

## Chapter 2

*Student:* \_\_\_\_\_

1. Traditional activities like kickball and Duck, Duck, Goose are not acceptable content in a quality physical education program because of all of the following EXCEPT
  - A. children are singled out to perform solo and therefore put on the spot to perform in front of their peers.
  - B. children who are embarrassed while playing games are seldom motivated to continue to participate in activity.
  - C. children do not seem to have fun while they play these games.
  - D. winning is emphasized more than learning.
  - E. children are waiting to participate.
  
2. Which of the following is NOT true concerning the use of the skill theme approach in teaching physical education?
  - A. Skill themes are used effectively only in elementary programs
  - B. Skill themes are always generic; they are not tied to any single sport or activity
  - C. A progression of tasks is used to develop each skill theme from beginner through advanced levels.
  - D. Skill themes are designed to reflect the varying needs and interests of children over a period of years.
  - E. Teaching by themes involves revisiting the same skills or concepts continually throughout the program at different times and in different contexts.

3. For years, teachers of traditional physical education programs for children organized the content of what was taught by

- A. skill themes.
- B. by games, gymnastics, and dance.
- C. by the equipment available at each school.
- D. by movement concepts.
- E. only skill themes and by movement concepts

4. Teaching using the skill theme approach provides opportunities for children to

- A. learn fitness concepts as part of the daily lesson.
- B. to understand the cognitive value inherent in skill development.
- C. to feel good about themselves and their involvement with other children.
- D. all of the choices are true
- E. learn fitness concepts and understand the cognitive value inherent in skill development as part of the daily lesson. a and b

5. Children are ready for organized games when

- A. they reach a certain age.
- B. they begin fourth grade.
- C. they acquire the basic motor skills needed to play those games.
- D. the teacher feels they have reached a certain fitness level needed to play the game.
- E. they demonstrate cooperation skills.

6. The greatest emphasis during the preschool and elementary years should be on movement-skill acquisition.

True False

7. Children who participate in physical education programs that emphasize games playing rather than motor-skill learning do not necessarily improve their motor-skill ability.

True False

8. The skill theme approach is similar to the traditional approach in that the skills are presented in a unit that may cover several weeks at a time.

True False

9. Organizing the content of a physical education program which only includes teaching of games limits children to activities that are only in existence today, rather than encouraging them to discover creative movement experiences.

True False

10. One disadvantage of the skill theme approach is that it focuses only on motor-skill acquisition, which limits children's opportunities to improve their fitness levels during participation in physical activity.

True False

11. Skill themes should be revisited throughout the year rather than in units of several weeks.

True False

12. Age is a predictor of motor ability.

True   False

13. Since there are "natural born athletes", some children enter school more highly skilled than their peers.

True   False

14. \_\_\_\_\_ is used to describe the teaching process.

\_\_\_\_\_

15. \_\_\_\_\_ are fundamental movements that are later modified and combined with other skills and used in more complex settings, such as games, dance, and gymnastics.

\_\_\_\_\_

## Chapter 2 Key

1. Traditional activities like kickball and Duck, Duck, Goose are not acceptable content in a quality physical education program because of all of the following EXCEPT
  - A. children are singled out to perform solo and therefore put on the spot to perform in front of their peers.
  - B. children who are embarrassed while playing games are seldom motivated to continue to participate in activity.
  - C. children do not seem to have fun while they play these games.
  - D. winning is emphasized more than learning.
  - E. children are waiting to participate.

*Graham - Chapter 02 #1*

2. Which of the following is NOT true concerning the use of the skill theme approach in teaching physical education?
  - A. Skill themes are used effectively only in elementary programs
  - B. Skill themes are always generic; they are not tied to any single sport or activity
  - C. A progression of tasks is used to develop each skill theme from beginner through advanced levels.
  - D. Skill themes are designed to reflect the varying needs and interests of children over a period of years.
  - E. Teaching by themes involves revisiting the same skills or concepts continually throughout the program at different times and in different contexts.

*Graham - Chapter 02 #2*

3. For years, teachers of traditional physical education programs for children organized the content of what was taught by
- A. skill themes.
  - B. by games, gymnastics, and dance.
  - C. by the equipment available at each school.
  - D. by movement concepts.
  - E. only skill themes and by movement concepts

*Graham - Chapter 02 #3*

4. Teaching using the skill theme approach provides opportunities for children to
- A. learn fitness concepts as part of the daily lesson.
  - B. to understand the cognitive value inherent in skill development.
  - C. to feel good about themselves and their involvement with other children.
  - D. all of the choices are true
  - E. learn fitness concepts and understand the cognitive value inherent in skill development as part of the daily lesson. a and b

*Graham - Chapter 02 #4*

5. Children are ready for organized games when
- A. they reach a certain age.
  - B. they begin fourth grade.
  - C. they acquire the basic motor skills needed to play those games.
  - D. the teacher feels they have reached a certain fitness level needed to play the game.
  - E. they demonstrate cooperation skills.

*Graham - Chapter 02 #5*

6. The greatest emphasis during the preschool and elementary years should be on movement-skill acquisition.

TRUE

*Graham - Chapter 02 #6*

7. Children who participate in physical education programs that emphasize games playing rather than motor-skill learning do not necessarily improve their motor-skill ability.

TRUE

*Graham - Chapter 02 #7*

8. The skill theme approach is similar to the traditional approach in that the skills are presented in a unit that may cover several weeks at a time.

FALSE

*Graham - Chapter 02 #8*

9. Organizing the content of a physical education program which only includes teaching of games limits children to activities that are only in existence today, rather than encouraging them to discover creative movement experiences.

TRUE

*Graham - Chapter 02 #9*

10. One disadvantage of the skill theme approach is that it focuses only on motor-skill acquisition, which limits children's opportunities to improve their fitness levels during participation in physical activity.

**FALSE**

*Graham - Chapter 02 #10*

11. Skill themes should be revisited throughout the year rather than in units of several weeks.

**TRUE**

*Graham - Chapter 02 #11*

12. Age is a predictor of motor ability.

**FALSE**

*Graham - Chapter 02 #12*

13. Since there are "natural born athletes", some children enter school more highly skilled than their peers.

**FALSE**

*Graham - Chapter 02 #13*

14. \_\_\_\_\_ is used to describe the teaching process.

**Pedagogy**

*Graham - Chapter 02 #14*



15. \_\_\_\_\_ are fundamental movements that are later modified and combined with other skills and used in more complex settings, such as games, dance, and gymnastics.

**Skill themes**

## Chapter 2 Summary

|  | <u>Category</u>     | <u># of Questions</u> |
|--|---------------------|-----------------------|
|  | Graham - Chapter 02 | 15                    |