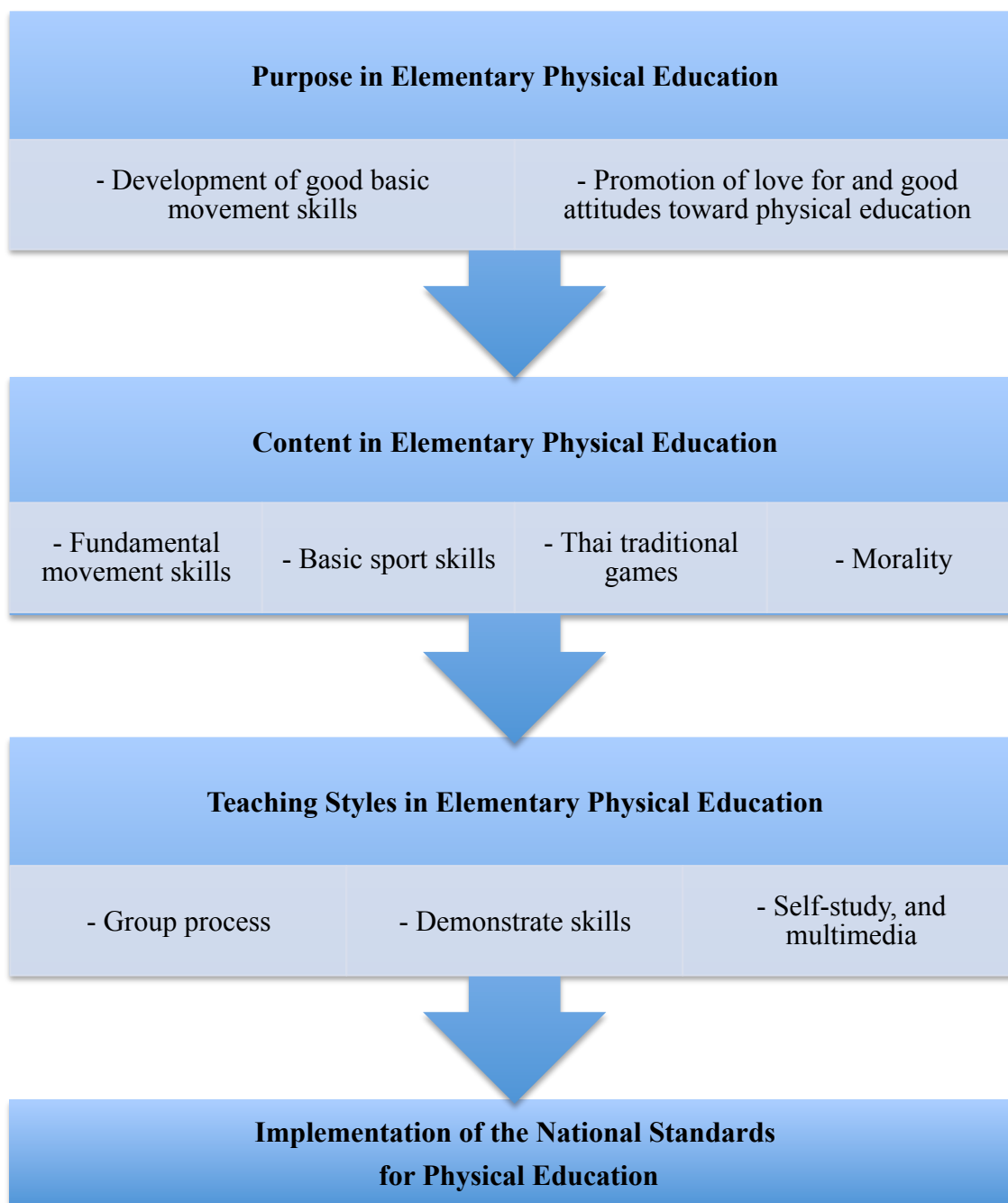
The purpose of this study was to explore the beliefs, perspectives, and opinions of physical education teachers regarding physical education curriculum (the content and teaching styles, the purpose of physical education, and the potential improvements related to PE curriculum) at the elementary level by: (a) examining current curricular and instructional practices and perspectives of exemplary Thai PE teachers; and (b) examining curriculum development and instructional practices of current exemplary physical education teachers in the United States. This chapter first describes and explains (textural description) the themes that were described by participants from both countries (Thailand and the United States). Then, a summary of findings from both countries are presented.

#### **Construction of Themes**

In the process of constructing themes, data were analyzed using a thematic coding method in order to find the significant statements that related to the research questions. The results from these significant statements were integrated into the common themes. The finding of each theme was presented based on emergent themes with quotes to illustrate main points. This section describes textural descriptions (what happened) that were meant to explain the themes in more detail for both the United States and Thailand.

**Thailand**

Based on the data collected from the participants, the findings showed meaningful themes that were organized based upon research questions. Research Q1 investigated purposes in elementary physical education, the analysis of which revealed two major themes, including the development of good basic movement skills and promotion of love for and good attitudes of children toward physical education. Findings of Research Q2 indicated that four major themes exist related to elementary physical education content, including: teaching fundamental movement skills, basic sport skills, Thai traditional games, and morality. Analysis of Research Q2 found three major themes related to teaching styles in elementary physical education: group process, demonstrate skills, self-study, and multimedia. Research Q3 related to the use and implementation of the national standards in physical education. The themes in Figure 3 show a clear understanding of these findings.



*Figure 3.* Themes of physical education curriculum of Thailand.

## **The Purpose of Elementary Physical Education in Thailand**

The first research question referred to how physical education instructors viewed the purpose of the elementary physical education curriculum. The results found that the majority of participants identified that elementary physical education should focus on the development of children under two main themes: the development of good basic movement skills and the promotion of love for and good attitudes toward physical education. The paragraphs below discuss each theme in more detail.

### **Theme One: Development of Good Basic Movement Skills**

All participants in Thailand identified similar opinions about the purpose of the elementary physical education curriculum, which should focus on developing good basic movement skills. These basic movement skills enabled the children to transfer these basic skills to more advanced movement and games when they advanced to the next grade level. These skills were actually necessary for implementing daily life activities. Somsuk stated, “The first purpose of elementary levels should emphasize developing basic movement skills that are used in their daily lives.” Furthermore, he mentioned that performing the correct postures while practicing movement skills are important at these grade levels, saying, “Elementary physical education teachers should emphasize the importance of the quality of practice, and children should understand that practice is crucial for developing skills.”

Napol had a similar perspective about the purpose of elementary physical education. Napol said:

Basic movement is the most important. I think it is important because it is necessary for everyday life activities. It has to be developed step by step. I don't



look into sport, but I look at the basic movement skills first; when learners or children have to move, they have to be conscious and be able to control their movements. I look to develop mainly basic movement skills.

Pongthep promoted basic movement that would lead to transferring skills to other activities or sports skills. He mentioned:

Basic movement skills are an important part of children's development, and they are able to use these skills in other activities and other sports. They will grow up or experience an event in their daily life such as walking, balancing, jumping, sliding, running, and walking backward and forward. These are the basic skills that they need to learn.

Furthermore, Pimnarin, a physical education teacher who had been teaching in the field for more than 10 years, had the same perspective and mentioned:

In elementary levels, developing a variety of motor skills and basic movement of the children build the basic skills of the children that will be used continually to learn at the higher-grade levels, I think it is [basic skills] very important because if the students don't have good basic motor skills, the high skills implement will be hardly occurred.

### **Theme Two: Love of and Developing Good Attitudes toward Physical Education**

Teaching and encouraging children to have good attitudes toward physical education was one of the main goals of elementary physical education identified by participants. Developing good attitudes affected children's love of and desire to participate in physical education classes. Pimnarin mentioned that good attitudes impact children's love and enjoyment of physical education. She said, "PE teachers promote children to have good attitudes is important because good attitudes in learning physical education help children love to learn and understand the value of the physical education." Pongthep gave a similar perspective when he said, "They [children] must have a good attitude in physical education. If they have a good attitude, then they want to learn and

want to play. Also, when they come to PE class, they will have fun because they are able to do activities with friends.” In addition, the participants identified that encouraging children to have good attitudes in physical education allowed the children to know the benefits of physical education and apply the skills they learned in the future, supporting a healthy lifestyle. Napol explained:

In our society, we can see that the children who don't like to play sports will badly affect in both social problems and health. Some children are always studying and only studying. “Just studying is affective.” If we educate them to learn with a good attitude, they will know the benefits when they get older. We have to educate them in terms of good attitudes. Then, when they are growing up or become older, they will be able to know the benefits and the value of exercise. When you have stress from studying, can you go out and exercise your body? How can it help? When can you do it? These are the basic skills that we all know, but we have to make the children want to do it and need it further on. So, we have to tell them the good it does, how it affects their body, how to exercise, and how to relax.

Furthermore, Somsuk shared his perspective about the purpose of elementary physical education and mentioned that “the goal of physical education is how to make students love and understand how to take care of their health after learning physical education and in the future, how to make the students apply and develop their skills to take a good care of their health.”

Overall, the participants focused on providing students with knowledge and developing their basic motor skills, which were necessary for everyday life, as well as promoting children's love and positive attitude towards exercise. The documentation also showed in more depth that the participants emphasized developing physical and mental efficiency that were appropriate and consistent with development and growth so that students were able to apply these skills in order to develop their skills for learning

sport, their thinking skills, and their decision-making skills. In addition, the students also developed their physical, mental, emotional, social, and intellectual areas.

Documentation from a physical education course syllabus of Napol showed the course's description and objectives that explained the purpose of teaching related to the promotion of love and good attitude of students toward physical education. Also, his course description identified basic motor skills as well as physical, mental, emotional, social, and intellectual development. Figure 4 shows Napol's grade 5 course syllabus.

<b>Course Syllabus</b>	
<b>Name</b> Physical Education First and Second Semester	<b>Level</b> Grade 5 <b>Academic Year</b> ...
<b>Credits</b>	
<b>Number of periods/week</b> 2	
<b>Teacher</b> .....	
<b>Course Description</b>	
<p>The course gives students knowledge and develops their potential in basic motor skills which are necessary for everyday life, the relationship between motor skills, muscle coordination and systematic neurological processes, as well as developing motor efficiency. Physical and mental efficiency are appropriate and consistent with development and growth, so that students are able to apply the skills they learn to sports correctly and to develop thinking and decision making processes as well as physical, mental, emotional, social and intellectual development.</p>	
<b>Objectives</b>	
<ol style="list-style-type: none"> <li>1. Students will gain knowledge and understanding about the importance of basic movement.</li> <li>2. Students will gain knowledge and understanding about the relationship between movement and muscle coordination.</li> <li>3. Students will know the correct way to exercise which is appropriate to their age.</li> <li>4. Students will be able to control themselves and their emotions in each situation.</li> <li>5. Students will know sports skills which are necessary and appropriate to their age.</li> <li>6. Students will love and have a positive attitude towards exercise.</li> <li>7. Students will be able to apply their knowledge to every day life appropriately.</li> <li>8. Students will know how to play safely.</li> <li>9. Students will know manners for playing and manners for being a good spectator.</li> <li>10. Students will appreciate the equipment and look after it.</li> <li>11. Students will learn how to work in a group and maintain harmony.</li> <li>12. Students will have an athlete's sense of discipline and good sportsmanship.</li> <li>13. Students will be confident to think and express themselves correctly and appropriately.</li> <li>14. Students will have good personalities.</li> <li>15. Students will be able to think, distinguish and decide in each situation appropriately.</li> </ol>	

*Figure 4.* Napol's grade 5 course syllabus.

### **Content in Elementary Physical Education**

The second research question investigated the content of elementary physical education. The results indicated that the content the participants used to teach children at

elementary grade levels were summarized into four themes: teaching fundamental movement skills, basic sport skills and team sport skills, Thai traditional games, and morality. The paragraphs below explain each of these in more detail.

### **Theme One: Teaching Fundamental Movement Skills**

Most of the participants focused on teaching fundamental movement skills at the elementary grade levels. The participants described that fundamental movement skills were basic skills that children should learn to support them in being able to transfer skills to other sport skills or activities. Participants also identified that the development of movement skills should be taught in lower grade levels, such as first grade to third grade, and should emphasize the practice of correct postures. It should also teach and emphasize safety concerns in activities such as jumping, skipping, hopping, practicing rolling skills, performing somersaults, and others. For higher grades, such as fourth to sixth grade, the movement skills should be used to transfer to a combination of skills, more complex skills, and basic sport skills. Somsuk mentioned:

I mainly focus on teaching basic skill movement in order for them [children] to have a good fundamental set of skills that can support the children to learn other more advanced skills faster. Also, I want them [children] to be able to develop their basic skills when learning sport skills in the next grade level . . . they [children] learn the basic movement skills like walking, running, throwing and others. These skills can be applied in any kinds of sports.

Pongthep and Pimnarin described the elementary physical education content in similar ways. They both mentioned that children need to learn the basic movement skills and the skills related to coordination in order to support the skills learned in the higher grade levels. Pimnarin stated:

I think in the elementary levels, the motor skills are important in every part such as hands-eyes, feet-eyes coordination, or other movement skills that are involved in learning. For teaching elementary levels, we have developed content of the curriculum, which is partially using sport skills, but emphasizing or promoting the movement of the students which is related to several sport skills in order to develop the varieties of skills of students.

Napol supported Pimnarin's and Pongthep's perspectives and stated:

The main content I teach at the elementary level, I teach them about movement skills such as running, walking, hopping, skipping, and all the basics. Moreover, I teach them about coordination skills such as eye-hand coordination and eye-foot coordination. When children move to grade 4, 5, and 6, those skills will transfer into sports skills. The reason that I teach them motor skills first is because, in my view, I think in every sport or activity, the basic movements are the most important components. If children don't have movement or movement skills, that is not good; when they are doing activities it can become difficult or a problem.

### **Theme Two: Teaching Basic Sports and Team Sport Skills**

The participants identified that teaching sport skills was also significant for children in the elementary levels. The participants explained in the same ways that teaching sport skills should be taught in every grade level, especially in higher grade levels such as fourth, fifth, and sixth grade, after they had learned good fundamental movement skills from the lower grades. "We have been preparing their [children] basic skills since first grade to third grade, and in fourth grade to sixth grade, we bring skills that they learn and transfer them to sport skills," explained Pongthep. The physical education teachers explained that their teaching emphasized the effective practice and basics of team sport skills; however, these physical education teachers did not teach or prepare the students for competitive sports. The PE teachers wanted the children to learn how to play sport, learn tactics to use in each sport, and learn about rules and manners in playing sports. In addition, the participants expressed that sport helps to promote teamwork skills for the students (e.g., to respect others and learn how to lose and win in

positive, appropriate ways). “In grades 4 to 6, I emphasize teaching sport, and I put specific sports into the curriculum, and this showed which sports each grade should learn,” described Napol. Participants explained there were a variety of sport skills children should learn, which included individual and team sports such as table-tennis, volleyball, badminton, swimming, gymnastics, football, basketball, tennis, hand-ball, and chair-ball. Somsuk stated:

I mainly focus on teaching the basic skills of sports. I emphasize correct postures and effective performance. Also, I emphasize on skills that can be transferred and lead to other sport skills. For example, I teach jump skills in order to transfer or apply for others sports that use jumping skills such as Sepak takraw, basketball, and volleyball. Children will learn how to run, slide, and run backward and forward, but I first focus on performance in correct postures. This is a basic skill that transfers or applies to other sports.”

Napol also mentioned:

For sports, I don't focus on competition, but emphasize that children have skills, and they are able to use those skills in their everyday life such as, if the children have the right skills, they can go out and play a certain sport or exercise. I don't teach them to be excellent or for competition, but just want them to have skills that enable them to play with their friends. If they're at home, they can play with their parents. It's like recreational activities, they will be happy, if they want to play sports, they can play because they have that skill set. If they don't have any skills, they'll feel that they don't want to play because they can't keep up with others, they will feel bad. But, if they're skilled, they can use it and teach others or tell parents and recommend parents to play or play together.

Somsuk said, “I don't teach the actual sport, just focus on improving hand-eye and foot-eye coordination first, and then I will transfer it to sports.” In addition, participants also identified that teaching basic movement and sport skills were related to each other and lead to the development of confidence in children. Pongthep explained,

In my view, sports are like basic skills. It's like a jigsaw, which is composed of different skills. We can see that in primary and secondary schools. If any child doesn't have enough basic skills in primary, they will differentiate when they grow into teenagers in secondary school or something like that. Girls may not want to learn sports because they don't have the skills. What we do is making

them have self-confident when they are in primary school, which helps them to continue their learning.

### **Theme Three: Teaching Thai Traditional Games**

Most of the participants described the importance of promoting Thai traditional games for children in order to develop movement skills and promote Thai culture.

Pongthep mentioned, “I want kids to know Thai culture games, beginning as a child. I want to make them proud to be Thai. The local games will integrate pride into them.”

Moreover, PE teachers created games, which were related to movement skills. Games were used as an aid for teaching children critical thinking skills and skills in working in groups as well as respect for each other. Somsuk said, “I use movement activities or physical education activities as an instructional aids to improve their movement skills, which I teach them in terms of games. Sometime I use Thai traditional games, instead of teaching basic movements by design, like a game activity.” Pimnarin also explained:

The games that I’ve been using in class now are called Tee-Jub, Morn-Sohn-Pha, Chao-Pramong, etc. The most popular one is Choa-Pra-Mong or “Fisherman’s Game.” It was a catching-game. One student plays as a catcher. The rest of the players have to avoid being caught. It’s a very popular game and requires them to use their basic movement techniques. I use the room with soft cushions so that they can move freely without getting hurt. They have a blast! The other game that’s very popular called “Suah-Kin-Vua” or “Tiger eats Cow.” One student plays as a tiger, one plays as a cow, and the rest of the player make a circle by holding hands around the cow. The tiger has to find a way to get through the fence to eat the cow. The most important thing is that they love it! Especially when they get to play it during the 10 minutes before the end of class. Children will ask to play the games; however, normally I stick to our original lesson plan. Sometimes, I let them get involved by voting on which games they want to play as well. It’s like letting them participate and use critical thinking to make decisions about the games. Sometimes they suggest other games that we do not have in our curriculum. I let them explain and demonstrate the game, and then we vote if the class want to play. So, they’re happy.



#### **Theme Four: Teaching Morality**

The participants identified that morality was necessary for teaching in elementary grade levels. They provided the same opinion that they wanted Thai children to become good people while these children were in the lower grades. Participants taught morality by integrating it into teaching team sports, movement activities, and game play. Somsuk mentioned, “I also teach them about morality and democracy. When students work together, I will link game to the content morality and teach them lessons such as how to work in groups and respect each other.” In addition, Pongthap said, “A good person has to have morals. I often tell them that a good person is not selfish.” Moreover, Napol supported teaching morality to children, and he said,

There is one thing that we can't miss: morality. I teach every PE lesson with a moral. Beside sports skill and movement, the children must know how to be good people, how to be considerate, how to sacrifice, and how to honor others. When we play sports, it is clear that we have to know that no matter if we lose and win, it is important for them to be able to forgive. We have to teach them details. Sometimes we see children fighting each other, and we have to make an example in the end. We always praise them when they are considerate and work well with the team.

Findings included that the participants focused on teaching fundamental skills and sport skills and integrated teaching Thai tradition games with basic movement. Also, the physical education teachers integrated and taught morality through sports and games. Course syllabi provided by the participants demonstrated that teaching movement skills and sports skills were emphasized. Furthermore, the course syllabi showed in more depth that the physical education teachers included specific sports within their physical education curriculum, which operated across two semesters. Throughout each semester, children in each grade level learned various sports skills. For example, in first to third grade, the skills and sports that children learned included: basic movement skills,

traditional Thai games, gymnastics, swimming, and track and field. Fourth graders learned chair ball, table tennis, swimming, and track and field. Fifth graders learned handball, Pa-Tong, badminton, and track and field. Sixth graders learned football, basketball, volleyball, and tennis. In addition, each grade level learned step by step as physical education teachers created content that was related to each grade level. Somsuk explained:

I also emphasize the teaching of basic sports, and I put specific sports on the curriculum. This shows which sports each grade levels should learn. For example, one grade level might only learn about badminton, tennis, and chair ball. Before students begin to play team sports, I first teach the basic movement skills they need for each sport. Even high school students are taught the basic skills before they learn about sports. Before they begin to learn sports such as volleyball, I will first teach them the basic skills of stretching, warming up, jumping, sliding, and hopping. Also, I teach them the rules and manners in playing that sport.

### **Teaching Styles in Elementary Physical Education**

One of the components of the elementary physical education curriculum related to Research Question 2 and included the teaching styles utilized by the Thai physical education teachers. Findings indicated that the participants used methods of teaching that were similar and were summarized in three themes: group process, demonstrating skills, and self-study and multimedia. The paragraphs below explain each theme in more detail.

#### **Theme One: Group Process**

Teaching using group process was one of the important teaching styles the majority of the participants had in common. This teaching style supported the development of social skills, working as a team, and developing critical-thinking and problem-solving skills for elementary children. Participants were integrating movement

skills and/or physical education activities into group process, which promoted and taught social skills for children. Somsuk described,

I demonstrate skills to the children and then let them use a group process, which involves skills that require students to work together as a group. For example, I may ask my students to build a “human pyramid.” I will put the children into groups, and each group will think about how to do it. I let them design their own way to cooperate and create the pyramid using seven to nine people. They will have to determine who is going to be in the base, who is going to stay on top, and how they will create the pyramid.

As Somsuk mentioned, he used the group process to teach basic gymnastic for the students by using the group process. Not only did the students learn about the basic gymnastics skills, but the students also learned other skills such as social skills and teamwork from this activity. Napol also supported the teaching of social skills from which the students could benefit through utilizing the group process teaching style. Napol also mentioned that using the group process teaching style supports the students in sharing their thoughts and helping each other to practice their problem-solving skills. The main ideas of the group process teaching style were to encourage the students to work together and share their ideas.

In addition, Pimnarin and Pongthep explained that the group process encouraged the students to think and work together. As a result of this activity, this teaching strategy helped the students build the characteristics of being good leaders and followers. Pimnarin described how she used group process with her children; in physical education classes, she separated children into small groups and let them think about games, and then suggested ideas about what they wanted to play. Together, children had to think and discuss the games, including the rules. Then, children prepared who was going to be a leader to lead the games. Pimnarin stated,

I want children to get involved in the class and learn the skills of working together and how to be a leader and follower. I use it very often before class is done in 10 or 15 minutes. They [the children] love it when I let them think independently and decide their own games.

Pongthep used this method to help children who lacked confidence in practicing skills by integrating teaching into basic movement activities. He explained,

Sometimes a child can't hop because he can't raise his knees. He could do it, but he does not have coordination. With this situation, I will use a group activity. I will use a group activity. This lets the students help each other and train together. Eventually, they will be proud and feel more valuable when they can help the others. . . . If we don't use group activities, children won't be able to act on their own. When we use them, they will have friends who can share advice. They will feel that their friends see the importance to them. They'll feel more comfortable when they do it more often. At the same time, the teacher has to encourage them by positively motivating them . . . the children will feel better and will have fun. Then they won't feel it is a problem.

The documentation (lesson plan) of Pimnarin showed that she used group process styles by integrating skills into the lesson. For example, in third grade, she taught throwing and catching skills in many patterns of chair-ball sport. After she demonstrated and let the students practice the skills of throwing and catching the ball, she also integrated group process into this lesson; students would have a partner or a group of three or four people, and she let them teach each other those skills. Then, with 10 minutes left at the end of the class, she placed groups of students into four groups and let them think about games, share ideas of the games with friends, and last, play them. Furthermore, the lesson plan of Pongthep showed that he used the group process strategy to teach and promote student leadership and followership. This occurred in his gymnastics lesson. Before practicing skills, he formed groups of students and then let them participate in warm-up activities. Each group has to think, discuss, and decide who was going to be the leader and the followers, and everybody participated by rotating and filling each role.

**Theme Two: Demonstrate Skills**

The strategy of teaching is like a teacher's center where the teacher will demonstrate skills to children and then let children practice by following the direction or rules explained by the teacher. The purpose of this method is for children to perform the skills correctly when they have learned fundamental skills. Physical education teachers like a main source of teaching and give feedback to help children improve skills when they make a mistake when practicing skills (such as performing skills of throwing, catching, hopping, skipping, or movement with equipment).

Participants used this style of teaching, especially with children in kindergarten through third grade. Somsuk described the significance of this method and said, "It [demonstrating skills] is the most effective way for teaching students at this age level. Children in this age can't analyze or synthesize information, so it's hard for them to complete a report or self-study." Napol also mentioned, "For children first to third grade, the methods of teaching I emphasize most are demonstrations to students. I demonstrate the skill, and then I let them practice the skills. I think it is a good method."

Participants integrated this teaching style to teach skills to students, which was a main source of learning and focused on performing skills correctly. Napol's lesson plan included basic movement skills (hop and skip) and focused on correct posture by demonstrating skills and letting students practice them. He gave feedback when students misunderstood and performed skills incorrectly. Somsuk's lesson also illustrated this throughout most of the lesson; he first demonstrated skills, and then let the students practice the skills in the correct way.

**Theme Three: Self-study and Multimedia**

As a result of this study, the participants showed similar perspectives in that they were using a self-study method to teach children at the elementary levels. They described that this method would promote students' clearer understanding about content that they had learned. The children learned by themselves through assignments, such as completing reports and studying from other sources such as watching video, computers, and pictures. Napol explained that he used this strategy; he assigned the children a report when learning in a swimming class. Thus, children had to search for information on the Internet about how to swim in "freestyle" and then write up a report. Pongthep described that this method helped promote learning for the children by helping the students understand skills that he taught them. He said, "I give them a picture of a sport and ask them what kind of sport it is and which part of the body they use in that sport. For example, if it is football, they will tell me that this sport uses feet, legs, knees, and the head." Pimnarin shared her experience of using video for teaching children; she said, "I show the children a video to help them see the picture of what I want them to achieve. Then, I quiz them to see if they can understand the rules, tactics, and format of the game from what they watched."

Participants' course syllabi demonstrated the use of assignments in order to support student understanding of content and skills practice. Somsuk's fifth grade swimming class lesson plan showed he included assignments for students which required them to do a report about freestyle. Each student individually completed the report. Moreover, Napol's and Pongthep's course syllabi also included multimedia, such as video, for showing students information about some content.

In addition, several documentation items supported content and teaching methods.

Figure 5 shows Pimnarin's outline of the content of physical education curriculum in which she provided specific sports, including Thai traditional games as well as the basics of sport skills for students at each grade levels.

Grade Levels	First Semester		Second Semester	
	Week 1-9	Week 10-18	Week 1-9	Week 10-18
Grade 1	Thai traditional games	Track and Field	Gymnastics	Sports
Grade 2	Swimming	Gymnastics	Track and field	Sports
Grade 3	Gymnastics	Swimming	Sports	Track and field
Grade 4	Chair-bask	Table tennis	Swimming	Swimming
Grade 5	Handball	Pa-Tong	Badminton	Track and field
Grade 6	Football	Basketball	Volleyball	Tennis

*Figure 5.* Pimnarin's outline of content in physical education curriculum.

Pongthep's documents also showed a course outline that identified that he provided content by focusing on teaching motor skills and basic skills. The outline also showed the method of teaching in which he implemented the demonstration skills and multimedia-watching video. Figure 6 identifies Pongthep's grade 3 physical education course outline.

### **Course Outline Grade 3 Physical Education**

#### **1. Orientation**

- ◆ Rules and agreement for learning
- ◆ Dress
- ◆ Evaluation
- ◆ Division of groups

#### **2. Knowledge of necessary basic movement (level 3)**

##### **2.1 Movement on the spot**

- ◆ Bending, stretching, spreading out and curling up
- ◆ Twisting and turning
- ◆ Hurling and swaying
- ◆ Pushing, pulling, lifting and putting down

##### **2.2 Movement with motion**

- ◆ Walking, running, jumping, crawling and rolling
- ◆ Climbing and hanging
- ◆ Hopping and sliding from side to side

#### **3. Integrating movement and changing rhythm in movement and motion (level 3)**

#### **4. Skills using and coordination of eyes and feet (level 3)**

- ◆ Throwing, hurling, tossing and flinging
- ◆ Passing and catching a ball with hands and feet on the spot and in motion
- ◆ Rolling and hitting
- ◆ Dribbling the ball with hands and feet on the spot and in motion

#### **5. Developing forms of movement and ability of movement (level 3)**

- ◆ Moving in a straight line, curved line, zigzag, and moving in many forms
- ◆ Learning about the relationship between and variety of movements
- ◆ Moving fast in different directions and following instructions
- ◆ The ability to move and be timed (using strength and distance in movement)

#### **6. Motor skills and coordination (level 3)**

- ◆ Moving in a square with nine boxes
- ◆ Moving with a fence
- ◆ Moving with a string ladder

#### **7. Gymnastics, flexibility and agility (level 3)**

- ◆ Running around cones arranged in different forms
- ◆ Swinging, rolling over and curling up

#### **8. Balance of the body and flexibility of the muscles (level 3)**

- ◆ Balance of the body on the spot and in motion
- ◆ Stretching the muscles on the spot and in motion
- ◆ Stretching the muscles through yoga



## 9. Knowledge about basic sports skills

### ♦ Athletics (level 3)

- Preparing the body before using skills, Warming up the body before exercise
- Relaxing the body after exercise, Basic Athletics skills
- Techniques and skills for Athletics, Walking, running, hopping, jumping, jumping on tiptoes, galloping and sliding from side to side, running around cones, running back and forth, running in a zigzag pattern

### ♦ Swimming (level 3)

- Preparing the body before using skills, Warming up the body before exercise
- Relaxing the body after exercise, Basic swimming skills
- Swimming techniques, Swimming safety, Breathing in the water
- Diving, Floating in the water, Jumping forwards, Kicking
- Holding a floating while kicking in free style, breast stroke and butterfly stroke
- Swimming free style, breast stroke, back stroke and butterfly stroke
- Jumping into a shallow pool and a deep pool

### ♦ Football

- Kicking the ball with the inside and the outside of the foot on the spot and in motion
- Stopping the ball in different ways, e.g. with the end of the foot, with the inside of the foot
- Dribbling the ball in different ways, e.g. in a straight line, around poles
- Kicking the ball in the goal and goal keeping
- Throwing and heading the ball
- Learning the rules of the game

### ♦ Chair ball

- Catching and passing the ball on the spot and in motion
- Shooting the ball in the basket and being a goal keeper
- Learning the rules of the game

### ♦ Teaching method

- Explaining and demonstrating the steps and procedures
- Allowing students to practice skills and having students participate in games and competitions to practice maintaining harmony
- Making video recordings of students to enable them to be aware of their own progress in using the skills, and to enable the teacher to correct or advise them

### Equipment/teaching materials

- Equipment for teaching each sports skill
- Other necessary equipment, e.g. a whistle, a stop watch, a whiteboard and markers, cones, a fence, exercise mats, hula hoops, sieves for sifting sand, sand bags, rubber balls, small and standard size volley balls, overalls for dividing teams, rubber rings, skipping ropes, tennis balls, balloons, rubber balls, a pump, a tape measure, etc.
- A video player and microphone, etc.

*Figure 6.* Pongthep's grade 3 physical education course outline.

Moreover, Somsuk's lesson plan showed the method of teaching which is that group process that he implemented into the lesson by letting students work together in groups during warm-up activities. Also, his lesson plan promoted students' learning in

how to be a leader and follower. Figure 7 shows Somsuk's lesson plan on teaching throwing, catching, and rolling skills in grade 2.

Lesson plan of Week 8	
Skills throwing, catching and rolling the ball	
<b>Objectives:</b> Aims to develop students learning basic of throwing, catching, and rolling skills. Learning how to be a leader and follower.	
<b>Grade:</b> 2	<b>Period:</b> 1/50 minutes
Step 1: Warm-up	
<ul style="list-style-type: none"> <li>- Teacher let students line up in four groups.</li> <li>- Teachers check name and ask about health problem before beginning</li> <li>- Students begin warm-up, teacher put them in four groups and in which one student is a leader and demonstrate skills of warm-up and the other students will follow. Students have to rotate to be a leader for demonstration skills for warm-up.</li> </ul>	
Step 2: Demonstrating skills	
<ul style="list-style-type: none"> <li>- Teacher demonstrates throwing, catching, and rolling skills.</li> <li>- Teacher lets students ask question if they have questions about practice skills.</li> </ul>	
Step 3: Practicing skills	
<ul style="list-style-type: none"> <li>- Teacher lets students get a partner and practice throwing, catching, and rolling skills by following the signal of the teacher.</li> <li>- Teacher lets students practice skills in their groups and teacher walks around to give students feedback.</li> <li>- Teacher calls students to get together in their groups and let them compete in throwing, catching, and rolling skills.</li> </ul>	
Step 4: Conclusion	
<ul style="list-style-type: none"> <li>- Teacher summarizes the throwing, catching and rolling skills and suggests students continue practice those skills during free time or after school.</li> <li>- Teacher checks students health to make sure they have no injuries and let them go to other classes.</li> </ul>	

Figure 7. Somsuk's lesson plan for grade 2.

### Implementation of and/or Following Physical Education Standards

Research Question 3 investigated Thai physical education teachers' implementation of physical education national standards and performance indicators of elementary physical education. Participants adhered to the physical education standards and learning outcomes the Ministry of Education of Thailand had provided. Physical

education teachers created lesson plans, long plans, and course syllabi that followed the guidelines of physical education standards provided by the government.

Somsuk shared his perspective about the standards, “

I think the PE standard that the Ministry of Education provided are related to children; however, the Ministry of Education does not show detail. Instead, they tell us the big picture of goals and indicators. So, we have to create the lessons that match by ourselves.

Moreover, Napol expressed a similar experience:

I use and implement them [PE standards/indicators] when I am making long plans or lesson plans. I have to follow these standards. . . . I have to make sure the content meets and relates to the standards. I just adjust various activities and methods of teaching to match the standards.

Pongthep shared his opinion, saying “I have to identify the details of the content: what I am going to teach, what instructional media and equipment I need to use, how to evaluate, and what indicators I need to use.”

Most of the participants identified that they adhered to the physical education standards and indicators by creating content that helped the students achieve success in the physical education classroom by following the goals of the physical education national standards and indicators; however, participants described that following physical education standards and indicators depended on the quality of the physical education teacher. The teacher needs to be someone who realizes their responsibility to create content that aligns with the standards, follows the indicators, and is developmentally appropriate for children. Participants suggested the Ministry of Education of Thailand should place emphasis on the quality of physical education teachers to improve the implementation of the physical education standards and indicators. The consequences of not implementing the physical education standards and indicators include a decrease in

students' development and the quality of instruction. Pimnarin shared that "most of the standards match with the students . . . but if the teachers lack understanding of the curriculum arrangement, the students will be impacted." Moreover, Somsuk stated a similar idea:

My view is that the Ministry of Education should encourage PE teachers to realize the importance of a high quality of teaching and taking more responsibility for teaching. I know that most PE teachers understand how to teach PE and how to teach exercise, but I just want them to practice in terms of effective teaching. The main point of PE is to focus on exercising in the correct way and ensuring that the lesson plans and the curricula are appropriate for children in each grade level.

Pongthap also shared his experience about standards and said:

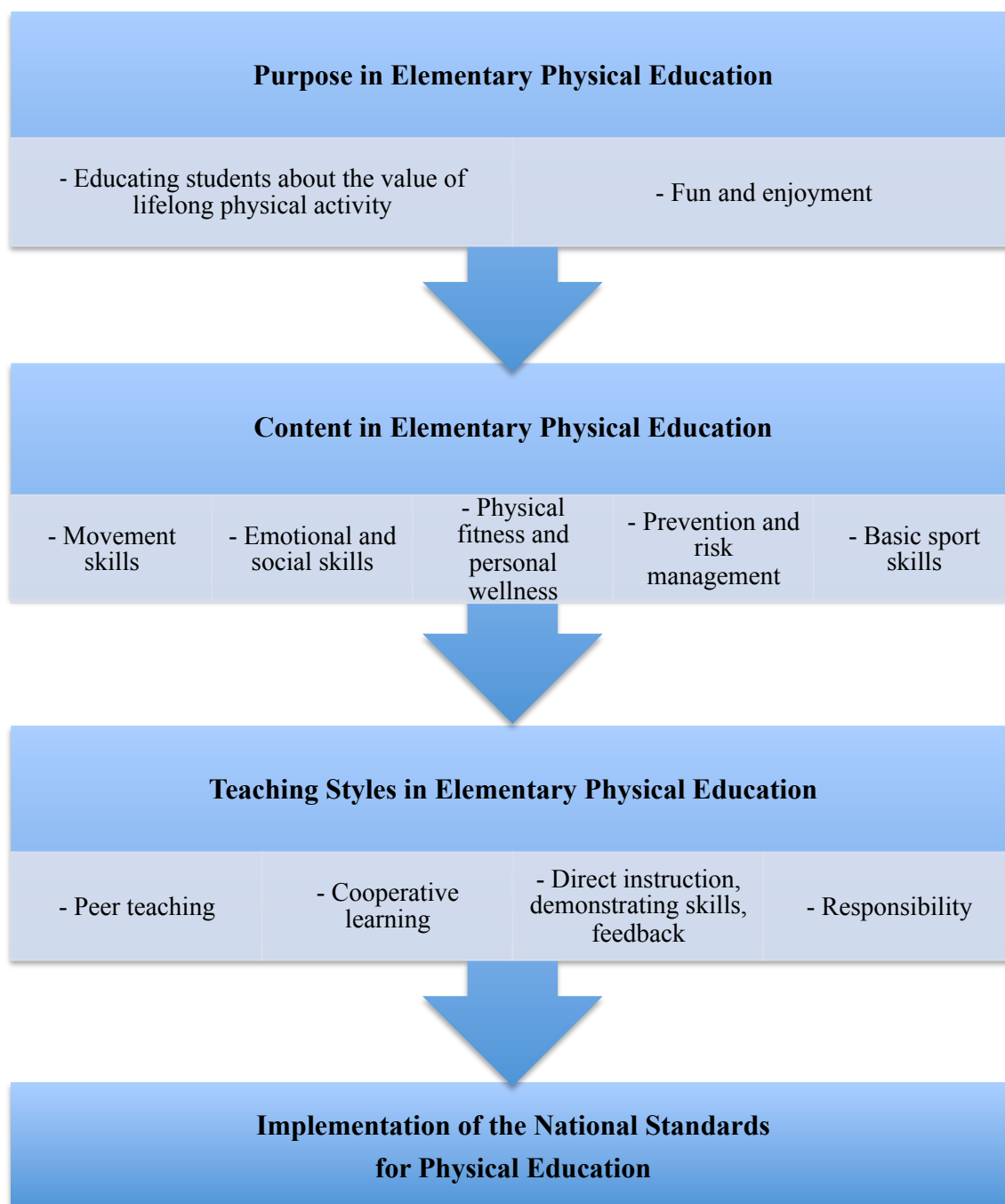
I think they [PE standards] are good because if you don't have national standards, each school, especially schools in a faraway province, lack PE teachers, but they let other subject teachers teach the PE class. If we don't have standards, the content will not be taught in the same direction. But if we have standards, I think it is a good idea. . . . However, it depends on the quality of teachers who are able to integrate or interpolate the content to the students. This is what I see, rather than what the standards of each school are. Is it the same or different? It goes back to the teachers and whether they can interpolate the content or activities or teaching styles. It's like, some teachers teach the same subject, but you may like or dislike them.

In summary, the findings from data collected in this study show that the beliefs, perspectives, and opinions of participants in Thailand regarding elementary physical education curriculum can be organized based upon the research questions: (a) investigation of Research Q1 related to purposes in elementary physical education found that the emphasis was on the development of good basic movement skills and promotion of the children's love of and good attitudes toward physical education; (b) findings of Research Q2 related to the content in elementary physical education revealed a focus on teaching fundamental movement skills, basic sport skills, Thai traditional games, and morality; (c) results of the investigation of Research Q2 related to teaching styles in elementary physical education emphasized group process, demonstration of skills, and

self-study and multimedia; and lastly (d) Research Q3 findings revealed the implementation of the national standards for physical education. All participants followed the standards provided by the Ministry of Education of Thailand as a guideline to create their physical education curriculum.

### **United States**

Analysis of the data from the participants in the United States revealed meaningful themes that were organized based upon the research questions: (a) investigation of Research Q1 related to purposes in elementary physical education and found they were summarized in two themes—educating students about the value of lifelong physical activity and fun and enjoyment; (b) findings of Research Q2 related to the content in elementary physical education were summarized in five themes—movement skills, emotional and social skills, physical fitness and personal wellness, prevention and risk management, and basic sport skills; (c) results of the investigation of Research Q2 related to teaching styles in elementary physical education were summarized in four themes—peer teaching, cooperative learning, direct instruction, demonstrating skills, feedback, and responsibility; and (d) Research Q4 revealed the implementation of the physical education national standards. The themes in Figure 8 show a clear understanding of findings.



*Figure 8.* Themes of physical education curriculum of United States.

## **Purposes in Elementary Physical Education of the United States**

The majority of participants identified that the purpose of elementary physical education should focus on the development of the students in two themes. These themes were educating the students about the value of physical activity and lifelong healthy lifestyles and promoting fun and enjoyment in physical education classes. The paragraphs below discuss each theme in more detail.

### **Theme One: Educating Students about the Value of Physical Activity and Lifelong Healthy Lifestyles**

Most participants shared similar perspectives about the purpose of elementary physical education. They explained that it should focus on educating students about the value of being physically active for their lifetime. Cathy mentioned:

I feel like the purpose of physical education is to facilitate the falling in love with being physically active, the value of being physically active, and to give them the tools to know how to be healthy in their daily life in a safe manner. It's to help kids develop a healthy lifestyle and the intrinsic motivation to live a healthy lifestyle.

She went on to state:

I want to make sure all students have the opportunity to feel successful in my class because I want them to be active throughout their entire lives. Their feelings toward physical education now can have a heavy influence on whether they choose to be active teenagers and adults.

Furthermore, Molly had a similar opinion in that she wanted to educate students to know the importance of being physically active and healthy for their lifetime. She shared:

I think it's [purpose of physical education] to give children a variety of opportunities to be physically active and to discover why they need to maintain being physically active; why it's important, so why is fitness important? Why is having a healthy heart important? All of those fitness concepts, but to not develop just one skill. To give them that variety of multiple different physical

activities, and then, hopefully by then, they're thinking about choosing something they want to stay healthy with, or that they want to stick with.

Tina wanted to educate student about the benefits of exercise and teach them a variety of physical activities so they could decide to take care of their health for a lifetime. She mentioned:

I think a huge piece is the benefit of exercise. I tell students to find the exercises that they think are fun and do that to be healthy. . . . I know that is what many of the students love to do, too. It's [purpose of physical education] letting students know that exercise shouldn't be one of those things that's all about push-ups and sit-ups unless that's what you like. If you like push-ups and sit-ups, awesome, that's what you should do. If you like to dance, awesome, that's what you should do. If you like to skateboard, do it. If you like to ride your bike, if you like to roller-skate, find the movement that you love, and have fun with it, and make movement fun. It shouldn't be this thing that as adults we get into, "Oh, I've got to go to the gym today. Oh, my goodness." No, don't go to the gym. Go on a hike if that's what you like to do. Turn on your favorite song and dance around your house if that's what you like to do. Go for a bike ride. If you like to lift weights and do push-ups and sit-ups, awesome, do that.

## **Theme Two: Fun and Enjoyment**

Another purpose of elementary physical education described by participants was to promote fun for students and to teach them how to have good attitudes toward physical education. Cathy shared her perspectives about the purpose of teaching physical education saying, "I want to teach kids to learn the value of participating in physical activity, to be healthy, feel good, enjoy it, and have fun." Furthermore, Brandy wanted her students to be engaged, have fun, and be happy while participating in the class. She mentioned, "I need to be sure that we are learning something, and it is also okay if it was fun. It was just a fun day . . . make the students feel fun and happy. I think that's what will help keep them doing it [participating in physical activity longer]." Moreover, Molly shared the perspective that she also wanted to promote students having fun and being healthy for life; she said, "I still want to have that focus of teaching all kids to be fun with



the class and to be healthy for lifetime, and not hating physical activity. . . . I [don't] want them to get into high school and decide that they don't want to be healthy.”

A similar trend—that the purpose of elementary physical education was to promote students being physically active for their lifetime—emerged in the course syllabi. Brandy reported that the purpose of physical education in her school was to guide her students in the process of becoming physically active for the rest of their lives. Moreover, the course syllabus also explained that her school placed more importance on physical education, a component of education that takes place through movement. In physical education, as in all academic areas, students must learn the fundamental skills and be able to demonstrate those skills from preschool through 12<sup>th</sup> grade. Some of the goals in elementary physical education, from Tina’s perspective, encouraged students to practice skills and be active for life. Her school also taught a variety of physical activities that make physical education class fun and enjoyable. Overall, for these participants, the purpose of elementary physical education should be to engage students in fun and enjoyable physical education classes and promote a physically active for their lifetime.

### **Content in Elementary Physical Education**

The second research question related to the content of elementary physical education. The results of the investigation indicated that the participants identified that the content on which physical educators focused when teaching children at the elementary grade levels was summarized in five main themes: movement skills, emotional and social skills, physical fitness and personal wellness, prevention and risk

management, and basic sports skills. The following paragraphs describe each theme in further detail.

### **Theme One: Teaching Movement Skills**

All participants in this study shared the perspective that the content of teaching in elementary physical education should emphasize teaching movement skills. They all described the same ideas in that teaching movement skills at the elementary levels should provide step-by-step instruction appropriate to student age levels. For example, kindergarten to third grade should focus on teaching basic movement and coordination skills. Students moving up to fourth and fifth grade should use skills that they learned from kindergarten to third grade, with teachers then placing an emphasis on more complex and basic sport skills. Brandy shared her perspective:

Overall, we've got to teach them basic skills. They've got to know the basic movement patterns and so [I teach] all your basic locomotors. They need to know basic manipulative skills; throwing catching, hitting, striking. They need to have touched on adventure skills, and those will mostly involve lots of strength, slack lining, rock climbing, adventure games, and team sports. [They also need to] have an understanding where team sports are headed.

Brandy also explained that the relationship of teaching basic skills of movement and coordination skills is to build fundamental sport skills. She said:

Yeah . . . so, just to link them [basic movement and coordination skills] together. We have to learn how to think about your galloping, skipping, sliding; learning all of those because when we add them in later, when I'm going to give you a soccer ball, and I'm going to ask you to dribble with it while you are walking, and then I'm going to have you try to do it when you are running, it is good thing if you know how to skip or gallop because you need to be able to adjust while you are moving behind that ball. Again, it is the parts. We've to start with the little parts when they are little and then bring them together.

Furthermore, Cathy shared that teaching movement skills was important for students' brain development. She explained saying, "I teach fine and gross motor development,

because it's important to develop that at a young age. This is the best time during their development because the brain is so capable of making new neural connections.” Cathy went on to describe how the brain is connected to physical activity:

The child's brain is capable of creating new neural networks through dendrite branching. These connections are made when students are physically active and learning new information. Neural pathways that are not used will deteriorate and prune away. It is my job to provide an enriching and stimulating environment to stimulate dendrite branching, not just for student's physical development, but also to enhance their brain's ability to learn other content in school. A well-connected brain is more ready to assimilate new knowledge. Physical education improves learning and overall happiness.

Molly also explained the importance of teaching movement skills:

I just still think movement is very important, so general space, self-space, pathways, directions, levels . . . I teach a lot of the movement, vocabulary, the movement understanding. I guess those basics of levels, directions, pathways, stopping, and staying on your feet, because they're very uncoordinated at kindergarten and first-grade levels.

In addition, Brandy supported the necessity of teaching movement skills as well as coordination skills to students in elementary grade levels. These skills are building the fundamental skills of sports. She said, “I like to think more about how themes of movement are going to fit into that. . . . I'm talking a whole lot more about eye-hand coordination and catching and throwing just as those general themes that we are bringing into the sport.” Tina shared her views and explained her teaching practices in each grade level; she explained:

At the kindergarten and first grade level that involves body awareness, locomotive movements, moving safely and exploring with manipulatives: balls, and scarves, and dribbling with the basketball, dribbling with the soccer ball, etc. I give them lots of practice within small games. Second and third graders work on combining skills that we have learned from kindergarten, first, and second grade. Students are asked to do small gymnastics and dance sequences. They practice their skills in small-sided sports games and activities. In the fourth and fifth grades, the students do a lot of peer teaching and analyzing to demonstrate their skill and

knowledge. They progress more into game situations, practicing the skills with defenders.

## **Theme Two: Teaching Emotional and Social Skills**

The participants had similar perspectives about teaching emotional and social skills, which are necessary for students at the elementary levels. The participants identified that teaching students how to work in groups, how to get into partners, and how to make teams for physical activities or playing sports are important and are a link to help develop emotional and social skills for students. Brandy mentioned, “Emotional and social wellness; it is great that we recognize that; [it’s] about how do we [the students] get partners, how do we make teams, how do we work together.” Furthermore, Brandy shared her perspective on teaching students to work together; she said:

I think the most important thing that they can learn in elementary PE is group work. How to get along with each other. I think it is a social emotional skill. It is the most important thing they can learn because they have to be good people. They have to be humans. Not everyone is going to play sports . . . they still need to be good people, and they need to know how to get along with each other, able to compete, and that is a huge thing. Not just in sports. They are going to be competitive students pretty quick once they leave here. I think the academic competition needs that. I think that if they just learned those group skills, they’d be better off.

In addition, teaching emotional and social skills taught students life skills, which are beneficial for them in the future or when they move to the next grade level. While physical educators recognized the potential benefits these skills had for the future, they noted that younger elementary students may not recognize benefits during the class.

Brandy shared her view related to life skills and mentioned:

I think, to be honest, they [students] don’t realize that you are teaching them a lot of life skills. We are learning how to work in a group. We are learning to be organized with equipment and other things like that. We know how to get partners, get groups; but, sometimes I think the kids wouldn’t recognize that.

They wouldn't know that that's what they learned today. We do cooperative games, cooperative activities, different days throughout the year mixed in with your individual skills, your individual sports, team sports. Somehow we manage to touch on it all.

In addition, Tina explained details about teaching emotional and social wellness to her students in each grade level. For example, in kindergarten and first grade, students learn sharing, taking turns, and following rules and directions. Students in second and third grades learn how to demonstrate positive words and help and support each other. When they move to fourth and fifth grades, students practice cooperation, communication and strategies for solving problems, and create games as a group or team. Tina described teaching teamwork to her students:

When kids first come into my class the first of the year, we spend so much time building a fun and great classroom community. We work on teamwork for four of my periods, which seems to be a lot, but it really helps set the dynamic and the environment that I want to have throughout the entire year.

Molly shared that teaching life skills in a physical activity setting was also like teaching personal and social responsibility, which students can use in daily life or when they go to the next grade levels. She described her method for teaching life skills:

I want them to be able to make that choice for themselves of what they want to do to be active. Being able to be respectful in a game situation. All of the sportsmanship type stuff. Being able to handle losing well. Being okay with that. Being okay with failure, because you're going to fail in life, so it's not the end of the world if you didn't get the point today. It's all encompassing with those life skills.

Brandy shared a similar perspectives in that she integrated teaching emotional and social skills within sports skills for her students; she mentioned:

We have after school sports that are competitive. We keep score, but that's only for fourth and fifth grade students. They have to sign up and stay for that, but during class, we don't keep score. We don't have a winner, but that's a skill, too. That's right up there. Emotional and social wellness. It is okay to win, and if you are going to win, then you are also going to lose.

### Theme Three: Teaching Physical Fitness and Personal Wellness

The third finding was that participants taught physical fitness and personal wellness in elementary grade levels. Brandy identified how she taught physical fitness and personal wellness skills, which included developing muscle strength, muscle endurance, cardiovascular systems, and flexibility. Brandy also shared her teaching experience with *cross fit* in her physical education class, which she set up through stations. The stations engaged students and encouraged them to enjoy physical development. She described teaching her methods of *cross fit* and said:

I set up all these stations, usually like 15, going around the gym, and it is our cross fit days. I run a CD that plays. It is like 30 seconds on, 30 seconds off, so you are getting an interval [workout]. They [the students] don't realize this. They are like, "Oh it is cross fit. It is cross fit. It is fun," but we've done all those things that you are going to do, that you are going to see at the gym. We've got the ropes, and we are doing our reverse steps off of the chairs. . . . It is certainly cardio because we are moving, but it is also muscle strength and muscle endurance at all the different places.

Cathy shared similar perspectives. Besides just physical development for students, such as teaching hand-eye coordination skills and physical fitness, she also described that she teaches cognitive skills in order to engage her students in understanding the benefits of the content. She taught the five components of health-related fitness and required students to understand each component as well as to know the benefits of exercise. Furthermore, she taught students healthy habits and concepts of nutrition. She wanted to promote a healthy lifestyle for students. Cathy shared her experiences teaching healthy lifestyles:

My goal is for my students to learn to make healthy food choices and to understand why it is important to eat healthy. It's one thing for kids to be able to recite information, but the depth of their knowledge increases when they know the "why" behind those answers. I believe that kids are more likely to make healthy

choices when they understand the logic behind those choices. Then, all the way to fifth grade, they're learning the muscles in their body and what they do. They're learning the importance of and how to be physically healthy, no matter if they're an athlete or not. I teach them how to live a happy and healthy lifestyle through the five components of health-related fitness.

Another perspective was shared by Molly, who taught physical fitness and personal wellness to her students in each grade level. In terms of teaching physical fitness and personal wellness, she suggested that physical education teachers should consider content appropriate for students in each grade level and also teach them step-by-step. She believed teachers should teach kindergarten to first grade students to understand what happens to their body when they exercise. After every warm-up or cardiovascular activity, students touch their hearts and show with their hands how fast their hearts are beating. In second and third grades, students should be able to find their heart rates, both in their wrist and on their neck. Furthermore, they will begin to understand the importance and benefits of exercise. Fourth- to fifth-grade students, learn the difference and benefits of cardiovascular fitness, strength, flexibility, and endurance. They learn the importance of balanced nutrition and what that looks like.

Tina also shared her teaching experiences about physical fitness and personal wellness, which she integrated with exercise and game activities to teach about nutrition to her students. Tina said, "I teach my students this information (healthy or unhealthy), but then I create movement games where they're physically moving and carrying pieces of paper of different kinds of food, so they're physically active." Tina described how she integrated teaching nutrition in more detail:

There is far more cognitive content that I teach, but my challenge is to make all that cognitive content something they can learn by being physically active. So often, teachers teach kids by having them sit at a desk and complete worksheets to reinforce the cognitive content they are learning. I turn the cognitive content into

movement games that reinforce learning. . . . When you picture from kindergarten to fifth grade, the content that I teach is a rather large range. For example, when I teach nutrition to my kindergarten classes, one of my learning targets for this age group is to have them identify and classify foods into food groups, but doing that in a physical way so that they're getting exercise while reinforcing the learning of food groups. Moreover, getting exercise and reinforcing their understanding of nutritional concepts they are also developing hand-eye coordination, foot-eye coordination, and strength.

Tina emphasized the importance of keeping students physically active while reinforcing cognitive content:

I teach them content, but then I take it deeper so they understand the why behind the content. For example, my students know that eating healthy and exercising regularly will reduce their chances of heart disease. . . . Rather than just having students play traditional games, they play games that reinforce content. I want them physically active all 45 minutes while reinforcing content.

#### **Theme Four: Teaching Prevention and Risk Management**

Participants felt teaching prevention and risk management in elementary grade levels was essential physical education content. Safety was one component of teaching prevention and risk management that participants mentioned. They expressed the importance of teaching about safety during game play or physical activities. Brandy thought teachers should teach prevention and risk management to all students at all grade levels; students need to know how to play safely and the rules about safety. Brandy explained;

Right now, my kids are playing lacrosse, but we play non-contact lacrosse. They cannot touch each other, and they cannot touch sticks, which is not real lacrosse; however, we don't have the safety equipment for everyone to play that way. I don't have helmets and mouth guards, so they need to learn those skills, but we have to worry about the risk management of them.

Furthermore, Tina described how in kindergarten and first grade, she taught students by letting them practice controlling their body and using equipment safely. For



students in grades 2 and 3, she applied the safety rules in game situations. Then, when students move into fourth and fifth grade, she taught them to consider safety within all types of games and exercise, including warm-ups and cool-downs. Molly also taught prevention and risk management to her students. She explained:

We hit almost all of the prevention and risk management marks that I have to grade on. I do them almost exclusively in the tumbling unit because it is so easy to make sense. If you can do a forward roll instead of falling down, you are not going to get hurt. I bring in tons of stuff on that one. They love it. It is so easy to find pictures of football players, American football, doing a forward roll as they are getting tackled. That's how they didn't get hurt. Baseball, they do a forward roll out there in the outfield all the time.

### **Theme Five: Teaching Basic Sports Skills**

Participants thought that teaching basic sports skills was one component of elementary physical education content. Students were able to transfer the basic skills they learned from kindergarten through second grade. When they moved to the next grade levels, they were able to quickly apply those skills in playing sports. Tina taught basic movement skills at all elementary grade levels through little games that incorporated skills practice. This helped students enjoy the games during practice. Tina said, "I do definitely practice sports skills and create small games to promote fun for my students in the class." Tina also shared an example:

One activity I do with kindergarten that I can just talk about off the top of my head is, they dribble five times in every dribbling a basketball. If they can dribble from one hoop to the other as they're moving, they're doing that as well, but that's just, we spend a lot of time practicing dribbling. I do a lot of obstacle courses and really just . . . yeah, working, developing the skills that they will use later on in a game-type situation that is more of a three versus three small-sided game. A lot of just making skill practice fun. I create little games to make practice fun.

Moreover, Cathy shared her perspectives on teaching students in higher-grade levels, such as fourth and fifth grades. She broke the small-sided games into skills that

go along with the sports to promote cooperative learning and working together, as

opposed to teaching students sports for competition. Cathy explained:

We do learn different sports and the skills required of those sports. I'll do a unit on, let's say, volleyball. I will teach that to kindergarten through fifth grade. I will make age-appropriate accommodations for each grade. The kindergartners will learn the hand-eye skills with balloons. First and second grade will learn some of those similar skills with beach balls. . . . Kindergarten through second, I don't really ever have them play a volleyball game. They're playing more cooperative activities with a partner or a group, trying to see how many hits they can get in a row. This allows them to practice the skill and learn how to cooperate with others to accomplish a common goal. My teaching of K-2 is less game-focused, so to speak. I mean, it's not focused on a volleyball game, but other fun games to help them develop that skill but also work together.

Also, Brandy taught students in kindergarten through third grade basic movement and coordination skills. For fourth and fifth grades, she taught basic sports skills, but focused more on how to play team sports. She also taught sports to help develop emotional and social skills as well as life skills for her students. Brandy mentioned:

We don't compete during class, but we do talk about it. I think it is important that they know that. We have after-school sports that are competitive. We keep score, but that's only for fourth and fifth grade students. They have to sign up and stay for that, but during class, we don't keep score. We don't have a winner, but that's a skill, too. That's right up there. Emotional and social wellness. It is okay to win and if you were going to win, then you are also going to lose. That gets talked about even as early as first grade, to be honest, so that they'll catch on.

Another perspective was shared by Molly who taught basic skills to students in the lower-grade levels. She taught basic sport skills, and when they moved into higher grades, she created small sided games, instead of playing the real sport or sport for competition. She said:

I'm teaching all the skills within basketball. For the kids in first grade, it might just be dribbling. That's where we're going to stay. That ties into our standards, which I'll talk about later. Then up to fifth grade, they're going to be in a small-sided game doing dribbling, passing, shooting, in a group of two-on-two, so they're working on more offensive and defensive strategies, so they've already developed those skills. Or, it could be even going into this—aside from the sports

skills—it could be creating a dance sequence. . . . I don't think that's a good practice because you've got your kids who play basketball, let's say, that know how to play. That have been playing since they were 5, and you've got half the other kids that you haven't taught them any skills. That's where I'm going to break down the skills of basketball, and in second grade we're going to learn how to dribble using our finger pads. We're going to learn how to pass to the wall. We're going to learn how to pass to our partner. Then, we'll apply it in some kind of fun game situation, meaning it's not going to be traditional basketball.

Molly provided another example of her teaching experiences related to basic sports

skills. She integrated into games. She described:

We're going to play pirate basketball. We're going to have a couple of taggers that are going to try to be stealing your basketball while you're trying to keep dribbling because you don't want to lose your ball. Everybody has a ball. Everybody is moving, and then we have three or four kids that are playing basically defense trying to go get the ball. The kids don't know they're playing offense and defense, but you're in a game situation; so, you're still teaching the skills, but you're also applying them in a game situation that's not traditional two teams playing basketball. Because at that level, at second grade, unless there's those five kids who have played, there's going to be standing around, and they're not going to understand.

The majority of participants taught their students the following content:

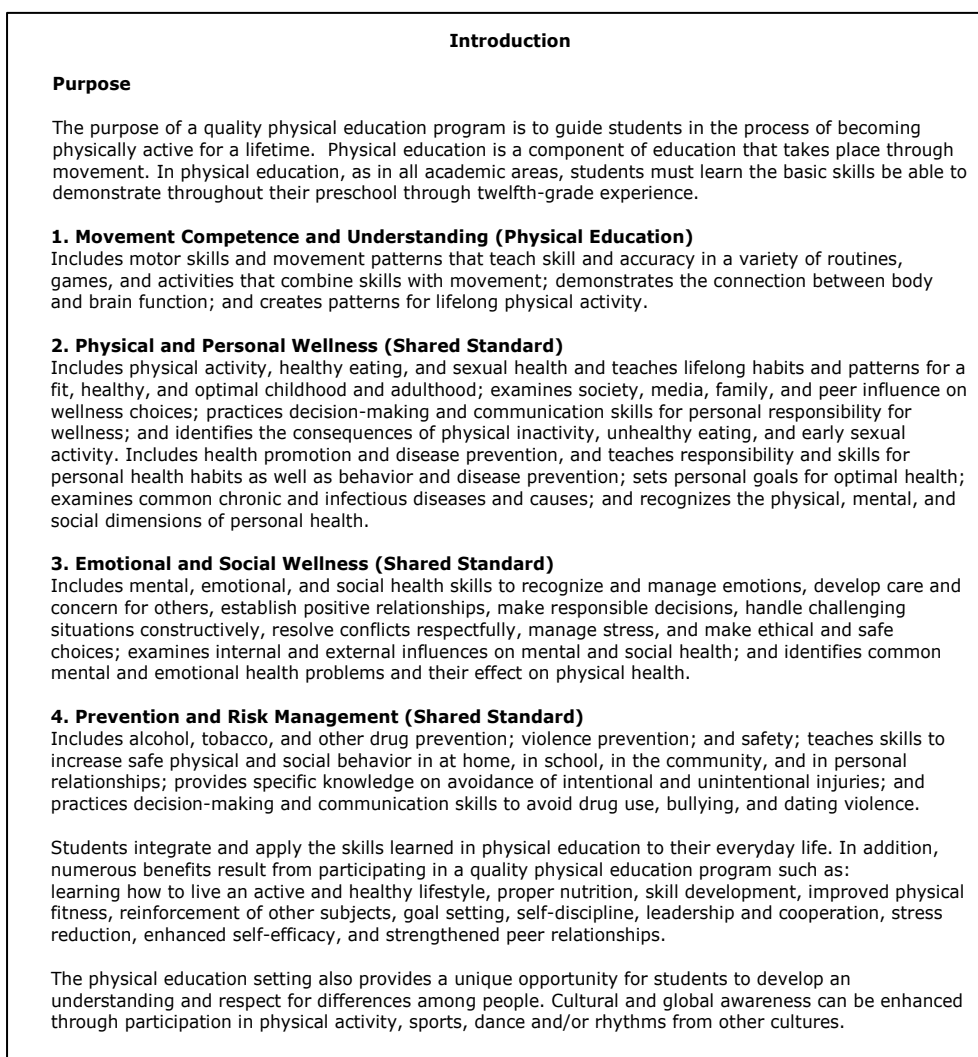
movement skills, physical fitness and personal wellness, emotional and social wellness, prevention and risk management, and basic sports skills. The example of Brandy's course syllabus outlined the content she taught. Her goal was movement competence and understanding; therefore, she taught motor skills and movement patterns that taught skills and accuracy in a variety of routines, games, and activities, all of which combined skills with movement. Moreover, she taught the connection between body and brain function and created patterns for lifelong physical activity. Another example was teaching physical and personal wellness. Students learned physical activity, healthy eating, and lifelong healthy habits. Also, she included teaching emotional and social wellness. Students learned mental, emotional, and social health skills to recognize and manage

emotions, develop care and concern for others, and establish positive relationships.

Lastly, teaching prevention and risk management was also part of the course syllabus; in this class, students learned about safety, such as increasing safe physical and social behavior at school, home, and in the community.

Moreover, the example of Tina's course syllabus for first grade showed that in terms of teaching movement competence and understanding, students learned basic locomotor and non-locomotor skills, rhythmic and cross-lateral movement, fundamental manipulative skills, and movement vocabulary. Tina taught physical and personal wellness; for example, her students were able to identify the body's normal reactions to moderate and vigorous physical activity. She also taught emotional and social wellness, and students learned to work independently as well as with others to complete work and learned how to follow activity rules. Lastly, she taught prevention and risk management; students learned about movement control for safe participation in games and sports. Just like Tina's, some of Cathy's documentation showed that she integrated teaching fitness and healthy food choices while engaging students in physical activity.

In addition, several forms of documentation supported the purpose of physical education and content in elementary levels. Figure 9 identifies Brandy's guideline for physical education curriculum that shows the purpose of physical education and content that she provided students in her physical education classes.



*Figure 9.* Brandy's guideline for physical education curriculum.

In addition, Figure 10 shows Tina's lesson plan in which she integrated healthy food into physical activity in her physical education class.

<b>Day 1 Lesson:</b>
<b>Learning Targets:</b> 3-5: I know that unhealthy food is a poor source of energy and requires me to do more physical activity to keep a healthy body composition. I can throw a disc to someone with appropriate force and accuracy.
<b>Assessment:</b> Student Demonstration
<b>Learning Plan:</b> <ol style="list-style-type: none"> <li>Warm-up: Nasty Food Tag- 2-4 students who are it and carrying a picture of a food item. Make half of the food items healthy and the other half unhealthy. If a student gets tagged by an unhealthy food item, they must go do an exercise (higher number of repetitions) and then choose a healthy food item to show the teacher to get back into the game. If a student gets tagged by a healthy food item, they will go do an exercise a fewer number of times and must still choose a healthy food item and show the teacher. (jumping jacks, mtn. climbers, squats, Russian Twists) <b>The teacher will pause the game and ask students for a fist of 5 on their intensity.</b> ****<i>Variation:</i> Have students roll 1 vs. 2 dice for the number of repetitions they have to do of the exercise. 1 dice if they get tagged by healthy food and 2 dice if they get tagged by unhealthy food. Have 4 &amp; 5<sup>th</sup> graders do multiplication of the two dice!</li> <li>Flying Disc: <ol style="list-style-type: none"> <li>(2 minutes) Review and practice backhand throw with a partner. Back up every time you make a successful catch. Add movement. Review force (how far and partner's ability) &amp; leading a moving target.</li> <li>Forehand Throw: Arm goes out to the side of the body, not across the body. Hold thumb under the front side of rim, curl fingers over the front edge. Face target; bring your throwing elbow in to hip. Keeping disc parallel to floor, flick your wrist as you release the disc. Practice with partner. Switch partners every so often. Add movement.</li> <li>Catching Drills: (Cues- Watch the disc into your hands, give the disc as it hits hands.) <ol style="list-style-type: none"> <li>2-Hand Catch (crab pinch catch): Both hands in front, palms out, thumbs down. Pinch fingers and thumbs together as the disc enters hand. Practice with partner while moving.</li> <li>1-Hand Catch (Captain America): 1 hand in front; palm out. Higher than waist, thumb down. Lower than waist, thumb up. Practice while moving.</li> <li>Under the Leg Catch: As disc approaches, lift leg and catch behind the leg.</li> </ol> </li> <li>Target Practice: Hula Hoops hanging from basketball hoops <b>and/or</b> Lay out 3 ropes to create a target. The center is worth 3 points, the next ring is worth 2 points, and the outside ring is worth 1 point. Make two targets on either side of the gym for the class to use. Partners can decide where to throw from, but they must agree to throw from the same spot. They continue to play, accumulating points. 4<sup>th</sup> and 5<sup>th</sup> grade extension: Have student multiply the points they get by different numbers and add them together.</li> </ol> </li> </ol>
<b>Questions:</b> How can you make throwing a disc more physically challenging for your body?
<b>Resources:</b> Spark Curriculum (Flying Disc Unit pgs. 9-12), hula hoops, discs, pictures of healthy and unhealthy food items.
<b>Reflection:</b>

Figure 10. Tina's lesson plan.

### **Teaching Styles in Elementary Physical Education**

One of the components of the elementary physical education curriculum related to Research Question 2 included the teaching styles utilized by the United States physical education teachers. The findings identified that the participants used different teaching styles to teach their students, which is summarized in four themes, including: peer teaching; cooperative learning; direct instruction, demonstration, and feedback; and personal responsibility. Each paragraph below provides further explanation of each theme.

#### **Theme One: Peer Teaching**

Most of the participants used the peer teaching method to teach within their elementary physical education classes. The participants created lesson plans that used peer teaching, which was integrated into games, physical activities, and sports. Cathy shared her teaching experiences related to the peer teaching method with her students in grades 3 through 5:

Today was a fun day, peer-teaching day. I had groups of four start off creating a game. Then, two broke off, and they learned a new game while the other taught the game they created. They had to continue to teach each other the new games they learned as they went around the gym. The students got to play the role of being a teacher and explaining the game, and being the student and listening to the rules. They were practicing the skill of communication.

Another perspective was shared by Brandy, who used the peer teaching method in her physical education class by pairing students with each other and giving students an iPad to teach each other. She described strategies of this teaching method:

Sometimes, we will do that [peer teaching]. Sometimes, we have partners and teaching students. They love, one of their absolute favorite things to do is when I get the iPad cart. My school has an iPad cart, and they love Coach's Eye. That's the app . . . in March, I did it with second grade. They were assessed on overhand throw, but one of those day's lesson was Coach's Eye. You and I are partners,

and I get to be the filmer, and you just repeatedly overhand throw, overhand throw. We do tons of them, and I'm filming them, and then we are going to sit down together and do the app of the Coach's Eye, and we can draw right on it and see the opposition. That's when they love it, and then we trade places.

Molly also used the peer teaching method to teach students across all elementary grade levels. She used this strategy by having students in the higher grades teach the students in the lower grades. She described this strategy:

I'll have the older kids actually do peer teaching of skills with my littler guys. They'll come in and do some teaching with my little guys. They've taught games to my little kids, but they haven't taught skills, so that's something I'm working on to make happen for next year, because they're ready for that. They should know all of the important elements of the skill to be able to teach it to my little guys and then have fun games to practice.

### **Theme Two: Cooperative Learning**

Another teaching style participants used at the elementary grade levels was cooperative learning. Brandy described that utilizing cooperative learning in physical education class was important, and she integrated this teaching method for her students in almost every class. She said, "I think that's a natural fit in PE. Almost every single day, every single lesson, there is some element of it that is cooperative learning." Moreover, Tina shared her view about how she loved to teach cooperative learning to her students. She described this style was useful when teaching relationships between students as well as between teachers and students. She mentioned:

I would say, probably the cooperative learning. That's probably my biggest strength, and that's what I love. I want to have a good relationship with my students, and I want them to have a good relationship with each other. Cooperation happens every day in PE, even if we're not doing exactly team-building games. Somehow, some way, we're either with a partner at some point, or with a small group, or we're working on whole-group activities, and we're all one big team . . . because teamwork happens everywhere you go. It is such a life skill. It is important to understand that you can help or you can hurt your team. I



have a visual activity that I do with my students to help them see the impact their behavior and choices could have on their team.

In addition, Brandy shared her teaching experiences using cooperative learning in the first grade. She begins by teaching students easy content, and then she transfers to a little bit harder content in order to build teamwork between students. She mentioned: “We started really easy . . . here is what I want you to do, and then it gets a little bit harder and a little bit harder; however, it is the cooperation it took to do the easy thing first can pan with us and build our success with our skills. It is going to help.”

Tina also shared a similar perspective; she taught cooperative activities to her students in the beginning of the year in kindergarten through fifth grade. She described that teaching cooperative activities includes developing social skills for students. Students have to learn about how to work with each other as well as know their roles while working in teams. Tina mentioned:

Students need to understand that their team depends on them, and their role is being a good teammate. I use small games to practice the responsibilities of a good teammate . . . if we are focusing on communication, the game involves them listening and sharing ideas.

Furthermore, Cathy described that her ideas of cooperative learning included helping students to develop social skills. She said:

I use cooperative activities and games where students are working together to accomplish a common goal as a group. These activities facilitate the development of trust, cooperation, and what it means to be a good teammate. I really like to use cooperative activities because it really targets social and emotional development in children.

### **Theme Three: Direct Instruction, Demonstration Skills, and Feedback**

Direct instruction, which includes demonstrating skills and providing feedback, is another teaching style most participants used. These methods help develop students' skill proficiency. Furthermore, the participants felt that giving feedback during and after student skill performance was beneficial to engage and motivate students as well as support interactions between the teacher and students. Molly shared her strategies about using these teaching methods with her students. She explained:

I still do a lot of direct instruction, so I directly teach the kids. I walk around and give feedback. . . . Not that I'm standing up in front of the class just talking at them, but I'm into a lot of student interaction, student engagement. Student engagement meaning I don't want to just talk at them and make them bored.

Cathy shared similar ideas:

I will usually introduce a topic by demonstrating the skill or concept to my students. After I demonstrate, I typically give time for students to individually investigate the skill or concept on their own or in small groups (practice). While students are practicing, I observe and give feedback to students to help them.

Moreover, she described this in more detail:

I will take a few minutes to explain and demonstrate a skill, and then have them practice it under my guidance. I strive to have my students practicing as much as I can because that's how they learn is by doing. . . . While they're practicing and doing, I'm watching. I'm constantly doing formative assessment and using the results of my assessment to guide each step to my teaching. . . . I give feedback to them. I demonstrate. I have other students demonstrate. I would say I don't use one style of teaching all the time. It depends on what I'm teaching.

Another perspective was shared by Molly who used direct instruction methods with students in kindergarten through second grade. Molly explained:

[With] students in kindergarten, first and second grades, we're going to have to do more direct instruction. We're doing general space, so I'm teaching them how to stay and move in general space, and stop without falling, so I'm going to be leading, doing a lot of the direct instruction.

In addition, all participants described that giving feedback was another method of teaching that helped promote student learning in physical education. Brandy shared her views about the importance of using feedback in physical education saying, “Definitely in PE, we are all masters at feedback. . . . I think it is a natural thing every day. ‘Oh, good throw. Good hit. Good catch.’”

Furthermore, Tina gave feedback to students in order to help improve performance during their skills practicing. She mentioned, “I am constantly trying to give feedback to help a struggling student improve with a skill and also feel good about their effort.” Tina described how she loved to give specific feedback to her students, but she liked to give it in positive ways:

I do try to work on specific feedback. "I like how you're in ready position for volleyball," or "I like how you have your eyes up when you're dribbling the basketball," those types of things. I definitely try to do that, but I would say I probably give more positive. I try to do positive specific at least. Feedback helps both the student and myself identify the skill level. It also helps kids stay on task, because they know you are watching them.

Cathy also shared similar ideas in that she loved to give positive feedback to her students:

I'm constantly giving them constructive feedback. When I give feedback, I always try to say a positive first . . . and then something maybe they can change, and then positive again. I want them to feel good about what they're learning. I really want the kids active as much as I can during a lesson. When I plan a lesson, I take the content I want to teach and figure out how I can teach it to maximize their movement time.

The participants explained that they combined direct instruction, skill demonstration, and giving feedback to promote student learning. In the lower grade levels, they utilized those teaching methods in order to engage students and provide a clearer understanding of the skills before and while practicing the skills. In participants' physical education classes, the selection of teaching styles sometimes depended on the content or learning

targets for the lesson. Cathy shared how she combined all learning methods to support student learning:

When I teach my students new information or skills, I believe in targeting all of their senses to accommodate all learning styles (visual, auditory, and kinesthetic). I access their visual senses by writing words on a whiteboard and demonstrating. I access their auditory senses by explaining the content verbally. Then, I access their kinesthetic senses by having them do something with the information or skills.

#### **Theme Four: Teaching Personal Responsibility**

According to participants, teaching personal responsibility in physical education was essential to build basic responsibility skills and teach students to be good people and develop life skills. Cathy shared her perspectives about teaching personal responsibility to her students and mentioned that “ I really loved it [teaching personal responsibility]; it really helped them [students] to be a good person.”

Furthermore, Molly, who also taught personal responsibility to students, integrated this teaching style into games, and she let students make decision by themselves. She said:

I put a lot of personal responsibility on them. If they want to change a game, you can change a game. They'll usually ask me, "Can I have 10 points instead of 5? Can we make this worth 10 instead of 5?" Absolutely. Go. Right now, it's some little game in the midst of a skill theme that's not traditional basketball. We're doing basketball skills, but I'm not demanding that you memorize every rule of basketball right now. You do whatever you and your partner think is right. They're still meeting my expectation. They're still passing, shooting, dribbling, but you want to play the game that way? That's fine. If you want to have it, again, be 5 points versus 1.

Molly also shared more of her teaching experiences with fifth graders:

In fifth grade, I can give a ton more responsibility to [the students], "Hey, you know what? Get a partner and create a routine," and I just give them the bullets to where, "Your routine must have balancing. Your routine must having dribbling.

Your routine must have pathways," and then they can create from there, so it's a lot of . . . It's challenge by choice, too.

Another perspective was shared by Tina who used personal responsibility with students in lower grades. She mentioned that "I definitely feel like in my littler grades, I'm more of the leader, but then I start to release that in the older ones and let them be more in charge and have the responsibilities and the roles of learning and teaching in the classroom." The participants felt, in addition to using this teaching style to develop responsibility skills, it promoted students to be good people and learn and understand their individual roles. Brandy described teaching experiences in her physical education class in which she promoted students to be good people, know their individual roles, and be good listeners. She explained:

I want to give the students as many movement and practice opportunities as I can during PE. I also place some of that responsibility on the students. When I'm giving directions, they know, "The quieter you can listen, the quicker we can start to play," but when I have to remind kids about good listening, my directions get longer, "you're playtime gets shorter. We don't want to shorten our playtime, we want to move." I will always share that with them, that, "Okay, when you're good listeners, I'm going to go fast, you're going to play more. When you're not good listeners, I'm not going as fast, you're playing less." I'll share that with all groups, every group knows that, "Okay, we're not in here to sit down. I'm trying to get you moving, but you will have to help me with that. That's part of your job, to help me make that happen."

The findings identified that the participants used four main teaching methods in their physical education classes to promote student learning, including: peer teaching; cooperative learning; direction instruction, demonstration, and feedback; and personal responsibility. Findings related to peer teaching were supported in Tina's lesson plan. Tina taught a volleyball unit to her third through fifth grade. In the warm-up activities, she gave students free time to explore what they could do with the volleyball. Moreover, in the details of the lesson plan, she also let students work with partners where one

partner acted as the coach and the other partner as the player. She explained more details of this lesson plan: the coach's job is to first make sure that their partner is in ready position, then they roll the ball to the right or left of their partner. The player is to slide in ready position and allow the ball to go through their legs. Each time that happens, the player scores a point. After 5 points, the partners switch roles. After each player has scored 5 points, they push the ball on the floor back and forth to each other.

Brandy's lesson plan showed that she taught cooperative learning in third and fifth grades. She integrated teaching games to build teamwork skills in her students. In a game called *Titanic*, the objective was for students to help each other get off the sinking ship (the Titanic), across the freezing cold ocean, to the land on the other side, with touch the gym floor (the ocean). According to Brandy's lesson plan, the goal of this game was for students to successfully get everyone off the Titanic, across the ocean, and onto land within 10 minutes. All of the students were expected to play by the rules, use positive words, share responsibilities, and support and help each other.

In conclusion, the participants shared similar perspectives and utilized four styles of teaching—peer teaching, cooperative learning, direction instruction, demonstration, and feedback, and personal responsibility—in order to implement lessons that developed physical activity knowledge and habits for students in physical education class.

In addition, several documentation forms about teaching methods showed how participants implemented them into physical education in order to promote students' learning. For example, Figure 11 identifies Tina's lesson plan of implementing peer teaching. Also, Figure 12 shows that Brandy used cooperative learning in her physical education class.

<p><b>Volley Ball Day 1</b></p> <p><b>Learning Target:</b> I can demonstrate balance, power, speed, agility, balance and reaction time to control the ball while practicing the forearm pass and the serve in volleyball.</p> <p><b>Warm-up:</b> (5minutes) Give students free time to explore what they can do with the volley ball. <b>They are not allowed to kick it, shoot it or sit on it.</b></p> <p><b>Ready Position:</b> Working on Speed, Agility, Balance and Reaction Time</p> <p><b>Cues:</b> Feet a little wider than shoulder width apart</p> <p><b>Knees bent</b></p> <p><b>On the balls of</b></p> <p><b>Formation:</b> Students in partners that they choose. One partner acts as the coach and the other the player.</p> <p><b>Goal:</b> The coaches job is to first make sure that their partner is in ready position, then they roll the ball to the right or left of their partner. The Player is to slide in ready position and allow the ball to go through their legs. Each time that happens the Player scores a point. After 5 point the partners switch roles. After each player has scored 5 points, they may push the ball on the floor back and forth to each other. (Keeping the ball on the floor makes the players have to stay low and in ready position.)</p> <p><b>BUMP:</b> Add Grip and Straight Arms and Power comes from legs, arms don't go past shoulders.</p> <p><b>Goal:</b> Coaches job is to first make sure that their partner is in ready position, then they toss the ball nice and easy to their partner's arms. The player bumps the ball ten times before they trade jobs. They can then try to make each move side to side a little.</p> <p><b>Serve Practice:</b> Demonstrate both the Underhand and Overhand Serve.</p> <p><b>Underhand Cues:</b> Hold the ball in medium space with your non-striking Use a bowling motion (step with the opposite foot and bring your striking hand back) As your open hand comes forward, strike the ball with the heel of your hand Do not toss the ball in the air during the striking motion</p> <p><b>Overhand</b> Step forward with the foot opposite the striking/serving hand Toss the ball, 3-4 feet above your head and in front of the serving shoulder Strike the ball with an open hand in one continuous motion ("Swing through the ball")</p> <p><b>Formation:</b> All players can serve any ball that comes to them they don't have to work with their partner. They may be as close to or as far away from the net as they want.</p> <p><b>Dominator Ball:</b> Volleyball Strategies with a combination of throwing and catching skills.</p>	
<p><b>Formation:</b> Students with their partner on the same side verses another group of partners on the other side of the net. Use poly spots to divide the courts.</p> <p><b>Goal:</b> To throw, bump or serve the ball so that it hits on the floor in bounds on the other teams side. Players are to catch the ball so that it doesn't land on the floor on their side. They need to be in ready position to move quickly.</p>	

*Figure 11. Tina's lesson plan.*

Grades 3-5

Learning Target: I can participate cooperatively and productively in a teamwork setting.

Key aspects:

Communication

Positive words

100% Effort

Share responsibilities

Support/help each other

Play by the rules

**Warm-up:** Stick with Me! See Spark Activity paper.

**River Crossing:** See Challenge Card

**Formation:** Small groups of four or five. River runs across the gym – white line to white line.

**Rules:** If student touches the gym floor they need to go back and try again.

**Challenges:** If the group makes it successfully give them Challenge 2 – They may not push the scooters across the river to their team on the other side. Challenge 3 – Take away their long jump rope. Challenge 4 - Take away one scooter

### Titanic

**Objective:** For students to help each other get off the sinking ship (THE TITANIC), across the freezing cold ocean, to the land on the other side, with touching the gym floor (the ocean).

**Formation:** Students stand in 6 small lines on the north side of the gym behind the blue line. They are on the Titanic. The whole class is one big team. They are trying to get to land on behind the black line on the west side of the gym.

**Equipment:** Scooters: following pieces of wood from the wrecked ship (students can use their hands to paddle the scooters forward/not their feet).

Poly spots: pieces of ice floating in the ocean (students may not ski across the gym on them, they can move them to use them as stepping stones).

Big Feet and hipity hops: Floating devices that were on the ship.



Small mats: Life Boats (may not be moved but as many people that can fit may stand on them).

\* Unlike the River Crossing Game, the equipment may not be pushed or thrown across the gym. Students must take all the equipment where they want it to go.

**Rules:** First student in line gets a scooter to ride into the ocean and then tries to bring back equipment to the next person in line on the Titanic. Once all students from their line are off the Titanic, they help the rest of their teammates in the others lines. If the student touches the ocean (gym floor) with their feet or they fall they must leave the equipment right where they touched and then they go to the end of the line on the Titanic. Just like yesterday, if you see someone touch and they don't go back, you may send the whole team back. Once a student makes it to land (behind the blue line on the south side of the gym, they may not come back out into the ocean. Their only job is to cheer on their teammates. Look for students that get off the equipment, sit on a life boat so others can use the piece of equipment that they had. You can tell students that you are looking for that. It is a major part of teamwork – sharing responsibilities.

**Goals of the game:**

- Students successfully get everyone off of the Titanic across the ocean and on to land with in 10 minutes. (Timer on the desk).
- All student play by the rules - you don't have to send anyone back.
- Students use positive words – you should hear a lot of cheering – ask the students if there is time at the end of the game if someone said something positive to them. Ask them not to give names, but if someone said something negative to them ☹ and what it was.
- Student share responsibilities – ask them if there is time at the end if everyone got to ride at least one piece of equipment (scooter, pedal and go, or the big feet).
- Support and help each other – this game would not work if students didn't help others.

Have the students spread everything out and try to beat their first time.

K-2

I can demonstrate positive and helps actions toward others in a partner or team activity.

**Warm – up:** Twist & Turn/ Bend and Stretch. See Spark Activity sheet.

**Fly Chicken Fly**

**Equipment:** 5 small parachutes, 5 five rubber chickens

**Formation:** Five groups of four or five students

*Figure 12.* Brandy's outline lesson plan.

### **Implementation of the Physical Education National Standards**

Research Question 4 investigated United States teachers' implementation of the physical education standards and learning outcomes. Participants adhered to the physical education standards and learning outcomes; however, teachers followed standards at

various levels. Some of the teachers used state standards, some used national standards, and some adhered to district standards. Brandy explained how she used district physical education standards as a guideline to create lesson plans for teaching her students:

I think we've done a great job at our district level. We have our district PE standards, which are right up there. Your movement, competence, and understanding of all the skills, emotional and social wellness; it is great that we recognize that, how do we get partners, how do we make teams, how do we work together. Physical and personal wellness that is the health curriculum; knowing the FITT principles, all that stuff falls under that one. Then, prevention and risk management, and that's where they are graded on safety, not only playing safely, but also knowing the rules about safety.

Furthermore, Cathy described that she adhered to and implemented state standards as a guideline to build her physical education curriculum. She explained how she used the state physical education standards:

My district expects me to meet the PE state standards. I actually like having standards to help keep my curriculum purposeful. I like it because they have thought of so many things that are important for kids to learn, but what I really appreciate about our standards is that it gives you what you should teach, but it's my choice to figure out how I'm going to teach it. I really appreciate that because it allows me to build a curriculum that suits where we live and to suit my students and their needs.

Tina described how she used the Colorado State Standards to guide long-term plans and learning targets to help students develop in her school. She said:

I use Colorado State Standards, that's the guideline that I use to teach students. It helps me create year-long planners and daily learning targets. It helps me to identify what skills are important for assessment and create rubrics that are developmentally appropriate for the students. It is also a great tool for critical thinking questions. One of my favorite questions that I found in here that I've been asking students is, "What do you picture yourself doing for exercise when you're your parents' age?" Using the Colorado State Standards as my guidelines keeps my program balanced, and it keeps me following what is important for students to learn.

Molly shared that she used the national physical education standards as a guideline for her physical education curriculum. She adhered to the standards and stated, "I use the

national standards . . . I chose to use them because that's what a good PE program entails; is a standards-based education.”

In addition, the participants also described how adhering to the standards provided advantages, such as freedom to create lesson plans that included developmentally appropriate content of their choice for students in each grade level. Brandy mentioned, “I create my own content, but I know what the standards are. I felt like it was pretty easy to fall in with the standards; to me we are performance based. I thought these standards were that simple.” Cathy also shared her perspectives:

I have the standards printed out and put into a book for quick reference when I am planning units of study and lessons. I use the evidence outcomes to build my curriculum . . . I really build my own lessons, because I feel like I also find better ways to teach content.

Furthermore, Tina shared strategies she used when adhering to the physical education standards:

I do assessment to see if students are achieving these standards. At every grade level, I do assessment. Our district adheres to the state standards on the report card. I use it to give the students and their family feedback about where they are, based on the grade level expectations. That's a key piece in identifying if students are actually learning what I'm teaching them and then, also, using that to help me know where to go, using assessment to know what my next step is for teaching that skill.

Cathy also shared her strategies related to implementing the physical education standards:

I read the standard, but I really focus on the evidence outcomes. That's what I look at as I go through the standards. I have a Crosswalk document, and it has taken all the learning outcomes and put it into a grid with little boxes so you can go through and check off the boxes you have addressed. I'm not as good at going through and filling out that, but I look at the evidence outcomes to make sure I'm hitting all of them.

Moreover, Cathy shared more in-depth details about the standards; particularly, that it gave her more freedom to build a developmentally appropriate curriculum for students in her school:

What I really appreciate about our standards is that it gives you what you should teach, but it's my choice to figure out how I'm going to teach it. I really appreciate that because it allows me to build a curriculum that suits where we live and to suit my students and their needs. For example, snowshoeing is a great way to learn more about the five components of health-related fitness and to teach physical fitness, pretesting, post-testing and goal setting. I really appreciate my freedom as to how I teach the standards because we have snow nine months out of the year, and snowshoeing is something kids can do with their friends and families on their own.

Cathy described how she still looked at the physical education standards when she worked on lesson plans in order to make sure her content aligned with the standards. She explained:

Since this is my second year at the elementary level, I'm still having to look at my standards all the time. Periodically, I go through my standards, and I re-read them, and I make sure I'm picking things that maybe I haven't hit, and I make sure I address it. When I build my lesson, I'm looking at what standards I am trying to accomplish or meet, the level of my students, and then what learning experiences I would like to use to accomplish the evidence outcomes.

She described the roles of physical education teachers in more detail:

I think it's important as a teacher to know your students, their needs, and their ability level because that's what should drive your instruction. Being able to use formative assessment and students' needs to design and teach content is the art of teaching because you need to be able to recognize constantly formatively assessing your students to know where they're at so you know where to go and what will work for them . . . you want the learning of PE to be fun.

Tina described that her strategies for planning instruction included making an outline of what she was going to teach students. She looked at the learning targets and standards as guidelines in order to make sure they aligned with each other. She said:

I do an outline with learning targets, standards, and activities . . . absolutely, and then you have to take notes all over your lesson plans to be like, "Oh, this group

only got this far. Oh, this group needs to practice this." Sometimes, it's hard to be organized when you've got 560 students like that. That's definitely always an area that I'm like, okay, come on. The lesson plans that you'll see definitely breaks down and the sequence and the progression that I use. Honestly, most of those are lesson plans that I've been leaving for my substitutes, rather than ones that I . . . I don't type them up like this for myself anymore, just because at this moment , it's more, like you said, I love the word "outline" because that's really what it is. It's not so defined. The ones that I have here for you, these are all stuff that I've left for my substitutes, so it's broken down and sequenced out, and the goals and objectives of each game are on there.

Brandy shared that when preparing teaching instruction, she preferred to make an outline, more than a lesson plan. She explained:

I might vary first year's teaching way back when we had to turn in lesson plans to the principal. It was that. I keep a lesson book. I keep a plan book, and I fill it in. For me to get through a 45-minute lesson, maybe that's five or six lines . . . just outlined. I don't need to do the whole here is our critical elements. Here is . . . you know, I'm happy, I understand that part of it, but of it, but I feel like the way I plan works. When I did the national board process, when I did that certification, that's probably been my biggest change in all my teaching since my masters. I really changed how I planned because of that.

Participants' course syllabi, long-term plans, and lesson plans showed that all participants adhered to the physical education standards as guidelines to create physical education curriculum for their students. Brandy's course syllabus showed, in detail, course descriptions and grade-level expectations that adhered to the physical education standards, which she used as a guideline to identify what she wanted students to learn within each standard. Table 6 illustrates Brandy's course description, showing that she adhered to district physical education standards to create content for students' learning.

Table 6

*The Example of Fifth Grade Physical Education Expectation*

Standards	Fifth Grade Level Expectation
Movement competence and understanding	<p>Demonstrate mature form for all basic loco-motor and non-loco-motor skills, manipulative, and rhythmic skills.</p> <p>Demonstrate understanding of how to combine and apply movement concepts and principles to learn and develop motor skills.</p>
Physical and personal wellness	<p>Understand and apply basic principles of training to improving physical fitness.</p> <p>Demonstrate understanding of skill-related components of fitness and how they affect physical performance.</p> <p>Connect the health-related fitness components to the body systems</p>
Emotional and social wellness	<p>Assess and take responsibility for personal behavior and stress management.</p> <p>Choose to participate cooperatively and productively in group and individual physical activities.</p> <p>Identify personal activity interests and abilities.</p>
Prevention and risk management	<p>Understanding and utilize safe and appropriate warm-up, pacing, and cool-down techniques for injury prevention and safe participation.</p>

**Summary**

Participants from each country, the United States and Thailand, shared their perspectives about physical education curriculum based on their knowledge and teaching experiences. Analysis of the data revealed meaningful themes based upon research questions. The findings of Research Question 1, the purpose of elementary physical education, indicated that the participants in the United States thought the purpose of elementary physical education should focus on educating students about the value of

physical activity and lifelong healthy lifestyles and should promote fun and enjoyment in physical education classes. Participants in Thailand shared that they felt the purpose of elementary physical education is to emphasize the development of good fundamental skills and engage students so they love for and have good attitudes in physical education.

In terms of physical education content related to Research Question 2, teachers in the United States thought they should include content in five areas for students, which included movement skills, emotional and social skills, physical fitness and personal wellness, prevention and risk management, and basic sport skills. The teachers in Thailand shared that physical education content at the elementary level should include: movement skills, basic sport skills, Thai traditional games, and morality. Moreover, teaching styles is one of components of physical education that related to Research Question 2. Findings indicated that participants in the United States included a variety of teaching styles in their lessons, including: peer teaching; cooperative learning; direct instruction, demonstration, and feedback; and personal responsibility. Participants in Thailand also utilized a variety of teaching styles, including group process, demonstrating skills, and self-study and multimedia. In terms of physical education standards and related to Research Questions 3 and 4, findings indicated that all participants in Thailand implemented standards provided by the Ministry of Education of Thailand. Participants in the United States also adhered to the district, state, or national standards as a guide to create physical education curriculum.

In summary, findings from the current study indicated that both countries shared similar perspectives related to the purpose of physical education; they both wanted to promote students having a good attitude while participating in physical education classes.

The purpose of physical education is interesting in that the United States participants gave importance to educating the student about the value of physical activity and lifelong healthy lifestyles, but Thai participants did not emphasize that. Therefore, teachers in both countries can learn from each other, and Thai physical education teachers can bring this idea to the application of developing their goals in physical education programs. Providing knowledge to students about the value of physical activity is significant for students in elementary levels because if they have knowledge and a good attitude, they can remain healthy for their lifetime. In addition, findings indicated that there are several differences in some content implemented in physical education classes. Physical education teachers in the United States placed more emphasis on teaching physical fitness and personal wellness in order for students to live healthy lifestyles, and Thai physical education teachers did not give importance to that. Another difference was that Thailand physical education teachers focused on teaching morality, but the United States teachers did not teach that in their lessons. Moreover, findings indicated that teachers in both countries implemented a variety of teaching styles in order to help students to receive more benefits while participating in physical education classes. However, there were some differences. For example, Thai participants used self-study and multimedia to support students' learning. The United States participants also implemented a personal responsibility method to encourage responsibility in students. However, implications of findings are discussed in the next chapter.

Findings from the current study are beneficial for application in the physical education programs of both countries. Even though participants came from different cultures and teaching experiences, learning from each other is one of the best ways to



develop the physical education programs. Table 7 summarizes the findings based on the perspectives of participants from the United States and Thailand regarding elementary physical education.

Table 7

*Summary of the Findings Related to Participants' Perspectives of Elementary Physical Education in the United States and Thailand*

Finding	U.S. Participant Perspective	Thailand Participant Perspective
Purpose of elementary PE	Educating the students about the value of physical activity and lifelong healthy lifestyles Promoting fun and enjoyment in physical education class	Development of good basic movement skills Promoting children to love and have good attitudes toward physical education
Content in elementary PE	Movement skills Emotional and social skills Physical fitness and personal wellness Prevention and risk management Basic sport skills	Movement skills Basic sport skills Thai traditional games Morality
Teaching styles of elementary PE	Peer teaching Cooperative learning Direct instruction, demonstration and feedback Personal responsibility	Group process Demonstration skills Self-study and multimedia
Implementing standards of PE	Used and adhered to standards (national, state, and district)	Used and adhered to standards provided by Ministry of Education

## **CHAPTER V**

### **DISCUSSION**

This chapter will discuss the results explained in the previous chapter. The discussion also includes the implications, limitations, conclusions, and suggestions for future research. The purpose of this study was to explore the beliefs, perspectives, and opinions of exemplary physical education teachers from both the United States and Thailand regarding physical education curriculum. The study aimed to gain a more clear understanding of how physical education teachers in each country perceive elementary physical education curriculum. Moreover, the results will provide new ideas for improving elementary physical education curriculum and promoting a higher quality of elementary physical education in Thailand.

Based on the results, the discussion will follow the four research questions that served as a guide to investigate teachers' perspectives about elementary physical education curriculum in both countries. The research questions included:

- Q1 How do physical education instructors in the U.S. and Thailand view the purpose of elementary physical education curriculum?
- Q2 What are the components of the elementary physical education curriculum related to content (what do they teach) and teaching style (how do they teach) in the U.S. and Thailand?
- Q3 What roles do standards/indicators play in PE in Thailand?
  - Q3a Do Thai teachers implement/follow national standards for physical education?

Q3b Why do Thai teachers follow or not follow the standards?

Q4 What are exemplary PE teachers in the U.S. doing to adhere to relevant standards and student learning outcomes?

The paragraphs below discuss each one of the research questions in more detail.

### **Purpose of Elementary Physical Education Curriculum**

The first research question investigated the viewpoints of physical education teachers from the United States and Thailand related to the purpose of elementary physical education. Findings indicated that participants in the United States believed that the purpose of elementary physical education should focus on educating students about the value of physical activity, lifelong healthy lifestyles, and promoting fun and enjoyment in physical education classes. Moreover, the participants wanted to support their students in knowing the value of physical activities as they move up to the next grade level and get older. Also, teachers wanted students to know the benefits of physical activity participation and how to take care of themselves to be healthy. The beliefs of participants in the United States related to research by Gray and Oslin (2013) who discovered that the most important component for teaching elementary physical education is physical educators should focus on educating children about healthy active lifestyles. Moreover, Graham et al. (2010) shared that physical education should guide youngsters in the process of becoming independently physically active for their lifetime and enjoying, attending, and participating in physical education classes. Therefore, providing students with this knowledge and utilizing fun activities in physical education class has the potential to lead to building motivation, having a positive attitude, and knowing the value of being healthy for a lifetime. Wikgren (2010) also identified that elementary physical education programs should emphasize the goal of building lifelong

skills and developing healthy attitudes, rather than playing games, which have been a foundation of physical education in the past. Furthermore, the Society of Health and Physical Educators (2014) identified that the purpose of physical education is to develop physically literate individuals who have the knowledge, skills, and confidence to enjoy a lifespan of healthy physical activity. Additionally, the Society of Health and Physical Educators stated that providing students in the elementary school programs with the opportunity to learn how to participate in and enjoy a lifetime of healthy, physical activity is very important. Findings in this study aligned with previous research which indicated that the participants in the United States aimed to promote students having a good attitude while participating in physical education classes and developing the knowledge to live healthy lifestyles throughout their lifetime.

Regarding the perspectives of elementary physical education teachers in Thailand, the findings indicated that the participants emphasized the development of good fundamental skills and encouraged students to have love for and good attitudes in physical education. Thailand participants gave first importance to the development of fundamental movement skills because it is necessary for students in the elementary grade levels. They believed that the development of fundamental skills builds a foundation of skills for students, and when students go to the next grade levels, they can apply these skills and learn additional skills more quickly. Also, students must have good fundamental skills in order to implement those skills in their daily life activities. The perspectives of participants in Thailand aligned with some of the goals of the Ministry of Education of Thailand. The teachers wanted children in Thailand to love and understand movement skills and have skills in movement and physical activities (Ministry of

Education of Thailand, 2008). Therefore, building fundamental movement skills and creating enjoyable, developmentally appropriate content leads to developing a foundation of skills that is beneficial for learning additional skills and promoting good attitudes in physical education classes.

In summary, the physical education teachers in the United States and Thailand had some different perspectives regarding the purpose of elementary physical education. The participants in the United States gave importance to helping students understand the value of physical activity and living a healthy life. They also encouraged having fun and enjoying physical education classes; however, participants in Thailand shared that the purpose of physical education should emphasize the development of good fundamental skills and encourage students to have love for and good attitudes in physical education. The perspectives of both countries may depend on many factors such as policy, environment, and current society. However, participants from both countries shared similar beliefs in that having fun in physical education will lead to building good attitudes while participating in physical education and physical activity.

### **Contents and Teaching Styles in the Elementary Physical Education**

The second research question investigated the opinion and perspectives of teachers in the United States and Thailand regarding the content and teaching styles in elementary physical education. The paragraphs below discuss these findings in more detail.

#### **Content in Elementary Physical Education**

Findings indicated that the participants in the United States thought that the content of elementary physical education classes should include five areas: teaching

movement skills, emotional and social skills, physical fitness and personal wellness, prevention and risk management, and basic sport skills. The Thailand participants indicated that the content should focus on teaching fundamental movement skills, basic sport skills and team sport skills, Thai traditional games, and morality.

The results indicated that participants from both countries shared similar perspectives about teaching fundamental movement skills and basic sport skills for students in elementary grade levels. Movement skills and basic sport skills are related to each other because if students have good fundamental movement skills, when they move to the next level, they can transfer those fundamental skills to learn sport skills more quickly. Teaching fundamental movement skills builds a foundation of sport skills. Also, fundamental movement skills are necessary for daily life activities. These findings relate to those of Clark (2007) who stated that children who complete elementary school without a basic foundation of motor skills are left behind in the same way as children without the prerequisite skills in other subjects such as mathematics and language.

The United States and Thailand participants had the same perspectives regarding teaching fundamental movement skills; teachers should provide content step-by-step and make it appropriate to student age levels. Participants in the United States also believed that teaching should integrate basic movement skills into games, and having fun in the class leads to promoting student enjoyment. Participants in Thailand also integrated movement skills into games and physical activities along with emphasizing the quality of practice skills in the correct posture.

In addition, the findings indicated that both countries think in the same way about teaching fundamental movement skills. Teaching movement skills helps students in their

ability to transfer basic skills to more advanced movements and games as well as support skills used in other physical and fitness activities. The results related to those of SHAPE America (2014) who identified that it is significant to develop fundamental skills at the elementary level because fundamental skills are building blocks for game play, physical activity, and fitness activities. These fundamental skills lead to the transfer of skills and abilities as students get older and move into middle and high school. Furthermore, findings related to the study of Roslow Research Group (2009) who surveyed practicing K-12 physical education teachers in order to determine the components of physical education programs and teachers in elementary, middle, and high schools across the United States. Survey results indicated that physical education teachers in elementary levels focused more on teaching motor skills and movement form.

Both countries shared the perspective that teaching sport skills is necessary for elementary grade levels. They indicated that sport skills help students develop social skills, learn with others, and promote cooperative learning. Teaching sport skills also teaches life skills to the students. Participants in the United States explained that breaking sport skills into small-sided games and creating fun activities were the main points of teaching. However, Thailand participants shared that by teaching sport skills, they simply wanted students to learn how to play team sports and know the rules of each sport. They thought that teaching sport skills should be taught in every grade level, especially fourth through sixth grades. They provided specific sports in each grade by creating step-by-step content and made sure the content was appropriate to student ages. There are many sport skills which include individual and team sports such as table-tennis, volleyball, badminton, swimming, gymnastics, football, tennis, hand-ball, and chair-ball.

However, they do not teach real sports or sports for competition. They just teach basic sport skills and eye-hand and eye-foot coordination skills.

Findings from this study aligned with existing literature and indicated that the participants from the United States and Thailand gave importance to teaching fundamental movement skills and basic sport skills for elementary physical education students. These skills help to support and develop good basic movement skills that students can transfer to other activities or sport skills. Moreover, teaching fundamental movement skills and basic sport skills helps to develop social skills and promotes cooperative learning as well as a variety of other skills and provides a good experience for students. Pangrazi (2003) also identified that having a positive experience in physical education classes encourages youngsters to be active when they become adults. Moreover, he noted that learning motor skills during school years helps children increase their performance in sport skills as they move into adulthood and participate in physical activities such as golf, tennis, racquetball, and other sports.

Another finding of this study was that the United States participants placed emphasis on teaching emotional and social skills, physical fitness and personal wellness, and prevention and risk management in elementary physical education. They indicated that teaching elementary students about how to work in groups, how to get into partnerships, and how to make teams in physical activities or sports are significant and link to developing emotional and social skills for students. Also, it is beneficial for students to implement these skills into their daily lives, during elementary school and in their future. Participants accomplished this by integrating emotional and social skills into the teaching of fundamental movement skills, physical activities, and games. These



findings were similar to the opinions of Thai participants who also gave importance to developing emotional and social skills with elementary students. Participants indicated that they wanted to help develop students in this area so that they would possess the knowledge of how to work together, work as a team, and have problem-solving skills. Moreover, they shared that they taught these skills by integrating them into team sports and traditional Thai games. Therefore, teachers in both countries placed emphasis on the importance of teaching emotional and social skills in elementary grade levels. They indicated that teaching these skills helps develop life skills in students, which is beneficial for them to implement in their daily life and in their future. In alignment with the philosophy of NASPE (2007), findings indicated that physical education teachers should encourage and enhance the development of social skills, cooperative skills, and problem-solving abilities with students in elementary physical education.

Findings also indicated that the participants in the United States believed that educating and developing physical fitness and personal wellness were important to developing students' physical performance and healthiness. Participants explained that they taught physical fitness by creating content appropriate to students' ages and integrating it into physical activities, exercise, and game activities. They also educated students about concepts of nutrition by integrating it into fitness activities. The fitness content they taught covers four main areas: development of muscle strength, muscle endurance, cardiovascular systems, and flexibility. These findings related to those of NASPE (2004) who stated that a high-quality physical education program should support the physical, mental, and social/emotional development of every child and incorporate fitness education and assessment in order to help children understand, improve, and/or

maintain their physical well-being. Furthermore, these findings aligned with research findings of Beighle (2004) who used fitness activities to promote healthy lifestyles and physical activity in elementary physical education. Beighle stated that physical fitness promotes a healthy lifestyle and physical activity, so physical education programs should be comprised of different types of physical activities including exercise or fitness activities. Findings of this study were also similar to findings of Jacobs and Wright (2014) who reported that fitness activities are a good alternative vehicle for development of personal and social responsibility in children at the elementary level. Physical education teachers can design and implement physical activities with a variety of age groups and settings, teaching students to acquire physical skills and to enjoy building life-skills.

Findings of this study showed that the United States participants gave importance to developing physical fitness in elementary grade levels. This perspective is related to the literature reviews mentioned previously. Findings also indicated that developing physical fitness and personal wellness is beneficial for students to become physically fit and know the value of exercise. Therefore, physical education teachers might consider encouraging students to develop healthy lifestyles.

Teaching prevention and risk management are areas that participants in the United States believed are necessary to teach in elementary grade levels. Findings indicated that participants taught safety during game play, physical activities, and playing sports. Students at the elementary level need to know how to play safely and know safety rules. Thailand participants expressed a similar perspective and also prioritized teaching safety in elementary grade levels. Thailand teachers integrated these skills into movement skills

and physical activities. It is beneficial to students to know how to be safe by themselves. Also, teachers from both countries believed that learning safety skills will help students gain more confidence when they play games, practice skills, and play sports during and after class. There is a paucity of existing literature related to teaching safety in physical education; however, teaching safety skills is similar to teaching life skills to students, and physical education teachers should consider safety skills in the physical education program.

Lastly, teaching Thai traditional games and morality is one component of physical education content that Thai participants emphasized in elementary grade levels. Findings in the current study indicated that participants in Thailand gave importance to encouraging Thai students from kindergarten to sixth grade to be proud of Thai culture. Thailand teachers integrated these concepts into movement skills and games and was in alignment with the goals of the Ministry of Education of Thailand. One of their goals was encouraging students to love their country and be good people when they grow up (Ministry of Education of Thailand, 2008), which is what Thai teachers attempted to teach students in their physical education classes.

In summary, findings indicated that teachers in both countries shared similar perspectives related to teaching movement skills, sport skills, and safety, which are necessary for elementary students to learn. There were also several differences. Teachers in the United States focused more on teaching physical fitness and personal wellness, whereas teachers in Thailand did not teach this. Another difference was that Thailand participants focused on teaching Thai traditional games and morality, and the United States teachers did not include this as a focus in their physical education curricula.

Thai participants gave importance to teaching this content because they wanted to promote Thai culture with students. Results from the current study indicated that both countries had both similar and different beliefs about the content of elementary physical education; however, appropriate content depends on many factors such as the goals, policies, cultures, and society of the country. The teachers within each country attempted to provide the best education for their students. Therefore, the results from this study are valuable in implementing, adapting, and developing physical education programs in Thailand.

### **Teaching Styles in Elementary Physical Education**

Findings indicated the participants in the United States used four different teaching styles to teach their students, including: peer teaching; cooperative learning; direct instruction, demonstration and feedback; and personal responsibility. Findings indicated the participants in Thailand used methods of teaching, including: group process, demonstrating skills, and self-study and multimedia. Results showed that both countries had similar perspectives for some of the teaching methods. The following paragraph discusses these findings in more detail.

Findings indicated that teachers in both countries shared similar perspectives about the use of peer teaching, cooperative learning, and group process methods to develop social skills with students. United States participants believed that implementing peer teaching and cooperative learning methods into the lessons at all grade levels leads to developing social skills and problem-solving skills, such as working with each other and working as a team. They also indicated they used these methods by integrating them into activities, such as game play, movement skills, and basic sport skills. In addition,

participants in the United States indicated that these methods were useful in promoting relationships between teachers and students as well as between students and students. Similar to explanations by Metzler (2005), the peer teaching method can enhance social learning and cognitive development in physical education. He also indicated that a cooperative learning approach is an alternative teaching method that can be used in all grade levels.

Findings from the United States participants were similar to those of the Thai participants. Participants in Thailand used a group process method in order to develop social skills in elementary students. They indicated that the aim of utilizing group process methods is to help develop social skills, critical thinking, and problem-solving skills in students. Findings from Thai participants showed that their group process method is a method of teaching through a combination of peer teaching and cooperative learning. They implemented these methods by integrating them into movement skills and physical activities that aim to teach students how to work together, increase motivation, and enhance students' performance. Findings from this study are related to those of the study by Dyson (2001), who found that when using cooperative learning, teachers believed that children improved their motor skills, developed their social skills, developed teamwork, and helped others improve their skills, and students' increasingly took responsibility for their own learning. Furthermore, findings were related to those of the study by Dyson (2002) who investigated the implementation of cooperative learning in an elementary physical education program. Results showed that implementing cooperative learning helps children develop their responsibility, accountability, and

communication skills as well as encourages and allows students to practice these skills when working together with peers and teams.

In summary, these results showed that teachers in both countries shared similar beliefs and used peer teaching, cooperative learning, and group process methods to promote social skills in elementary students. Although each country called these methods of teaching by different names, the aims of those methods are the same—to promote social skills and build relationships between students as well as between teachers and students. These methods are beneficial to support life skills for elementary students.

Another teaching method participants described in this study was that of direct instruction, which included demonstrating skills and providing feedback. Findings showed that United States participants combined these methods in order to develop students' proficiency skills and increase motivation as well as to support interactions between the teacher and students. Rosenshine (1987) also identified that direct instruction is useful for presenting a body of knowledge when the objective is to teach skills performance. Current findings also related to those of Rosenshine's research because the participants in the United States used these methods to teach students fundamental movement skills in all grade levels, especially in the lower grades. They wanted students to have a clear understanding of how to practice skills and be motivated while learning in physical education classes. These findings were similar to those of Thai participants who used a method of teaching called "demonstrate skills" to develop the skill performance of students. Findings showed that the demonstrating skills method included the teachers at the center where they could demonstrate skills to students, and then allow children to practice them by following the directions or rules explained by the

teachers. The aim of this method is for students to perform the skills correctly. Findings also indicated that aside from the teacher as a main source of teaching, teachers also provided feedback to help students improve skills when they made mistakes during skill practice; therefore, the demonstrating skills method is a combination of direct instruction and giving feedback. Rink (2010) supported direct instruction as the best way to teach content when it is in a hierarchical structure and is primarily basic-skills oriented and when physical education teachers are concerned with efficiency of learning. Findings from the current study showed that teachers in both countries placed importance on the quality of skill practice by using direct instruction and providing feedback to promote learning in elementary students.

Another teaching style that was found to be used in this study was self-study, multimedia, and personal responsibility. Thai participants used self-study and multimedia teaching methods to support student learning. They used these methods to help students understand content, primarily within the cognitive domain of learning. Thai participants shared strategies of teaching using this method, which included independent learning through assignments such as completing reports and studying from other sources (watching videos, using the computer, and looking at pictures). Thai teachers emphasized that they implemented these teaching styles in higher-grade levels, such as fourth through sixth grades, because this style is more appropriate for those grade levels than for the lower grade levels. Literature and evidence about teaching styles and instructional models used by physical education teachers in Thailand is lacking; therefore, these findings are essential for sharing their perspectives and for implementing, adapting, or developing physical education programs. Teachers in the United States

explained that implementing personal responsibility methods is one of the teaching styles they thought important for elementary students. Kulinna (2008) identified that the personal-social responsibility method helps to improve personal and social skills at the elementary and secondary levels. Similarly, findings from the current study indicated that the United States participants used these methods in order to build basic responsibility skills, teach students to be good people, and learn and understand their individuals roles within the class and, ultimately, in society. These findings also relate to those of Hellison (2003), who identified that “teaching personal and social responsibility in physical education is helping children and youth become more personally responsible for their own well-being and more socially and morally responsible for contributing to the well-being of others” (p. 242). In addition, the personal-social responsibility method focuses on teaching life skills and values such as respect for the rights and feelings of others, effort and teamwork, self-direction, helping others, and use of personal skills outside of the gym through physical activity content. Findings from both Hellison and the current study are the same in that participants in the United States were implementing these methods in order to develop life skills by integrating this teaching style into games and physical activities. Findings also indicated that participants in the United States provided opportunities for students to work together as well as to make decisions by themselves—building social skills and relationships between students, problem-solving skills, and critical thinking skills through physical activity.

In summary, findings indicated that participants from both countries were implementing several different teaching methods into their lessons based on their knowledge, current societal trends, and learning targets. Interestingly, participants from



both countries shared the same perspectives about the implementation of teaching methods, indicating that no one teaching method is the best. They explained that the method of teaching changes, depending on the learning target or the purpose of teaching in each lesson. These findings are in alignment with the current literature in which findings have indicated that one teaching method is not more effective than another; rather, different instructional models are appropriate in different situations. Therefore, physical educators can select appropriate models to teach students in each grade when promoting effective physical education. Gurvitch and Metzler (2010) also identified that teachers have many instructional models from which to choose, but it is important to identify the appropriate model for the content unit and learning outcomes. Therefore, findings from the current study are beneficial to both countries, especially for the development and implementation of physical education programs in Thailand schools.

### **Implementation of Physical Education Standards in Thailand and the United States**

This section relates to the third and fourth research questions, which aimed to investigate the roles of physical education standards and learning outcomes in the United States and Thailand. The following paragraphs will discuss the findings from both countries in more detail.

Findings indicated that participants in the United States gave importance to physical education standards as a guideline to create content they teach students in their schools. All participants adhered to the physical education standards and learning outcomes; however, they followed different sets of standards. Two participants used the district physical education standards, one participant adhered to national standards, and one participant followed state standards to guide their content and instruction.

Furthermore, participants in this study also indicated the benefits and strategies of adhering to the standards. For example, Cathy and Molly, both participants, identified that following standards are important to keep the program balanced and maintain a good physical education program. Cathy also identified that she used Colorado State Standards to create a long-range plan and daily learning targets. It helped her to identify what skills were important for assessment and creating rubrics that were appropriate for her students. Another participant, Tina, also identified the strategies of using standards. She used assessments to ensure students in all grade levels achieved standards, and these strategies helped her to know the next teaching steps. Findings also indicated that all participants explained that the advantage of adhering to the standards was that they had the freedom to create lesson plans by themselves; however, they had to make sure the content was appropriate for the age of the students. In addition, findings indicated that when adhering to the standards, participants had to make sure the content and learning targets were related to the standards as well as to the students' ages as they wrote the lesson plans.

Findings from the current study indicated that participants in the United States used different physical education standards to develop their curriculum, and the adherence of each standard might depend on their schools' goals and policies. However, findings indicated that each standard is beneficial for physical education teachers when used as a guideline for developing physical education programs for their students. Graber et.al. (2008) indicated that the significance of following the national standards for physical education was like a guideline to assist teachers in planning lessons that produce desired learning outcomes. Moreover, Chen (2015) also identified that physical

education teachers combined the standards into their written curricula and teaching practices. It helps to know a good direction to develop physical education programs and support students to receive high-quality learning. Therefore, the physical education standards play an important role when developing physical education programs.

Findings showed that participants in Thailand also placed importance on implementing physical education standards as a guideline to creating content and developing physical education programs. All of the participants adhered to the standards provided by the Ministry of Education of Thailand. Participants in Thailand indicated that while making the lesson, they had to make sure the content was directly related to the learning outcomes and standards. Although these participants implemented the standards, they indicated that physical education teachers should have the responsibility of implementing standards because sometimes they are not given importance. Findings also showed that all participants recommended that the government of Thailand consider the quality of physical education teachers who utilize the standards to assist them in the development of physical education programs. The literature reviews about implementation of physical education standards in Thailand is limited. Physical education teachers in Thailand adhere only to standards that are provided by the Ministry of Education. Therefore, findings from the current study indicated that participants in Thailand adhering to the standards have the potential to assist in providing students with quality participation in physical education classes. However, students' efficiency of learning is dependent on the responsibility and quality of physical education teachers who implement the standards.

Teachers in Thailand and the United States were similar in that they adhered to the standards, and the standards provided them with the freedom to create lesson plans by themselves. Thailand has just one set of physical education standards that is provided by the government, but the United States has several sets of standards at the national, state, or district levels that can be used. The set of standards used depends on the schools' policy for selection and implementation; however, both countries utilize physical education standards to promote a higher quality of learning for students in physical education classes.

### **Implications**

This study investigated the beliefs, perspectives, and opinions of physical education teachers regarding physical education in the United States and in Thailand. The study also aimed to understand how physical education teachers in each country perceived the requirements of an elementary physical education curriculum. This section emphasizes the implications of the findings, which has the potential to affect current physical education practices.

Findings from the current study are valuable to both physical education teachers in Thailand and the United States so they can learn from other teachers and apply them when developing and improving physical education programs. Findings related to the purpose in elementary physical education indicated that both countries shared their perspectives based upon their teaching experiences and knowledge. However, there were a few interesting differences in participants' perspectives and beliefs about the purpose of elementary physical education. For example, the United States participants placed importance on educating students about the value of physical activity and lifelong healthy

lifestyles, but on which Thai participants did not focus. United States participants indicated that they promoted the importance of being physically active throughout their entire lives. Also, providing knowledge about the benefits of physical activities and exercise while students participate in physical education classes has the potential to lead to understanding the value of physical education. Also, knowing how to be healthy for their life helps students' intrinsic motivation to be physically active. Moreover, findings showed that United States participants wanted to educate and promote a variety of physical activities, which can help students make decisions about how to take care of their health for a lifetime.

Another difference in the perspectives about the purpose in elementary physical education was shared by Thai participants. Unlike participants in the United States, participants in Thailand shared that the purpose of elementary physical education should focus on the promotion of student having love for and a good attitude in physical education. Participants in Thailand indicated that the significance of promoting a good attitude in physical education will impact students' love for and enjoyment as well as knowledge of the benefits of physical education. The Thai participants believed that if students have a good attitude, they will be more likely to be happy to learn in physical education classes and know how to take care of their health after physical education classes. Also, students will know how to take good care of their health in the future.

Although there are differences in the perspectives of teachers related to the purpose of elementary physical education, the perspectives and beliefs of participants in both countries are interesting ideas that both countries should consider when developing and improving the purpose of physical education in their schools.

Findings about the content in elementary physical education showed that both countries provided developmentally appropriate content to their students that was based upon their individual culture and goals. However, there were some interesting differences in the content taught that were revealed within this study. For example, United States participants shared that teaching physical fitness and wellness are necessary for the development of physical fitness in elementary students. They integrated this content into physical activities, fitness activities, and games in order to develop physical performance, which included developing muscle strength, muscle endurance, cardiovascular systems, and flexibility. Moreover, findings also included that teachers in the United States teach five components of health-related fitness, healthy habits, and nutrition concepts. Teachers believed this content was beneficial for students to know and understand so they would value exercise and make healthy lifestyle choices. These beliefs were very different from the beliefs of Thai teachers related to the content implemented in teaching children in Thailand. Thai participants did not mention the development of physical fitness and teaching about the concept of healthy habits or nutrition in their lessons. Thai participants emphasized teaching Thai traditional games and morality at the elementary grade levels, which the United States participants did not include in their elementary content. Thai participants placed importance on teaching morality and Thai traditional games beginning in the lower grades. They wanted to promote students to be good people and proud of Thai culture. They taught morality by integrating it into teaching team sports, movement activities, and game play. Although both countries came from different cultures, the teachers in the United States might consider teaching morality in their physical education classes for students, and the

teachers in Thailand might consider incorporating physical fitness and nutrition concepts into their physical education classes.

In addition, teaching styles are one component of physical education that supports efficiency of teaching and promotes student learning. Findings showed that participants in each country utilized a variety of teaching methods in order to help their students have the opportunity to experience a high quality of participation within the physical education program. For example, participants in Thailand implemented group process, demonstration of skills, and self-study and multimedia. Thai participants indicated they implemented group process methods as the main method of teaching in elementary physical education. This method promoted student learning with others and group problem-solving. In addition, the demonstration of skills method is also important, and Thai participants were concerned about teaching by placing emphasis on practicing skills in the correct posture. They believed if students could perform skills correctly, then when they learned other skills or played other sports, it would be easier and quicker to transfer those skills and movements from one skill to another. The United States participants indicated they utilized peer teaching, cooperative learning, direct instruction, demonstration and feedback, and personal responsibility in their classrooms. Findings from the perspectives of United States participants showed that they used peer teaching and personal responsibility methods, and both are effective teaching styles on which Thai teachers did not focus, but should consider implementing into their lessons. However, findings are beneficial for both countries, and teachers should consider applying the various teaching styles in order to enhance the efficiency of student learning.

Participants from each country came from different cultures and teaching experiences, yet findings from the current study indicated that teachers from both countries felt it was important to develop and provide their students with the opportunity to gain from the benefits of participating in physical education. The findings supported previous literature, which has indicated that physical education is a critical part of educating the complete student (NASPE, 2001). Physical education is an integral part of the whole educational program, which supports the total growth and development of every child from K-12 (Pangrazi, 2003). A high-quality physical education program should support the physical, mental, and social/emotional development of every child and incorporate fitness education and assessment in order to help children understand, improve, and/or maintain their physical well-being (NASPE, 2004). Findings from the current study supported numerous studies that suggested adhering to physical education standards as a guideline when creating content can assist in developing and maintaining quality physical education programs. Moreover, physical education teachers from both countries and around the world might benefit from applying the results of this study to include the purpose of physical education, content, and implementing different teaching styles to develop their physical education programs. The findings are especially valuable for physical education teachers in Thailand because they will help those teachers become aware of new ideas that can be utilized to develop and improve the quality of their current physical education programs. The schools of Thailand can utilize this information to help them become more modern and update their physical education programs to align with the current changes in society.



In summary, Thailand is a developing country, and the government places importance on improving physical education, especially in the elementary schools. The results from the current study are significant, specifically for Thailand physical education teachers, because they contain evidence and information that is useful for implementing new ideas to improve elementary physical education curriculum and to promote a higher quality of elementary physical education in my school (Satit Kaset International Program, Satit Kaset IP) and other schools in Thailand. The research problem of this study showed that physical education teachers in Thailand are still using traditional styles of teaching that focus more on teaching sports, specifically for competition, rather than on lifelong physical activity participation and physical fitness. Also, the methods of teaching lack variety. This can impact students because it can lead to a lack of interest and enthusiasm in physical education. This study aimed to investigate the beliefs and perspectives of the exemplary physical education teachers in Thailand and the United States to determine their beliefs and perspectives on various aspects of elementary physical education curriculum. Learning from the perspectives and beliefs of teachers within each country can be one of the best ways to learn new ideas about how to develop and improve physical education programs, especially for schools in Thailand. Findings from the current study are worthwhile and provide good evidence to support the development of physical education programs in Thailand because the Thai government is currently concerned about improving and enhancing the quality of teaching physical education at elementary grade levels. Therefore, the information provided by the United States teachers related to utilizing a variety of teaching styles as well as providing information about the content and purpose of physical education in the United States is beneficial for

Thai physical education teachers as they begin to develop quality elementary physical education programs in Thailand.

### **Limitations**

Several limitations were identified in this study that should be acknowledged when considering implementation of the recommendations and findings. First, data were collected through documents including lesson plans and course syllabi, which were received from the participants in the United States and Thailand. Some participants submitted only the course syllabus. Others submitted only the outline of teaching, and some, only lesson plans; therefore, the data supported by the documentation is limited, which might have affected the overall results.

Second, because English is my second language, I was limited in performing my interviews and transcriptions. Interviews were especially difficult and challenging when interviewing participants in the United States. During interviews, some participants spoke very fast, and I did not clearly understand. I had to repeat the questions to make sure that I understood. Also, my limited English skills prevented me from asking more in-depth questions while I conversed with them, which may have had a negative impact on getting more detailed information. Therefore, limited English proficiency might have affected the overall results.

Lastly, Creswell (2014) indicated that the number of participants in the phenomenological approach ranges from 3 to 10 participants. The participants in this study totaled 8 people, 4 in Thailand and 4 in the United States. Therefore, the collected data actually reached saturation; however, a larger sample size from each country might have been helpful in getting more information regarding physical education curriculums.

## Conclusions

The major findings of this study indicated that the participants in the United States and Thailand gave importance to helping students develop and grow by providing high-quality physical education programs. Furthermore, participants in both countries focused on using physical education standards as guidelines to create content and develop their physical education programs. Findings about the purpose of elementary physical education indicated that the participants in the United States focused on educating students about the value of physical activity and lifelong healthy lifestyles as well as promoting fun and enjoyment in physical education class. Thai participants emphasized the development of good fundamental skills and emphasized the love of movement and having good attitudes in physical education.

Teachers in the United States shared that physical education content should include: teaching movement skills, emotional and social skills, physical fitness and personal wellness, prevention and risk management, and basic sport skills. The Thai participants gave importance to teaching movement skills, basic sport skills, Thai traditional games, and morality. In terms of teaching styles, findings indicated that participants in the United States implemented a variety of teaching styles in their lessons, including peer teaching, cooperative learning, direct instruction, demonstration and feedback, and personal responsibility. Participants in Thailand also utilized a variety of teaching styles, including group process, demonstrating skills, and self-study and multimedia.

Findings indicated that teachers in both countries shared their beliefs and perspectives about elementary physical education based on their knowledge and teaching

experiences. Therefore, the results of this study are valuable for physical education teachers in Thailand; the results of the study allow for the comparison, implementation, and application of new ideas within the physical education program at Satit Kaset International Program as well as additional schools in Thailand based upon physical education programs in the United States.

In addition, the current study was the first qualitative research in Thailand that aimed to investigate opinions and perspectives about elementary physical education programs in the United States in order to improve physical education programs in Thai schools. Thailand is now in the state of a “developing country,” and the Ministry of Education of Thailand is interested in developing a modern and socially current curriculum in every subject. The Ministry of Education of Thailand regards physical education as a high priority, especially at the elementary levels; therefore, this study aimed to understand how teachers in the United States and Thailand felt about physical education by investigating exemplary physical education teachers from both countries in order to develop physical education in Thailand. Therefore, learning from people in another country is one of the strategies to get new ideas to develop new physical education programs.

### **Future Research**

This study investigated the perspectives of teachers in the United States and Thailand regarding elementary physical education curriculum. Participants in this study included eight physical education teachers (four from the United States and four from Thailand) with at least eight years of teaching experience. Findings provided evidence to develop physical education curriculum in Thai schools; however, there are many factors

that must be considered when developing curriculum. Additional factors include personnel, such as physical education teachers, principals, students, and parents, as well as physical education teacher education (PETE) within each school and each country. External factors, such as the environment, population, culture, and policy also affect and influence the development of physical education programs. It is important that additional research collect more data and investigate the perspectives of people who are involved in the development of quality physical education programs, such as principals, physical education teacher educators (PETE), elementary students, and parents. I believe listening to their attitudes and perspectives might be one of the best ways to get more evidence to support the development of high-quality physical education programs in the future.

## REFERENCES

- Alexander, K., & Luckman, J. (2001). Australian teachers' perceptions and uses of the sport education curriculum model. *European Physical Education Review*, 7(3), 243.
- Apiwat, N. (2010). *Physical education learning management using football activities based on ethics development theory of Kohlberg to develop sportsmanship of the primary school students* (Masters thesis). Retrieved from <http://library.car.chula.ac.th/search>
- Ayers, S. F. (2009) The effects of using peer tutors for visually impaired students in physical education. *Journal of Physical Education, Recreation and Dance*, 80(3), 8-51. doi:10.1080/07303084.2009.10598288
- Ayers, S. F., Housner, L. D., Gurvitch, R., & Pritchard, T. (2005). An examination of skill learning using direct instruction. *Physical Educator*, 62(3), 136-144. Retrieved from <http://0-search.proquest.com.source.unco.edu/docview/233004994?accountid=12832>
- Beighle, A. (2004). Using fitness activities to promote lifestyles physical activity in elementary physical education. *Journal of teaching elementary physical education*, 15(3) 35.

- Belka, D. E. (2004). Substituting developmental for traditional games in elementary physical education. *Journal of teaching elementary physical education*, 15(14), 21.
- Carlson, T. B., & Hastie, P. A. (1997). The student social system within sport education. *Journal of Teaching in Physical Education*, 16(2), 176-195.
- Chen, W. (2004). Learning the skill theme approach: Salient and problematic aspects of pedagogical content knowledge. *Education*, 125(2), 194–212.
- Chen, W. (2015) Implementation of the National Standards in Elementary and Secondary Physical Education Teaching. Retrieved from.  
<http://www.kines.umich.edu/project/implementation-national-standards-elementary-and-secondary-physical-education-teaching>
- Chen, W., Hammond-Bennett, A., Upton, A., & Mason, S. (2014). Accomplished teachers' implementation of quality teaching practices. *The Physical Educator*, 77, 320-343.
- Chen, W., & Rovegno, I. (2000). Examination of expert and novice teachers' constructivist oriented teaching practices using a movement approach to elementary physical education. *Research Quarterly for Exercise and Sport*, 71, 357-371.
- Clark, J. E. (2007). *On the problem of motor skill development*. Paper presented at the AAHPERD Convention. Baltimore, MD.
- Core National Standard. (2001). *Basic education curriculum*. Bangkok: Kurusapa Ladprao Publisher.

- Creswell, W. J. (2007). *Qualitative inquiry research design: Choosing among five approaches* (3rd ed.). Thousand Oaks, CA: Sage.
- Creswell, W. J. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). Thousand Oaks, CA: Sage.
- Crotty, M. (2003). *The foundations of social research: Meaning and perspective in the research process*. London: Sage Publications.
- Dyson, B. (2001). Cooperative learning in an elementary physical education program. *Journal of Teaching in Physical Education*, 20, 264-281.
- Dyson, B. (2002). The implementation of cooperative learning in an elementary physical education program. *Journal of Teaching in Physical Education*, 22, 69-85.
- Dyson, B., & Grineski, S. (2001). Using cooperative learning structures in physical education. *The Journal of Physical Education, Recreation and Dance*, 72(2), 28.
- Edwards, R., & Lee, A. (1985). The relationship of cognitive style and instructional strategy to learning and transfer of motor skills. *Research Quarterly for Exercise and Sport*, 56, 286-290.
- Erwin, H. E., & Castelli, D. M. (2008). National physical education standards: A summary of student performances and its correlates. *Research Quarterly for Exercise and Sport*, 79(4), 495-505.
- Fisher, A. (2005). Fundamental movement skills and habitual physical activity in young children. *Medicine and Science in Sports and Exercise*, 37(4), 684-688.
- Gabbard, C (2000, January). Physical education: Should it be in the core curriculum? *Principal Magazine* (on-line). Available from <http://www.naesp.org/comm/p0100c.htm>



- Gallahue, D. L., Ozmun, J., & Goodway, J. (2012). *Understanding motor development: Infants, children, adolescents, adults*. New York: McGraw-Hill.
- Goldberger, M., & Gerney, P. (1986). The effects of direct teaching styles on motor skill acquisition of fifth grade children. *Research Quarterly for Exercise and Sport*, 57, 215–219.
- Graber, K. C., Locke, L. F., Lambdin, D., & Solmon, M. A. (2008). The landscape of elementary school physical education. *Elementary School Journal*, 108(3), 151-159.
- Graham, G., Holt/Hale, S. A., & Parker, M. (2010). *Children moving: A reflective approach to teaching physical education* (8th ed.). Boston: McGraw-Hill.
- Gray, T., & Oslin, J. (2013). Primary school students' choices for a healthy active lifestyle. *JOPERD: The Journal of Physical Education, Recreation, and Dance*, 74(6), 52.
- Grineski, S. (1989). Children, games and pro-social behavior: Insights and connections. *Journal of Physical Education, Recreation and Dance*, 60(8), 20–25.
- Gurvitch, R., & Metzler, M. (2010). Keeping the purpose in mind: The implementation of instructional models in physical education settings. *Strategies*, 23(3), 32-35.
- Harvey, S., Kirk, D., & O'Donovan, T. M. (2014). Sport Education as a pedagogical application for ethical development in physical education and youth sport. *Sport, Education and Society*, 19(1), 41-62. doi:10.1080/13573322.2011.624594
- Hellison, D. (2003). Teaching personal and social responsibility in physical education. In Stephen J. Silverman, & C. D. Ennis, *Student learning in physical education:*

*Apply research to enhance instruction* (2<sup>nd</sup>.ed) (pp. 241-252). United States:  
Human Kinetics.

Hellison, D., & Martinek, T. (2006). Social and individual responsibility programs. In D. Kirk, D. Macdonald, & M. O'Sullivan (Eds.), *Handbook of physical education* (pp. 610-626). London: Sage.

Hellion, D., & Walsh, D. (2002). Responsibility-based youth program evaluation: Investigating the investigations. *Quest*, 54(4), 292–307.  
doi:10.1080/00336297.2002.10491780

Holt/Hale, S.A. (2010). The skill theme approach to physical education. In J. Lund & D. Tannehill, *Standards-based physical education curriculum development* (2<sup>nd</sup> ed.) (pp. 193-217). Sudbury, MA: Jones and Bartlett Publishers, LLC.

Houston-Wilson, C., Dunn, J. M., van der Mars, H., & McCubbin, J. (1997). The effect of peer tutors on motor performance in integrated physical education classes. *Adapted Physical Activity Quarterly*, 14, 298-313.

Huberman, M. (1989). The professional life cycle of teachers. *Teachers college recorded*, 91(1), 31-57.

Hunter, L. (2006). Research into elementary physical education programs. In D. Kirk, D. Macdonald, & M. O'Sullivan (Eds.), *Handbook of physical education* (p. 580). London: SAGE Publications, Ltd.

International Business Publication. (2011). *Thailand education system and policy handbook* (4th ed.) [International business publication, USA]. Retrieved from <http://books.google.com/books?>

- Jacobs, J. M., & Wright, P. M. (2014). Fitness games that promote personal and social responsibility: Implications for practitioners. *Journal of Physical Education, Recreation and Dance*, 85(8), 44-45. Retrieved from <http://0-search.proquest.com.source.unco.edu/docview/1620032497?accountid=12832>
- Jakrin, D. (2011). *The effects of physical education learning management using football activities based on Piaget's theory on self-discipline of primary school students* (Master's thesis). Retrieved from <http://cuir.car.chula.ac.th/handle/123456789/22158>
- James, A. R. (2003). *Elementary physical education teachers' and students' perceptions of instructional alignment* (Doctoral dissertation). Retrieved from <http://0-search.proquest.com.source.unco.edu/docview/305322235?accountid=12832>. (305322235) (Order No. 3078695)
- Jardkewn, F. (1974). *Physical education for children*. Retrieved from <http://www.edun.ac.th/selfaccess/researches/admin/upload/414211010154724is.pdf>
- Kaenwongkum, C. (1986). *Instructional physical education. Physical education*. Bangkok: Odean Store Publisher.
- Kasorn, U. (2011). *Development of a yoga program model to promote memory and physical fitness for elementary school students* (Master's thesis). Retrieved from <http://library.car.chula.ac.th/search>
- Kelly, L. E., & Melograno, V. J. (2004). *Developing the physical education curriculum: An achievement-based approach*. Champaign, IL: Human Kinetics.

- Kloepple, T., Stylianou, M., & Kulinna, P. H. (2014). Physical education teachers' fidelity to and perspectives of a standardized curricular model. *The Physical Educator*, 71, 93-113.
- Kulinna, P. H. (2008). Models for curriculum and pedagogy in elementary school physical education. *Elementary School Journal*, 108(3), 219–227.
- Kwanboonchan, S. (n.d.). *Physical education in Thailand*. Retrieved from <http://www.Acpe.askit>
- Lambdin, D. D., & Steinhardt, M. A. (1992). Elementary and secondary physical education teachers' perceptions of their goals, expertise, curriculum, and students' achievement. *Journal of Teaching in Physical Education*, 11, 103-111.
- Langton, T. W. (2007). Applying Laban's movement framework in elementary physical education. *JOPERD: The Journal of Physical Education, Recreation and Dance*, 78(1), 17–53.
- Lieberman, L. J., Dunn, J. M., van der Mars, H., & McCubbin, J. (2000). Peer tutors' effects on activity levels of deaf students inclusive elementary physical education. *Adapted Physical Activity Quarterly*, 17, 20-39.
- Light, R., & Fawns, R. (2003). Knowing the game: Integrating speech and action in games teaching through TGfU. *Quest*, 55(2), 161–176.  
doi:10.1080/00336297.2003.1049179
- Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic inquiry*. Thousand Oaks, CA: Sage.
- Lund, J., & Tannehill, D. (2010). *Standards-based physical education curriculum development* (2nd ed.). Sudbury, MA: Jones and Bartlett Publishers, LLC.

- Lux, K. M. (2010). How to raise the status of physical education at your school: Physical education deserves to be taken seriously. *JOPERD: The Journal of Physical Education, Recreation and Dance*, 81(8), 40-42.
- MacPhail, A., & Kinchin, G. D. (2004). The use of drawings as an evaluative tool: Students' experiences of sport education. *Physical Education and Sport Pedagogy*, 9(1), 87-108.
- Maieam, K. (2003). *Opinions of mantayomsuksa three students on learning and teaching physical education in school in Chonburi Educational Service Area*. Srinakharinwirot University, Bangkok.
- Mandigo, J., Francis, N., Lodewyk, K., & Lopez, R. (2012). Physical literacy for education. *Physical and Health Education Journal*, 75(3), 27-30.
- Masurier, L. G., & Corbin, C. B. (2006). Top 10 reasons for quality physical education. *Journal of Physical Education, Recreation and Dance*, 77(6), 44-53.
- Merriam, S. B. (1998). *Qualitative research and case study application in education* (2nd ed.). San Francisco, CA: Jossey-Bass.
- Merriam, S. B. (2009). *Qualitative research: A guide to design and implementation*. San Francisco, CA: Jossey-Bass.
- Merrill, C. D., & Johnson, R. H. (1995). A health and physical education program for the teachers colleges of Thailand. *Journal of Teacher Education*, 6, 196.
- Metzler, M. W. (2005). *Instructional models for physical education* (2nd ed.). Scottsdale, AZ: Holcomb Hathaway, Publishers, Inc.
- Ministry of Education. (2001). *Basic education curriculum*. Bangkok: Kurusapa Ladprao Publisher.

- Ministry of Education of Thailand. (2008). *Basic education core curriculum*. Retrieved from <http://www.act.ac.th/document/1741.pdf>
- Mitchell, S., & Clements, L. (2003). Introducing game play in elementary physical education: A net/wall games example. *Journal of teaching elementary physical education, 14*(1) 12.
- Mitchell, S. A., Oslin, J. L., & Griffin, L. L. (2006). *Teaching sport concept and skills: A tactical games approach* (2nd ed.). Champaign, IL: Human Kinetics.
- Moustakas, C. (1994). *Phenomenological research methods*. Thousand Oaks, CA: Sage.
- National Association for Sport and Physical Education (NASPE). (n.d.). Opportunity to learn guidelines for elementary school physical education: Key elements in producing quality physical education programs [position statement]. Retrieved from <http://www.shapeamerica.org/membersonly/loader.cfm?>
- National Association for Sport and Physical Education (NASPE). (1995). *Moving into the future: National standards for physical education: A guide to content and assessment*. Reston, VA: Author.
- National Association for Sport and Physical Education (NASPE). (2001). *Physical education is critical to a complete education* [Position statement]. Reston, VA: Author.
- National Association for Sport and Physical Education (NASPE). (2004). *Moving into the future: National standards for physical education* (2nd ed.). Reston, VA: Author.
- National Association for Sport and Physical Education (NASPE). (2007). Physical education is critical to a complete education. Retrieved from [http://www.education.com/reference/article/Ref\\_Physical\\_Education/](http://www.education.com/reference/article/Ref_Physical_Education/)

- National Association for Sport and Physical Education (NASPE). (2008). Comprehensive school physical activity programs. Reston, VA: Author.
- Okely, A. D., Booth, M. L., & Patterson, J. W. (2001). Relationship of physical activity to fundamental movement skills among adolescents. *Medicine and Science in Sports and Exercise*, 33(11), 1899-1904.
- Paiyada, S. (2009). *Effects of a yoga exercising program on bodily-kinesthetic intelligence and physical fitness of fourth to sixth grade students* (Masters thesis). Retrieved from: <http://library.car.chula.ac.th/search>
- Pangrazi, R. P. (2003). Physical education K-12: "All for one and one for all." *Quest*, 55, 105-117.
- Patton, M. Q. (2002). *Qualitative research and evaluation methods* (3rd ed.). Thousand Oaks, London: Sage Publications.
- Perlman, D. (2012). The influence of the sport education model on amotivated students' in-class physical activity. *European Physical Education Review*, 18(3), 335-345. doi:10.1177/1356336X12450795
- Pernchorp, V. (1978). Report seminar physical education and sport in the education of youth and development. Retrieved from <http://www.edu.nu.ac.th/selfaccess/researches/admin/upload/414211010154724is.pdf>
- Pickup, I., & Price, L. (2007). *Teaching physical education in the primary school: A development approach*. New York: Continuum.
- Placek, J. H., Dodds, P., Doolittle, S. A., Portman, P. A., Ratliffe, T., & Pinkham, K. (1995). Teaching recruits' physical education backgrounds and beliefs about

purposes for their subject matter. *Journal of Teaching in Physical Education*, 14, 246-261.

Polkinghorne, D. E. (2005). Language and meaning: Data collection in qualitative research. *Journal of Counseling Psychology*, 52(2), 137-145. doi: 10.1037/0022-0167.52.2.137

Ramasut, N., & Lohitsatiant, B. (2014, September 16). Physical education. *Office of the Minister News Line*. Retrieved from [www.Moe.go.th](http://www.Moe.go.th).

Rikard, G., Linda, Boswell, & Boni B. (1993). Teacher effectiveness in using direct instruction for student skill acquisition. *Physical educator; Early winter 93*, 50(4), 194.

Rink, J. E. (2009). *Designing the physical education curriculum: Promoting active lifestyles*. New York: McGraw- Hill.

Rink, J. E. (2010). *Teaching physical education for learning* (6th ed.). New York: McGraw- Hill.

Rink, J. E., & Hall, T. J. (2008). Research on effective teaching in elementary physical education. *Elementary School Journal*, 108(3), 207-218.

Rosenshine, B. (1987). Explicit teaching and teacher training. *Journal of Teacher Education*, 38(3), 34-36. doi:10.1177/002248718703800308

Roslow Research Group. (2009). *Physical education trends in our nation's schools: A survey of practicing K-12 physical education teachers* [Report]. Reston, VA: National Association for Sport and Physical Education.



- Ross, J. G., Pate, R. R., Cobin, C. B., Delpy, L. A., & Gold, R. S. (1987). What is going on in the elementary physical education? *Journal of Teaching Elementary Physical Education*, 58(9), 78.
- Rovegno, I. (1993). Content-knowledge acquisition during undergraduate teacher education: Overcoming cultural templates and learning through practice. *American Educational Research Journal*, 30(3), 611-642.
- Rovegno, I., & Bandhauer, D. (2013). Elementary physical education: Curriculum and instruction. Burlington, MA: Jones and Bartlett Learning, LLC.
- Rovegno, I., & Dolly, J. P. (2006). Constructivist perspectives on learning. In D. Kirk, D. Macdonald, & M. O'Sullivan, *The handbook of physical education* (pp. 242-257). London: Thousand Oaks: Sage.
- Sa-idi, T., & Quanboonchan, P. (2012). *A proposal for elementary school physical education programs in three southern border provinces* (Doctoral dissertation). Retrieved from <http://www.educ.chula.ac.th/ojed/doc/V71/v71d0124.pdf>
- Satit Kaset IP. (2014). *Educational goal*. Retrieved from [http://satitkasetip.kus.ku.ac.th/2013/page/A\\_educationalmanagement.php](http://satitkasetip.kus.ku.ac.th/2013/page/A_educationalmanagement.php)
- Schut, K. (2014). *Perspectives on sports and education. Workshops for development of teachers educational and physical education to ASEAN*. Retrieved from <Http://www.Oknation.net/blog/schet/2013/04/04/entry-1>
- Schwandt, T. A. (2007). *Dictionary of qualitative inquiry* (3rd ed.). Thousand Oaks, CA: Sage.
- SHAPE America. (2014). *National standards and grade-level outcomes for K-12 physical education*. Champaign, IL: Human Kinetics.

Siedentop, D. (1994). Sport education: Quality PE through positive sports experiences.

Champaign, IL: Human Kinetics.

Siedentop, D., Hastie, P., & van der Mars, H. (2011). Complete guide to sport education

(2nd ed.). Champaign, IL: Human Kinetics.

Simpon, K., & Mandich, A. (2012). Creating inclusive physical education opportunities

in elementary physical education. *Physical and Health Education Journal*, 77(4),

8.

Slavin, R. E. (1995). *Cooperative learning: Theory, research, and practice* (2nd ed.).

Boston: Allyn and Bacon.

Spessato, B., Gabbard, C., & Valentini, N. (2013). The role of motor competence and

body mass index in children's physical activity levels in physical education

classes. *Journal of Teaching in Physical Education*, 32, 118–130.

Stodden, D. F., Goodway, J. L., Langendorfer, S. J., Robertson, M., Rudisill, M. E.,

Garcia, C., & Garcia, L. E. (2008). A development perspective on the role of motor

skill competence in physical activity: An emergent relationship. *Quest*, 60, 290-

306.

Taggart, A. (1985). Fitness-direct instruction. *Journal of Teaching in Physical Education*,

4, 143–150.

Telama, R., Yang, X., Laakso, L., & Viikari, J. (1977). Physical activity in childhood and

adolescence as predictors of physical activity young adulthood. *American Journal*

*of Preventative Medicine*, 13, 317-323.

The American Cancer Society, the American Diabetes Association, & the American

Heart Association on Physical Education. (2007). Physical education in schools--

Both quality and quantity are important. Retrieved from <http://www.everydayc>

hoices.org/082008/ PE%20in%20 Schools%20 Statement%20AC S%20ADA  
%20A HA%205.27. 08%20\_ final\_.pdf

- Thomas, K. T., Lee, A. M. & Thomas, J. R. (2005). *Physical education methods for elementary teachers* (3rd ed.). Champaign, IL: Human Kinetics.
- Tripchai, S. (2009). *Attitudes and advancement of sixth grade children in learning standards one (human growth and development) in health and physical education class*. Retrieved from <http://www.edu.nu.ac.th/selfaccess/researches/admin/upload/414211010154724is.pdf>
- Tunmanee, P. (2010). *The effects of physical education learning management using rhythmic activities based on theory of Torrance on creative thinking of fourth grade students* (Master's thesis). Retrieved from <http://library.car.chula.ac.th/search?/>
- Van Manen, M. (1977). *Research lived experience: Human science for an action sensitive pedagogy*. London, Ontario: The Althouse Press.
- Vivo, M., F. (2002). *The effects of peer tutoring on the academic learning time in physical education (ALT-PE) of elementary school students with visual impairments in inclusive physical education classes* (unpublished doctoral dissertation). Florida State University, Tallahassee.
- Wallhead, T. L., Hagger, M., & Smith, D. T. (2010). Sport education and extracurricular sport participation: An examination using the trans-contextual model of motivation. *Research Quarterly for Exercise & Sport*, 81(4), 442-455.
- Whitehead, M. (2010). *Physical literacy throughout the lifecourse; International studies in physical education and youth sport*. New York: Routledge.

Wikgren, S. (2010) Making the case for individualized health-related fitness education.

*Strategies: A Journal for Physical and Sport Educators* [American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD)]. Retrieved from HighBeam Research: <http://www.highbeam.com/doc/1G1-247443635.html>

Wonglaga, F. (2011). *Mechanical engineering education to ASEAN*. Retrieved from <http://social.obec.go.th/node/81>

Xiang, P., Lowy, S., & McBride, R. (2002). The impact of a field-based elementary physical education methods course on perspective classroom teachers' beliefs.

*Journal of Teaching in Physical Education*, 21, 145-161.

Yoder, L. (1993). Cooperative learning and dance education. *Journal of Physical Education, Recreation and Dance*, 64(5), 47-51, 56.

**APPENDIX A**

**INITIAL EMAIL TO POTENTIAL PARTICIPANTS**

**Appendix A, Part 1**  
**Initial Email to Potential Participants**

**Dear** Physical Education Teacher,

My name is Udon Nampai, and I am a doctoral student in the Sport Pedagogy Program at the University of Northern Colorado. I would like to invite you to participate in my study. The purpose of my study is to explore the beliefs, perspectives, and opinions of physical education teachers regarding physical education curriculum (the content and teaching styles, the purpose of physical education, and the potential improvements related to PE curriculum) at the elementary level by (a) examining current curricular and instructional practices and perspectives of Thai PE teachers; and (b) examining curriculum development and instructional practices of current exemplary physical education teachers in the United States. I will do this research in order to get information to improve and support a physical education program in my school, Satit Kaset IP, and schools in Thailand.

If you agree to participate in this study, you will be interviewed one time at a time and location of your choosing. The interview will take approximately 45 minutes. During the interview, if there are any questions you would rather not answer or that you do not feel comfortable answering, please say so, and I will move on to the next question. Once transcribed, a follow-up interview will be requested. The interviews will be audio recorded and later transcribed for analysis. I foresee no risk for you to participate in this study. In addition, I will ask for a copy of your course syllabi and copies of a few lesson plans that support your school's physical education curriculum.

Please email me if you are interested in participating, and I will contact you to make an appointment for an interview. I have listed both my email address and my phone number. I am looking forward to hearing from you soon. Have a nice day.

Sincerely,

Udon Nampai  
Doctoral Student in Sport Pedagogy  
University of Northern Colorado  
Email Address: namp0350@bears.unco.edu  
Phone Number: 970-324-1007

## Appendix A, Part 2

### Initial Email to Potential Participants (Thai Version)

เรียน อาจารย์ผู้สอนวิชาพลศึกษา

กระผม นายอุดร นามไพร ปัจจุบันกำลังศึกษาระดับปริญญาเอก ในสาขาการเรียนการสอนพลศึกษาในโรงเรียน (sport pedagogy) ที่ University of Northern Colorado USA. กระผมมีความสนใจขอเรียนเชิญท่านมาเป็นกลุ่มตัวอย่างในการวิจัยของกระผม ซึ่งงานวิจัยของกระผมมีวัตถุประสงค์ คือต้องการสำรวจความเชื่อ มุมมอง และความคิดเห็นของครูผู้สอนวิชาพลศึกษาเกี่ยวกับ เนื้อหา ที่ใช้สอนวิธีและรูปแบบในการสอน วัตถุประสงค์ในการสอนพลศึกษา ตลอดจนความแนวทาง ในการพัฒนาหลักสูตรพลศึกษา ในระดับประถมศึกษา และในการศึกษานี้ยังต้องการสำรวจความคิดเห็นของการใช้หลักสูตรและการสอน ในปัจจุบันของครูพลศึกษา ในประเทศไทย และตลอดจนสำรวจการพัฒนาหลักสูตรและการสอนของครูพลศึกษาในประเทศสหรัฐอเมริกาด้วยเช่นกัน การวิจัยในครั้งนี้มีเป้าหมายเพื่อนำแนวคิดและข้อมูลจากการสำรวจไปปรับปรุงและพัฒนาหลักสูตรพลศึกษาของโครงการการศึกษานานาชาติ โรงเรียน สาธิตแห่งมหาวิทยาลัยเกษตรศาสตร์ ศูนย์วิจัยและพัฒนาการศึกษา มหาวิทยาลัยเกษตรศาสตร์ และโรงเรียนในประเทศไทย

ดังนั้น จึงใคร่ขอเรียนเชิญท่านเข้าร่วมเป็นกลุ่มตัวอย่างในการวิจัยในครั้งนี้ ซึ่งถ้าท่านสนใจ กระผมจะขออนุญาตสัมภาษณ์ท่าน ในวันและเวลาที่ท่านสะดวก โดยกระผมจะใช้การสัมภาษณ์ผ่านสไกป์ (Skype) และใช้เวลาประมาณ 45 นาที ระหว่าง ที่สัมภาษณ์ ถ้าหากมีคำถามไหนที่ท่านไม่สะดวกตอบ ท่านสามารถที่จะไม่ตอบได้ และในการสัมภาษณ์กระผมจะขออัดเทป และหลังจากนั้นจะทำการถอดเทปสรุปบทสัมภาษณ์ส่งให้ท่านอ่านเพื่อยืนยันความแม่นยำ และท่านสามารถเพิ่มเติมได้ หากท่านเห็นว่ายังไม่สมบูรณ์ และกระผมอาจจะขอสัมภาษณ์ครั้งที่สองในกรณีที่กระผมไม่เข้าใจบางคำตอบของท่านขณะทำการสรุปบทสัมภาษณ์

กระผมยืนยันว่าในการเข้าร่วมในการวิจัยในครั้งนี้จะไม่มีความเสี่ยงใดๆ ต่อกลุ่มตัวอย่าง และกระผมจะขออนุญาตขอเอกสารหรือสำเนาแผนการสอน (lesson plan) และ course syllabi สักหนึ่งหรือสองตัวอย่าง ทั้งนี้เพื่อนำไปประกอบในการวิเคราะห์ข้อมูลต่อไป

ถ้าท่านสนใจขอความกรุณาตอบอีเมลล์ผมกลับด้วยนะครับ จะเป็นพระคุณยิ่ง และกระผมจะติดต่อไปอีกครั้งเพื่อนัดหมาย วันเวลาในการสัมภาษณ์อีกครั้ง

ด้วยความเคารพอย่างสูง

นายอุดร นามไพร

Email Address: namp0350@bears.unco.edu

**APPENDIX B**

**FOLLOW-UP CONTACT TO SELECTED**

**PARTICIPANTS**



**Appendix B, Part 1**  
**Contact to Selected Participants**

**SUBJECT:** Elementary Physical Education Research Interview

**Dear** Name of PE teachers/selected participant,

My name is Udon Nampai, and I am a doctoral student in the Sport Pedagogy Program at the University of Northern Colorado. I would like to say thank you so much for your kindness and your willingness to participate in my study. I would like to schedule a date and time for an interview regarding your perspectives about elementary physical education. The interview will take approximately 45 minutes. After the interview, I would like to discuss and collect copies of some example lesson plans and collect a copy of your course syllabi to support your school's physical education curriculum. A follow-up interview will also be requested after the interview is transcribed.

Could you please let me know as soon as possible which location, dates, and times you are available. After that, we can schedule our meeting.

If you have any questions or concerns feel free to contact me anytime. My email address is [namp0350@bears.unco.edu](mailto:namp0350@bears.unco.edu) and my phone number is 970-324-1007.

Thank you so much again for your kindness, I really appreciate your time. I am looking forward to meeting and learning with you soon.

Sincerely,

Udon Nampai  
Doctoral Student in Sport Pedagogy  
University of Northern Colorado

## Appendix B, Part 2

### Contact to Selected Participants (Thai Version)

**เรื่อง:** ขอนัดหมายสัมภาษณ์อาจารย์ผู้สอนพลศึกษา

**เรียนอาจารย์.....**

กระผม นายอุดร นามไพร นักศึกษาปริญญาเอกด้านการสอนพลศึกษาในโรงเรียน (sport pedagogy program) ที่ University of Northern Colorado USA กระผมใคร่ขอกราบขอบพระคุณท่านเป็นอย่างสูงที่ท่านกรุณา มีน้ำใจและเต็มใจในการเข้าร่วมเป็นกลุ่มตัวอย่างในการวิจัยของกระผมในครั้งนี้ กระผมจะขออนุญาตนัดหมาย วันเวลาที่ท่านสะดวกเพื่อสัมภาษณ์เกี่ยวกับมุมมองความคิดเห็นของท่านในหลักสูตรพลศึกษาระดับประถมศึกษา ซึ่งการสัมภาษณ์จะใช้เวลาประมาณ 45 นาที และหลังจากสัมภาษณ์เสร็จกระผมจะขอสำเนา lesson plan และ course syllabi สักหนึ่งหรือสองตัวอย่าง เพื่อนำมาประกอบในการวิจัยด้วย และกระผมอาจจะขอสัมภาษณ์ครั้งที่สองในกรณีที่กระผมไม่เข้าใจบางคำตอบของท่านขณะทำการสรุปสัมภาษณ์ด้วยเช่นกัน

กระผมใคร่ขอความกรุณาท่านช่วยแจ้งวันเวลาที่ท่านสะดวกด้วยนะครับ และกระผมจะได้นัดหมายสัมภาษณ์ท่านต่อไปถ้าหากท่านมีข้อสงสัย สามารถติดต่อมาที่กระผมโดยตรงได้ที่อีเมลล์ [namp0350@bears.unco.edu](mailto:namp0350@bears.unco.edu)

กราบขอบพระคุณท่านอีกครั้งที่เสียสละมาเป็นกลุ่มตัวอย่างในการวิจัยในครั้งนี้

ด้วยความเคารพอย่างสูง

นายอุดร นามไพร

Doctoral Student in Sport Pedagogy  
University of Northern Colorado

**APPENDIX C**

**INFORMED CONSENT FOR PARTICIPATION**

**IN RESEARCH**



CONSENT FORM FOR HUMAN PARTICIPANTS IN RESEARCH  
UNIVERSITY OF NORTHERN COLORADO

**Project Title:** Elementary Physical Educators' Perspectives of Curriculum and Instruction in the United States and Thailand

**Researcher:** Udon Nampai, Ph.D. student, School of Sport and Exercise Science

**Research Advisors:** Mark Smith, Ph.D., School of Sport and Exercise Science  
Jennifer Krause, Ph.D., School of Sport and Exercise Science

**Phone:** 970-324-1007; 970-351-1736; 970 351-1755

**Email:** [namp0350@bears.unco.edu](mailto:namp0350@bears.unco.edu); [Mark.Smith@unco.edu](mailto:Mark.Smith@unco.edu);  
[Jennifer.Krause@unco.edu](mailto:Jennifer.Krause@unco.edu)

My name is Udon Nampai, and I am a doctoral student at the University of Northern Colorado in the Sport Pedagogy Program. I am interested in investigating beliefs, perspectives, and opinions of professionals in the field of physical education in order to understand what they think regarding physical education curriculum (content and teaching styles), the purpose of physical education, and potential improvements related to physical education curriculum in the elementary level. In addition, the study aims to examining current curricular and instructional practices and perspectives of Thai PE teachers; and (b) examining curriculum development and instructional practices of current exemplary physical education teachers in the United States. I will do this research in order to get information to improve and support a physical education program in my school in Thailand.

If you agree to participate in this study, you will be interviewed one time at the location, date, and time of your choosing. For participants in schools in Thailand I will interview by Skype Program, which I will arrange an appointment to make sure we have the same free time. Also, the interviewed will use private room that you free comfortable and without noise. The interview will focus on your opinions about physical education curriculum for elementary level, which I mention above. The interview will take approximately 45 minutes. During the interview, if there are any questions you would rather not answer or that you do not feel comfortable answering, please say so, and I will move on to the next question. The interview will be audio recorded and later transcribed for analysis. I foresee no risk for you to participate in this study. In addition, I will ask for a copy of your course syllabi and copies of a few lesson plans that support your school's physical education curriculum.

The data recorded in this study will be treated confidentially. You will be asked to choose a pseudonym as the identifier for your data in which only I will have access to your true identity. When reporting the research findings, your background information and your school name will be changed to help protect your identify. Upon completion of this study, all identifiable data will be deleted.

A copy of the transcribed interviews will be sent to you in order for you to read and to confirm the accuracy of the content, and you can also add or delete any information to the transcript. You will also be asked to review and comment of preliminary themes and findings once data collection has been completed.

Participation is voluntary. You may decide not to participate in this study, and even if the research begins, you may still decide to stop and withdraw at anytime. Your decision will be respected and will not result in loss of benefits. Having read the above information and having had an opportunity to ask any questions, please sign below if you would like to participate in this research. A copy of this form will be given to you to retain for future reference. If you have any concerns about your selection or treatment as a participant, please contact Sherry May, IRB Administrator, Office of Sponsored Program, 25 Kepner Hall, University of Northern Colorado Greeley, CO 80639; 970-351-1910.

---

Subject's Name	Subject's Signature	Date
----------------	---------------------	------

---

Researcher's Name	Researcher's Signature	Date
-------------------	------------------------	------

**APPENDIX D**

**INTERVIEW GUIDE**

### **Appendix D, Part 1**

#### Elementary Physical Educators' Perspectives of Curriculum and Instruction in the United States and Thailand

#### ELEMENTARY PHYSICAL EDUCATORS' PERSPECTIVES OF CURRICULUM AND INSTRUCTION IN THE UNITED STATES AND THAILAND

**Time of interview:**

**Date:**

**Place:**

**Interviewer:**

**Interviewee:**

**Pseudonym for research study:**

**Position of interviewee:**

**Years of Teaching Experience:**

**Level of Teaching:**

**School City/Town/Location:**

**Additional Relevant Information:**

**Briefly describe the dissertation:**

Hello, my name is Udon Nampai, and I am from Thailand. I am now a doctoral student in the Sport Pedagogy Program at the University of Northern Colorado. I would like to say thank you so much for your time and your kindness in participating in a part of my dissertation. My study is phenomenology, which means that I am interested in studying a phenomenon that exists regarding elementary physical education (PE) curriculum. The purpose of my study is to explore the beliefs, perspectives, and opinions of physical education teachers regarding the physical education curriculum.

The research questions that I want to investigate involve components of the PE curriculum (content and teaching styles), the purpose of PE, and the components that can be improved related to the elementary PE curriculum. Moreover, I will also examining current curricular and instructional practices and perspectives of Thai PE teachers and PE teachers in the United States. With this research question, I hope to better understand how the PE teachers in the United States and PE teachers in school in Thailand feel

regarding elementary the PE curriculum. Moreover, this study can be used to implement new ideas in an attempt to improve elementary PE curriculum and promote a higher quality of elementary PE in my school and in Thailand.

### **Explain the informed consent**

1. Ask participant about signing the informed consent
2. Provide the participant with a hard or electronic (Thailand) copy of the informed consent for their records

### **Potential Interview Questions**

**A:** Could you please tell me, in general, the location of your school, the amount of students per class, and the amount of time students participate in PE class (elementary level)?

**B:** What do you teach students in the elementary grade levels? What contents do you focus on in each grade level? Please explain.

B1. In general, what styles of teaching do you use for developing your students? Please explain why your school uses this method.

B2. Which styles of teaching do you think work best for you? Please explain why.

**C:** What do you think about the purpose of the elementary physical education curriculum?

C1. What do you see as the overall purpose of the elementary physical education curriculum?

C2. What are the goals of elementary physical education that should you use to achieve the purpose?

C3. What are some of the most important things for children to learn in elementary physical education? Why?

**D:** Do you implement/follow national standards for physical education? (Thai)

D1. Why or why not?

**E:** Do you adhere to relevant standards and student learning outcomes? (US)

D1. Why or why not?

D2. Which standards do you follow (district, state, national, other)?

D3. What are the strategies that you employ to adhere or follow the standards?



**F:** Is there anything else you would like to tell me or that would be of use to me related to your school's elementary PE program?

**G:** Closing comments

- Thank you for your time and for sharing your knowledge and experience with me today. I really appreciate it.
- The next step is that I will be typing out our conversation today, and I will create a "transcript."
- I will send the transcription to you by e-mail, and I would like you read over it for accuracy.
- Feel free to add or delete any information or make any changes if you think I am not covering everything or if I am missing some information.
- After you have finished reading and correcting, please send your written feedback to me via email.
- I might have a few follow up questions. If I miss some questions, would you be willing to meet with me, either via phone or in person, for a second interview?

## Appendix D, Part 2

### Elementary Physical Educators' Perspectives of Curriculum and Instruction in the United States and Thailand (Thai Version)

(ความคิดเห็นของครูพลศึกษาในระดับประถมศึกษา เกี่ยวกับหลักสูตรและการสอนพลศึกษา ในประเทศสหรัฐอเมริกาและประเทศไทย)

#### ELEMENTARY PHYSICAL EDUCATORS' PERSPECTIVES OF CURRICULUM AND INSTRUCTION IN THE UNITED STATES AND THAILAND

เวลาสัมภาษณ์ วันที่  
สถานที่  
ผู้สัมภาษณ์  
ผู้ถูกสัมภาษณ์  
ชื่อผู้ถูกสัมภาษณ์ที่ใช้ในการวิจัย (pseudonym)  
ตำแหน่งหน้าที่ของผู้ถูกสัมภาษณ์  
ประสบการณ์ในการสอน  
ระดับที่สอน  
โรงเรียน/ที่ตั้งของโรงเรียน  
ข้อมูลอื่นๆ

#### อธิบายและสรุปเป้าหมายการวิจัย

กระผมนายอุดร นามไพร นักศึกษาปริญญาเอกด้านการสอนพลศึกษาในโรงเรียน (sport pedagogy program) ที่ University of Northern Colorado USA กระผมใคร่ขอกราบขอบพระคุณท่านเป็นอย่างสูงที่ท่านกรุณา มีน้ำใจและเต็มใจในการเข้าร่วมเป็น กลุ่มตัวอย่างในการวิจัยของกระผมในครั้งนี้ ซึ่งงานวิจัยของกระผมมีวัตถุประสงค์ คือต้องการสำรวจความเชื่อ มุมมอง และความคิดเห็นของครูผู้สอนวิชาพลศึกษาระดับประถมศึกษาของประเทศไทยและประเทศสหรัฐอเมริกาเกี่ยวกับ เนื้อหาที่ใช้สอน วิธีและรูปแบบในการสอน วัตถุประสงค์ในการสอนพลศึกษา ตลอดจนแนวทางในการพัฒนาหลักสูตรพลศึกษา การวิจัยในครั้งนี้มีเป้าหมาย เพื่อนำแนวคิดและข้อมูลไปปรับปรุงและพัฒนาหลักสูตรพลศึกษาของโครงการการศึกษานานาชาติ โรงเรียนสาธิตเกษตรแห่งมหาวิทยาลัยเกษตรศาสตร์ ศูนย์วิจัยและพัฒนาการศึกษา มหาวิทยาลัยเกษตรศาสตร์ และโรงเรียนในประเทศไทย

#### อธิบายเกี่ยวกับ informed consent

1. ถ้ามเกี่ยวกับการเซ็นติในใบยินยอมเข้าร่วมวิจัย
2. เตรียมสำเนาหรือส่งอีเมลล์ informed consent ให้รับทราบเพื่อเก็บเป็นหลักฐาน

#### คำถามในการสัมภาษณ์

1. กรุณาให้ข้อมูลทั่วไปเกี่ยวกับโรงเรียนของท่าน เช่น ตำแหน่งที่ตั้ง จำนวนนักเรียนต่อห้อง เวลาในการเรียนวิชาพลศึกษาในระดับประถมศึกษา
2. คุณสอนอะไรให้กับนักเรียนระดับประถมศึกษา เนื้อหาอะไรที่คุณเน้นให้กับนักเรียนในวัยนี้ กรุณาอธิบายพร้อมเหตุผล

- 2.1 โดยทั่วไป คุณใช้รูปแบบหรือวิธีการสอน (styles of teaching) แบบไหนเพื่อพัฒนานักเรียน กรุณาอธิบายว่าทำไมคุณใช้รูปแบบหรือวิธีการสอนแบบนี้
- 2.2 รูปแบบหรือวิธีการสอนแบบไหนที่คุณคิดว่าดีที่สุดและเหมาะสมที่สุดสำหรับคุณ กรุณาอธิบายพร้อมเหตุผล
3. คุณคิดว่าเป้าหมายหรือวัตถุประสงค์ของการสอนพลศึกษาในระดับประถมศึกษาเป็นอย่างไร
  - 3.1 คุณมีความคิดเห็นอย่างไรเกี่ยวกับวัตถุประสงค์โดยทั่วไปของการเรียนการสอนพลศึกษาระดับประถมศึกษา
  - 3.2 อะไรคือเป้าหมายของการเรียนการสอนวิชาพลศึกษาในระดับประถมศึกษาที่คุณควรใช้เพื่อทำให้เด็กประสบผลสำเร็จในการเรียน
  - 3.3 คุณคิดว่าอะไรคือสิ่งสำคัญที่สุดในการเรียนการสอนวิชาพลศึกษาในระดับชั้นประถมศึกษา กรุณาอธิบายพร้อมเหตุผล
4. คุณได้มีการนำมาตรฐานการศึกษา (national standards for physical education) ที่กระทรวงศึกษาธิการกำหนดมาใช้เป็นแนวทางในการสอนเด็กหรือไม่
  - 4.1 ถ้านำไปใช้ เพราะอะไร กรุณาอธิบายพร้อมเหตุผล
  - 4.2 ถ้าไม่ได้นำไปใช้ เพราะอะไร กรุณาอธิบายพร้อมเหตุผล
5. คุณมีข้อเสนอแนะอื่นๆที่เกี่ยวข้องกับหลักสูตรการเรียนการสอนพลศึกษาที่ต้องการจะเพิ่มเติมในการสัมภาษณ์ครั้งนี้หรือไม่
6. **กล่าวขอบคุณและข้อคิดเห็นอื่นๆ**
  - 6.1 กราบขอบพระคุณมากนะครับที่กรุณาให้ข้อมูลและแนวคิดเกี่ยวกับการเรียนการสอนพลศึกษาในครั้งนี้
  - 6.2 ในขั้นตอนต่อไปกระผมจะถอดเทปและสรุปบทสัมภาษณ์ให้ท่านได้อ่านเพื่อตรวจสอบความแม่นยำของเนื้อหา และถ้าหากท่านมีข้อเสนอแนะเพิ่มเติม ท่านสามารถจะเพิ่มเติมเข้าไปได้ เมื่อกระผมได้ทำการสรุปข้อคิดเห็นและวิเคราะห์ข้อมูลจากบทสัมภาษณ์แล้ว กระผมจะส่งมาให้ท่านได้พิจารณาเพื่อความแม่นยำอีกครั้งด้วยเช่นกัน
  - 6.3 กระผมอาจจะขอสัมภาษณ์เพิ่มเติมอีกครั้ง (follow up questions) ในกรณีที่มิข้อสงสัยหรือไม่เข้าใจในบางประเด็น ซึ่งกระผมจะประสานงานกับท่านมาอีกครั้ง

**APPENDIX E**

**INSTITUTIONAL REVIEW BOARD APPROVAL**



*Institutional Review Board*

DATE: March 18, 2015

TO: Udon Nampai

FROM: University of Northern Colorado (UNCO) IRB

PROJECT TITLE: [731664-1] Elementary Physical Educators' Perspectives of Curriculum and Instruction in the United States and Thailand

SUBMISSION TYPE: New Project

ACTION: APPROVAL/VERIFICATION OF EXEMPT STATUS

DECISION DATE: March 17, 2015

Thank you for your submission of New Project materials for this project. The University of Northern Colorado (UNCO) IRB approves this project and verifies its status as EXEMPT according to federal IRB regulations.

Hello Udon,

I am the reviewer on your IRB application. Thank you for a very well prepared application. I am approving your application, but would like you to make two minor changes on your Consent before using it in your research.

1. Please add a place for the participant to initial the bottom of the first page of the Consent (see examples in the IRB Procedure) indicating they have read the first page.
2. Please update the contact information in the verbatim paragraph of the Consent to include: please contact Sherry May, IRB Administrator.....970-351-1910.

Thank you and good luck to you with your research.

Sincerely,

Nancy White, PhD, IRB Co-Chair

We will retain a copy of this correspondence within our records for a duration of 4 years.

If you have any questions, please contact Sherry May at 970-351-1910 or [Sherry.May@unco.edu](mailto:Sherry.May@unco.edu). Please include your project title and reference number in all correspondence with this committee.

This letter has been electronically signed in accordance with all applicable regulations, and a copy is retained within University of Northern Colorado (UNCO) IRB's records.

**APPENDIX F**

**SAMPLE AUDIT TRAIL**

### An Example of Audit Trail of Data Collection and Analysis

This appendix identifies example steps of data collection process and analysis, which breaks down of those processes by following the details below:

Steps	Data Collection Method	Appendix
March 10	<ul style="list-style-type: none"> <li>o Contacted Professor Dr. Charoen Krabuanrat, who is an expert in the field of physical education at Kasetsart University of Thailand, for consultation about potential participants.</li> </ul>	
March 18	<ul style="list-style-type: none"> <li>o Consulted with Professor Mark Smith for recommendation for potential participants who would be able to be the expert in the field of physical education in the United States. He recommended that I meet with Dr. Brian Dauenhauer.</li> </ul>	
March 19	<ul style="list-style-type: none"> <li>o Began contacting Thai participants who were recommended by the expert by email and asked for participated in study.</li> </ul>	A, B
March 22-26	<ul style="list-style-type: none"> <li>o Began interviewing Thai participants.</li> <li>o All participants were interviewed in different days and time. I interviewed them during nighttime in the United States which was daytime in Thailand.</li> <li>o When I finished each interview, I began to transcribe and translate into English and sent both English and Thai transcripts to participants for member check immediately.</li> </ul>	D
March 25	<ul style="list-style-type: none"> <li>o Met with Dr. Brian Dauenhauer for consultation about potential participants in the United States.</li> <li>o Emailed participants and asked for participation in my study.</li> </ul>	A, B
April 14,19,22,27	<ul style="list-style-type: none"> <li>o Began interviewing participants in the United States.</li> <li>o When finished with each interview, I worked on transcriptions and sent them to participants for member check immediately.</li> </ul>	D
May 1	<ul style="list-style-type: none"> <li>o Met with Professor Mark Smith in order to consult about analysis of data on chapter 4 and began data analysis.</li> </ul>	
June 4	<ul style="list-style-type: none"> <li>o When working on chapter 4 and before submitting it, I met with Professor Mark Smith and Dr. Jennifer Kruse again in order to make sure I am on the right track.</li> <li>o During this meeting with Professor Mark Smith and Dr. Jennifer Kruse, I was given advice on how to work on chapter 5 and began working on chapter 5 by following Professor Mark Smith and Dr. Jennifer Kruse's recommendations.</li> </ul>	
June 10	<ul style="list-style-type: none"> <li>o Submitted Chapter 4 to Professor Mark Smith and Dr. Jennifer Kruse for consideration. Also, in the same month on June 30, I submitted chapter 5.</li> </ul>	
July 6	<ul style="list-style-type: none"> <li>o Met with Professor Mark Smith and Dr. Jennifer Kruse again to receive the feedback of chapter 4 and 5 and discussed their recommendations for chapter 3. Also, on July 8, I submitted</li> </ul>	

	chapter 3 to both of them to consider it.	
July 14	<ul style="list-style-type: none"><li>○ Submitted chapters 4 and 5 to Professor Mark Smith and Dr. Jennifer Kruse in order for them to consider it again.</li></ul>	
July 29	<ul style="list-style-type: none"><li>○ Got feedback from Professor Mark Smith and Dr. Jennifer Kruse and improved all chapters based on their feedback.</li><li>○ Scheduled defense</li></ul>	