DOCUMENT RESUME

ED 159 152 SP 013 012

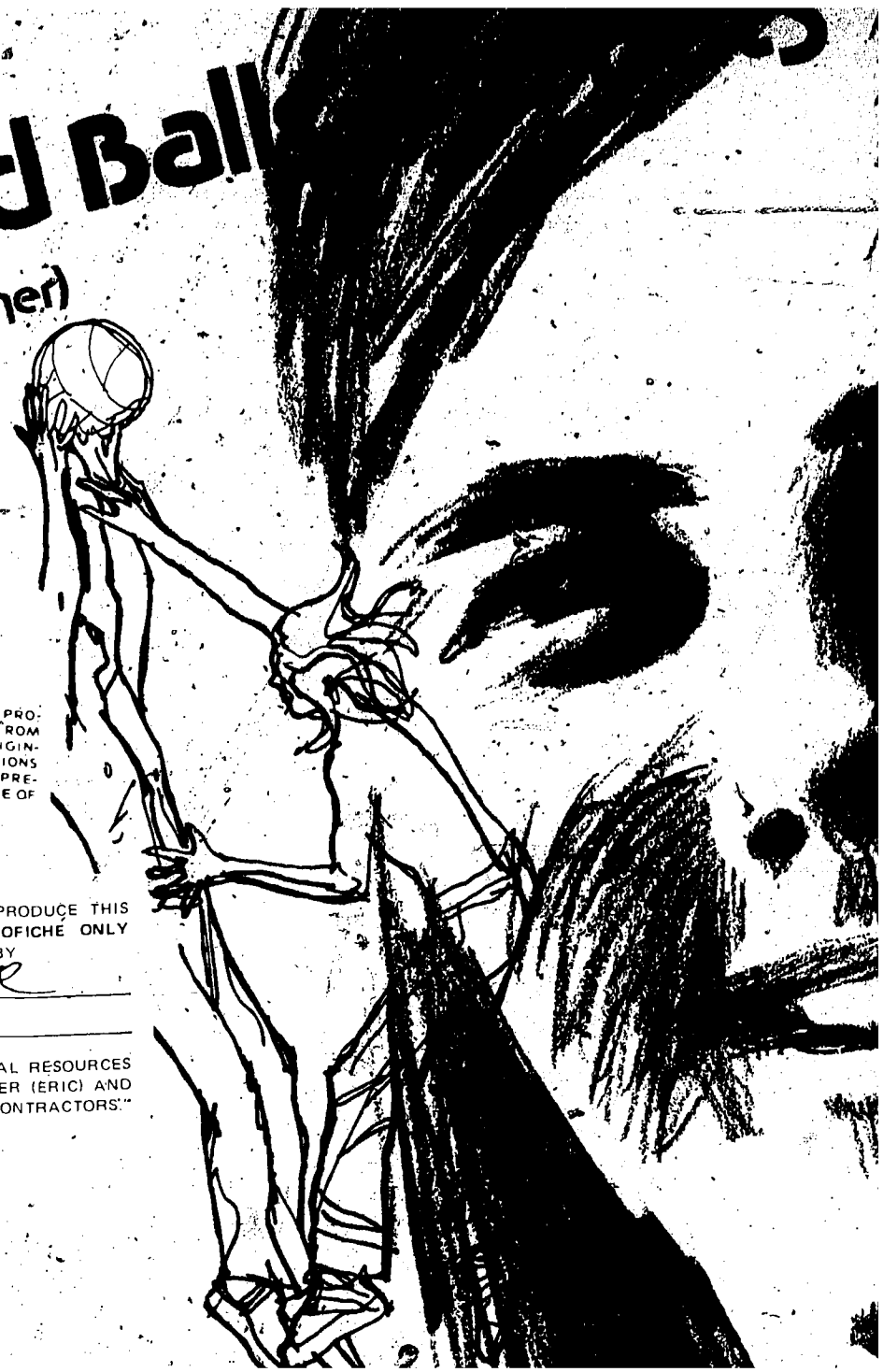
AUTHOR	Hellison, Don
TITLE	Beyond Balls and Bats: Alienated (And Other) Youth in the Gym.
INSTITUTION	American Alliance for Health, Physical Education, and Recreation, Washington, D.C.
PUB DATE	78
NOTE	118p.
AVAILABLE FROM	AAHPER Publications Sales, 1201 16th St. N.W., Washington, D.C. ($7.95)
EDRS PRICE	MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS	*Delinquent Rehabilitation; *Dropout Prevention; Goal Orientation; Helping Relationship; *Humanistic Education; Individualized Programs; *Physical Education; *Secondary Education; Student Alienation; Student Teacher Relationship; *Teaching Methods

ABSTRACT

A physical education program specifically designed for alienated, delinquent, and troubled young men of high school age is described. The goal of this program is to prevent dropping out of school by dealing with the students as individuals and emphasizing a friendly relationship between student and teacher. The humanistic approach to education is used to improve each individual's sense of worth and dignity through the development of the body and sharing experiences with the teacher and with peers. Appended are samples of the teaching materials used to implement the program, including forms for each student to use to delineate his own goals and accomplishments. (JD)

Beyond Ball

Alienated (and Other) Youth in the Gym



AAHPER publications

Order From: AAHPER Publications
1201 Sixteenth Street, N.W.
Washington, DC 20036

half black, the rest white. Over half of the students were from broken homes (some more broken than others). By the end of the school year, just under half of the students had been suspended at least once (seven three or more times), about a third had been referred to their counselors by other teachers "numerous times," over half were flunking at least one subject (a third more than one), and six had been transferred to special programs elsewhere in the city including one to Hoover.

Both the Hoover and Harding High School experiences jolted me, but the year long daily struggle at Harding turned out to be the most intense and consuming professional year so far in my career. This wasn't my first experience with alienated youth. I had taught in two other alienated youth programs, had taught a "typical" class at Harding High School three years before (about a third of that class could be considered "disadvantaged"), and had observed and consulted for a number of schools and agencies dealing with hard-to-handle kids in the past few years. Therefore, I had some notion of what to expect (or so I thought) and what to do. The what to do part relied heavily on a facilitating teacher-student relationship and could be properly labeled humanistic. I had even written a book on the subject.[3] The only problem was that nothing seemed to work. My teacher behavior in particular just wasn't charming enough. I was forced back to the drawing board day after day, tightening here, inserting something new there, until I had worn a deep groove between theory and practice.

The end product, this monograph, is an effort to share both the human side of my struggle to teach physical education to alienated youth and a model induced from my experiences at Harding, Hoover, and elsewhere and modified by a number of friends and writers.[4] A human experience, especially if it is wrapped in a model, tends to flatten out on paper. To try to retain some of the humanness, numerous anecdotes have been included along the way, and the whole project is presented in a personal, informal writing style. You may not be able to, or want to, replicate my ideas. I offer both the model and the experiences as an alternative that may serve to affirm you, give you a new idea or two, or cause you to reflect on what you are doing with students. It is an in-progress model; I'm sure I will be in a different place a year from now so please don't etch this in stone. Hugh Prather says it better:

> *. . . every time I think that I have learned something, my life seems to deliberately set about contradicting it. Yet the contradiction is never absolute. . . . And so I am left with this belief: that there are no answers, there are only alternatives, and the best that I can do is trust my present experience and follow where it leads me.*
>
> *If my words affirm you, then savor them for the moment; but if they cause you to distrust your own experience, spit them out.*[5]

A Humanistic Goal Model

"For me, the physical education setting—the gym—provides a potentially loose, open, hands-on, active, many-dimensional (not just verbal) place to conduct the search for self."

TOWARD A GOAL MODEL

General Approach

A goal model provides a grand design for one's program, orienting and giving direction to both teachers and students. Physical education's goal models traditionally have focused on the subject matter, on balls and bats (and jocks and socks), more than on the student. The current status of our field, influenced by the education of the physical and education through the physical movements[1] and to a lesser extent by currently available alternative goal models[2] reflects a wider range of options. Indeed, some programs look like a physical education smorgasbord, but for the most part the subject matter of skipping, volleyball, calisthenics, and the like still takes precedence over the person in gyms from coast to coast.[3]

Humanistic physical education, whatever else it is, focuses on the person. I have argued that this orientation places student self-esteem, self-actualization, self-understanding and interpersonal relations at the center of the physical education teaching-learning act.[4] Locke and Lambdin's definition:

> *. . . includes any version of individualized instruction which, in addition to a strong component of personalization through social transactions, stresses primacy of the individual's feelings (and a variety of related affective goals), the value of long-range outcomes such as self-actualization and personal awareness, and involvement in such processes as self-examination and open communication with others in the learning environment.*[5]

I do not want to make a case for the student-centered approach to physical education to the exclusion of all subject matter, although my personal preference is clearly in this direction. Our profession needs to achieve some balance between helping people and developing and promulgating the subject matter (skills, fitness, strategies, etc.). However, I get my good feelings as a physical educator from helping students—especially struggling, hostile adolescents—feel good about themselves, become aware of their motives, sort through the increasingly wide range of choices our society now allows, make some sense out of their identity and world, and begin to reach out toward others. For me, the physical education setting—the gym—provides a potentially loose, open, hands-on, active, many-dimensional (not just verbal) place to conduct the search for self. Despite the balls and bats orientation of our profession, I can be myself in this environment, sharing who I am as a physical educator and as a person (is there a difference?), talking, listening, moving, playing, laughing, yelling, encouraging, questioning, touching. Teaching boxing skills, despite its personal

chapter 1.

meaning to me, doesn't seem very relevant until Dewey,[6] who shows up about once every two weeks, says "let's you and me box" and I struggle to turn that situation into both a self-awareness experience and a relationship without getting killed. And I don't have to teach them to read so they can take part, or to throw a ball or skip or any other so-called fundamental skill. Physical education subject matter is so wide-ranging—e.g., yoga, jogging, football, tug-of-war, dance—that any student can start where he/she is or where an interest lies and go from there.

The humanistic approach to physical education emphasizes the search for personal identity that each of us must struggle with to the extent that the culture permits and our self-awareness demands. A number of patterns, values, roles and expectations are handed down to us by our parents, friends, teachers and other agents and agencies, all of which tend to restrict our options and channel our behavior. However, as we become more aware of ourselves—as we begin to get in touch with our own feelings and desires, our own potentialities, and some notion of the range of options open to us—we can begin the process of searching for and building our own identities, eventually freeing ourselves to really share and relate to the lives of others.

The ever-growing number of choices which all of us face and the apparent erosion of institutional values, especially in urban America, have widened the appeal of this search for self. Some have exalted personal growth, arguing that finally we all have the opportunity to put our lives together in our own ways. Others see too many people making the wrong choices, choices which are destructive to the society (e.g., the rising crime rate) or to themselves (e.g., hard drug usage). On the other hand, the personal growth movement has attracted a number of critics who believe that the search for individuality ignores social concerns and is a simplistic approach to a complex process.

When one focuses on these inward processes, there is the danger that everything and everyone else consciously or unconsciously becomes the means to end of your individuation, or integration, the function of your becoming.[7]

[There is] a crazy overemphasis on individualism so embedded in society that commitment and community have become suspect.[8]

While most humanists are aware of the problems facing mankind, this movement thus far has decided to give priority to the self. If a person's attention is turned inward, he must of necessity turn away from the outward—away from human beings and their problems.[9]

It's a disneyized view of emotional life with boppy slogans and easy answers.[10]

In separate *Psychology Today* interviews, Robert Nisbet argues that our society is currently suffering an "obession with self,"[11] while Ernest Becker expresses the concern that most people need to be protected from seeing themselves as they really are.[12] Others point out that such introspection produces dull, humorless people. The difficulty of planning one's self search is a theme of Krishnamurdi's work; he states that the truth must be experienced and that thought gets in the way of self-awareness.[13] Kurt Vonnegut probably puts it best:

Tiger got to hunt
Bird got to fly
Man got to ask himself why, why, why

Tiger got to sleep
Bird got to land
Man got to tell himself he understand[14]

Humanistic physical education provides both a weak and fuzzy goal model: It not only lacks precision and detail due to the nature of the model and the welter of ideas and practices emanating from the humanistic movement, but it is vulnerable to criticisms of self-orientation and simplicity as well. What is needed is a workable guide for the conduct of student-centered physical education programs, a goal model from which all else will flow.

Specific Approach

For me, such a goal model slowly developed as I worked with the Harding High School kids. I would like to say that it was spelled out in the beginning, but even after struggling through the Hoover Delinquent Boys' experience, my thoughts were as fuzzy as the humanistic goal model I have described to this point. Eventually, in bits and pieces, three goals emerged:

1. To help students make their own self-body-world connection.
2. To provide a sense of community.
3. To facilitate an active playful spirit.

The self-body-world connection refers to the search for personal identity in physical education, but, thanks to the work of Koestenbaum,[15] the focus becomes the individual's effort to integrate one's inner self or inner consciousness with one's body and with the world. Our bodies are not the same as our inner selves, but our bodies do, to a large extent, present our inner selves to the world while at the same time, interpreting that world (through our senses) to our inner selves. If, as many scholars have claimed, to be human is to struggle to feel authentic, good, right, or connected, then physical education can play a crucial role to the extent that the body is integral to making the "right" connection. Further, if this is a subjective process, as I believe it is, then physical educators cannot get inside students' heads in order to prescribe correct ways to make this connection but instead must be content with strategies designed to help people get inside their own heads.

Trying to facilitate such a subjective process is loaded with difficulties. First, all of us have some capacity to step back, look at ourselves, plan and act,

"None of us operates alone. Alone we are incomplete, unfulfilled. Our humanness becomes whole to the extent that we can fully be at one with others."

but the degrees of freedom we actually operate within are limited biologically, culturally and situationally. Second, much awareness is experiential rather than cognitive; it is a difficult, if not impossible, course to chart very accurately because spontaneity, individuality and perhaps even mystery and magic (of all things) play some role in each person's search for self. Third, others are involved every step of the way. As Bronfenbrenner says:

> *there is no such thing as an individual. We have an illusion of self-sufficiency but actually other people support us throughout the entire process of our development.*[16]

Despite the difficulties, I believe that it is important to try to help people make their own self-body-world connections, that if education and physical education don't make the effort, such a process is left entirely to trial-and-error.

Sense of community refers to a positive connection to others, a relatedness or belongingness or interdependence. It means an "irrational involvement" with another person.[17] It means being validated by another. It means sharing and caring. According to novelist Tom Robbins, "The only truly magical and poetic exchanges that occur in this world take place between two people."[18] One of Vonnegut's characters says: "It took us most of our lives to realize that a purpose of human life . . . is to love whoever is around to be loved."[19] Koestenbaum argues that the other is a necessary aspect of our own inner consciousness and that understanding that the other possesses an inner consciousness of his/her own would make physical crime, terrorism and war far less tenable.[20] In my own life I have begun to be aware of the importance of others as the context or network within which I function. None of us operates alone. Alone we are incomplete, unfulfilled. Our humanness becomes whole to the extent that we can fully be at one with others. Walter Tubbs expresses it well:

> *If I just do my thing and you do yours, we stand in danger of losing each other and ourselves. I am not in this world to live up to your expectations; but I am in this world to confirm you as a unique human being, and to be confirmed by you. We are fully ourselves only in relation to each other; the I detached from a Thou disintegrates. I do not find you by chance; I find you by an active life of reaching out. Rather than passively letting things happen to me, I can act intentionally to make them happen. I must begin with myself, true; but I must not end with myself; and truth begins with two.*[21]

For me, the sense of community goal not only responds to criticisms of the personal growth/search for self emphasis in humanistic physical education but, more importantly, it embodies the essence of human existence and therefore ought to be an integral part of any student-centered goal model. Further, if the gym is really a many dimensional place intended for competing, cooperating, discussing, touching, and so on, as I have argued, then sense of community becomes a goal relevant to physical education as well.

Playful spirit refers to a non-serious, non-reflective dimension of life which focuses on the moment and

"Playful spirit refers to a non-serious, non-reflective dimension of life which focuses on the moment and on the activity for its own sake rather than extrinsic motives and preplanned goals. It is spontaneous and often creative."

on the activity for its own sake rather than extrinsic motives and preplanned goals. It is spontaneous and often creative. It is Bill Harper's idea of play,[22] and it is close to Csikszentmihalyi's flow concept[23] and Tim Gallwey's inner game.[24] It is being able to "unhook and go," to jog or walk just to "pick the daisies," to throw a frisbee around to enjoy the sunshine, to play volleyball for the fun of it, to do anything without the need to prove something or accomplish something. Including the playful spirit as one of three goals suggests that play is not a frill but an important dimension of life; psychiatrist William Glasser agrees, listing having fun as one of three major pathways to a successful life.[25]

The goal model reduces the fuzziness of student-centered physical education and responds to many of the criticisms of humanistic approaches, but standing alone it could easily be filed in some back drawer, only to see the light of day if some evaluator asked to see my goals. What I needed was a conceptual framework which would make these goals relevant for my Harding High School physical education students, a structure within which we could operate for the year.

LEVELS OF AWARENESS

From my daily struggle of interacting with my students at Harding, I began to see a progression in my three goals. Play seemed to come easily (too easily sometimes). Self-development seemed more difficult for my students. Being sensitive to and helping others seemed an impossible goal! From this observation I developed four levels of awareness with some subdivisions, mostly in the form of questions.

Awareness level one: No awareness (spaced)

Acting out or following my programming (doing what I want to do when I want to do it without regard for others or myself)

Play

Awareness level two: Self-body awareness

Who am I?

Who am I supposed to be?

Who can I be?

Who do I want to be?

Awareness level three: Self-other awareness

How can others help me?

How can I help others?

Awareness level four: Integration of the first three awareness levels

Unlike physical developmental stages, these four levels and their sub-levels cannot be transformed into age-specific progressions with appropriate prerequisites. In fact, people may jump questions, get stuck at one question, or deal with parts of more than one question at a time. The function of the aware-

ness level framework is not to provide a research-based locked-in progression applicable to everyone but instead to suggest from an intuitive, experiential perspective that awareness is not a one-stage, unidimensional event. Self-awareness does not reside full-blown inside us waiting to be tapped; instead, for the most part we appear to cope and grow in some kind of sequential fashion.

The awareness levels may at first appear to be exclusively cognitive in nature. In one sense they are, but in another they are affective. We can feel as well as think about our needs, about our collisions with the socialization process, about our relations with others. There is also a behavioral dimension to these questions because students don't just think and feel, they act as well, especially in physical education.

These questions may appear to be applicable to alienated youth exclusively. I don't think so, although the urban environment coupled at times with family instability reduces even further the transmission of dominant cultural values and escalates the role of choice. In fact, it has been my experience that middle class parents tend to question the teacher's right to raise these kinds of questions, preferring reinforcement of the values they are trying to teach, whereas both parents and administrators of alienated youth tend to respond positively to this model because it emphasizes self-responsibility.

The model does stress interpersonal relations (level three) which would appear to have more relevance for alienated youth who have been socialized into a survival of the fittest way of life, but the model also emphasizes play which may well be needed more by middle class youth who are programmed for deferred gratification and the value of work.

Awareness Level One: No Awareness

No awareness means being non-reflective. The positive dimension of this level is cultivating a non-serious, spontaneous, for its own sake playful spirit. It is "drop-out" time, time to rest one's brain and move totally into an activity without reflecting on it. Of course, play is not the complete absence of awareness, as Friedman shows:

> *It makes no sense to talk of pure spontaneity; for structures are necessary and without them we would not have that margin within which spontaneity can arise. But there is an all-important difference between the structure which makes possible spontaneity and that which takes its place. There is nothing wrong with planning as long as we do not try to plan the spontaneity itself, or, what amounts to the same thing, bring such strong expectations of specific results that one type of event is reinforced whereas another is played down or ignored.*[26]

In really playing a competitive activity, the same playful spirit must be shared by everyone interacting in the activity. If one person is trying to win "at all costs" while the other plays casually with a can of beer in one hand, the game loses meaning for both participants. Creativity is another aspect of play and refers to trying new things, inventing new ways or new games. I've walked into the gym on occasion with a bag full of balls, hula hoops, what-have-you, and said do whatever you want but don't do anything you have already learned. Music sometimes helps.

Perhaps related to play are the moments in sport, or in a street fight for that matter, when the participant finds himself entirely wrapped up in the moment, at one with the activity, totally in control yet unable to control the starting and stopping of what has been called a peak experience.[27] A novice is unlikely to have this kind of experience, but for someone who has, it may be sufficient motivation to return again and again in search of a "repeat performance."

The negative dimension of level one occurs when our behavior interferes with the rights of others or our own well-being as a result either of what sociologists refer to as the socialization process or in an effort to meet some need. Level one behavior occurs when we are unaware that we are responding to a personal need or that we have been programmed a particular way. Examples were everywhere in my class at Harding High. Robert walked into the weight room and gave the heavy punching bag a shove on his way. Then he watched the next kid through the door get nailed by the swinging bag. Many of my students wanted to do nothing but play basketball and would have been happy if physical education consisted entirely of half court games from early fall to late spring. Basketball was their world, even though devoting some of their time to other activities might have been helpful to them.

Awareness Level Two: Self-Body Awareness

Who Am I?

Level two focuses on helping each of us make our own self-body-world connection by posing four questions, each of which requires personal answers rather than "teacher answers." To the extent that we do any self-reflection, the first question we ask ourselves is "Who am I?" Our answers to this question usually deal either with our uniqueness or with the needs common to all of us. Although we share with others some biological characteristics, some experiences and some perceptions, each of us is a unique composite of our own biology, experiences and perceptions. Perceptually, we all possess our own private versions of ourselves and the world so that, while the truth may be "out there" somewhere or the truth about our talents and limitations and the like may be assessable, we act instead on our subjective perceptions of those truths. In addition to our uniqueness, each of us has in common some needs. Maslow has identified the need to survive and the need for security, both Maslow and Glasser have described the need for self-esteem,[28] and Frankl has argued for the need for meaning.[29] These needs appear to be central to the "who am I?" question, although others—e.g., the need to achieve, to self-actualize, and to self-improve and self-evaluate—are also mentioned in the literature.[30]

Those kids living a barely alive hand-to-mouth existence are struggling to meet their survival need. This isn't a critical problem for most of us or, from my observations and interactions, for most of the students I've worked with, but physical education can reduce some survival risks through health and safety enhancement. The security need is related to the perceived penetration of one's physical space [31] and arises most frequently one of two ways in physical education: the need to be separate from the threat of the group,[32] and the need to be (feel) able to protect oneself from others (e.g., self-defense), from the environment (e.g., water safety skills), and in case of emergencies (e.g., strength, speed).

The self-esteem need, which I have discussed at some length elsewhere,[33] is perhaps the most crucial motivating force in the lives of alienated youth (and perhaps the rest of us as well). They want to "look good," to feel competent, and their options are clear: they can either try to make it according to the rules laid down by the teacher or try to look good at the expense of other students or the teacher (ridiculing someone, beating someone or beating someone up). Or they can employ a number of defense mechanisms such as withdrawal (won't participate, "shuts down"), rationalization (makes excuses, perhaps for life), or self-pity. A lot depends on what options they perceive to be available to them and on what they value as influenced by their subculture and "significant others."

Self-esteem can be elevated by acquiring things that are valued (e.g., money, awards, a pro con-

tract), playing roles that are valued (e.g., hard guy, con artist, jock) or, more rarely, developing qualities that are valued (e.g., physical, social, intellectual abilities). Often, self-esteem needs are tied to an effort to gain some sense of sexuality—what it takes to be masculine or feminine. Physical education classes not only give students the same chance as any other class in school to act out this need, but because of the visible, active and competitive nature of the subject matter, physical education provides a proving self environment. Unless they refuse to participate, students find themselves in a comparative, competitive situation every time they walk into the gym. Further, we always operate in our bodies or, as Gerber puts it, "My body is myself and I must love my body as myself." [34] Although the body and the self may not be quite that closely connected,[35] the relationship has been repeatedly demonstrated experimentally, pointing out the importance of feeling good about our bodies.

We all need some kind of positive meaning in our lives, something worthwhile (in our eyes) to live for. Life's process must be meaningful and make sense to us. The search for meaning takes place in a variety of arenas including the world of physical activity and the body. However, the search for meaning is often eclipsed by one of the other needs.[36] An adolescent who doesn't get enough to eat every day is not likely to be actively engaged in the search for meaning. The self-esteem need in particular overrides the need for meaning. If a student doesn't feel very good about himself, his energies are devoted to either sustaining a defense mechanism or trying to gather those good feelings, trying to "look good"; his search for self-esteem motivates most of his behavior most of the time. (However, the reverse is also true. A cardiac patient may quit his jogging program because it isn't meaningful enough, despite its survival value.)

Awareness of these needs, or others if you don't agree with these, as well as awareness of our uniqueness can help to answer the question "Who am I?" The readiness of a person to face the next question, "What am I supposed to be?", depends on his/her awareness of these factors.

Who Am I Supposed To Be?

We live in a pluralistic culture; in fact, we are faced with more choices than ever before. Still, the socialization process operates through a variety of social agents, agencies and cultural forces to teach, inculcate and transmit those skills, knowledges and attitudes that will produce a socially competent person as defined by the culture.[37] The expectations of peers and "significant others" are particularly influential in the lives of young people and may provide a strong subcultural norm at variance with the dominant culture. By raising the question "Who am I supposed to be?", all of us can become more aware of both the process—how each of us is shaped—and the product—who we are expected to be.

For alienated youth, one dimension of this question concerns the ways in which they relate to each other and to authority figures. Theirs is a survival of the fittest world where each scans the other for weaknesses to attack. One day at Hoover School for Boys, where the pervasive influence of the survival of the fittest existence seemed to touch everybody and everything, I told them in frustration, "Around here it's stick or be stuck." (They yawned.) Those who "get stuck" most often look for targets of their own. At Harding, a couple of the special education students in my class provided those targets. Teachers certainly aren't immune from these attacks. They are perceived in one of two ways by many alienated youth: either hard or soft. If a teacher is perceived as hard, he/she is expected to push students around and attack their weaknesses; if perceived as soft, the students will push the teacher around and attack his/her weaknesses.

The second dimension of the "who am I supposed to be" question is more applicable to the general population. It concerns the expected "ways of being" passed on to all of us via the socialization process in relation to sex roles, sport, competitive achievement, the body, exercise, play and social relations.[14] For each of these areas, we are supposed to do or be or believe certain things which, when we do them or become them or believe them, will meet our needs for self-esteem and meaning. For example, we are handed appropriate sex roles for participation in physical activity. Males are pointed toward aggressive, courageous, achievement-oriented activities and away from self-disclosure and sensitivity toward others, and, although modified somewhat by Title IX and women's liberation, females are still encouraged by society not to sweat too much or engage in too much body contact in sport, or to emphasize strength and size, or to be assertive.

In our culture, physical activity is equated with competitive sport (just check the sports section of your newspaper), while yoga, boomerang-throwing, self-defense and rock-climbing, though more acceptable today, are still not considered quite within the province of physical education and certainly not at the same level as interscholastic athletics. When we compete, emphasis is placed on achievement rather than on the competition. We tend to see our bodies as separate from, and directed by, our minds. Exercise and play are okay for kids, but, despite a widespread publicity campaign from a variety of sources, they are not quite an integral part of the dominant adult lifestyle.

To the extent that any of these "supposed to be's" are ingrained in us, we are bound to emulate them to meet our needs. Each person's uniqueness suggests that at least some of us will fail. It is imperative that we be made aware of the influence of the socialization process and product on ourselves in order to ask the next question, "Who can I be?"

Who Can I Be?

"Who can I be?" deals with the potential options open to us in physical education beyond "who I am supposed to be." I never cease to be amazed at adolescents' response to their first exposure to gymnastics. No one wants to do it ("let's play basketball"), but after we try it for a while there are always seven or eight kids who never want to leave. It is certainly not my teaching that turns them around (especially not in gymnastics); it is the discovery that they can do the stuff better than others, particularly better than many of the football-basketball jocks. At Harding High, we have been administering 13 physical performance tests to all incoming freshman males for four years. One of them is a static balance test, and every year a few students who score poorly on most of the other tests can balance themselves forever. Both gymnastics and balance are examples of physical potentialities which would not be self-reported (the student doesn't know he/she possesses the talent) and are often undetected by culture-bound tests.

There are limitations as well. A 14-year-old boy who has yet to learn the mechanics of throwing a ball can be taught to throw, but he has missed out on years of practice. Recent research suggests that the number of fat cells a person possesses is determined at an early age (we can reduce the fat in the fat cells but not the cells themselves), that cardiovascular endurance has a hereditary component, and so on. More obviously, a boy who is five foot two at 14 years of age is going to have an uphill (to Mount Everest) climb to make the National Basketball Association, and someone who cannot follow the path of a ball in flight (the figure-ground phenomenon) will have problems acquiring ball skills.

Armed with some notion of our potentialities and limitations, we can begin to look at the "who can I be?" options. Two questions which all of us need to

ask concern whether we want to be sedentary or active and if we choose to be active, whether we desire to specialize or become a generalist. Most physical educators argue for an active, generalized life (e.g., exercise for health, learn some leisure activities, earn an athletic letter), but "who can I be?" is intended to be a question, not an answer. There are any number of specific options in which an individual may specialize or dabble or ignore. The following make the most sense to me but they are not "etched in stone." [39]

1. Health and safety as an option. Exercise is often promoted as an important factor in living longer and more fully in our society, and some evidence plus considerable medical opinion does support aerobic exercise, static stretching, and relaxation as survival "skills." Safety as a personal goal encompasses both the survival need and the security need—survival in the sense that preparation for emergencies (e.g., strength, speed, aerobic capacity, water safety skills, self-defense skills) can help us survive in a time of crisis, and security to the extent that these kinds of performance capabilities help us feel more secure from penetration of our physical space.

2. Appearance as an option. Weight training and perhaps other muscular overload exercises can increase muscular size (bulk) and, if worked differently, muscular shape (definition). Weight can be controlled or reduced by burning calories through exercise, especially aerobic exercise. Posture can be improved by exercising weak muscles and perhaps by some newer relaxation-imagination techniques.[40] Such changes may lead to a more positive body image and, if valued, improved self-esteem as well.

3. Achievement: Proving self as an option. Opportunities to prove one's self physically include being competitive, taking risks and facing danger (courage). Competition provides socially acceptable opportunities to determine who is better on a particular day. Such activities as mountain climbing, sky diving and the high bar in gymnastics provide opportunities to take risks. Combative activities such as wrestling, boxing and the martial arts provide opportunities to demonstrate courage. In every case the emphasis is on validating one's self (self-esteem) rather than on learning, although a student may discover that learning is a prerequisite to such validation. Validation is not likely to occur if one's opponent or task is perceived to be an easy mark, because success is expected. Validation is strengthened by leaving room for another try on another day rather than placing one's self in an all or nothing situation.

4. Achievement: Improving self as an option. Observing ourselves improve in something we value not only enhances our self-esteem but may provide meaning for our life as well. Improvement does not mean being better than someone else (that's "prove-ment"), but rather moving from point A to point B. Several students at Harding High School would report how they had just bench pressed 140 pounds of some such weight. Why were they so excited? It wasn't a school record or even the best in the class. They supplied the answer: "I could only do 90 pounds at the beginning of the year." Improvement is most visible in fitness events but can be experienced in any physical activity.

5. Achievement: Feeling better physically as an option.[41] Every time we move, tiny sensors next to our muscles and joints send signals to our central nervous system. As a result, we all experience a barrage of physical feelings when we exercise or play. Whether these feelings are perceived as positive or negative depends on a wide range of factors including our unique biology, past experiences and perceptions. For some, the pain of anaerobic running (e.g., 400 yards all-out) is a positive feeling, for others the perfectly executed shot produces such feelings. Physical feelings are also experienced after we finish an activity. People report feeling better as

the result of an activity, such as jogging, even though it may not have been much fun at the time. In these cases, the feelings follow the activity rather than accompany it. Feeling better physically as a personal goal can therefore be seen as a "during" and/or as an "after" phenomenon. Either way, physical feelings provide another option.

6. Developing play skills as an option. Siedentop has argued that a certain level of skill is necessary to be fully at play in an activity.[12] It is difficult to play tennis and achieve any meaning if the tennis player cannot get the ball across the net. Therefore, some students may desire to develop sport skills to enhance their playful spirit, realizing that such skill development requires work and perhaps "looking bad" in the beginning.

If treated as a process, any of these options can probably meet the need for meaning, depending of course on what a person finds meaningful in life. Self-esteem can be enhanced by appearance and achievement. Health is related to survival, safety to the need for security (and perhaps to proving one's self).

Who Do I Want To Be?

"Who do I want to be?" is the culminating question of level two's search for an integrated self-body-world connection. There are two parts to this question: making a plan and carrying out that plan, revising it as experiences accumulate and ideas change.[13] Making a plan requires an assessment of one's uniqueness and needs ("Who am I?"), one's programming ("Who am I supposed to be?"), and one's options ("Who can I be?"). I'm not sure how this works, whether we just check our defense mechanisms to see what feels right or whether it is important to construct an ideal self. The objective is to assemble a personal agenda or physical activities designed to bring our inner self, our body and the world closer together.

One of the first choices we face in making a plan is whether to try to become "who I am supposed to be" or to reject all or some of the culturally approved ways of meeting our needs. Some of us can reject a culturally approved way of being for one which better suits our uniqueness and still meets our needs once we know such a choice exists. Others (I am one) find that we still must succeed according to cultural standards (the "macho" world or whatever) before we can be free to ask ourselves "who do I (really) want to be?". Two Harding students, both little guys from tough neighborhoods, recognized that they were expected to be able to stand up to a fight, to show courage in the face of danger; rather than reject this expectation, they chose goals of safety and proving themselves. One worked on boxing in class twice a week for four months, while the other worked on boxing and karate in class, checked out some karate books from the library, and eventually signed up for karate lessons outside the school.

Forming some notion of one's ideal self–body–world connection may help people to make a plan. The ideal self is an in-process model designed to meet our needs from our own unique perspective, rather than a set of fixed goals organized around culturally imposed standards. For example, physical courage which was cited above as a culturally imposed way of meeting safety and self-esteem needs could just as easily be a personal ideal; it depends on whether such a goal originates from personal choice or from outside pressures. For most alienated youth the task of developing an ideal self is far beyond their reach. Perhaps some glimpse of this process will help their own self-body-world connection later in life or even a click or two now. One of the major road blocks is their desire for immediate rather than deferred gratification. Middle class kids tend to accept the notion that just putting up with the often meaningless (to them) schooling process will eventually lead to a diploma, college, a scholarship, a good job,

and so on. Alienated youth have learned that school doesn't make sense, that the here-and-now is most important, that saving money doesn't pay off, that the future is dreaming about being a star in the NBA. As a result, encouraging alienated youth to plan for their future by sorting themselves out and putting together an ideal self is a difficult venture.

Carrying out the plan also has a cognitive dimension since most of us require some knowledge base to implement an option we have chosen. The required knowledge may be a fitness concept such as overload or a motor learning concept such as the role of feedback in improving a skill.

"Who do I want to be?" decisions also require some form of self-responsibility. Choosing doesn't make much sense without implementation, yet most of us procrastinate, make excuses, devise New Year's resolutions—anything to defer goals we have set for ourselves. Maurice chose basketball skill development as his goal and developed his own routine of jump shots, free throws and lay-ups. However, on the third day of his program some of his friends were playing a game and he joined in. I asked him whether he was being responsible for the option he had chosen for himself. He thought about it and adjusted his program, choosing to play a game for half the period and shoot the other half. Shawn's goals were to run to lose weight and to lift weights to gain strength but he always chose to play basketball. Prodding students such as Maurice and Shawn to become responsible for their goals (not mine) was a never-ending job at both Hoover and Harding. Self-control techniques help.[44] For example, we can keep a daily record of those activities designed to help us meet our goals. This is a simple yet effective technique for pointing out discrepancies between goals and activities. Quantitative record-keeping involves counting and recording numbers of free throws, laps, weight training exercises, minutes of relaxation, stretching, whatever. Quality can also be

reported: "I did a back handspring," "I made 8 of 10 jump shots," "I threw the football through the tire five times," "I learned to block a side kick," "I climbed the rope with hands only," "I learned two new yoga exercises."

Awareness Level Three: Self-Other Awareness

The four questions in level two may reflect an "obsessive concern with self,"[45] but it is my belief that most of us cannot really encounter another until we have dealt at least to some extent with ourselves. Since self-awareness is a distinguishing feature of the human race and the erosion of institutional values has forced all of us to make more choices about who we want to be and do, getting ourselves "together" is a prerequisite, a base of support, for all else we do. Placing in our own hands our health, happiness, and self-actualization, our work, leisure, and interpersonal relations, our achievements, roles, and qualities, our past, present, and future is admittedly a heavy burden, especially in the face of institutional blocks and other restrictions on our degrees of freedom to direct this process.[46] But personally shouldering this burden is the key to unlocking human potential, the capacity within each of us to direct our own lives rationally, intuitively, emotionally. The only other choice is to allow our programming or others or some cult or dogma to answer these questions for us.

The questions raised in level three push our awareness beyond ourselves toward a sense of community with the world, a world comprised of others both like and unlike ourselves (similar needs but unique biology, experiences, perceptions) who are engaged in an increasingly uneasy coexistence with other living things. "How can others help me?" and "How can I help others?" are questions which most of us can answer based only on a glimpse here and there, while we are struggling with level two questions. For a moment I forget myself as I help Curt, a helpless kid in the Hoover School jungle, out of a jam. I don't seem to be doing it to "look good" or because part of my personal agenda is to help others, at least not this time. I feel, admittedly vaguely, a human connection to Curt's plight. It seems to be a real sense of empathy. To the extent that we can transform these glimpses into thinking, feeling and acting we will have truly moved beyond ourselves to an "at-oneness" with humanity.

Answers to "how can I help others?" and "how can others help me?" probably begin with some mutual concern for each others' rights. A social unit such as my class or Harding High School or the Harding neighborhood or Portland or the United States can only afford so much destructive behavior before either martial law or total collapse occurs. At Hoover and to some extent at Harding, this was a hard point to make. One little guy at Harding trying to run agility drills as part of his personal program was repeatedly disrupted by bigger, tougher classmates who wanted to use his space for wrestling and play (mostly play). Taking turns on the minitramp, trampoline or bench press was a continual power struggle. And on and on. The point that "you just can't do whatever you want to do" collides with the survival of the fittest approach to life that adolescents have experienced as part of their socialization process.

Ignorance of the worth of others, of the existence of an inner self in others, no doubt accounts for much of the world's physical violence such as war, terrorism and physical assaults.[47] An understanding and feeling of the worth of others would increase the individual's sensitivity toward, and empathy for, other people, moving him/her from a survival position—i.e., I must not engage in destructive behavior so that the group can survive—to a concern for the humanness in all people.

How Can Others Help Me?

"How can others help me?" refers to the necessity of others in our lives—to validate us, to love us and be loved by us, to share with us, to meet our "affiliative tendency." Both the exchange of affection between friends, between teacher and student, and so on, and the affiliative tendency[48]—the need to belong to a group and the fear of being isolated from the group—are observable in any setting where people interact with each other. Schools provide ample opportunities for such interaction both between authority figures and students and among students. Physical education classes underscore the interaction by emphasizing cooperation and competition (with teachers often participating). People are given opportunities to meet the affiliation need through the fraternal nature of sporting groups—whether they are cross-country skiers, dart throwers or handball players (it's almost as if they had secret passwords).

How Can I Help Others?

Perhaps the final step is from helping our friends in whom we sense an intrinsic worth to a more universal sense of community with all humanity. Are there universal values related to a sense of community? I'm not sure. Drews and Lipson argue for love, truth and beauty.[49] Kohlberg lists justice, the reciprocity and equality of human rights, and respect for the dignity of human beings.[50] I think (feel) I've been in touch with at least the process (if not the product) of justice, compassion, truth, honesty and courage—each for a fleeting moment at first, then back to trying to feel good about myself or trying to explore my options or decide who I want to be. As my responses—cognitive, affective and behavioral—take shape, I find myself confronted more and more with the same values: justice in the world, the (subjective) search for truth, the courage to "look bad" in order to help someone somewhere. Perhaps everyone, including my Hoover and Harding students, have had similar experiences, similar glimpses of universal values supporting a sense of community with all humanity which await elaboration. Obviously most of this discussion concerning "how can I help others?" ranges far beyond the reach of most of my Hoover and Harding students, but the underlying goal remains the same: to help these students move away from behavior harmful to others and, if possible, toward some sensitivity toward others.

Awareness Level Four: Integration[51]

Level four represents an integrated being-in-the-world in which play, self-development and a sense of community operate spontaneously and interdependently. It is only briefly described here because, not having experienced it, I don't understand it very well. Regardless, I did try to incorporate level four in the curriculum.

SUMMARY

The intention of the four awareness levels is to provide a conceptual framework for a humanistic physical education program. The three goals of the goal model are represented by three awareness levels and six questions to be answered by the students. A fourth awareness level integrates the first three levels and the personal answers to the six questions. It remains to transform this conceptual framework into a physical education curriculum and teaching strategies.

Reducing the Fuzziness of the the Goal Model

IT'S FUZZY

The goal model and awareness levels may provide an orientation and some direction for teachers and students, but the question teachers ask over and over, "What am I going to do on Monday?" is left unanswered, at least in specific terms. Alschuler's sympathetic critique of George Brown's *The Live Classroom* describes this weakness in humanistic programs:

> *the objectives of many humanistic programs and curricula are vague, poetic, fragmented, groundless, and nonmeasurable . . . they leave educators operationally confused . . . [providing] teachers with no precise guidance about subgoals or appropriate sequencing of subgoals in a curriculum.*[1]

The problem is that education, at least from my perspective, cannot be very easily reduced into "subgoals" and "appropriate sequencing" without at the same time reducing the nature of the teaching-learning act, especially in relation to a humanistic goal model. Such a model requires permission as well as focus.

By permission, I mean giving student's the opportunity to search for themselves in a physical education setting without buckling them into a strait jacket while at the same time giving teachers the opportunity to practice the open skilled activity of teaching without locking them into a myraid of predetermined roles and objectives. Since the teaching-learning act is a human enterprise, it encompasses for both teacher and student exploration, spontaneity, private visions, emotional expression, chance, the unique moment. It is a wholistic process in which people (for example, teachers) interact with people (for example, students).

I teach physical education, but I am not physical education. I am a person who, based on a variety of rational and irrational factors, chose physical education as his profession. My students at Harding High School (or wherever) are not physical educatees but people who have been scheduled into my class and are struggling, as I am, to find themselves, to get in touch with their feelings, potentials and choices, both in and outside the gym. For the hour we are together each day that struggle takes place as we interact with each other. Adopting any goal model runs the risk of restricting our permission to self-explore and self-discover. Reducing a goal model to a specific list of competencies ("the student will be able to . . .") to be learned and evaluated heightens the risk.

Whether teaching is an art form or a science or some combination has been debated vigorously in the literature.[2] Perhaps it can be best characterized as an open skill, in some ways like being a quarterback.[3] Each situation is different, each student is different, each teacher-student relationship is different. Inconsistency, rather than the old dictum "be consistent," guides the artistic teacher through a maze of unique people, interactions and situations. I find myself deviating with disconcerting regularity from my own rules in response to my perceptions of student feelings, thoughts and behaviors. We negotiate, make private agreements, share, touch (sometimes), argue, joke, stay clear of each other.

Permission sounds nice, especially for us "permissive folks," but the "what am I going to do on

chapter II.

Monday morning?" question persists. Some of us, perhaps most of us, need more focus. Focus means that both teachers and students keep their noses, one way or another, to the task of exploring and responding to the awareness level questions. It means breaking the goal model down into subgoals with accompanying strategies to facilitate progress toward the subgoals and evaluation procedures to determine to what extent students are focusing on the questions. For some teachers, the goal model may provide sufficient focus, and subgoals and strategies only clutter and obstruct the teacher's effort to permit students to explore and interact. For others, even the addition of subgoals, strategies and evaluation procedures do not tighten the model sufficiently or close enough loopholes.[4] The problem becomes one of reconciling the permission to explore, question and interact with the order and structure of focusing.

As I turned this problem over in my mind, I began to see the reduction of fuzziness as a several step progression from total permission (and chaos) to specific subgoals and accompanying strategies (and a bit of a straitjacket). The steps I envisioned were as follows:

1. Characteristics of the teacher
2. Curriculum
3. Teaching methods
4. Subgoals and accompanying strategies
5. Evaluation procedures

This chapter describes the first three steps which many teachers will find sufficient to implement the goal model. The next chapter goes a step further and specifies 12 subgoals derived from the goal model and awareness levels, plus a number of strategies designed to accompany the subgoals. Evaluation procedures are contained in Chapter IV.

CHARACTERISTICS OF THE TEACHER

It is my opinion that who the teacher is makes more difference than any other single factor and probably any combination of factors in implementing the goal model. This is especially true if: (1) physical education is perceived as student-centered and wholistic, and the physical education class is perceived as a community; (2) awareness is to some extent a subjective, mysterious process; (3) students are not sufficiently motivated to ignore the person of the teacher.

In Chapter III I try to spell out some key teacher behaviors to facilitate understanding and implementation further, but, for me, the reduction of the act of teaching to a specific set of behaviors somehow misses what teaching is all about. From this perspective, trying to measure, to get our hands on, to reproduce characteristics of the good teacher is bound to fail. David Denton puts it so well in several places in his book *Existential Reflections on Teaching:*[5]

> *It is like Y.*
>
> *But there is no "it" for 'it.' With respect to 'teaching,' we search for its 'It.' We try to reduce teaching to other terms—learning, management, evaluation, etc.—and in so doing, illustrate our inability to get to the 'It.' We come close to the 'It' of teaching with such terms as "magic." . . .*
>
> *The reality of teaching cannot be reduced to, or transformed into the terms of, anything other than itself, for teaching is a primordial characteristic of certain moments of human interconnectedness. As a primordial term, teaching is an 'It.'*
>
> *Teaching is NOT information processing.*
> *Teaching is you, as you embody history*
> *embody mathematics*
> *embody [physical*
> *education] . . .*

As you body-forth that which you are, you seduce others into their own bodying's. In short, you trap them into teaching themselves. In short, you can't teach anybody anything.

Or Tom Robbins (again): "The only truly magical and poetic exchanges that occur in this life take place between two people." [6]

If teaching is like magic, how can the characteristics of the teacher be considered a step toward the reduction of fuzziness in the goal model's implementation? Martin Buber's I-Thou concept applied to physical education contains some suggestions.[7] This concept refers to a direct, spontaneous, somewhat mysterious meeting of two whole people, a meeting which cannot be reduced to specific characteristics. Buber's prerequisites for entering into such a relationship include openness to mystery and surprise, high self-esteem, the absence of defense mechanisms, and the ability to suspend biological, psychological and social needs. Buber's prerequisites should look familiar; they parallel the characteristics of someone who is moving from awareness level two to awareness level three. One suggestion, then, is that the teacher must have experienced awareness level two in order to be free to interact with students in a helping and permission-oriented manner.

But there's more to "It." One of the characters in a Tom Robbins' novel says: "If you want to change the world, change yourself." [8] To change ourselves we need to experience the same process we want our students to experience, in this case all the levels of awareness (to the extent possible). By experiencing the levels of awareness we can begin to live the goal model, not just modeling some things we want students to do but really be the goal model. I think this is what Robbins means when he says "change yourself."

Let's look at how this might work. The goal model refers to a self-body-world connection. For the teacher, this means feeling integrated, authentic, together. It means that your (and my) body connects your self with your world smoothly. It doesn't mean you can demonstrate every sport skill, unless you need to do so for your own integration of self-body-world. Nor does it mean you have to look or act a certain way. It does mean that you feel right, that your defense mechanisms are minimal, and that you are moving toward your ideal self-body.

Second, the goal model refers to a playful spirit. Possessing a playful spirit obviously means being able to play fully, non-reflectively, spontaneously. It also means being creative and spontaneous outside the play-world of sport as well as possessing a sense of humor. Third, the goal model refers to a sense of community—being able to create a sense of community, of interdependence, of relatedness, of belonging, of sharing and caring with each student in the gym. Students need to feel that you have an "irrational involvement" [9] with them, that is, that you care about them more than they could rationally expect you to care, more than you care for other kids in the world. Converting these three goals to genuine teacher characteristics reduces the fuzziness of both the so-called magic of teaching and the notion of permission.

CURRICULUM

At both Hoover and Harding, I tried to rely on my teacher characteristics to allow students the permission to explore and interact within the boundaries of the goal model, but I found that I just wasn't charming enough to pull it off. My self-body-world connection, my playful spirit and sense of community with them didn't measure up or weren't enough to make it work. On top of that, I found it too easy to revert to traditional goals (e.g., bump the volleyball) and strategies (e.g., demonstrate, drill, play); if I got out of there alive, I considered it a good day. I needed a goal-related curriculum structure to operate within. I

"I told them they could pull the shade down inside their heads but on the outside I didn't want any interference with my right to teach and others' right to learn. They seemed to figure it out after a while."

also needed some alternative teaching methods in my "bag of tricks." In short, I needed more focus.

Slowly, in bits and pieces, a weekly and yearly curriculum structure took form.[10] The year started (rather haphazardly) and ended (much more in focus) with a wide range of tests. Thirteen physical performance tests, a knowledge test, body-image and self-perception scales, values questions, and a past experience self-report were considered and some used (see Chapter IV, "Evaluating the Program," for test results and the Appendix, pages 79-89, for copies of the tests). The test results were used to show each student his uniqueness as part of level two's "who am I?" question, emphasizing that no two students were alike in ability, knowledge, experiences, perceptions or values.

Each day (eventually) began with five minutes of lecture and/or discussion from me on the levels of awareness, giving me a daily opportunity or, more accurately, forcing me to talk about the awareness levels as they related to the daily lesson or a particular incident in the class the day before (or week or whatever). I also threw in some fitness and motor learning concepts to help them learn on their own. Students didn't want to get involved in these talks (see their evaluation of them in Chapter IV), but they soon learned that class didn't start until they stopped jiggling the weights, bouncing the balls, talking, and so on. I told them they could pull the shade down inside their heads but on the outside I didn't want any interference with my right to teach and others' right to learn. They seemed to figure it out after a while. We also had these little talks whenever an incident arose in class if I could make a connection between the incident and the awareness levels. I guess this is a variation of the teachable moment. If I couldn't react quickly enough, I would use the first five minutes of the next day to discuss the incident and its connection to the awareness levels, after I had had some time to work out the connection. The best example of this occurred in another teacher's class, not mine. One of the students was trying to demonstrate a weight training exercise to the class but he was holding the weight incorrectly. Several students laughed and made fun of him, but one guy in the front row kept trying to tell him how to hold the weight correctly. The teacher stopped the class and asked them at what level the laughers were operating. "Level one!" they shouted in unison (I'm not kidding). Then the teacher asked at what level the student trying to help was operating. "Level three" came the response from over half the students.

The weekly curriculum was divided into three parts: two days were devoted to fitness, two days to skill exposure and play, and one day (eventually) to cooperation and helping. Rationale for devoting two days each week to fitness included:

- The level two "who can I be?" options of health, safety and appearance are directly related to fitness activities.
- The level two options of proving self, improving self and feeling better physically—which were combined into one option labeled achievement

to simplify the concepts and choices—also could be related to fitness as well as other physical activities.

- Fitness, because of the minimal skill involvement and variety of available activities in one area, is easy to individualize, thereby preparing students for level two's making and carrying out a plan ("Who do I want to be?") later in the year.
- For the most part, improvement is more easily made and seen in fitness than in sport skills.
- Fitness is or can easily be non-competitive and is therefore not as threatening to some alienated youth.
- Fitness focuses directly on the body which facilitates self-body-world connection efforts.
- Fitness is a part of my own self-body-world connection.

The two days devoted to skill exposure and play were intended to: (1) expose students to physical skills they may desire to pursue as part of their plan (level two, "Who do I want to be?"); (2) allow students to participate in those few activities they like, such as basketball and trampoline; (3) emphasize the achievement (proving self, improving self, feeling better physically) option of level two's "who can I be?"; and (4) focus on the development of a playful spirit (level one). Mini-units of 5 to 10 days were developed (e.g., 8 days stretched over four weeks) in which approximately half the period emphasized skill development and the other half play. Sometimes we would have play options of different activities or offer a choice of "blood and guts" game or a "hit and giggle" game. In activities such as self-defense and relaxation-yoga, the play part of the period was in one or more activities not associated with the skills being introduced. Given a 55-minute period of activity and subtracting time for dressing, showers, a 5-minute lecture-discussion, and play, only about 15 minutes were left for skill instruction. However, with alienated youth I often found that 15 minutes were all either of us could tolerate. Sometimes I deviated and instructed for the entire period with the promise (and delivery, or it would have been curtains for me) of the next skill-play period as a full period of play.

One day a week was devoted to level three: self-other awareness. This was a late addition to the program when I found that level three was being relegated to the teachable moment—that is, when a fight or other interpersonal hassle broke out (a regular occurrence), we talked about level three. Scheduling one day each week to focus on level three forced me to integrate level three concepts and activities into the program.

Activities for the day took four forms:

- cooperative games based on the Project Adventure concept,[11] for example, games that require all students to move from one designated area to another over obstacles without touching some areas of the floor, thereby forcing everyone into helping roles
- competitive games with emphasis on cooperation, such as awarding one point for certain kinds of passes in basketball and two points for a basket (the height of frustration for many of my "gunners")
- the creation of new games by students,[12] stressing cooperation in planning and executing as well as a playful spirit in both the creative and in playing new games
- skill development situations using students to help other students.

The yearly curriculum structure was divided into four 9- or 10-week grading periods. The first grading period consisted of the weekly curriculum schedule described above. In the second grading period, however, one day each week was set aside for personal programs, that is, for making and carrying out a personal plan in accordance with level two's "who do I want to be?" Therefore, students could begin to make their own self-body-world connection by the tenth week. Perhaps with students programmed for deferred gratification, this could be delayed pending sufficient exposure to activities and concepts; with my students, personal programs were such powerful motivators that I began them in the fifth week of the first grading period. I tried to be objective about who could go, causing me to hold my breath when some of my level one students fulfilled the requirements and went out to "do their thing." I required them to select options from level two's "who can I be?" list of health, safety, appearance, achievement and play and to connect these options with appropriate physical activities. Then they had to write a program telling me what they were going to do in detail, including some plan for evaluation. Sometimes I had to write their programs for them (some of them didn't write too well). Sometimes I couldn't get coverage of an area they wanted to work (or play) in, although for the most part coverage was obtained from other teachers who allowed a student or two into their teaching station (with some rules to be followed), from my upperclass teaching assistants who covered areas with minimal problems such as the outdoor track, or by using facilities adjacent to my teaching station. If I could not cover or get permission to use an area, students had the choice of improvising. Three students strung a rope in a corner of the weight room and worked on volleyball skills, several students boxed in a corner of the gymnastics room, one student worked on his speed and agility in an empty hallway, and so on.

To get on and stay on their own personal program once a week, students not only had to fill out a contract properly but had to attend class regularly for five days prior to their personal program day, carry out their personal program, and hang on to their contract and turn it in at the end of the period, thereby allowing other teachers to see what they were doing. Despite this welter of rules, most students got out on their own and many stayed out week after week.

The personal program day replaced one of the fitness days. Students who did not make a plan for themselves or failed to achieve five "clean days," as we called the class attendance requirement, could do a basic fitness routine (called the "lockstep program") to earn credit for the day. They were not forced to try to get out on their own because some were clearly not ready and few others chose my fitness routine over their own plan.

By the third grading period, both fitness days were converted to personal program days for those students who met the requirements, and a more complex contract was introduced (see Appendix for contracts, pages 74-78), forcing students to think and plan a little more carefully. In the fourth grading period, students were allowed to do whatever they wanted every day provided:

- They could describe the three awareness levels in the first person either in writing or verbally, after studying the Class Guide (see Appendix, page 92) if necessary.
- They could successfully negotiate with me what they wanted to do and why they ought to be able to do it.
- They kept a daily journal of what they did and how they felt about it. Although many weren't

ready for such responsibility, most students did participate. I felt that since they were about to leave me (and required physical education) anyway, it was time for them to try to experience level four's integration.

We called this grading period "open negotiation" because everything was negotiable, including attendance and grades. Although I occasionally held class meetings during this time to remind them of the awareness levels, I tried to confine my role to asking questions individually and inching whoever I was involved with toward a joint decision. Pete showed up late to class and wanted to go swimming. I asked him why he should be allowed to go. He replied that it wasn't his fault he was late because his teacher the period before had sent him to the counselor for some "counseling." I said, "It sounds to me like you caused the problem. Why don't you just stay with me today?" He pointed out that I had never sent him for "counseling," that he was doing a good job in my class. "Besides," he said, "I got my swimming trunks on underneath my pants!" I shook my head and said, "beat it . . . and swim a lap for me."

On a more serious note, Dewey took a crash course in awareness levels when he learned that he could do what he wanted to do every week. He studied the Class Guide diligently and finally passed. Then he was suspended from school for theft. When he returned he pleaded innocent, but the teachers who caught him left no room for doubt. We negotiated. Could I let him on open negotiation under the circumstances? I didn't think so, especially since we didn't have much of a relationship (he was never around). "How about staying with me a couple of weeks until we can get some trust going between us?" Dewey: "That's fair." I almost fainted. He did a fair job of holding up his side of the bargain, although he came in stoned a couple of days.

TEACHING METHODS

Except for the open negotiation grading period, grades were based entirely on attendance and participation, and I always gave students the choice of participating or earning no credit for the day. I found that this approach squelched the "you tell me what to do and I'll try to get out of doing it" game that students often play with teachers. It also reduced the hassle of, and emphasis on, grading because attendance and participation are within everyone's reach and are reasonably objective measures. Uniforms and showers were also optional, again partly to reduce the game but also to connect awareness levels to personal hygiene choices.

Participation meant trying whatever we were doing that day, including trying to keep their mouths closed while I was talking. It did not mean taking part in required competition or tournaments. I held tournaments and competitive events, but they were always optional, providing another opportunity to tie in awareness levels. ("It's your body and your choice.") In this connection, all grouping was voluntary. I described the options, students selected what appealed to them. Often, all blacks would go to the "blood and guts" competition stations; and all the smaller, weaker kids would choose "hit and giggle." Happily, some integration and interracial outreaches eventually occurred without my prodding during the open negotiation period.

Several times during the year I declared a counseling day in which students played in a specific area while I walked around and talked with as many of them as I could. The idea was to interact with them informally—e.g., "How's it going?" "Where are you headed?"—outside of the locker room, outside of my role as dispute referee, and so on. I managed to talk informally with every student in class at least a couple of times during the year.

Fortunately, behavior modification was in my bag of tricks because, despite my typically humanistic distaste for manipulating kids, I found such manipulation to be necessary, especially when they would skip class. Grades did not work very well as reinforcers except for a few students, but the make-a-plan personal program idea caught on immediately. As soon as they understood that they needed five "clean" days in a row to get out on their own, attendance picked up briskly. And as soon as they figured out that being able to state the awareness levels in personal terms earned them open negotiation rights, they turned into Phi Beta Kappas, studying their Class Guides both in and outside of class.

I tried to use a variety of teaching methods in presenting skills and fitness to my students so they could find their own style of learning. At various times I used the command style (e.g., self-defense), problem solving (e.g., wrestling), task cards (e.g., basketball), pictures and books (e.g., gymnastics), contracts (e.g., weight training) and individual feedback (e.g., volleyball).

SUMMARY

This chapter has been a broadbrush approach to reducing the fuzziness of the goal model. For more details and examples, the curricular and methodological ideas presented here are reviewed in the next chapter, this time categorized according to 12 subgoals and three kinds of strategies derived from the goal model. A summary of the relationship of the curriculum and methods ideas to awareness level concepts as presented in this chapter can best be shown in the following chart:

CONCEPTS	CURRICULUM	METHODS
Awareness Level One: No Awareness (spaced)		Optional participation
Play	TF*—half period; W—new games	
Acting out needs or programming	MTThF—lecture/discussion, teachable moment	
Awareness Level Two: Self-Body Awareness		Optional participation Counseling days
Who am I?		
My uniqueness	First and last week of program: pre-post testing	
My needs	MTThF—lecture/discussion, teachable moment	
Who am I supposed to be?		
My programming	MTThF—lecture/discussion, teachable moment	
Who can I be?		
Potentialities, extent of physical involvement, extent of specialization	MTThF—lecture/discussion, teachable moment	
Options:		
Health	MTh (fitness days); relaxation-yoga unit on TF	Variety of teaching methods for presenting skills and fitness; options with voluntary grouping
Safety	MTh (fitness days), self-defense unit on TF	
Appearance	MTh (fitness days)	
Achievement	MTh (fitness days); TF (skill days)	
Play Skills	TF (skill days).	

*Refers to days of the week

CONCEPTS	CURRICULUM	METHODS
Who do I want to be? Making a plan, carrying out my plan	Th of second grading period; MTh of third grading period	Behavior modification; Contracts
Awareness Level Three: Self-Other Awareness How can I help others? Rights of others, worth of others; universal sense of community How can others help me? Validation, love, sharing, affiliation	W (cooperative games, day)—lecture/discussion, teachable moment	Optional participation
Awareness Level Four: Integration	MTWThF of fourth grading period	Class Guide; journals; optional participation

Subgoals and Strategies: Nuts, Bolts and Anecdotes

IT'S STILL FUZZY?

The development of curriculum and teaching methods related to the awareness level concepts helped support my ailing teacher magic, thereby moving me a few steps closer to implementing my goal model. However, since I did not enjoy a really good day with my Harding High School class until well into the second semester, the need for more focus continued to be felt. After considerable experimentation, I devised 12 subgoals (page 26), stated in personal terms from the student's point of view, which specified feelings, understanding and behavior that appeared to be required to answer personally each of the awareness level questions in the goal model. Because the model is largely organized around questions, the subgoals tended to focus on the question-answering process, which allowed students to find their own answers rather than mine. Strategies designed to facilitate progress toward these subgoals could then be developed, and three kinds of strategies eventually emerged: (1) those attempting to create a comfortable, nonthreatening environment. (2) those designed to help the teacher behave in more human, personal and facilitating ways, and (3) those that more specifically described a technique which could be used on a particular day (or week or month) to implement a subgoal. Overlap existed, but the conceptual differentiation of setting, teacher behavior, and specific strategies proved clarifying and held up throughout the year.

To focus more clearly on where my time and energy were going to be spent, the welter of newly created subgoals and strategies had to be given priorities by grouping into more manageable categories. A modified version of Bloom's taxonomy of educational objectives[1] provided the categories—affective (feelings), behavioral (acts), cognitive (thoughts), and psychomotor (skills and fitness)—but threatened to break up the wholistic concept of the person. The effort to group and give priorities once again pointed up the conflict between focus (clarifying and organizing the goal model) and permission (the interaction of a whole person with a whole person). For the moment, I favored sharpening the focus to implement the goal model better.

Since the feelings of alienated youth—about themselves, about school and teachers, about searching for their identities—tend to interfere with the teaching-learning act, affective subgoals were ranked first. Behavioral subgoals, with their emphasis on self-responsibility and relating to others, also received a high priority. Cognitive subgoals aimed at giving students some understanding of the search for self-process and a few fitness and learning concepts were ranked lower because for alienated youth, doing and feeling something take precedence over knowing about something.[2] The psychomotor subgoal received the least attention as it should in a monograph titled *Beyond Balls and Bats.* We did engage in physical activities everyday—it was a PE class—but we worked and played in relation to the goal model, focusing on feelings, behavior and understanding more than on the activity itself.

Chapter III.

AFFECTIVE **Subgoals**	BEHAVIORAL **Subgoals**	COGNITIVE **Subgoals**	PSYCHOMOTOR **Subgoals**
Feel comfortable in class Move toward feeling good about myself and my body Sense my own uniqueness Feel in charge of my own life	Don't interfere with the rights of others Give reasons for the choices I make and accept responsibility for those choices Set personal goals and move toward those goals Show some sensitivity toward, and empathy, for, others	Understand basic fitness and motor learning concepts Understand the awareness levels	Try a wide range of physical activities and tests Play
Strategies The setting: Choices Grades Popular activities Private places Limited reading Teacher behavior: Charm Concern/warmth Empathy Genuineness Being accepting Expressing feelings Listening	**Strategies** The setting: Choices One rule Teacher behavior: Being accepting Listening Teacher's identity Confronting pecific strategies: Accordion principle Feedback Daily options— Sitting out Lockstep Contracts Open negotiation Study hall Behavior modification Focusing on others	**Strategies** Teacher behavior: Asking questions Being concrete Limited talk Specific strategies: Introducing concepts Class Guide Feedback	**Strategies** Specific strategies: Trying it PE subject matter Play Weekly organization Pre-post testing

By connecting these subgoals and strategies to the six awareness level questions, focus could be narrowed to a specific question by selecting relevant subgoals and strategies for a particular day or week.

GOAL MODEL	SUBGOAL	STRATEGY	EVALUATION PROCEDURE*
Awareness Level One			
Playful Spirit	1. Play	Specific psychomotor strategy: play	1, 2, 3, 5, 10
Awareness Level Two			
Who am I? My uniqueness	1. Sense my uniqueness	All affective strategies	1, 2, 3, 5, 6
	2. Understand the awareness levels	All cognitive strategies	1, 2, 3, 5, 7
	3. Try a wide range of activities/tests	All psychomotor strategies	1, 2, 3, 5, 9
Who am I? My needs	1. Feel comfortable in class	Affective setting and teacher behavior	1, 2, 3, 4, 5, 6, 11
	2. Move toward feeling good about myself & body	All affective strategies	1, 2, 3, 4, 5, 8, 9, 11
	3. Understand the awareness levels	All cognitive strategies	1, 2, 3, 5, 7, 10
Who am I supposed to be?	1. Understand the awareness levels	All cognitive strategies	1, 2, 3, 5, 7, 10
Who can I be? Options	1. Understand the awareness levels	All cognitive strategies	1, 2, 3, 5, 7, 10
	2. Try a wide range of activities & tests	All psychomotor strategies	1, 2, 3, 5, 9
	3. Set & implement personal goals	Specific behavioral strategies, daily options, behavior modification, open negotiations	1, 2, 3, 10

GOAL MODEL	SUBGOAL	STRATEGY	EVALUATION PROCEDURE*
Who do I want to be?	1. Feel in charge of myself	Most of the affective & behavioral strategies	1, 2, 3, 5, 6
	2. Give reasons & accept responsibility for my choices	Behavioral teacher behavior: confronting; specific behavioral strategies: accordion principle, feedback, daily options, open negotiations	1, 2, 3, 10
	3. Set & implement personal goals	Specific behavioral strategies: daily options, behavior modification, open negotiations	1, 2, 3, 10
	4. Understand basic fitness & learning concepts	All cognitive strategies	1, 2, 3, 5, 7
	5. Understand the awareness levels	All cognitive strategies	1, 2, 3, 5, 7, 10
Awareness Level Three			
How can others help me? How can I help others?	1. Not to interfere with the rights & freedoms of others	Behavioral setting: one rule: behavioral teacher behavior: confronting; specific behavioral strategies: behavior modification & focusing on others	1, 2, 3, 4, 5
	2. Show sensitivity/ empathy for others	Specific behavioral strategy: focusing on others	1, 2, 3
	3. Understand the awareness levels	All cognitive strategies	1, 2, 3, 5, 7

***Key to Evaluation Procedure:**

1. Goal tallies
2. Teacher self-grades
3. Anecdotes
4. Repeated subjective ratings of student behavior
5. Student evaluations of the program
6. Visitor reports
7. Knowledge test results
8. Results from self perception scale, values clarification questions, and self report
9. Physical performance test results
10. Personal program and journal tallies and content
11. Class attendance and referrals compared to other classes in school

AFFECTIVE SUBGOALS AND STRATEGIES

Subgoals

For alienated youth as well as for most students in non-voluntary or quasi-voluntary physical education classes, motivation is a major obstacle to learning anything. The frustration of trying to teach motor skills to students who don't care or don't want to learn has defused many initially enthusiastic physical educators and popularized the coaching role, where students show up voluntarily and with considerable maturation (although not as "considerable" as most coaches). A major goal at Harding was just to get the students to attend class. Hoover School students had no choice in this matter (they were "in residence"), but their withdrawal took other forms. A variety of factors account for this kind of behavior, including the socialization process[3] and previous school experiences,[4] but these explanations are little comfort to the teacher who faces class disruptions and student withdrawal (e.g., refusal to participate, cutting class). Even a traditional goal model encompassing motor skill and fitness development cannot be implemented until student feelings are turned around.

The needs for security and self-esteem as part of the "who am I?" question provide search for self goal model support for the first two affective subgoals:

1. To feel comfortable in this class (that the class is, for me, a "nice place to be," or in stuffier terms, a non-threatening environment—maybe even a pleasant environment).

2. To move toward feeling good about myself and my body (to feel that I am important, that I matter, particularly in a school and physical education setting).

A third affective subgoal refers to each person's biological, environmental and perceptual uniqueness, again as part of the "who am I?" question:

3. To sense my own individuality or uniqueness (not to know but to sense or feel).

A fourth affective subgoal is drawn from the self-awareness capacity underlying choice in the question "Who do I want to be?":

4. To feel in charge of my own life (I may not be totally an agent of change in my life, but, as Smith argues, I will be more likely to act that way if I feel that I am[5]).

Many physical educators would include liking physical activity as an affective subgoal. However, my goal model permits students to dislike activity so that subgoal is omitted from the list.

The Setting

Creating the "proper" setting can go a long way toward facilitating all of these affective subgoals. Rules and required procedures can be reduced to those which the school, other subgoals, and the teacher's chaos level (how much chaos the teacher can tolerate) absolutely require. Uniforms and showers can be made optional (my students were not even required to change from their street clothes), and grades can be based entirely on attendance and participation (participation equaled trying whatever we were doing that day, requiring considerable negotiation with some students). My students were allowed to sit out rather than participate as long as they didn't interfere with the class; they received a non-participation for the day which was recorded as part of their grade, but, importantly, they weren't hassled. Michael: "I can't participate today." Me: "Your choice. Have a seat." Michael: "But I forgot my clothes." Me: "You could go in street clothes today. Your choice." Michael: "But I'll get all

sweaty." Me: "Your choice." This idea sticks in the throats of many physical educators (and administrators), but my experience in several different settings has been that students rarely choose this option once they see that the teacher is unwilling to field their excuses verbally or spar with them over a participation requirement. If students who sit out interfere with the class, either some kind of deal needs to be negotiated or they must be removed (to the locker room, to the counselor, to the principal).

Another way to set the stage is to give the students a lot of what they want, particularly at the beginning. At Harding this meant playing football and basketball and bouncing on the trampoline, at first with a bare minimum of lectures, demonstrations or drills. For most of the black kids, basketball was "their" game; any time they were allowed to play, problems in class diminished considerably. For a few, giving them what they wanted meant allowing them to walk around during class.

Atmosphere in the gym can be characterized as "lockstep"—neat, orderly groups all doing the same thing—or free and independent. The feeling of freedom and independence—emphasizing the students' uniqueness and ability to choose wisely—can be generated by offering options to students on a regular basis. Besides whether to wear uniforms and take a shower and whether to sit out or participate, students can choose from a number of learning methods, activities and meanings within a particular activity, and with whom to associate. At Harding, students were sometimes allowed limited activity choices such as football or soccer, three out of five gymnastics events, or any fitness activity. Sometimes we held an open gym day in which students could do anything they wanted as long as they "moved their bodies," paid attention to some safety rules, and stayed within sight (or got permission to leave).

Harding students were exposed to a variety of learning methods and were encouraged to choose

"How students perceive the teacher is their private reality; it is all that counts to them. Students ask themselves two questions about teachers: "Can he/she help me?" and, especially for the less motivated student, "Does he/she want to help me?"

the method of learning that best suited them, whether it was demonstration, command style (by-the-numbers), problem solving, task card, pictures from a book, etc. Since any activity can have a variety of meanings,[6] several options were offered during most activity units. For example, basketball was divided into three groups: what came to be known as the blood-and-guts crowd of highly competitive players, the more relaxed "hit-and-giggle" group, and those who preferred to shoot rather than play a game. No one was ever forced to associate with anyone else; they always grouped themselves. I would often describe the criteria for each group, but they decided where they belonged. This may explain the minimal bickering and fighting that occurred during the year at Harding despite the presence of two widely disparate groups in class, one of which was composed of tough, well-skilled blacks and the other of small and frail, poorly skilled whites (plus a third "in between" group). These choices were hopefully buttressed by the feeling that every-

thing was open to negotiation throughout the year (in addition to a specific open negotiation strategy employed in the last few weeks of the year).

Students who feel uncomfortable with the group can be encouraged to use private places to try out a new skill or practice or do something that others might consider silly.[7] Scott went to a small, unused room to do his relaxation exercises and to try to stand on his head. Phil, Willie and Howard (when he was around) practiced karate by themselves. Ronnie worked on his handball skills in the weight room when it wasn't being used. Finally, sensitivity to the low reading level of alienated youth reduces the threat of the setting. This does not mean eliminating all reading and writing (some of my strategies require both); it means helping those who are struggling and accepting verbal or even behavioral responses in the place of the written word.

Teacher Behavior

How students perceive the teacher is their private reality; it is all that counts to them. Students ask themselves two questions about teachers: "Can he/she help me?" and, especially for the less motivated student, "Does he/she want to help me?"[8] Each student's answers to these questions, based on subjective perceptions, become his/her private reality of the teacher's behavior and the basis for their relationship. To answer the first question, students do their own subjective assessment of the teacher's physical prowess and, probably to a lesser extent, knowledge. They are unwittingly influenced in their judgment by the teacher's charisma, both in front of the group and one to one. Charisma may include enthusiasm, appealing appearance, and the like, but it is more than a scientific stew of identified characteristics. It is charm; it is a sense that this person is my leader.

The second question, "Does he/she want to help me?" is answered by the extent of unpossessive

"Empathic understanding refers to the ability to feel and perceive what the student feels and perceives, to be able to put one's self in the student's (gym) shoes."

concern (or warmth) that the student perceives the teacher to hold for him/her, the extent of empathy for his/her situation, and the extent of genuineness in the teacher's behavior (the "therapeutic triad"[9]). Concern, sometimes termed warmth, cannot be possessive in nature; the teacher must feel good enough about him/herself to be able to give him/herself to another, without strings attached, without some trade-off in mind.[10] Empathic understanding refers to the ability to feel and perceive what the student feels and perceives, to be able to put one's self in the student's (gym) shoes. To determine whether a teacher is empathic, students pick up clues from the teacher's behavior, asking themselves: Does my teacher know when to be open? When to touch? When to encourage? When to back off?

Genuineness does not mean being "what a teacher is supposed to be"[11] nor being "with it" by dressing in the latest clothes and using the latest language; it means being one's true self rather than a phony. It means wearing your identity and values on your sleeve. It means not knowing all the answers. At the beginning of a gymnastics unit I confessed that I was terrible at gymnastics, that my gymnastics teachers had told me that my performance looked like a pile of you-know-what. At Hoover, where my expertise was questioned regularly, it was helpful to

"Accepting student behavior is easier for teachers who like the kids, an obvious but often overlooked point."

remember that I didn't have all or even most of the answers. At Harding, I tried to say it was okay to call me by my first name, but, in part because it ran counter to the Harding tradition, it didn't feel right. I don't think there is a rule to govern the teacher's title or name; the right name is what fits you, your style, your values. I laid my hands on kids both at Hoover and Harding, at one point asked Cedric if he wanted to fight, and on three occasions I ejected students from class. Hardly humanistic behavior and not all of it can be justified, but some of those acts felt right.

Siedentop suggests some specific guidelines for interpersonal relations teacher behavior,[12] but I view genuineness as a personal process. All of us must try to lay aside who we are supposed to be as a physical educator and begin to ask who we can be and want to be. Awareness levels are not limited to our students. We must become aware of the influences on ourselves in our profession—to be a jock, to dress the part, to be able to demonstrate, to check showers, to put skill-building first, all the rest[13]—and of the goal model, teaching methods, curriculum, evaluation, and teacher behavior options open to us. Then, with an appropriate knowledge base and some understanding of self-control techniques we can begin to build our own sense of professional identity. Genuineness is a natural outgrowth of this process.

Three teacher behavior concepts further clarify and augment the therapeutic triad: accepting, expressing feelings, and listening.[14] Just accepting without necessarily agreeing with student behavior (let alone being empathic) is a major accomplishment, especially in the face of overwhelming body odor, obvious drug use during the school day, and on and on. The distinction between acceptance and agreement is crucial but often lost in middle class teacher rhetoric aimed at pointing out to students what they ought to be doing with their lives. Accepting student behavior is easier for teachers who like the kids, an obvious but often overlooked point. I have found so-called alienated youth easy to like, at least in the gym, so their behavior doesn't disturb me (much). Many teachers don't, won't, or can't like problem kids; to the extent that they have a choice, they should work with students/clients/people they can like and accept.

Expressing one's feelings about a student's behavior—good or bad, labeling these comments as feelings rather than facts, and explaining the reasons for the feelings—is another teacher behavior concept that supports the therapeutic triad. By communicating feelings and perceptions rather than objective truths, the teacher is more likely to come across as a person than as a judge and jury. This principle extends to pointing out individual development or im-

"Many teachers don't, won't, or can't like problem kids; to the extent that they have a choice, they should work with students/clients/people they can like and accept."

provement; the teacher is simply expressing a professional opinion from a subjective perspective. The result may be to reinforce and manipulate, but the act is an honest one, flowing from one's feelings and perceptions and so labeled. At Hoover, after I had physically jerked a student off the gym floor I shared my feelings with the class. I was angry, I was wrong. Being shoved around frequently, they were bewildered at my remarks, but that day was a turning point in our relationship. The other two classes I taught at Hoover never matched their receptivity to instruction from that day on.

Probably the most emotional experience I had at Harding (or anywhere else) occurred the last day of school. I told them that I felt we had moved from rules to a relationship, but that from now on they had to take charge of themselves without our relationship. I also recalled the numerous mistakes I had made during the year, that in my view life was a process of trying to reduce the number of mistakes, and that at age 14 or 15 they were experiencing the same process. Then I went around the room calling each student by name and telling each what I felt he had accomplished during the year, how I felt about his progress, and what I felt he needed to do to take charge of himself. I told those who I felt were my friends just that, those who seemed to show physical or behavioral or attitudinal improvement just that, and those who still had problems with freedom or self-responsibility just that. They were never more attentive or receptive. (My talks usually elicited some negative responses; see Chapter IV.) Excerpts: To Cleotis: "Just seeing you made my day brighter." To Michael: "You've got good looks, brains, physical ability, but someone needs to hire an elephant to sit on you to get you to use those talents. In the long run, even that won't work; you've got to figure it out yourself and eventually take charge of yourself." To Hugh: "Most improved." To Cedric: "Do you remember when I asked you if you wanted to fight? We've come a long way together." (See his response, page 50.) To Ray and Jerry: "You two don't need a teacher. In fact, you've been the teacher in many ways." To Ronnie: "I know you've got a rough situation at home, but you've got to quit using that as an excuse for your behavior and start taking charge of yourself." (See his response, page 71.) To Joree: "Two things have saved you in here: I like you—I don't know why—and you've got all the tools. You just need to use them more than once a month."

A third teacher behavior concept that is related to the therapeutic triad involves listening to students. Encouraging them to talk, to express their feelings and goals, and paraphrasing what you thought they said or felt constitute part of the skill of listening. The other part involves talking to students in question rather than answers as much as possible, supplemented by describing possible options and related experiences you have had which emphasize the problem-solving process rather than the answers. When Sam was caught and returned to Hoover School after running away, I just asked him whether it was worth it. To my surprise, he replied "It was and it wasn't." I told him I didn't understand. "Well," he replied, "I really had a good time, but it set my parole back six months!" We had opened up a dialog, and I had gotten a peek inside Sam's head. If I had just told him the answer (my answer) which was, of course, that it was really dumb to run away just before coming up for parole, it would have been a short one-sided monolog.

Specific Strategies

To facilitate progress further toward the affective subgoals, a counseling day can be designated every week or two at which time the students run their own activities (e.g., a general task or perhaps just a play day) while the teacher wanders around talking individually to students. Teachers usually try to do this before or after class in the locker room, but those

time slots aren't long enough or free enough to talk in depth to all students. Sometimes I would only get to three or four students during the designated period, but by keeping track of the "counseled" students I eventually got around to everyone at least several times during the year. We talked about whatever came to their mind or mine—how things were going, what they were thinking and feeling, what they would like to be doing, their reaction to problems I saw in their behavior. Some teachers prefer to prepare an agenda for each student ahead of time; others are more comfortable discussing whatever comes to either party's mind. As this procedure becomes habitual and as students increasingly take charge of their learning, formal counseling days will no longer be necessary; the procedure will have become an integral part of the class. Many of the specific behavioral strategies described below also support the affective subgoals. For example, open negotiation which emphasizes the student as a negotiator rather than as a passive recipient of someone else's lesson plan should engender feelings of being both self-directed and unique as well as focus the student's attention on his/her behavior.

BEHAVIORAL SUBGOALS AND STRATEGIES

Subgoals

Behavior is often used as an indicator of progress in the affective, cognitive and psychomotor categories. The creation of a separate category for behavioral subgoals and strategies recognizes behavior as a unique entity distinct from feeling, thinking, and performing large muscle activities.

The first behavioral subgoal deals with the "who can I be?" restrictions inherent in living in a social unit:

1. Not to interfere with the rights of others (including the teacher's right to teach and other students' right to learn).

The next two behavioral subgoals emphasize the process of becoming "who I want to be" in contrast to "who I am supposed to be."

2. To give reasons for the choices I make and to accept personal responsibility for those choices.
3. To set personal goals and move towards those goals.

The last behavioral subgoal reflects an explicit effort to encourage students to answer "how can I help others?" and "how can others help me?" by behaving with sensitivity toward and empathy for others.

4. To show some sensitivity toward, and empathy for, others.

The Setting

The emphasis on choice, described as part of the affective setting, gives students the opportunity to act, to do, to choose. If a rule prohibiting interference with the rights and freedoms of others is emphasized and enforced, it will stand out in bold relief as a hard-line regulation in an otherwise open program, thereby underscoring its importance in student behavior.

Teacher Behavior

The teacher-student relationship is crucial to developing a self-discovery dialog between teacher and student and eventually within the student him/herself, a dialog which often leads to self-imposed behavioral change. Key teacher behaviors in facilitating such a dialog are being able to:

- accept student behavior which does not match one's own values so that the student sees that

he/she doesn't have to be like the teacher or even like him/her to function effectively in class;

- listen to student reasoning and to offer alternatives;
- view one's own identity and value system as an option rather than as the answer for all students.

These teacher behaviors have been discussed under affective strategies, pages 31-34.

Behavioral subgoals also require that teachers develop the ability to confront students when the rights of others (including the teacher) are being disregarded and to point out the potential consequences of a student's choice. Confronting students may mean separating a student from the group to talk with him/her about interfering with your right to teach or other students' right to learn. It may mean making a plan together to change the student's behavior,[15] separating the student from the group temporarily or even referring the student if the behavior continues to interrupt class. It may mean only a look or a reminder or a "non-participation" for the day.

Mental preparation for a wide range of potential student misbehaviors—i.e., thinking out possible situations, predicaments and confrontations each day before class—helps. But since no two situations or students are alike, the crucial open skill is the teacher's ability to match situation, student, behavior and teacher reaction in a way that reduces the disruptive behavior without interfering with other subgoals (such as feeling good about self). My first reaction to Cedric's frequent interference with my teaching was to threaten to give him a non-participation or referral. That didn't work, so I asked him if he wanted to fight. That worked for a little while because he respected toughness, but he still saw no reason to stop interfering with class (he probably saw no reason for being in class). I finally tried separating him from the class for a talk. In our second talk, I said, "It's probably partly my fault that we aren't making it," and he replied "It's partly my fault, too"! From that time on we began to relate to each other more positively, and by the end of the year we were wrestling and joking together and he was working and even helping others.

Phil was always the last one to sit down so class could begin, and he had difficulty paying attention. My reaction was usually a gentle reproof because I like him (who knows why) and because he always came to class. As a result, his behavior did not improve. However, he did respond when I confronted him directly, probably because of the relationship that had developed through our friendly sparring during the year. One time another student accused him of stealing something. He was in the middle of vigorously denying everything when I interrupted him: "Be straight with me, Phil." He returned "the goods."

Students also need to be confronted with the choices they have made. For example, a student would be absent three out of five days in a week; when I showed him his attendance record the next week he would typically respond, "I don't think I missed that much." That sounds like con artistry, and there was some (perhaps a lot), but I am convinced that in most instances the student was really not aware that he had cut that much. When given choices, students would often choose to play at some familiar activity rather than trying to improve or try something new. My response (40 times a week): "It's your body and 30 minutes out of your life. Just so you're on top of what you are doing. . . ."

By the end of the year, confronting was reduced to reminding students that they had to "move their bodies" if they wanted credit. One day Dewey boxed a tough upperclassman who had drifted in (people were always drifting in); he was scared but chose to do it after I asked him if he was going to move his body sometime during the period or just spectate. When I asked Cedric the same question he

responded, "Will running four laps do it?," to which I replied, "If that's okay with you it's okay with me." It was and he did. Just saying 'c'mon, you can handle it" to several students who weren't going to participate in the nine-minute run post-test was sufficient to get them on the track and moving. But it was a long haul getting to that point. The message is that some kind of confrontation, often just a gentle reminder, will prod students to take another look at their choices, especially if the student-teacher relationship groundwork has been laid.

Specific Strategies

Behavioral subgoals, particularly those concerning choice and goal-setting, spawned a long list of specific strategies, most of which were designed to move the student from the teacher's spelled-out consequences for certain choices to a relationship in which the student and teacher plan together and, finally, perhaps in the distant future, to self-direction. This progression was not aimed at getting the teacher inside the student's head but at getting the student inside his/her own head. Reconciling this progression with affective subgoals and strategies, which emphasize a comfortable setting, proved to be exceedingly difficult; the following strategies reflect this struggle and, in some places, reveal a ragged interface between the affective and behavioral categories.

The usual method for class control advocated by public school teachers and some teacher educators is the funnel principle: start strict, lockstepping students through their paces, then gradually loosen up. An alternative strategy is the accordion principle in which students are given some freedom, knowing they will make mistakes, followed by discussions with them about how they used their freedom and what needs to be tightened or loosened next time.

For example, toward the end of a combatives unit I dumped a pile of boxing, wrestling, martial arts, and self-defense books on the floor and told them that the hour was theirs as long as they stayed in the area and sometime during the period got a partner and a book and tried something shown in the pictures. About half the students got their noses into a book but only four actually tried anything, two of whom rarely demonstrated such initiative. I talked briefly with the class at the end of the period, mentioning the four students who not only followed directions but made some choices and carried them out.

The next day of the combatives unit I asked them how much freedom they should have to make choices (not much response). This approach was repeated in fitness ("overload yourself in at least three areas"), relaxation-yoga ("do anything we've practiced"), and during the open negotiation grading period ("move your body"). In each case I preceded the loosening with some structure and tried to follow up both the group—how did they think they handled it?—and individually—"Alonzo, why don't you and Willie go next door and work on your own?" or "Joree, you and I need to work out a more specific program for you to follow."

One day I talked about their sense of their own future, then gave them a free day. The next day we discussed what they did or didn't do with their time and whether they needed more direction. Students who worked and played on the trampoline were constantly bickering and fighting (including one fistfight) over the rules (e.g., how to take turns, how long to be on the trampoline). My response was to give them room to make their own decisions until their stream of complaints grew to a torrent, then to require that they make a new plan (and a new plan and a new plan), then, at their insistence, to institute some kind of external police system for a while (usually an upperclassman to arbitrate disputes), then ask them to try it on their own again.

A related strategy utilized feedback, a particularly important concept in working with students geared

to immediate rather than deferred gratification. The regular Harding High School physical education program allows students to plan and carry out their own programs the last 10 weeks (fourth grading period) of the school year if they can demonstrate at that time some understanding of the concepts presented during the year. My students at Harding could not wait three-quarters of the school year; in fact, most of them could not sustain interest more than one week without substantial feedback. Each week their attendance record was posted showing, by initials, each student's cumulative days absent without excuse, tardies, early cuts (before the bell rang), and their resulting grade to date. As the students became aware of this system, their complaints about their report card grades diminished and, by the third grading period, ceased completely. To carry out personal program contracts they had written, they were required to string together what became known as five clean days (attend class on time, try during the period, check out before leaving), again providing attendance feedback (and behavior modification).

Specific activities also provide opportunities for feedback in relation to behavior. In volleyball, each student demonstrated and critiqued his own bump and set followed by my critique. In gymnastics, students checked in every time they finished trying one of the events, thereby receiving feedback for their effort. In basketball, they reported their progress down a task card list of skills each day. In weight training they selected their own goals and exercises (see Fitness Day Choices in Appendix, pages 102-103) and were regularly reminded of their choices. They were given feedback on the extent to which they carried out (were accountable for) their personal program contracts and on the accuracy and details of their open negotiation journals.

Robert, checking out the boundaries as usual, got two of his friends and classmates in trouble with another teacher and in the process violated his personal program contract. The next day I removed his personal program privileges in front of the group and we talked about responsibility for our choices. Robert received immediate and direct feedback, and others got some feedback vicariously.

A specific strategy of daily options extends the notion of choices beyond those already described as part of the affective setting. Five such options were introduced in the Harding program, but teachers may find that some of these options are inappropriate for them or that their sequence needs to be rearranged. On their first day of class (which varied considerably since students were joining all year long), Harding students were given two options: participate and receive credit for the day or sit out for no credit. The first option embodied the principle of "trying it" and became known as the lockstep option since they were being lockstepped through activities of the teacher's choice. The second option carried with it the disadvantage of moving them one non-participation closer to failing the class, but it was clearly an option; students who chose to sit out were not hassled, urged to participate, or used as a bad example.

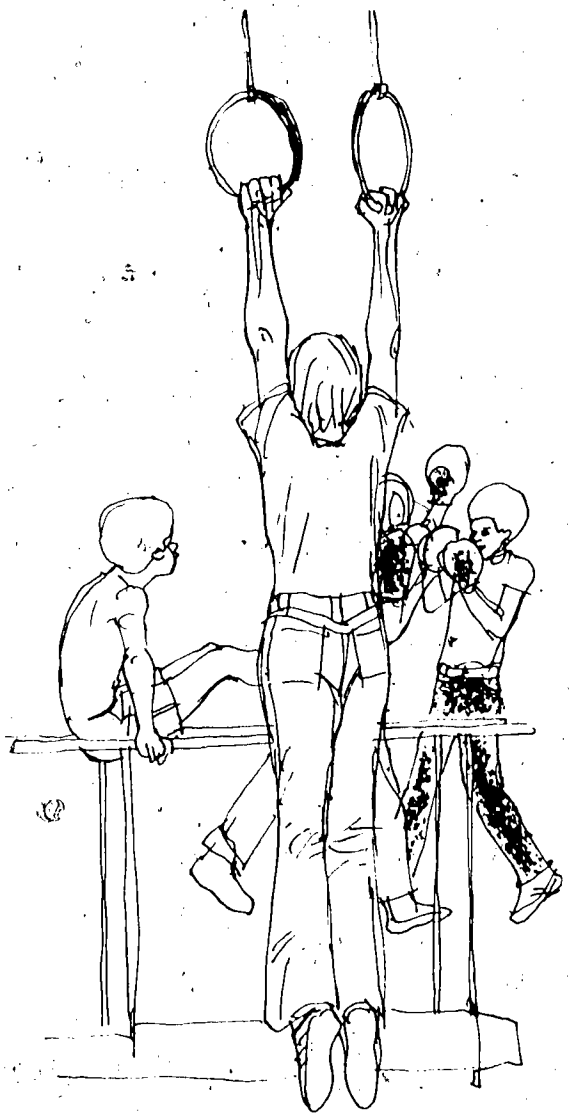
A third option was added soon after the course got underway: one day each week was set aside for personal programs, and students who chose to fill out a contract based on making a plan under level two's "who can I be?" question and who were able to post five clean days in a row were allowed to put their contracts into effect. Anyone who met the criteria—three students on the first day—was allowed to go; I did not veto those whom I didn't trust. Although the personal program option had been explained in detail and a class session had been devoted to filling out contracts, as soon as the first three students took off on their own the others wanted to know where they were going and how they could get to go! I was beginning to learn that some students don't listen or have learned not to

trust teachers, or both. In a week, eight students were on personal programs (out of an average attendance of 30 or so). The others were placed on a lockstep fitness program (see Appendix, page 104) conducted by an upperclassman. By the third grading period, a more detailed personal program contract was introduced and required in order to extend their personal programs to twice a week. Over half the class qualified for this two-day option (complete with five clean days) on the first day.

The first contract asked them to match a "who can I be?" option with an activity or combination of activities and to explain briefly how they were going to carry out their plan. The second contract asked them to place themselves somewhere on the awareness level progression, to match "who can I be?" options with activities, and to indicate how they could measure progress towards their goals. (See the two contracts in the Appendix, pages 74-78.) Their measurement ideas took some bizarre forms, but several timed themselves or reported their latest weight lifting record or showed me a new skill.

However, there were problems. George couldn't write so he told me what he wanted to do and I wrote his contract. Shawn had weight loss clearly in mind as his goal but had difficulty staying with his program; shooting baskets was more fun than burning calories. Jim complained that he couldn't discipline himself to do his own weight training program, so we worked out a deal: he told me what he wanted to do, I told it back to him, he did it and reported back to me! Cleotis changed his program when he learned that wrist curls would strengthen his wrists for boxing. Ronnie was forever wanting to change his program after trying it one time.

On a typical personal program day, 10 to 15 students would be in the weight room doing the lockstep program, 5 or 6 more would also be in the weight room doing their own private routines and 2 would be boxing and 2 more working on karate drills



in a small room (with the guidance of books[16] and, especially at first, my presence). About 5 students would be working at or playing basketball, 5 or so would be doing gymnastics or trampoline (also with books[17] and under the supervision of another teacher by arrangement), and 1 or 2 doing agility drills or relaxation/yoga. A few weight trained half the period and played basketball or on the trampoline or jogged the other half. I roamed around, helping students with knowledge-related questions (how to improve) or asking knowledge-related questions or, in some cases, questions related to carrying out their plan ("Do your goals and behavior match?").

Well into the second semester a fourth option was introduced: open negotiation daily. A person on open negotiation simply did whatever he wanted to and kept a journal of his activities and "how it went." Rather than specific goal-setting or "front-end" planning, open negotiation allowed students to plan as they went along or to be spontaneous, followed by a "back-end" evaluation. A student on open negotiation time checked in independently and checked out by handing in his journal, not by making roll call at the bell. Unless a class meeting was scheduled, he was on his own entirely. To qualify for open negotiation, the student had to demonstrate some understanding of the levels of awareness. We had covered this material in class, but copies of a Class Guide (see Appendix, pages 92-102) which covered everything were also available for study by those students who were interested in obtaining free time. The test over this material (see Class Guide) proved to be too difficult, even with a voluntary coaching session attended by 15 students; only 2 students passed (it took them three tries) and were placed on open negotiation almost every day from that day on. So I finally loosened the requirements, held oral exams, tutored, coached and pulled and pushed, accepted bits and pieces, and, by the last 10 weeks had most of the class keeping journals daily.

At this point the personal programs and the five clean day requirement were scrapped, replaced by open negotiation with all students regarding tardies, cuts, absences, entries in their journals, personal options they had chosen for themselves that they never seemed to get to, relations with other students, and so on. The handful of lockstep students had to check in and out but were treated much the same way; in fact, a couple of them were "A" students who simply chose a little more regulation rather than filling out a journal daily. I read the journals every day and wrote comments asking for more details or making suggestions for improving their skills or just letting them know I was reading what they were writing. Here are some excerpts from what they wrote:

Thomas: "I played basketball and did like you said worked with my left hand."

Scott: "Today I jogged a half mile and got more height on the mini-tramp and landed perfectly on my feet one time."

Bill: "Played on tramp: three bounced. Then worked on tramp skills. Had fun today."

Maurice: "I cleaned out my locker today. Didn't feel like doing PE." (This comment caused me to ask him why he didn't feel like doing anything. I found out that he had just returned from being questioned about stealing equipment in another class.)

Mathew: "Went on tramp. Went pretty good. Wanted to run laps but forgot."

Cleotis: "Yesterday sorry Doc for not writing but me and Paul were over at swimming pool. I was in a hurry to catch bus that's why I didn't write."

Howard: I was boxing with Cleotis and I learned that I could punch faster than I thought I could."

Dan: "Tennis today—practiced serving and backhand. Court was wet."

Ray: "Tried roundoff back handsprings and goofed off. I almost have roundoff back handsprings."

Teachers often criticize the use of contracts and journals because students tend to lose them. None of the Harding students ever lost a journal (or a personal program contract), and these guys were supposed to be the least responsible students in school! Another common complaint is that students will just play if allowed to be totally on their own. Many did play basketball or on the trampoline, a legitimate option according to the goal model, but non-play choices were also in evidence: students swam, worked on tennis and gymnastic skills, weight trained, jogged and boxed. Every week or so a class meeting was held to remind students that they were in charge of themselves, that it was their bodies and lives, that they appeared to play more and work less which was, of course, their choice. These speeches usually resulted in a brief flurry of running and weight training by a few students; the rest continued to go their own way.

A final option was introduced well into the second semester: transfer to study hall and try again next year. By this time a number of students who were still on my roster were showing up less than once a week. This option allowed a formal confrontation with each of the students and resulted, surprisingly, in losing only one but in getting three to attend with some regularity for the rest of the year. Others weren't affected either way, and I didn't push them. More than anything else it helped some of these students look at the choices open to them and their consequences.

Handing out rewards for desirable behavior, such as good grades for good attendance or personal programs for amassing five clean days, smacks of behavior modification. The intrusion of behavior modification into any program with which I am associated, especially one as close to my heart as the alienated youth project, is surprising to say the least inasmuch as I have argued vigorously and publicly against such intrusions.[18] However, my public arguments did not take into account the severe limitations of (my) charm and a comfortable setting in implementing my goal model. It is difficult to teach anyone anything if no one shows up! Or if they won't give you permission to try. It took 33 weeks for Robert to smile in my presence! One teacher observed that it was well into the second semester before "I really saw that they were with you." Part of their reaction to me can be traced to two mistakes: I was too verbal at the beginning, and I came across as "soft" in a world of two teacher types—hard (teacher rolls over students) and soft (students roll over teacher). At any rate, I found it necessary to employ some kind of reward system to lift my program off the ground.

Grades did not work very well as reinforcers because many students were sufficiently turned off to school so that grades did not matter to them, although their impact was more noticeable as soon as students realized that weekly grades were being posted. Personal programs and the open negotiation option, both of which many students freely translated as doing what they wanted to do, worked as a reinforcer beyond my wildest expectations. For example, for Robert the consequence of being able to play basketball was sufficient to motivate him to come to class for five days in a row for the first time in 14 weeks! And he didn't just play but even worked on his jump shot (a little)! Almost everyone worked with the Class Guide in order to pass the test for free time. Even hard guys Dewey and Cedric spent

whole periods trying to find answers in the Class Guide! One of the residual benefits of employing behavior modification was that students such as Robert, whom I didn't trust, could get out on their own the same as everyone else if they met the minimum rules. They were not subjected to my private judgment of their behavior.

I did have trouble with the manipulative implications of reinforcement; they were behaving in line with my behavioral subgoals only because I was pulling the strings. To help me feel better, I told them this repeatedly, emphasizing that my goal was to move them toward taking charge of themselves while their goal was to do what they wanted to do and that the reward system was intended to facilitate my goal as well as theirs. They listened politely. When I threw two kids out of class one day for repeatedly talking while I was carrying on (and on), the whole class was transformed into an angelic choir for two or three days. When they began to float back to earth, I asked them how long they would have stayed transformed if I had slugged the two kids instead of just tossing them out of class, again trying to stress the manipulative power of consequences.

Behavior modification also found its way into my work at Hoover School. After about two class sessions of self-defense, students began complaining about having to do it (or anything else). So self-defense was made optional, but three homemade belt levels with requirements for each and a letter of certification on Portland State stationery were announced at the same time. Eight students out of about 35 eventually qualified for the first belt, several more worked at it, and a few mastered most of the requirements for the second belt. One student even stayed an hour after he was to be released to take a belt test!

As the Harding program moved toward open negotiation, we talked about moving away from rules and toward a relationship and eventual self-direction, since except for one or two of them, rules and rewards were no longer needed. Some probably still saw the open negotiation option as a reward, but as that option became a reality, most students seemed at least to feel the difference—a feeling which surfaced in their evaluations of the class at the end of the year (see Chapter IV).

One indication of this change came near the end of the year. I had been out of town and upon returning had trouble believing the substitute's record of absences, tardies and cuts. I met with the class to go over the record, telling them they would have to be lockstepped for a while if they had really regressed this much but that I found it hard to believe. I read the record and asked each student to adjust his own record to make it accurate, that I would take his word. Almost every student said it was accurate, that they had taken advantage of the situation. I thanked them, and we lockstepped ourselves through the rest of the week.

Another indication was Joree's initial refusal to do one of the fitness post-tests for an upperclassman who was handling make-ups. I told him it was his decision, that I wasn't going to hassle him but would go out and administer the test for him if he decided to do it. He did it. At the end of the year, those in trouble—that is, those failing by my attendance standards—and those between grades negotiated a grade for themselves, mostly by trying to develop some kind of rationale for the higher grade; again I was impressed with the change in their behavior, in the way they handled the negotiation.

The students' tendency to treat each other in a survival-of-the-fittest manner (a constant scanning for weaknesses to attack) provided the target for yet another behavioral strategy: focusing on others. The first step in this strategy is to institute the rule that thou shalt not interfere with the rights of others along with the message that we all have to function in a social unit so let's at least stay out of each other's

way. Be helpful or be neutral but don't be destructive: we can't afford it. The next step is more difficult; it mostly involves the use of teachable moments to emphasize sensitivity toward, and empathy for, others. Fortunately (or unfortunately), such moments are plentiful.

Larry, one of my special education students diagnosed as emotionally disturbed, was an easy mark. One time several students put a lighted match to his shirt. I knew we were making progress when someone started complaining about Larry never doing anything but was interrupted from a voice in the crowd, "Let him alone—just take care of yourself." About midway in the year one of the black students in my class was physically assaulted by several whites after school. Afterward, he was helped by a white kid from my class. The next day I talked about rising above the black-white issue to help someone who has a need. I was interrupted by a "what color are you?" from Joree, one of the hard-core blacks, but before I could respond, Alonzo, perhaps the biggest black in class, turned around and said "Shut up!" (Remember: we're looking for even the tiniest improvement!)

Perhaps the best example at Harding involved boxing. During the last months of the program more and more white students cranked up their courage to give boxing a try; in the beginning it was strictly a black activity. Those who had been at it most of the year could nail these newcomers at will. We talked about reaching beyond themselves, beyond looking good, to help someone else learn. I was nervous at first but got so comfortable near the end that I would even leave the room while they were boxing. As far

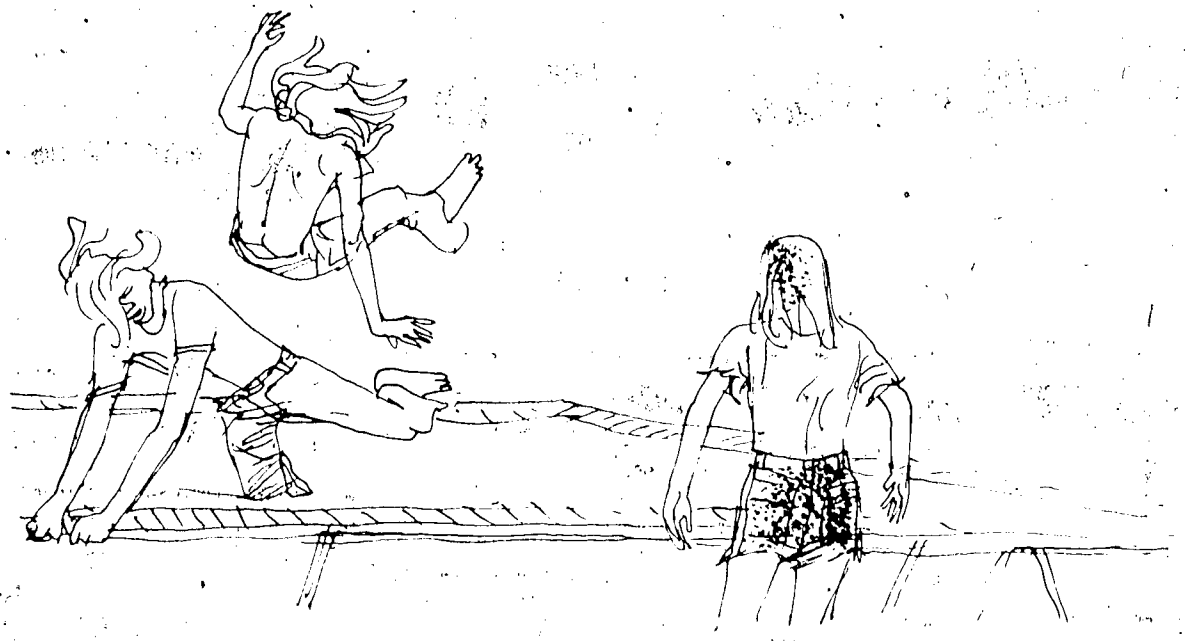
as I could tell, there were neither bloody noses nor bruised feelings; some learning even took place. The term *level one* was used to refer to any behavior detrimental to the group or which reflected an absence of self-responsibility, and by the end of the year hardly a day would pass that I didn't hear some student say, "Look at that level one behavior" or "You're level one." In one sense they were still attacking each other, but at least their criteria for such attacks had shifted to self- and group responsibility. There were other examples—hard guy Cedric helping uncoordinated Scott do a flip on the minitramp and the whole trampoline crowd trying to cope with each other's needs. And on and on. Each time I tried to focus the class's attention on the behavior and its connection to level three.

Planned activities can also facilitate focusing on others, for example, by introducing competitive games which stress cooperation such as requiring three hits on a side in volleyball, games requiring the whole class to complete a task, and creating new games using small group meetings. Promising students that they will play minimizes the moans and groans that often accompany the introduction of new activities (behavior modification again).

COGNITIVE SUBGOALS AND STRATEGIES

Subgoals

For alienated youth, grasping some cognitive understanding of physical education concepts and awareness level concepts is perhaps less important



than feeling good about the experience and behaving in responsible, sensitive ways, although knowledge cannot be truly dissociated from any of the categories. One subgoal focuses on the development of a knowledge base to facilitate making and carrying out a plan ("Who I want to be"):

1. To understand basic fitness and motor learning concepts (so that I can implement my personal program on my own).

Another subgoal is designed to help the student understand the whole awareness level process:

2. To understand the levels of awareness (as described in Chapter II).

Teacher Behavior

The three most important teacher behaviors in support of the cognitive subgoals are: 1. Ask questions rather than give answers; 2. Be concrete, using specific examples from class and tying lectures and discussions to the day's activity; 3. Don't be too verbal (especially with alienated youth). At Harding, I had considerable difficulty behaving in these ways. I wanted to tell my students what they ought to know ad nauseum, as they wiggled around waiting to do whatever was on tap for the day. I told, they listened. I not only had trouble asking questions and shutting up, it was even more difficult to think of ways to get across the awareness level message. The usual response to what I thought was an eloquent lecture was blank stares ("Who is this crazy?")!

Specific Strategies

A reasonable schedule for introducing or reviewing concepts is to set aside the first five minutes of each class period for concept lectures/discussions. This means a brief verbal introduction of a fitness, motor learning, or awareness level concept followed by a physical activity that connects the concept to experience. A fitness concept such as overload can be briefly explained and experienced in a few minutes. Eventually, the teacher can say "overload your upper body for the next couple of minutes" and just watch the concept in action. Learning to do any motor skill can easily be tied to motor learning principles so that the student begins to understand how to learn on his/her own. For example, the Harding students were asked how they could learn to do a flip on the trampoline which led to a discussion of getting the picture in one's head and receiving some feedback. Then they tried it (or something easier). This can be kept simple and brief, chipping away a little at a time all year long. A number of books describe the conceptual approach in some detail.[19] The fitness and motor learning concepts I used are contained in the Class Guide in the Appendix.

The same principle applies to introducing or reviewing the awareness level concepts, but the concepts are more abstract and less clearly connected to physical education activities. Sometimes the teacher may choose to keep his/her approach well within the student's readiness level; at other times it may be best to encourage them to reach a little. At Harding, we talked a lot about the need to look good and about the roles we all play to help us look good or to avoid looking bad. I created and repeatedly referred to some typical roles being acted out in class: the hard guy (tough, pushes others around), the con artist (the manipulator), the lockstepper (unwilling to take responsibility for his behavior), and the headhanger (pouts, withdraws, "poor me"). I encourage them to look at their behavior: the roles they play, who is influencing them, why they choose basketball or whatever, why they do better or worse at some activities than others, whether they are willing to be responsible for

what they do, whether they are really in control of their own lives, how they relate to others.

We talked repeatedly about personal options we could choose for ourselves in physical education, tying these discussions to open negotiation journals, personal program contracts and fitness day choices (see Appendix, pages 74-78, 102). I shared with them my perception of their world as "stick or be stuck," that they all seemed to be equipped with a radar device capable of zeroing in on a weakness in someone else in record time. I read some passages from *Jonathan Livingston Seagull*[20] and drew parallels from their own physical potentialities. The concept of uniqueness in learning was emphasized by employing a variety of teaching methods—e.g., command style, task cards, problem-solving—and talking about the connection. From time to time I would ask them why we did something a particular way, for example, the optional uniform and shower requirement. Sometimes, as in the case of this requirement, they knew (e.g., "we need to make decisions for ourselves"); other times they were uncertain, giving me a chance to cover the concept again.

The four awareness levels form a progression from no awareness to an integration of the awareness levels which gives the teacher some guidance in preparing mini-lectures/discussions. Assigning a particular time block to a specific awareness level provides even more structure. For example, one day each week can be designated as a level three day which focuses on self-other awareness concepts and the connection of these concepts to cooperative and competitive games and to the act of helping peers learn skills. By designating the fourth grading period as open negotiation at Harding, I could refer throughout the year to the integration concept of level four as a coming event.

To help me reduce the concepts to the students' readiness level and to provide written concept de-

scriptions for the students, I developed a Class Guide for my Harding students (see Appendix, pages 92-102). The Class Guide covered both the awareness levels and the fitness and learning concepts emphasized throughout the year and was available the second semester to anyone who wanted to study for the open negotiation exam. On a given day, zero to five students would have their noses in a Class Guide, and several borrowed them overnight. Two students even used their English class to study the Guide (a mixed blessing)! Activity books were also made available, although, with the exception of a well-worn karate book, these books were not in much demand. The awareness levels were also built into the personal program contracts, and students making a plan were required to determine their current awareness level. Not surprisingly, no one checked level one but those students I perceived as operating much of the time at level one generally saw themselves at level two rather than at levels three or four.

The use of feedback can facilitate cognitive as well as behavioral subgoals. A knowledge test (see Appendix, pages 79-84) can be administered at the beginning and end of the program to give students an indication of the concepts they learned during the year. Teachers usually use such tests for grading purposes; here the purpose is entirely for feedback, to show students results and improvement. At Harding, students were also given a weight training cheater test in which they had to answer 10 questions but could cheat to get the answers. I bet them that no one would get all 10 answers right, even by cheating. They loved it—cheating, that is—but I was right. When the results were posted, we talked about them. Another feedback idea is to announce a concept that has already been introduced—e.g., overload, static stretching, aerobic improvement—ask the students to perform the concept, and discuss their efforts.

PSYCHOMOTOR SUBGOALS AND STRATEGIES

Subgoals

Last and least in my subgoal priorities is the psychomotor subgoal. This should come as no surprise in a publication titled *Beyond Balls and Bats*, but once again the separation is artificial. The students' feelings, behavior and thoughts operate within the context of, and are usually aimed at, physical activities. The first psychomotor subgoal is intended to emphasize the students' uniqueness ("Who am I?"), potentials and limits ("Who can I be?"), and personal options ("Who can I be?"). The second subgoal focuses on the play dimension of level one:

1. To try a wide range of physical activities and physical performance tests
2. To play

Specific Strategies

Trying an activity means being exposed; it does not mean tournaments, graded routines or forced competition of any kind. All "heavy duty" competition such as blood-and-guts games and going into the pit (to box or wrestle) is strictly optional. In gymnastics it may mean trying the beginning routine in each event by climbing on the equipment and struggling a little. In weight training it may mean going through a prescribed routine, in volleyball it may mean trying to bump and set properly. In dance it may mean trying the dances, in basketball it may mean working on shooting, dribbling and passing skills. In wrestling it may mean trying a variety of moves with a helpful partner and in swimming it may mean trying the Red Cross skills progression. Students can choose to sit out, but to get credit for the day they must participate or "try it." I ask students who say they already know that they don't like the

activity to try it my way and that if they still don't like it in a few days we can negotiate some kind of a deal.

"I ask students who say they already know that they don't like the activity to try it my way and that if they still don't like it in a few days we can negotiate some kind of a deal."

Considerable energy has been expended to figure out what is the subject matter of physical education, what it is that students ought to be trying. The boundaries of our field are still being debated,[21] leaving all of us some freedom to offer students our own version with our own emphases. My version divided physical activities into two groups and five subgroups from which a sample was selected for students to try. This approach gives students some exposure to different kinds of activities while allowing the teacher an opportunity to select activities in which he/she has interest, enthusiasm, facilities, etc. My groups fell into the play world and the real world. The play world consisted of (1) competitive sport—e.g., football, soccer, basketball, volleyball, track and field, and (2) non-competitive sport—e.g., folk and square dance, trampoline (could be competitive), swimming (could be competitive). The real world consisted of (1) fitness—e.g., weight training, aerobic activities, calisthenics, posture exercises, (2) body awareness—e.g., relaxation, yoga and (3) real world skills—e.g., self-defense, water safety, outdoor skills, cooperative games. My emphases were on fitness and combatives. Beyond my own enthusiasm for and identification with these activities, fitness provides success without mandatory competition, can be individualized easily, focuses on the body, and enables a wide range of personal goals to be met. Combatives on the other hand facilitate entry into the survival-of-the-fittest world of alienated youth and can help weaker students meet safety and self-esteem needs. The "try it" concept, coupled with contracts and journals, protected students from too large a dose of my favorite activities.

A third emphasis at Harding was play, not only to give students something they wanted (as part of the affective setting) and to reward them for trying an activity they did not want to try such as yoga (behavior modification again!) but also to expose them to the more spontaneous, free-flowing aspects of physical activity. They chose to play and with whom to play. If the sun was out (an infrequent occurrence in Portland), their directions for the day might be "Go out and run free . . . pick the daisies . . . just don't get in trouble." Safety is always a teacher's concern when students run free. I usually coupled a safety lecture with the threat of lockstepping those students who wouldn't take basic safety precautions. After one such lecture, there was Jim, his feet in the rings, swinging back and forth high in the sky, with one of his buddies running back and forth under him as a spotter!

Unless the program is elective, some kind of schedule is necessary to bring order to the chaos of personalized samples across five groups of activities. The Harding schedule began with two days of fitness, two days of learning a specific activity (i.e., skill days), and one day of play per week, but I eventually found that two half periods of play during the skill days and one day devoted to cooperation and related games worked better. The skill days were at first a patchwork of new activities such as relaxation and self-defense to expose students to these options and old activities such as football and basketball to

keep their interest. As one and then two personal program contract days intruded into the schedule, the fitness days were deleted (except for those on the lockstep fitness routine). At that point, skill days began to stabilize; student interest allowed us to spend eight or so sessions in one activity (spread across four weeks) before moving on. My goal throughout was to give students a sufficient exposure so that they could evaluate their relationship to the activity—e.g., was it fun? can I do it? does it meet my needs?—and decide whether to pursue it during their personal programs, open negotiation time, on their own now, even later in life. For a few, a couple of sessions of something new such as relaxation was sufficient to convince them to try it on their own; for others, it was the last week of school before they tried on their own something that we had spent many days doing as a group; still others never ventured beyond familiar activities in their personal programs and open negotiation time. Every day of the last 10 weeks of school was scheduled as open negotiation; most students kept journals, and instruction was totally individualized (or nonexistent).

Pre-post physical performance tests (see Appendix, page 89) can also serve to expose students to a variety of physical potentialities such as strength, muscular endurance, aerobic and anaerobic capacity, flexibility, speed and power as well as to focus their attention on improving their performance over the year. It was exciting to see alienated youth who had been sniping at each other all year long ask about their improvement scores rather than who did best or who was better and to see students, labeled by others as uncoordinated, score better on the balance or some other test than most of the class. However, the results of such tests ought to be treated with several grains of salt in front of the class to compensate for validity, motivation and similar measurement difficulties.

Evaluating the Program

THE PROBLEM OF EVALUATING A HUMANISTIC MODEL

Humanistic education programs are often criticized for being non-measurable.[1] Costa argues that the evaluation of a humanistic program must be based on the conditions under which the behavior is performed, not on the performance itself.[2] On the other hand, Morris and Samples and Wohlford have doubts:

> *The act of awakening awareness in another . . . cannot be 'watched.' It is an act which can be comprehended only by somehow being felt.*[3]

> *When it comes to humanness, if you can measure it, it doesn't matter.*[4]

It is a knotty problem which must be faced. Evaluation means determining to what extent the strategies are achieving the goals. Otherwise, the teacher is without guidance for future programs—changes, modifications, deletions, insertions—like a ship without a rudder.

Evaluation requires a goal model (we have one), preferably spelled out in some detail (we have four awareness levels and 12 subgoals), and some strategies designed to implement the goal model (we have an abundance of strategies). Since the awareness levels consist mostly of questions that students must try to answer for themselves, most of the subgoals are process-oriented and not easily transformed into objectively measurable behaviors. Therefore, a number of overlapping evaluation procedures need to be devised to get some notion of the extent to which one's strategies are facilitating the goal model. The classical experimental class versus control group design is too complex and, because of intact groups,[5] inappropriate for most teachers' purposes. I devised the following procedures to evaluate the Harding alienated youth project. My results are included to illustrate the procedures and to share the extent to which my goal model and strategies worked.

Subjective Evaluation Procedures

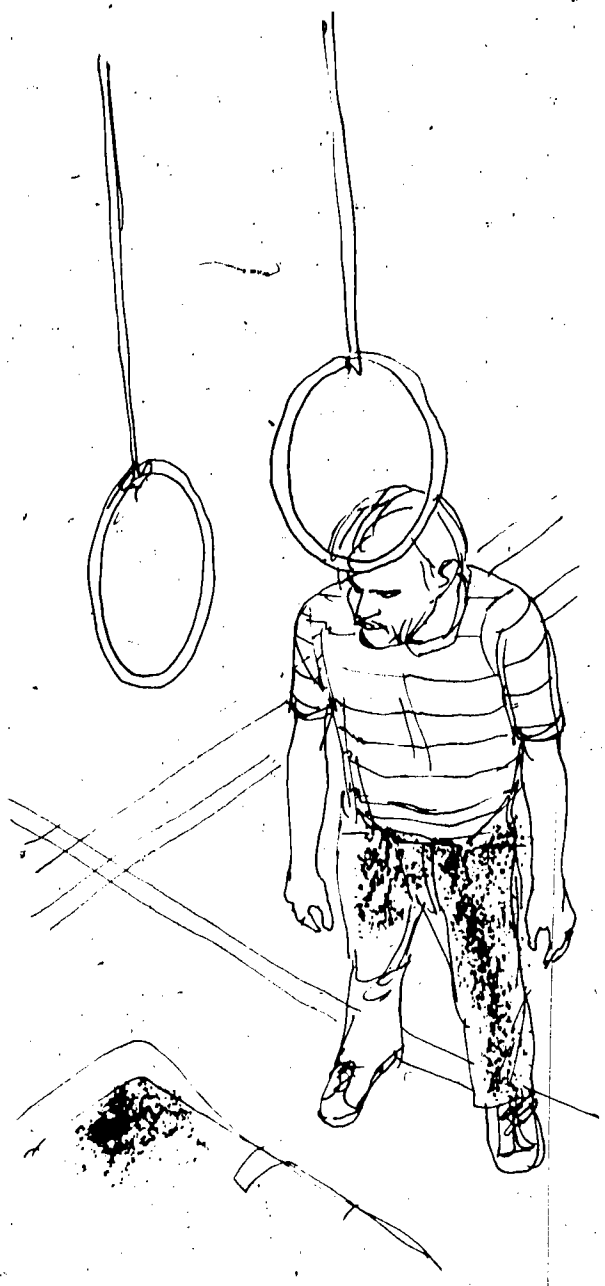
1. Tallies
2. Teacher self-grades
3. Anecdotes
4. Repeated subjective ratings of student behavior
5. Student evaluations of the program
6. Visitor reports

Objective Evaluation Procedures

7. Knowledge test results
8. Results from self perception scale, body-image scale, values clarification questions, and self-report
9. Physical performance test results
10. Personal program and journal tallies and content
11. Class attendance and referrals compared to other classes in school

SUBJECTIVE EVALUATION PROCEDURES

One way to evaluate the success of the program is for the teacher simply to ask him/herself how well he/she perceives the program to be working. Recording these subjective perceptions every day enables the teacher to analyze the continuity and trends



in his/her perceived successes and failures. At Harding and to some extent at Hoover School, I recorded three things every day either after school or, if I was too depressed from the experience, the next morning. First, I kept a daily tally of the goals, awareness levels and subgoals I had talked about with the whole class which, by the end of the year, showed what I had emphasized and neglected throughout the year. Second, I gave myself three grades each day (A-F): one for my own self-body-world connection—how I felt about myself that day, one for my sense of community with the kids, and one for my playful spirit. Third, I wrote down any anecdotes or notes about the day's experience that might help me evaluate the program. For example, I participated with the kids—either with the group in a game such as volleyball or in a free-for-all wrestling match or with individuals in boxing, arm wrestling or weight lifting about 10 times during the year. I tried to write down my feelings about these experiences; whether they helped facilitate my goal model, whether I felt good about doing them, and so on. When Cedric beat me three times in a row in arm wrestling I was sure it wasn't worth it; when I asked for a rematch a couple of days later and he told me he had cheated, I knew it was!

Four times during the school year I looked at the class roster and counted those students who were dropping out of the program, those who weren't, and those who were borderline. This was mostly a subjective evaluation, influenced by attendance as well as behavior.

At the end of the year I asked a student teacher to conduct an in-depth interview with each student and to record the responses on a form (see Appendix, pages 90-91). Basically, the questionnaire asked what they liked and disliked about the program and about me, what they thought they had learned (performance, knowledge and self-awareness), and their response (good, bad or don't know/don't care) to a

long list of specific questions related to strategies. An open-ended pre-program questionnaire which had worked well in another program was administered early in the year, but the Harding students didn't read or express themselves very well on paper so this procedure was dropped.

Since there were probably 30 or more visitors to the class during the year (mostly teachers from the Portland area), they were asked their impressions of the program. One in particular talked briefly with most of my students one at a time and then wrote a one-page summary of his impressions.

OBJECTIVE EVALUATION PROCEDURES

Several pre-post test comparisons were conducted in the Harding project:

- A 33-item multiple choice knowledge test consisting of 14 fitness concepts questions, 6 motor learning concepts questions and 13 awareness level concepts questions (see Appendix, pages 79-84).
- A self-perception scale[6] to measure the student's feelings about his abilities in a number of areas (see Appendix, page 85).
- A body-image scale[7] designed to measure the student's feelings about various aspects of his body and performance (see Appendix, page 84).
- A 13-item physical performance test designed to measure physical performance and improvement, consisting of a 9/12-minute run, 400-yard run, 40-yard dash with running start, maximum bench press, push-ups, sit-ups, toe touch, vertical jump, agility run, stork stand, tennis ball wall volley, soccer ball wall volley, and triceps body fat (see Appendix, page 89).

Although the first three tests clearly relate to cognitive and affective subgoals, the rationale for including an extensive physical performance battery is not as obvious. Since critics of this type of program often argue that students don't improve physically, this

test battery serves to check out that assumption. The tests also help students self-evaluate in relation to the questions "who am I" and "who can I be?" A self-report and some values clarification questions not administered to the Harding students were useful in other settings and have been included in the Appendix, pages 86-88).

Another source of objective data is the number of students who qualified for, and carried out, one-day and two-day personal programs and open negotiation journals. The content of personal program contracts and the journals also provide a source of data since each student recorded what he wanted to do or what he did.

Further objective data can be obtained by comparing a student's attendance (tardies, participation, cuts) and personal program—open negotiation involvement in my class with his behavior in other classes—grades, referrals to the unit center for behavior problems, cuts in other classes, parent conferences at the request of other teachers. This comparison gives some idea of whether students whose attendance and class involvement improved during the year did so only in my class. My class may have made a difference either way, but if other forces were at work they would most likely show up across all or most of the student's school behavior. A comparison could also be made between this year's physical education attendance record and last year's.

EVALUATING THE GOAL MODEL

Before turning to the results of my Harding High School program evaluation, it may be helpful to relate the evaluation procedures to the goal model. To evaluate whether the Harding students began to make their own self-body-world connection, I could look at the goal tallies I had made during the year concerning this goal, awareness level two, and related subgoals to get some idea of how often I stressed the self-body-world connection versus how often I just survived, rolling out the basketball or whatever. I could also look at my self-grades to see to what extent I felt that my own self-body-world connection was "right," an important aspect of the "magic" of teaching (discussed in Chapter II). I could also look at student evaluations of the program and personal program and journal content to determine whether students felt they were making such a connection. Data from the self-perception and body-image scales and perhaps from the physical performance and knowledge tests could also help to determine whether students felt better about their connections.

To evaluate whether the Harding students began to feel a sense of community, I could inspect goal tallies for sense of community and level three emphasis during the year, including subgoals of "not interfering with the rights of others" and "show some sensitivity toward and empathy for others." I could also look at self-grades for my sense of community with the students, anecdotes related to student and student-teacher relationships, student evaluations of me and their classmates and of themselves as a friend on the self-perception scale, and perhaps level three questions on the knowledge test.

To evaluate whether the Harding students were developing or experiencing a playful spirit, I could look at goal tallies related to play, my playful spirit, self-grades, anecdotes related to student and teacher-student play, student evaluations of play time each week, and the free-restricted item on the body-image scale.

MY RESULTS

1. *Goal tallies.* I tried to tally everything in my daily five-minute, teachable moment talks with the entire class that was related to the goal model, awareness levels and subgoals. Since I did this from memory after school or, on a bad day, the next morning, these tallies reflect only my perceptions of my efforts

to get some message across to the students. Some duplication is evident (for example, the tallies for playful spirit as a goal and to play as a subgoal), but I often found that I could talk about an awareness level without mentioning some of the related goals and subgoals. As a result, recording the tallies paid off in evaluating the emphasis and inconsistencies of my efforts, not to mention the daily reminder to keep my nose to the task of discussing goals, awareness levels and subgoals. It appears from the subgoal tallies that more attention was paid to setting personal goals, being (feeling) in charge of one's own life, and fitness and learning concepts and that minimal attention was paid to trying activities, feeling good about one's self and body and relating the self to others. The last 10-week tail-off in all categories except level four was caused by the open negotiation period; we didn't meet much as a group. However the sense of community goal and the sensitivity/empathy subgoal actually received a bit more attention near the end, probably because I became more comfortable trying to deal with it as the year progressed.

NUMBER OF TALKS OR GOALS, LEVELS AND SUBGOALS

Goals	1st Grading Period	2nd Grading Period	3rd Grading Period	4th Grading Period
Self-body-world connection	7	12	15	3
Sense of community	2	3	5	6
Playful spirit	12	10	8	5
Awareness Levels				
Level one: No awareness	31	27	19	5
Level two: Self-body awareness	24	26	26	3
Level three: Self-other awareness	4	6	8	2
Level four: Integration	0	1	1	2
Subgoals				
To feel comfortable in class	14	10	3	1
To move toward feeling good about myself and my body	9	2	3	2
To sense my own uniqueness	13	17	13	3
To feel in charge of my own life	30	36	22	13

Goals	1st Grading Period	2nd Grading Period	3rd Grading Period	4th Grading Period
Not to interfere with the rights and freedoms of others	6	7	6	2
To give reasons for the choices I make and to accept responsibility for those choices	12	21	2	7
To set personal goals and move toward those goals	35	32	20	2
To show some sensitivity toward, and empathy for, others	2	3	5	6
To understand basic fitness and motor learning concepts	24	24	18	4
To try a wide range of physical activities and tests	7	6	3	4
To play	12	10	8	5

2. *Teacher self-grades.* For purposes of brevity, I converted my daily self-grades into modal grades (the grade I gave myself most often that month). From the (subjective) data, three observations can be made: nothing seemed to go right at first, I had the most difficulty with my playful spirit, and I felt better about everything as the year progressed. The grades themselves are unimportant (what is an "A"?), but they do show trends and allow comparisons.

Month	My Self-Body-World Connection	My Sense of Community With the Students	My Playful Spirit
1	F	F	F
2	D+	D	F
3	C+	D	F
4	B−	C+	F
5	C	C	C
6	A	B−	A−
7	A−	A	B
8	A	A	A
9	A	A	A

	8th week	13th week	17th week	34th week
Alienated—dropping out	4	5	7	8
Alienated—may drop out	6	9	11	8
Alienated—doing well	5	8	9	13

3. *Anecdotes.* They are sprinkled throughout the monograph. and seem to me to support several of the subgoals.

4. *Repeated subjective ratings of student behavior.* Four times during the year I subjectively categorized each student based on his behavior in class as not alienated (misplaced in my class), alienated and dropping out, alienated and may drop out, or alienated but doing well. For the last three categories, my ratings were as shown above.

The numbers do not necessarily represent the same students because both my perceptions of those who were alienated changed and students were transferring in and out all year. Both those dropping out and those doing well increased substantially by the end of the year.

5. *Student evaluations of the program.* During the last three weeks of school, a 10- to 15-minute interview with 29 of the Harding students was conducted by a student teacher. He had been with the class for a couple of months and could be described as an excellent athlete with a quiet, warm, accepting manner—an unusual combination of qualities which the kids seemed to appreciate. He told each student that the opinions expressed would be recorded anonymously and that he wouldn't squeal on them if they made negative comments. The interview consisted of two parts: a set of open-ended questions and 19 specific questions requiring only a good, bad, or don't know/don't care response (see Appendix, pages 90-91). Several students also chose to make additional comments regarding the specific questions. Most of the comments to all the questions are included below to help communicate some sense of what the students felt and saw.

Student responses to the 19 specific questions were quite positive, and some of their unsolicited comments are priceless. My talks at the beginning of the period, the pre-post testing, and the lockstep option drew the most comments, and my talks were the most controversial, a finding substantiated by some of the open-ended question responses. Surprisingly, the self-responsibility emphasis in class ranked very high whereas optional uniforms and showers and grades based on attendance, both of which were intended to help humanize the setting, were rated rather low. However, all questions received a majority of positive responses from those who attended class at least semi-regularly during the last grading period. Here is the approximate rank order with most of the students' comments:

Questions & Comments	Good	Don't Know/Care	Bad
1. The teacher's fairness toward you? "He's being fair right now."	29	0	0
2. Emphasis on being responsible for yourself? "Gotta learn sometime." "That was a real good idea."	28	1	0
3. Emphasis on how to take care of your body and how to learn? "That's what we're here for."	27	2	0
4. Requirement that you try whatever we were doing if you want credit for the day? "I would have given them F's if they hadn't tried." "You might not feel safe like on the tramp."	26	1	2
5. Personal programs? "Have to work to get it." "Very good."	25	4	0
6. Free play each week? "Now it's free play every day." "Should have been more."	25	4	0
7. The teacher talking to you individually during the period? "Helped me a lot."	24½	4½	
8. Having to choose and write out goals to get on your personal program? "Then you know what you're doing." "He had to tell that we knew what we were doing." "If you didn't you wouldn't know what you were doing."	24	4	1
9. Open negotiation time with journals? "Same as personal programs except no roll call at the end." "Wish everybody had them."	23	5	1
10. How you got along with other students in this class? "Some good, some bad." "Mostly associated with guys I already knew." "A lot helped me." "Sort of good but not too good."	22	6	1

Questions & Comments	Good	Don't Know/Care	Bad
11. Emphasis on the levels of awareness? "So they know where they are." "Good—you know where you are like acting like a fool or whatever. "Helps in other areas besides PE."	21	6	2
12. Grades based on attendance? "Should be on what you do." "Gotta be there to do something." "Cause everybody was skipping." "Should be based on more."	21	3	5
13. Being allowed to sit out with no credit? "As long as you didn't get credit."	20	5	4
14. Testing at the beginning and end of the year? "Shows that you've learned something." "Maybe should be optional?" "Can tell improvement." "See if any knowledge was accumulated." "How else would you know how you are doing?" "Doc wants to know how good you've gotten." "Necessary."	19	9	1
15. Optional uniforms and showers? "Should have to dress down but not have to take showers." "Most of the people wouldn't come to class if they had to dress down." "If you want to go around the day musty it's your choice."	19	9	1
16. Doing relaxation and yoga as part of PE? "Liked it." "Shouldn't have made everyone do it." "Doesn't have much to do with PE."	19	6	4
17. The teacher talking to you as a group at the beginning of the period? "Talked about quite a few things." "Should have singled out specific people and not waste everybody's time." "Could have done without it."	19	6	4

Questions & Comments	Good	Don't Know/Care	Bad
"So he could tell everybody what he had to tell." "OK if he wants to do it." "Didn't mind it." "Didn't like it at times but it did help." "Good to do so everything doesn't get chaotic." "Some talks I didn't like."			
18. Using the Class Guide to get free time? "Shows they've learned most of the stuff through the year." "Let everybody on free time anyway."	19	4	6
19. The lockstep option? "Not too many liked being called lockstep." "They have a choice." "Always have to do what you are supposed to do." "For the guys who didn't want to come around much." "OK to help." "Have to work for free time. If you're screwing around you should be on lockstep."	17	5	7

The first open-ended question was: What did you like and dislike about this class? All but one student listed something they liked, and about half listed two or more things they liked. Sixteen students named at least one thing they disliked. The following items were mentioned more than once.

Liked	Disliked
The freedom (10 references to this item)	The problem students (6)
The whole program (9)	The lockstep option (2)
Weight training (4)	Too much time in the gymnastics room (2)
Learning to be on your own, being trusted (3)	
Personal programs (3)	
The teacher (3)	
The journals (2)	
Having fun (2)	
The gymnastics room (2)	
Trampoline (2)	

The second open-ended question was: What did you like and dislike about the teacher? Twenty students listed at least one characteristic they liked; seven found something they disliked. Since the statements were generally positive and in line with the teacher behavior characteristics described in this monograph, I have included most of them below. If they had been negative, no telling what I would have done!

Liked

"He let you go free" (4 references to this characteristic) *"Good teacher"* (3 references)

"The way he compromises and reaches agreements with students"

"Really neat guy"

"Most of the kids failing or cutting are coming to this class all the time because they like it"

"He didn't yell at us or anything"

"Treated everybody different, knew they were different"

"Felt more comfortable with him than any teacher ever"

"Gave us a chance to prove ourselves"

"Pretty cool"

"Helped me in weight training"

"Gave me confidence"

"Approved when I did well"

"Unique; never had a teacher like him before"

"Tries to be a friend"

"Everything except big talks before class"

"His patience"

"Took time for everyone"

"Best gym teacher"

"Helped me with the Class Guide to get on free time"

"The way he handles people"

Disliked

"Poor control of the problem kids for a while"

"All the big talks before class"

"The way he lockstepped us"

"If you say you're going to lift weights and then change your mind, he sort of gets mad"

"Maybe be more strict on the kids on the tramp"

"After a while it seems like he's preaching to us"

"Wish he would have had more time to help me individually but realize he had a lot of others too"

The third open-ended question asked what they learned in class this year in relation to performance (learned or got better at sport or fitness), knowledge (about fitness and learning), and self (about yourself and relating to others). Despite my goal model and subgoal priorities, students named more performance changes and fewer self changes.

Changes:	Student named at least one change	Student named a second change	Student named a third change	Student named a fourth change
Performance	24	15	7	4
Knowledge	26	11	3	0
Self	18	3	0	0

Students were vague about how their performance changed, but weight training, trampoline, fitness, basketball, gymnastics and boxing were most frequently cited (in that order). They were a bit more articulate concerning knowledge changes, mentioning how to develop and maintain fitness, how to weight train properly, what muscles to work, and aerobics most frequently. Sample comments:

"Know what to do over the summer to keep the body fit."
"Learned I can pull my heartbeat faster than what it goes."
"How to work the wrist for shooting a jump shot."
"How to burn calories."
"How resting and relaxing helps you."

Self change comments focused on level two "who I am supposed to be" and on level three and were particularly enlightening to me (so this is what they were learning):

"Treat people the way you want them to treat you."
"He made you feel better about yourself."
"The reason we messed with people we knew we could whip is so we could feel good."
"Learned there are a lot of low people."
"Learned how to stay cool and keep my head."

The last open-ended question simply asked for other comments. Thirteen students took the opportunity to comment. Again, they were generally positive and enthusiastic about the year. Interestingly, no one seemed to feel that "balls and bats" were not emphasized enough despite the typical criticism of humanistic physical education as "not really physical education."

Positive

"I think that the class should be kept for a lot more years."

"I liked the class. It is different than what I was doing."

"It was a good PE program."

"The overall program is the best I've ever seen or been in and I hope they keep it for my younger brothers who are coming along."

"We got a good class, he was a good teacher."

"Cool class."

"It was a great gym class—glad I transferred in."

"It would be good for people next year. It changes you, makes you a better person."

"A very unique but good program. All the schools should take this program into consideration. They should try it in their regular classes."

"I enjoyed it and learned a lot."

"Liked the whole year; it was my best year in PE. All the other years were lockstep."

"Should have something like this for every class."

Negative

"Good class for students above a certain level. Those locksteppers weren't mature enough."

On the last day of class I brought in a copy of my book, *Humanistic Physical Education*, which had been signed by my past class at Harding as well as a number of friends and colleagues. All of the students signed it and some wrote inscriptions. I wanted to share a few of their inscriptions because, although they are signed, I think they add to the students' evaluation of the program.

"Doc: It was a good experience; a strange one, but good! Maurice" (Maurice earned a "D" the first grading period, an "A" the last two.)

"Doc!! I was the best guy in class except way back at the beginning of the school year. I hope to see you again sometime. Cedric" (Anecdotes about my struggle with Cederic can be found here and there throughout the monograph.)

"To a groovin out hip dig it teacher. See you next year. Pete" (Pete was referred to his counselor a number of times by other teachers, but except for spotty attendance, he did a good job in my class.)

"Doc: You have been the best teacher I have ever had. Ronnie" (I included this one because I really leaned on Ronnie all year long, trying to encourage him to quit blaming others for his problems and get down to the business of solving them himself. I was surprised at this inscription.)

"My favorite teacher Doc: Thanks for the greatest year of gym class ever in my life. I learned more about myself and coinciding with other people that aren't so easy to get along with in the class than in any other class in grade or high school. What a success. Ray" (Ray should never have been referred into my class; he stood out in intelligence, ability, leadership and general behavior.)

"To a cool guy (for a teach). Thomas. Later." (Thomas was a second semester referral.)

6. *Visitor reports.* The following report was submitted as part of a graduate project in an education class (not mine) by a Portland physical education teacher and coach, after visiting my class and talking individually with most of the students about the middle of the second semester.

As I first entered Dr. Hellison's class I wondered about his teachings as his kids were everywhere in the gym. Some were playing basketball, some sitting, some even hanging through a basket. My thoughts went to the fact that enrolled in this class of 42 were what the counselors at Harding call 85-95% of the freshman problems. So I went over to be introduced with mixed feelings about the kids and what he had done with them. That all

went quickly for when Dr. Hellison went over to them he quietly asked them to get organized and for the most part, that is what they did. Right after that the students were into activity and one by one coming over to talk to me. I first identified myself and explained that I was in a class at Portland State University and we were studying some of the things Dr. Hellison was doing and so my job was to find out what the students felt about what he was doing—was it better-worse—or was it in any way different and if so in what ways. To this question, all but two answered that it was definitely different. The two who said no—one was a special ed. student and the other seemed to be negative about the whole affair—or any other affair for that matter.

As I tried to get into the differences I got many varied answers, but the main feeling was that it was different because of the way Dr. Hellison treated them. Some of the comments—

"We got to be on our own"
"He doesn't treat us like slabs of meat but like human beings"
"He never yells at us or tries to make us look bad in front of others"
"He makes us think for ourselves and make our own choices"
"He treats us all like individuals"

I continued my questions mostly just attempting to draw the students out a little more and noted that every response was really positive. Hearing the students telling me that his class was going to make them better human beings and that they wished they could have Dr. Hellison teach them for four years made me have second thoughts about what was going on in this class. I think the thing that impressed me most, since I am a P.E. teacher, were the statements that they liked this class, looked forward to coming to it, and that they felt good about what they personally were doing in that class. Two or three went on to say that they had not had many good P.E. experiences up to that time. Others were impressed that they were actually learning something while being a little mystified as to how Dr. Hellison was doing it.

When I left class that afternoon I had a super feeling about what was going on at Harding High School. Something was turning those kids on to P.E. and to that class. Whether it was the teacher or the principles of guidance he was using is impossible to tell at this point of time but it makes you wonder if these kids would be 85-95% of the freshman problems if someone had got to these kids and gotten their interest in themselves and school rekindled.

7. *Knowledge test results.* Twenty-six students took both the pre-and post-knowledge tests (see Appendix, page 79). The median post-test score was 45 percent which is not particularly encouraging, although the test is very difficult for ninth graders who don't read too well. The post-test scores ranged from 24 percent (no-show Dewey) to 87 percent ("mis-referred" Hugh). All but three students improved from their pre-test scores, although the median improvement was only 12.5 percent. The improvement range was −17 percent (who was that?) to +30 percent. A breakdown of the test by individual items shows not only which items were most influenced by the year's instruction but which ones students "knew" when they left the class (page 63).

Item validity (did the question really measure the concept?) is uncertain. Some of the terms such as aerobics and personal safety were not emphasized throughout the year; I often used examples and slang, anything to convey the concept. Some of the larger changes such as in item 23 reflect conscious

Item Number	Concept	Pre-post change (postive changes minus negative changes)	Rough percent of students who answered item correctly on post-test
1.	Specificity	−2	50%
2.	Weight control	+6	70%
3.	Weight training	+8	40%
4.	Weight training	−1	60%
5.	Flexibility	+5	70%
6.	Flexibility	+9	66%
7.	Aerobics	+2	40%
8.	Aerobics	+4	85%
9.	Aerobics	+7	66%
10.	Abdominal development	+6	50%
11.	Overload	+5	80%
12.	Repetition	+4	20%
13.	Deconditioning	+2	60%
14.	Pain tolerance	+5	66%
15.	Motor learning	+7	35%
16.	Motor learning	+4	100% (!)
17.	Mental practice	+3	66%
18.	"The Inner Game"	0	35%
19.	Individual differences	+1	50%
20.	Motor learning	+4	40%
21.	Level two	+2	60%
22.	Level two	1	80%
23.	Level one	+10	80%
24.	Level three	+4	66%
25.	Level two	0	40%
26.	Level two	+3	90%
27.	Level four	0	20%
28.	Level two	+5	40%
29.	Level two	+8	60%
30.	Level two	+6	33%
31.	Level two	1	35%
32.	Level two	0	40%
33.	Level three	+7	50%

emphasis of the concept through the year, but other changes such as in item 6 seemed to occur without much emphasis of the concept. An analysis of incorrect responses also reveals what was being learned. For example, in item 25 six students chose the correct response on the pre-test but changed their response to the incorrect "you weren't sensitive to others" choice on the post-test. Although they missed the point of the question, they did hear something during the year: be sensitive to others!

8. *Self-perception and body-image scale results.* Because the scales were coded by the students to preserve their anonymity, only approximately one-third of the pre-post questionnaires could be matched and compared. An earlier pilot study of the self-perception scale's reliability suggested that a move of two spaces on the scale would be necessary to indicate some change in perception. Using this criterion, the self-perception scale (see Appendix, page 85) revealed positive changes in self-perception across a number of the categories, but physical education and athletics did not show greater (or lesser) gains. The body-image scale (see Appendix, page 84) showed some positive changes in definition and power during the year, some negative changes in body fat and speed, and some mixed changes in masculinity femininity, courage cowardice, flexibility stiffness, and fatigability. Interestingly (and disappointingly), one student who worked on karate and some boxing throughout the year both in and out of school showed negative changes of three spaces in both courage and safety (oof!).

9. *Physical performance test results.* To simplify and clarify the analysis, a somewhat arbitrary minimum improvement score for each test was selected (e.g., at least three sit-ups, at least three push ups) in order to categorize students roughly into improvement and no improvement groups. The results were affected not only by validity and reliability problems with these field tests but also by the effect of physical growth over the nine months. Within these limitations, most of the students improved in most of the test items, with the exception of the toe touch and body fat. Because students were being transferred in throughout the first few weeks, they were only tested on the nine-minute run, the 400-yard dash, the max bench press, sit-ups, push-ups, bend-and-reach, and body fat. A few volunteered to take some of the other test items just to see how they could do. (The total test battery shown in the Appendix, page 89, has been used at Harding High School since my first full year there, four years ago.) The most significant thing to me about the whole physical performance testing effort was the students' response: they did the events without much encouragement and, most importantly, they were observably most concerned about their improvement, not about how they compared to someone else or to the "record."

Additional physical performance data were gathered in swimming and volleyball. In swimming, seven students received Red Cross advanced beginner cards and six received beginner cards; in volleyball, about three-fourths of the class demonstrated the bump and set with "reasonable" proficiency (a little subjective on my part) by the end of a few sessions.

10. *Personal program and free time tallies and content.* The average attendance in class was about 30 (a little over first semester, a little under second semester). Eighteen students participated in one-day personal programs (see Appendix, page 74), ranging from participating only once to carrying out their own program 7 times with a median of 3 times. Twenty seven students participated in two-day personal programs (see Appendix, pages 75-77), ranging from participating twice to 18 times with a median of 11 times. (Keep in mind that students were coming and going during this time for a variety of

reasons.) Twenty students passed the Class Guide test for open negotiation time and kept journals for 20 to 30 days; and two more students passed the test early and spent 55 to 60 days on open negotiation. A tally of the content of their personal program contracts and journals showed some impact of their exposure to new activities such as relaxation, weight training, karate and gymnastics, but traditional activities were also well represented.

11. *Class attendance and referrals compared to other classes in school.* Despite one student's evaluation of the class as one which "most of the kids failing or cutting are coming to all the time because they like it," student attendance and behavior in my class paralleled their performance elsewhere in school. Students who cut other classes cut my class. Students who were flunking elsewhere were also struggling in my class. Students who were suspended from school for a variety of reasons had poor attendance records in my class. Only in referrals for misbehavior and in earned personal programs and open negotiation time did my records discernibly differ from those of the central office. Fifteen of my students were referred to their counselors "numerous" times by other teachers for misbehavior, whereas I had called the counselor only once (not counting threats to refer!). However, all but one of these 15 students did have either behavior or attendance problems in my class. Well over half of these same 15 students earned some personal program time (five clean days plus a contract) and/or open negotiation time (pass a test, keep a journal), suggesting that they did apply themselves to some extent in my class.

CLASSIFICATION OF EVALUATION PROCEDURES

The evaluation procedures yielded results which generally suggest that progress toward the goal model took place during the Harding project. The goals and awareness levels received considerable support, although subgoals were not always supported. A subjective classification of the 11 evaluation procedures by subgoal appears on page 66. Keep in mind that procedures 1-6 are subjective, 7-11 are objective.

Subgoal	Supported	Equivocal	Not Supported
To feel comfortable in class	2, 4, 5, 6	1, 3	11
To move toward feeling good about myself and my body	4, 5, 9	2, 3, 8	1, 11
To sense my own uniqueness	5, 6	1, 2, 3	
To feel in charge of my own life	1, 5, 6	2, 3	
Not to interfere with the rights of others	3, 4, 5	1, 2	
To give reasons for the choices I make and accept responsibility for those choices	3, 10	1, 2	
To set personal goals and move toward those goals	1, 3, 10	2	
To show some sensitivity toward, and empathy for, others	3	1, 2	
To understand basic fitness and motor learning concepts	1	2, 3, 5, 7	
To understand the search for self-goal model	1	2, 3, 7, 10	5
To try a wide range of activities and tests	3, 5, 9	2	1
To play	1, 2, 3, 5		8

chapter V.

"Come Walk With Me in the Mud..."

The purpose of this monograph has been to share both a human experience with as many of its ups and downs as I could capture and a student-centered, perhaps even humanistic, physical education goal model. If sharing any of my struggle affirmed you and what you are trying to do—whether you are working in the inner city or in suburbia, in a school or social agency or at home—or if any of my alternatives to current practices in physical education make sense to you, then this monograph has been well worth the effort.

My message, in summary, is that our lives would be enhanced, our humanness a bit more actualized, if we would work toward an integrated self-body-world connection, a sense of community with others and a playful spirit in physical education. In short, we need to move beyond a balls and bats orientation. The gym has got to become a comfortable place to be, a sanctuary perhaps, where students feel free to explore their connections to their bodies and to physical activities and where teachers can freely interact with students, caring and sharing who they are and encouraging students to do the same. There must be sufficient permission to allow the development of teaching learning as a wholistic interacting, exploratory, open skilled artistry and to enable each person's life to unfold as an ongoing process, a struggle, a vision.

However, focus is also necessary to be certain the right questions are being asked, that students (and teachers) are really moving through the process suggested by the goal model. Four levels of awareness, some curriculum ideas and teaching methods, and specific goals, strategies and evaluation procedures have been devised for greater focus, and much of this monograph has been devoted to describing these focus ideas. For some of you, I haven't focused enough; the guidelines and boundaries are still too loose. Others will feel constrained by a list of 12 subgoals and their accompanying strategies and evaluation procedures. I can only say that I've taken you as far as I have gone. You may choose to stop anywhere along the way, go beyond what I have done, or not take the trip at all.

If you do decide to implement a piece of this model, you should feel absolutely free to try whatever appeals to you in your own way. One elementary school physical educator in Portland's inner city liked the open negotiation option with journals and implemented this feature alone at the beginning of the year, ignoring the Class Guide test, personal

"My message, in summary, is that our lives would be enhanced, our humanness a bit more actualized, if we would work toward an integrated self-body-world connection, a sense of community with others and a playful spirit in physical education."

"The gym has got to become a comfortable place to be, a sanctuary perhaps, where students feel free to explore their connections to their bodies and to physical activities and where teachers can freely interact with students, caring and sharing who they are and encouraging students to do the same."

program contracts as a preliminary stage, and all the rest. He says it worked and that he will continue to use it. At an intermediate school in suburban Portland, a few minutes of each day for about 15 days were devoted to a variety of self-body-world-connection discussions and exercises. At the end of the 15 days, students wrote and carried out their own physical education programs for a week. The teacher reports that:

> *Evaluations revealed an overwhelming love for their own programs. Probably ninety per cent said they would like to do it again. I think some kids understood the connection between their values and goals and their programs, but most need to spend more time to make this connection.*

Two teachers in this school also decided to devote one day each week to play, calling it their freak-out day. A suburban high school with an elective physical education program has used personal program contracts by modifying the personal options for each activity. A community-based career education program for dropout bound high school students combined the personal program contract and the open negotiation strategy with some of the evaluation procedures into a unique approach for conducting an individualized community-based physical education program. A cardiac rehabilitation exercise program is considering writing some of the setting and teacher (staff) behavior strategies into its protocol.

The cognitive subgoal of understanding fitness and learning concepts has been adapted for use in several schools. I have even used the goal model with individual adults who come to my office seeking physical education counseling. At Hoover School, program goals taken directly from the goal model were converted into competencies with performance indicators. At Harding, a modified form of the model has been in operation for four years, with each year bringing changes based on the preceding year's evaluation as well as input from the model as it is altered from year to year. Next year some of the concepts and strategies reported in this monograph will be added to the regular program. Recently, humanistic physical education was named by the Harding administration along with reading and mathematics as the three major goals of the school (a first, I think)!

Every once in a while, I receive a call or letter such as this one:

> *. . . I work in an old county detention home. I have one hour a day. There are no gym facilities except for a room downstairs the size of a master bedroom. I have three to twelve kids (male and*

female) at a time for two days through two weeks, sometimes two months. I need your help.

And I thought I had problems! My feeble response:

I think what I would do in your situation, facing transient students in a master bedroom, is to categorize activities into fitness (pushups, run-in-place, etc.), body awareness (relaxation, yoga), skill development (throw for accuracy, etc.), and games (use your imagination: modify volleyball, etc. to work in your setting with your equipment). Try to expose students to these categories, then let them choose what they want to do (after they have gone through the exposure). This could be a real zoo in your situation, so you may want to require something before they are allowed to choose (like reasonable behavior), or you could spend the first half period exposing them and the last half allowing them to choose if they handled the first half okay. Along the way, you might want to slip in some points such as the difference between work and play, how self-improvement makes us feel, how we all want to "look good" in front of others, how our background affects what we do, etc.

If you decide to use a piece of the model, try it on your best class and for a predetermined period of time. Then evaluate. Then adjust and expand (or retrench), slowly, carefully. And before you do anything, assess both your energy and courage. You will need plenty of both to try something new and different and to sustain your changes in the face of the energy drain of after school coaching responsibilities and the potential resistance of students who may want to do what they are used to doing, other teachers who may be threatened by goals or strategies which don't match their own, parents who may resent intrusions into their competitive sport value systems, and administrators who may perceive what you are doing as "making waves" or "rocking the boat."

"In the end it comes back to sizing up your own uniqueness and needs and connecting yourself to students, to the world, and to physical education."

You must decide not only whether any part of my model makes sense to you, but how badly you want to make a difference in other people's lives and in your institution (school, agency, home), whether it's worth the effort of examining your priorities, experimenting with new ideas, standing up for what you believe, facing criticism. You must decide whether you have the kind of courage that runs through Solzhenitsyn's books to carry through your professional decisions concerning your role and goals. Solzhenitsyn argues that man knows good from evil but needs courage to act upon his knowledge: "If we lack courage, then let us stop complaining that we cannot breathe. For it is we, ourselves, who refuse to breathe."[2] You must also decide whether you can find the energy that E. F. Schumacher refers to:

> *You must not be part of the problem, you must be part of the answer . . . No, you must not be part of the problem, period. Whether you can be part of the answer depends on a certain element of surplus buoyancy, which then expresses itself in cheerfulness.*[3]

In the end it comes back to sizing up your own uniqueness and needs and connecting yourself to

students, to the world, and to physical education. If the process is meaningful to you, if it matches your struggle to find yourself and your relationship to others, you will find satisfaction in it. If your goals are met in working with alienated (or other) youth in the gym day after day, that is enough. On the other hand, as Hugh Prather has said, "Surely this must be an ancient proverb: If the situation is killing you, get the hell out."[4]

The world, and within the world the gym, is human. Goal models, levels of awareness, subgoals and strategies help focus our attention on the issues but cannot really capture the human process, a process Denton refers to as "magic."[5] Hugh Prather (again) says so well what I felt as I tried to put my experiences with alienated youth into words:

> *Ideas are a clean. They soar in the serene supernal. I can take them out and look at them, they fit in books, they lead me down the narrow way. And in the morning they are there. Ideas are straight—*
>
> *But the world is round, and a messy mortal is my friend.*
>
> *Come walk with me in the mud . . .*[6]

Epilogue

It's October, the leaves are falling and so is the rain, as I make my way through the drizzle, around the puddles, and into one of the side doors at Harding High School. Shaking off like a dog, I don't see Ronnie who is grinning ear to ear. We touch, because a few months have passed since I've been in this place, and Ronnie is now a sophomore. "Are you staying alive?" I ask. "I'm doing good," he replies, smiling. "I show up all the time and my grades are better. I got to go to class now but come back and see us, will ya?" I wave at him, start down the hall toward the curriculum office, and, still looking back, bump into two huge bodies blocking my path: Hugh and Dan, who want to tell me what their lives have been about lately. I tell them they've grown, we laugh, they're off. Finally I squeeze through the mob scene and into the curriculum office for my meeting, but the door opens and a grinning black face pokes inside. "Joree!" I cry and I hustle him outside the office. "I saw you go in there," he says. "Tell me what's been going on with you, man;" I say, using my hippest language. "Busted once for smokin' dope. Suspended for a few days. Otherwise, it's been okay." We talk a bit about smoking marijuana on campus, and I remind him once again of his often-latent talents. "It was dumb," he agrees, "But I'm doing better this year."

It's two weeks later, outside the Harding gym between classes. "Hey Alonzo, com'ere!" I shout across a steady stream of students. Alonzo strolls over, smiling bashfully, we stumble through the black handshake. "How's it goin'?" I ask. "I've heard good things about you in school and in football." "Yeah," he smiles again. "Things are goin' real good." Before I can respond he turns away and disappears in the crowd. Down in the locker room I see Ray, my non-alienated youth in last year's class. He spots me, comes over, we exchange some words. "What's wrong?" I ask. Tears come to his eyes. "My dad and I . . . it's not so good . . ." His voice trails off. I grab his arm, squeeze it, tell him "I'll be around."

People often ask me what I expect to accomplish with a bunch of kids identified one way or another as problems when I have them for only a year and don't get them until they are 14 or 15 years old. Don't they slip back into old patterns? Do they really transfer any of what went on in your class to their lives? What difference does what you are doing make in their behavior? I respond that an hour a day for nine months isn't much time, especially when they already have 14 or 15 years of programming behind them. And I don't know if I made a difference in any of their lives. We have some data, of course, which suggest that some changes took place throughout the year. The students felt that some changes took place. I felt that some changes took place. The tests showed some changes. But when that class is just a memory, has anything really stuck?

"What I hear them saying to me, more than anything else, is: We remember that you cared about us, that you had an 'irrational involvement' with us; we 'know' that we have the potential to be better than we are; and we are trying to take charge of ourselves, at least in little ways. That's about it."

As is my habit in years that I'm not teaching at Harding, I return to visit old friends and to talk with my former students. The year following my alienated youth project, I bumped into most of "my" kids at one time or another. What I hear them saying to me, more than anything else, is: We remember that you cared about us, that you had an "irrational involvement" with us; we "know" that we have the potential to be better than we are; and we are trying to take charge of ourselves, at least in little ways. That's about it. That's about what remains, at least on the surface. But maybe that's enough. At least I know that it is enough to motivate me to try another class next year at another inner city high school, this time coed. I guess that says something.

Appendix

PERSONAL PROGRAM CONTRACT
ONE-DAY PROGRAM

I WANT TO ((fill in your activity choice):

Work on a sport skill
Work on my fitness
Work on my combative skills
Do body awareness exercises
Play
Other

IN ORDER TO:

Improve my health
Improve my physical appearance
Improve my personal safety
Win more often
Improve my talents
Have fun
Be with my friends
Help other students

IF YOU CHECK ON ME, YOU WILL SEE ME DOING:

1.
2.
3.
4.

PERSONAL PROGRAM CONTRACT
TWO-DAY PROGRAM

I. FOUR AWARENESS LEVELS: WHERE ARE YOU? (Check all that apply to you)

I am here	I am working on it	
		LEVEL ONE: No Awareness
		Doing what I want to do when I want to do it
		Play
		LEVEL TWO: Self-Body awareness
		WHO AM I?
		My uniqueness
		My need to "look good"
		Playing the role (hard guy, headhanger, lockstepper, etc.)
		Covering up
		WHO AM I SUPPOSED TO BE?
		Being programmed
		The expectations of others
		The influence of your friends, adults close to you, and cultural or sub cultural values
		WHO CAN I BE?
		My potentials and limits
		Choosing to be physical or non-physical
		Choosing to specialize or generalize
		WHO DO I WANT TO BE?
		Making a plan
		Carrying out my plan
		LEVEL THREE: Self-other awareness
		How can I help others?
		How can others help me?
		LEVEL FOUR: Integration (of the first three awareness levels)

II. CONNECTING PERSONAL OPTIONS TO PHYSICAL ACTIVITY CHOICES (draw lines from your goals to those activities which will help you reach your goals).

PERSONAL OPTIONS

HEALTH

- Aerobics
- Flexibility
- Relaxation
- Weight Control

SAFETY:

- Speed
- Strength
- Self-Defense
- Water Safety

APPEARANCE:

- Muscle bulk
- Muscle shape
- Weight control
- Posture

ACHIEVEMENT:

- Being competitive
- Developing courage
- Taking risks
- Developing talents
- Feeling better physically

PLAY:

- Have fun
- Be creative

PHYSICAL ACTIVITY CHOICES

- Stretching exercises
- Weight training
- Push-ups, sit-ups, other cals
- Circuit training
- Jogging
- Running-in-place
- Interval training
- Posture exercises
- Relaxation/body awareness/imagery
- Yoga
- Self-defense
- Karate/kung fu
- Boxing
- Wrestling
- Swimming skills
- Swimming fitness
- Trampoline/mini-tramp
- Gymnastics
- Football
- Soccer
- Basketball
- Volleyball
- Track & field
- Baseball/softball
- Tennis
- Golf
- Handball
- Balance exercises
- Agility exercises
- Speed exercises

III. PERSONAL PROGRAM BASED ON MATCHING PHYSICAL ACTIVITY CHOICES & PERSONAL OPTIONS

First day:

First fifteen minutes

Activity

What I will be doing

My goal

How I am going to measure my progress

Second fifteen minutes

Activity

What I will be doing

My goal

How I am going to measure my progress

Second day:

First fifteen minutes:

Activity

What I will be doing

My goal

How I am going to measure my progress

Second fifteen minutes

Activity

What I will be doing

My goal

How I am going to measure my progress

IV. PE TIME PIE

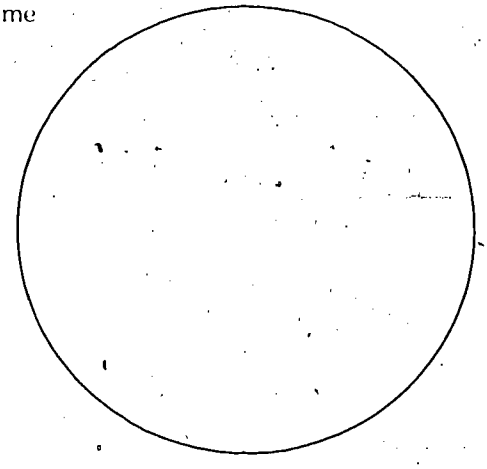
The pie represents the time you spend on your personal program. Divide the pie into the following sections. Omit any section that you do not want to spend time on. See example.

Self time (health, safety, appearance, achievement)

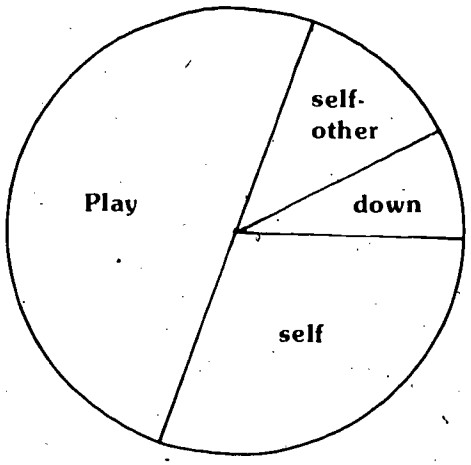
Down time (rest, relaxation)

Self-other time (sharing, helping)

Play time



Example



KNOWLEDGE TEST

1. The problem with developing an exercise program to get in shape is:

D

A. You need to go out for an athletic team to get in shape
B. To improve you need to work out every day
C. To get in shape requires running at least two miles every other day
D. Getting shape only happens to those muscles you work on

2. Which of the following is the best way to lose weight through exercising?

B

A. Sweating
B. Any activity done long enough to burn calories
C. Sit-ups
D. Running 5 miles every day

3. Which of the following is the best way to build the size of your muscles in weight training?

A

A. 4-5 repetitions with as much weight as you can lift
B. About 10 repetitions using the proper technique for lifting the weight
C. Do the repetitions as fast as you can
D. None of the above

4. Which of the following is the best way to improve the shape (not the size) of your muscles in weight training?

B

A. 4-5 repetitions with as much weight as you can lift
B. About 10 repetitions using the proper technique for lifting the weight
C. Do the repetitions as fast as you can
D. None of the above

5. Weight training exercises can reduce your flexibility unless:

B

A. You lift light weights
B. You go through the full range of motion for each exercise
C. You do bench presses
D. You lift heavy weights

6. Slow stretching without bouncing is helpful in:

A

A. Preventing and reducing soreness
B. Preventing injury that sometimes happens in bouncing exercises
C. Both of the above
D. None of the above

7. Aerobic fitness can be achieved in:

D
A. Jogging
B. Running in place
C. Interval training
D. All of the above

8. The best kind of exercise for improving your heart is:

B
A. Stretching
B. Aerobic exercise
C. Sprinting
D. Weight training

9. In order to be sure that you are doing aerobic exercise, you can:

D
A. Stay relaxed
B. Check to see if your muscles are tired
C. Make sure that you are out of breath at the end of your workout
D. Take your pulse rate to see if you are staying above 150 beats per minute

10. In order to improve your stomach muscles, you need to:

B
A. Bend at your hips
B. Curve your spine forward
C. Keep your legs straight
D. Put your hands behind your head

11. To improve muscular fitness, you need to overload the involved muscles, which means:

A
A. To do more than you feel you can do
B. To take adequate rests during your workout
C. To do whatever feels comfortable
D. To work until you nearly pass out

12. To improve your fitness, you need to:

D
A. Hold your breath while doing the exercises
B. Do the exercises for at least six months straight
C. Do some exercises every day
D. Do the same exercises over and over

13. Your body begins to decondition (get out of shape):

A. As soon as you stop exercising
B. Only if you stay in bed for a week

A

C. After six months
D. Never, because once you are in shape you stay in shape

14. If you have good pain tolerance, you will:

D

A. Stop when it starts feeling uncomfortable
B. Yell when it hurts
C. Be able to take in more oxygen
D. Keep going even when it hurts

15. Which of the following is the first step in learning a new skill such as the basketball jump shot?

B

A. Watching the skill being performed by a good athlete
B. Getting a picture of the skill in your mind
C. Practicing the skill over and over
D. Reading about the skill

16. In order to improve your skill, you need to:

A

A. Practice the same skill over and over
B. Read about the skill
C. Watch the skill being performed by a good athlete
D. Go jogging regularly

17. Going over and over in your mind a skill you would like to learn to do better will:

C

A. Not do anything to help you learn the skill better
B. Help you to achieve aerobic fitness
C. Help you to improve
D. Hurt your performance of the skill

18. A good way to perform to the best of your ability while playing a sport is to:

C

A. Go over all the things you have learned while you are performing
B. Criticize yourself when you make a mistake while you are performing
C. Concentrate on one thing and forget everything else while you are performing
D. Think about what you're going to do later that night while you are performing

19. The best way to learn a skill is by:

D

A. Watching a demonstration
B. Looking at pictures in a book
C. Trying different ways until you discover the right way
D. There is no one best way; everyone learns differently

20. Which one of the following is not part of learning a skill?

D

A. Get a mental picture
B. Feedback
C. Practice
D. All of the above are part of learning a skill

21. Which of the following is a person likely to do if he doesn't feel good about the way he performs?

D

A. Make excuses
B. Feel sorry for himself
C. Get angry and argue a lot
D. All of the above

22. How important is it to feel good about yourself?

C

A. Not very important
B. Important only if you want to be popular
C. How you feel about yourself affects everything else you do
D. Good feelings don't have much to do with good performance

23. When a person has no awareness (level one), he will:

C

A. Play
B. Do what he wants to do when he wants to do it
C. Both of the above
D. None of the above

24. When a person has self-other awareness (level three), he will:

B

A. Use others to make himself feel good
B. Share with others and care about others
C. Play with others
D. Make a plan for himself

25. Your feelings of personal safety could get in the way of feeling good about yourself if:

B

A. You were very competitive
B. You didn't think you could protect yourself very well
C. You weren't sensitive to others
D. All of the above

26. Physical fitness can help you:

A. Improve your physical health and physical appearance

A
B. Improve your relations with others
C. Learn how to "get the picture"
D. Make excuses

27. Being integrated (at level four) means:

D
A. Playing
B. Relating to others
C. Making and carrying out a plan for yourself
D. Doing all of the above

28. Sport can help you:

D
A. Feel that you belong
B. Learn to play
C. Feel like a man
D. All of the above

29. Body awareness involves:

C
A. Yoga
B. Relaxation
C. Both of the above
D. None of the above

30. Which of the following statements about you and society are true?

D
A. Society shapes and locksteps you to some extent
B. You are different from everyone else, at least in some ways.
C. If a person doesn't take responsibility for himself, then society has to do it
D. All of the above

31. What has to be present before a person can really choose for himself?

D
A. He has to feel good about himself
B. He has to be aware of the choices that are available to him
C. He has to be responsible for his choices
D. All of the above

32. Why is it important to be able to take charge of yourself?

C
A. To be able to win more games
B. To help you feel good about yourself
C. To help you become the person you want to become
D. All of the above

33. Relating to others in physical education involves:

D

A. Helping others to learn
B. Caring about others' feelings
C. Not interfering with the rights of others
D. All of the above

BODY-IMAGE SCALE

MY *BODY* IS:

Strong	Weak
Fat	Thin
Well-defined	Poorly defined
Graceful	Awkward
Slow	Fast
Fit	Unfit
Easily fatigued	Enduring
Flexible	Stiff
Tolerant of pain	Unwilling to tolerate pain
Sick	Healthy
Free	Restricted
Powerful	Lacking in power
Coordinated	Clumsy
Courageous	Cowardly
Feminine	Masculine
Safe	Unsafe

SELF-PERCEPTION SCALE

In comparison with other people my age and sex, I would rate myself:

1. As a student as	S	G	AA	A	BA	P	I
2. As an athlete as	S	G	AA	A	BA	P	I
3. As a leader as	S	G	AA	A	BA	P	I
4. As an auto mechanic as	S	G	AA	A	BA	P	I
5. As a money-earner as	S	G	AA	A	BA	P	I
6. As a friend as	S	G	AA	A	BA	P	I
7. In mathematics as	S	G	AA	A	BA	P	I
8. In social studies as	S	G	AA	A	BA	P	I
9. In physical education as	S	G	AA	A	BA	P	I
10. In reading as	S	G	AA	A	BA	P	I

S = Superior
G = Good
AA = Above Average
A = Average
BA = Below Average
P = Poor
I = Inferior

SELF-REPORT

Name _____

Please answer the following questions as honestly and completely as you can. Read over the following list of activities before you begin.

Archery	Golf (regulation)	Skiing, snow
Badminton	Golf (miniature)	Soccer
Basketball	Gymnastics	Softball
Bowling	Handball-racquetball-squash	Swimming
Boxing	Horseback riding	Table tennis
Canoeing & kayaking	Karate	Tennis
Cycling (bicycle)	Rec. games—billiards & shuffleboard	Volleyball
Dance	Running & jogging	Walking-hiking
Exercises (conditioning)	Scuba diving	Weight training (resistance exercise)
Fencing	Self defense	Wrestling
Fishing	Skate—ice	Yoga
Football (touch)	Skiing—water	

1. If either of your parents or guardians now participate or have participated in physical activities, please list the activities.

2. If any of your brothers or sisters now participate in any physical activities, please list the activities.

3. If any of y[redacted]est friends now participate in any physical activities, please list the activities.

4. List any physical activities you have participated in on your own time (after school, on weekends, etc.) on a regular basis in the last couple of years.

5. List any physical activities, skills or abilities that you do well.

6. List the physical activities, if any, that you like best.

7. List any new physical activities that you would like to learn, or activities you would like to learn to do better.

VALUES CLARIFICATION QUESTIONS

Check all statements which describe how you feel about each activity listed to the left.

(Examples:)	Helps Me To: Feel Good About Myself	Helps Me To: Have A Body That Looks Good	Helps Me To: Win	Helps Me To: Have Fun	Helps Me To: Be Healthy	Helps Me To: Feel Safe and Secure	Helps Me To: Be Liked By Others	Helps Me To: Help Others
Volleyball								
Modern Dance								
Weight Training								
Yoga								
Karate								

Read the following list of words, then rank (1, 2, 3) the two or three that you feel most often guide your behavior toward others in physical education.

Competition
Cooperation
Being the leader
Risk-taking
Concern for others
Fun
Honesty
Love
Looking good in front of others

Read the following statements (two groups), then rank them (1, 2, 3) in order of your current behavior (*not* what you "ought to do") for each group.

In sport, my goal is*

To beat the other player or team
To play the game fairly
To play as well as I can

In physical education, I am interested in

Making friends
Being the best
Being myself

In physical education, I am interested in

Being helpful
Being harmful
Being neutral

In physical education class, I would rather

Specialize in one activity
Learn a variety of activities
Not do anything with my body

*From Harry Webb, Professionalization of attitudes toward play, in ed. Gerald S. Kenyon, *Aspects of contemporary sport sociology*, (Chicago: Athletic Institute, 1969), pp. 161-178.

PHYSICAL PERFORMANCE TEST BATTERY

EVENT	FALL		SPRING		IMPROVE-MENT
Max Bench					
Push-ups					
Sit-ups (2 min)					
9/12 min run					
400-yd. run					
40-yd dash (Running Start)					
Vertical Jump (x bdy wt)					
Stork Stand					
Agility Run					
Toe Touch					
Body Fat (Triceps)					
Soccer Wall Volley (30 secs)					
Tennis Ball Wall Volley (30 secs)					
Height					
Weight					

STUDENT EVALUATION FORM

Date .....

What did you like and dislike about this class?

Liked . . .	Disliked . . .
1.	1.
2.	2.
3.	3.

What did you like and dislike about the teacher?

Liked . . .	Disliked . . .
1.	1.
2.	2.
3.	3.

What did you learn this year in class?

Performance (learned or got better at sports skills and/or fitness)?

1.	3.
2.	4.

Knowledge (about your body, about fitness, about learning)?

1.	3.
2.	4.

Awareness (about yourself, about relating to others)?

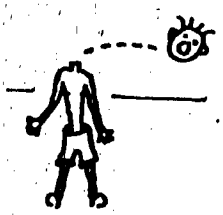
1.	3.
2.	4.

Other comments?

What is your opinion of:

Optional uniforms and showers?	Good	Don't know/care	Bad
Grades based on attendance?	G	DK/C	B
Personal programs?	G	DK/C	B
The lockstep option?	G	DK/C	B
Open negotiation time with journals?	G	DK/C	B
Using the Class Guide to get open negotiation time?	G	DK/C	B
Having to choose and write out goals to get on your personal program?	G	DK/C	B
Requirement that you try whatever we were doing if you want credit for the day?	G	DK/C	B

Being allowed to sit out with no credit?	G	DK/C	B
Free play each week?	G	DK/C	B
Emphasis on how to take care of your body and how to learn?	G	DK/C	B
Emphasis on levels of awareness?	G	DK/C	B
Emphasis on being responsible for yourself?	G	DK/C	B
Doing relaxation and yoga as part of PE?	G	DK/C	B
Testing at the beginning and end of the year?	G	DK/C	B
The teacher talking to you as a group at the beginning of the period?	G	DK/C	B
The teacher talking to you individually during the period?	G	DK/C	B
The teacher's fairness toward you?	G	DK/C	B
How you got along with other students in this class?	G	DK/C	B



CLASS GUIDE

INTRODUCTION

PE classes often deal with students as if they were slabs of meat without heads or brains. Students are told what to do and when to do it; they are not allowed to think for themselves or to choose for themselves. In this class, you will be encouraged to think for yourself and about yourself and to plan your own physical education program. We call these things taking charge of yourself. You may *choose* to let your teacher do this for you and plan for you without being penalized (your grade won't be affected), but you will be asked every week whether you want to start taking charge of yourself in PE.

HOW TO USE THIS GUIDE

This Class Guide is for those of you who think you are ready to take charge of yourself in PE. If you think you are ready to be on your own—read on.

Here are 32 test items you must answer to show that you have the awareness necessary to really make *choices* for yourself. All of the answers are in this guide. When you are ready to take the test without using the guide, just tell the teacher. If you answer the items correctly, you will be ready to go out on your own. If you miss some of the items, you will be able to take the test again (and again, if necessary).

Each of the first 30 test items describes a situation. All you have to do is match the statement with the correct awareness level number (don't write in the guide).

AWARENESS LEVELS

1. LEVEL ONE: No Awareness
2. LEVEL TWO: Self-Body Awareness
3. LEVEL THREE: Self-Other Awareness
4. LEVEL FOUR: Integration

TEST ITEMS

1 1. You swing the heavy bag in the middle of a weight training workout to cause trouble.

2 2. You become aware that your eyesight is an inherited physical trait which limits your performance in some sports.

2 3. You are aware that you could improve your fitness or your sport skills if you wanted to.

2 4. You know that you could have a healthier heart if you exercised aerobically.

2 5. You are aware that you are a unique individual.

2 6. You are aware that you could choose to be more competitive in sport.

1 7. You cut some of your PE classes to go to the park.

2 8. You know that overload, repetition and specificity are principles of weight training.

2 9. You are aware that learning to swim well might save your life some day.

1 10. You make excuses when you don't do well.

2 11. You see that how you behave and how well you perform is partly the result of your parents, your neighborhood and your friends.

3 12. You begin to show concern for your classmates instead of just yourself.

2 13. You see the importance of having a good knowledge base.

2 14. You can feel your own need to look good.

2 15. You are aware that you could bulk up or shape your muscles if you wanted to.

2 16. You are aware that your parents want you to be a great athlete.

2 17. You are aware that the muscles you use to set a volleyball can be identified by feeling them work when you set a volleyball.

2 18. You know that you could improve your posture through exercise.

3 19. You understand that other students have rights too.

2 20. You are aware that combative activities can help develop your courage to face danger.

2 21. Other students think you should be more aggressive, and you are aware of this pressure on you.

2 22. You can choose specific activities which will help you reach your personal goals.

2 23. You know that tiny sensors next to your muscles and in your joints send signals to your central nervous system.

3 24. You begin to do things for others rather than just for yourself.

2 25. You know that to learn a motor skill you must know what the skill looks like, practice it and get some feedback from somebody.

2 26. You can write your own PE program.

4 27. You choose personal options, play, and help others.

1 28. You play just to have fun.

2 29. You know that thinking about how to kick a soccer ball will help you kick better.

2 30. You assume responsibility for the personal goals you have chosen.

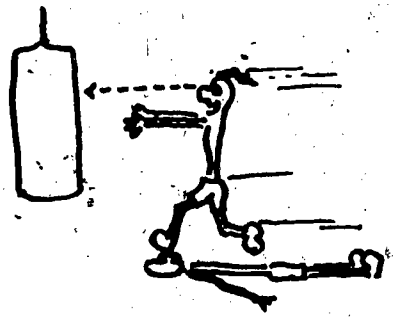
The last two questions ask you about your own personal program.

31. Name two or three of your personal goals in PE.

32. Name two or three physical activities that will help you reach your goals.

LEVELS OF AWARENESS

Look back over your own physical development. First you learned to crawl, then to walk, then to do more coordinated movements. At a later age you begin to grow facial and pubic hair. Eventually, your hair will begin to fall out or turn gray. Similar levels of awareness go on in your mind and feelings. In order to really take charge of yourself you need to reach advanced levels of both physical development and awareness.



Level One: No Awareness

A level one person always *chooses* to do what he wants or needs all the time unless someone restricts him. We all have needs and desires at any moment of our lives—we are hungry or thirsty, we have a sexual drive, we want to talk to someone or to go to sleep, etc. *If you always choose to do what you want to do when you want to do it without concern for other people and without concern for your own future,* you are at level one. You are like a moth who can't resist the attraction of a lightbulb. Examples are

all around you. Look around—at the PE student who doesn't dress down or shower because it's easier not to (even though someone else will have to smell him and maybe mend his clothes), at the student who doesn't listen because it doesn't sound interesting, or who does only what he wants to do unless he is disciplined or who rips off property of another student because he wants what that student owns. All of these are examples of level one behavior.

There is, however, a positive side to level one. It is called play. Having fun by playing an active game or sport is *choosing* to spend a certain amount of your time having fun without thinking about the results or setting goals. It is done *with* others who have the same goal: to have fun. Another kind of play is creative play. Creative play means trying new things, such as a new basketball shot or inventing a new floor exercise. It also can mean inventing new games. Again, it involves *choosing* to spend some time playing, this time with ideas as well as activities.

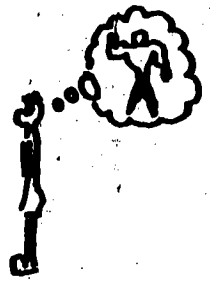
Level Two: Self-body Awareness

Level one is no awareness. At level two, you become aware of how you differ from others, your needs, how you have been programmed, the options open to you, and how to make a plan for yourself. You need to ask yourself four questions at level two.

QUESTION ONE: WHO AM I?

The first question you ask yourself—and you've probably asked it already—is who am I? There are two kinds of answers to this question:

The first answer is that you are unique, you are not like anyone else. If you compare yourself with others you will see differences. You will be better at some things, worse at others. However, the way you see yourself is like a picture in your head. The picture in your head may not be the same as the way others



(your friends, parents, teachers) see you. You may see yourself as better or worse but the point is that how you *see* yourself is not based on facts; it is an image. It is based on your *impressions* of all the experiences you have had (what you have achieved, what talents you have, how you think others see you, etc.). Even though your picture of yourself is only an image, it is where you look to determine whether you're doing okay or not. It provides the basis for how you *feel* about yourself.

We all use the pictures in our heads to answer the second part of the "who am I?" question: What do I need to do to "make it" in my life? To survive? To feel safe? To "look good" in front of others (to feel good about myself)? To have some purpose for living?

When we try to answer these questions from the pictures in our heads, most of us see some things about ourselves that we don't like. We are then faced with several *choices*.

1. We can hang our heads and pity ourselves, which is really an attempt to cover up the problem.
2. We can make excuses or blame others for our weaknesses, which also attempts to cover up by shifting the blame to someone or something else.
3. We can try to make ourselves feel good by making someone else look bad—by making fun of

the way someone looks or by telling someone how we are better than they are.

4. We can try to feel good about what we are good at and try to improve what we don't do well. In physical education, everyone can improve their fitness level, their motor skills, their sport strategies, their combative abilities, their body awarenesses. And no one is bad at all these things. Because your self-image is based on your impressions and not on facts, you may find that you can do much more than you thought you could. Feeling good about yourself is largely a matter of *believing* that you can get better.

QUESTION TWO: WHO AM I SUPPOSED TO BE?

Background Influences

You may have rich parents, poor parents or no parents. You may be the youngest of seven brothers and sisters, or the oldest or an only child. You may have been pressured by your father to be an athlete, or given lots of sports equipment, or never encouraged to play. You may have an overprotective mother or have been on your own on the street learning how to fight to survive. You may be black or white or Chicano. Awareness of these *kinds* of factors in your background can help you understand why you have certain strengths and certain weaknesses, why you see things the way you do, and why you feel the way you do about yourself.

Expectations of Others

An expectation is a goal someone has *chosen* for you. If you are a male, you may be expected to be tough, aggressive, and to get a high-paying job. Your parents may expect you to get good grades or stay out of trouble. Your friends may expect you to *choose* what they *choose*, to "be cool," and so on. What expectations are *you aware of* that you are faced with? From your parents? From your friends? Because you are male?

The problem with expectations is that if you don't or can't meet these goals, you tend to feel failure. So you don't feel good about yourself. If you are aware of the expectations of others, you can begin to *choose* which goals you want to try for and which you want to reject.

Both your background and the expectations of others tell you who you are supposed to be. You have to decide if that is who you *want* to be.

QUESTION THREE: WHO CAN I BE?

Once you are aware of your uniqueness, of the importance of feeling good about yourself, and of the influences that are trying to shape you, you can begin to explore the *choices* that are available to you in physical education. Some of these *choices* will help you to feel good about yourself, some will be the same as the expectations of others, and some you will not have thought much about. Remember: 1) It's your *choice*; 2) you can't *choose* something you're not aware of.

Before you can *choose* for yourself you need to be aware of your physical talents and limitations. You have inherited certain physical traits from your parents. Examples are your vision, your hearing, your body size and how fast you grow. These kinds of traits can be protected by a good diet, adequate rest

and exercise, and some traits, such as speed and strength, can be improved by specific exercises. For the most part, however, you need to learn to live with how tall you are, how well you see, how fast you grow, etc. If you are aware of these inherited influences on you, you will be able to do two things: 1) You will understand your own limitations in *choosing* (if you're five feet tall you will have a hard time getting in the NBA); 2) you can choose based on your physical traits (being short is an advantage in gymnastics) if you desire.

You also need to decide whether you want to be a specialist or a generalist. A specialist *chooses* one option and spends all of his available time trying to carry out that option. A generalist *chooses* a number of options. He is therefore more well-rounded but not as good in any one area.

PERSONAL OPTIONS

I. MY HEALTH AS A PERSONAL OPTION

Exercise promotes good physical health which is an important factor in surviving (living longer, living more fully) in our society.

1. Aerobic exercise (heart rate about 150 beats per minute for at least 15 minutes) promotes weight control and good cardiovascular (heart) health.

2. Slow stretching reduces and prevents soreness and, as you get older, stiffness.

3. Relaxation (being able to turn the power to your muscles all the way down) reduces tension on the systems of your body.

II. MY SAFETY AS A PERSONAL OPTION

At certain times in your life your safety depends on being able to react properly to a specific situation.

1. Strength may be important in an emergency.

2. Speed may be important in an emergency.

3. Aerobic capacity may be important in an emergency.

4. Self-defense skills may be important in an emergency.

5. Swimming and floating skills may be important in an emergency.

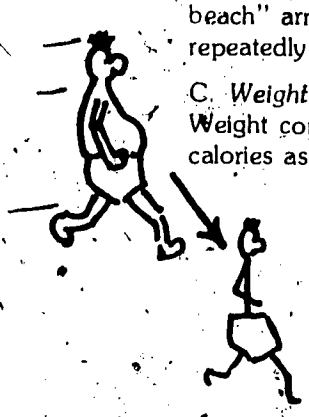
III. MY APPEARANCE AS A PERSONAL OPTION

A. *Muscle Bulk:*
Weight training consisting of high weight and few repetitions (4-6) will increase the size of the muscles being exercised if done repeatedly (2-3 sets) and regularly (2-4 days a week).

B. *Muscle Shape/Definition:*
Weight training or calisthenics which work on a single muscle group (like the biceps) using many repetitions (10 or more in weight training) will give

those muscles shape/definition such as the washboard-looking stomach or the "this way to the beach" arm. Again, the exercises must be done repeatedly and regularly.

C. *Weight Control:*
Weight control is a matter of burning as many calories as you eat. If you do, your weight will



remain the same. If you burn more than you eat, you will lose weight; if you burn less, you will gain weight. Exercise burns calories, especially aerobic exercise.

D. *Posture:*
Posture can be improved by exercising those muscles that are weak—for example, your shoulder retractors (back of your shoulder); the back of your neck (with weights or against a wall); the inside or outside of your ankles (with toe raises). Sit-ups help to reduce swayback (lordosis) of the lower back by balancing the strength of your trunk area. Posture can also be improved by relaxing and imagining yourself to have the kind of posture you would like or by imagining a specific change in yourself (such as your spine straight as a board).

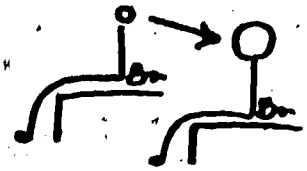
IV. ACHIEVEMENT AS A PERSONAL OPTION

A. *Being Competitive:*
Many of us have a need to prove that we are as good as, or better than, other people. Competitive sport provides an opportunity to do this in a socially acceptable way.

B. *Developing Courage:*
Men in our society are *expected* to have courage (be able to face danger). Those who don't feel very courageous and who desire to work on this quality (your *choice*) can develop courage by learning how to face another person in combative activities (wrestling, boxing, the martial arts, self-defense). Developing this kind of courage depends on learning combative concepts and techniques and experiencing face-to-face combat.

C. *Taking Risks:*
Another way to prove yourself is by taking risks. Examples of this are mountain climbers and sky divers, but activities such as the high bar in gymnastics also provide some risk-taking for those who seek it.

D. *Fitness Improvement:*
Sometimes we just want to see ourselves get better at something. It's not important to be better than someone else or to break some record but only to see ourselves improve. All fitness activities provide that opportunity and are easy to measure. For example, going from 90 pounds to 130 pounds in the max bench press won't win any



trophies or break any records, but it does show very good self-improvement.

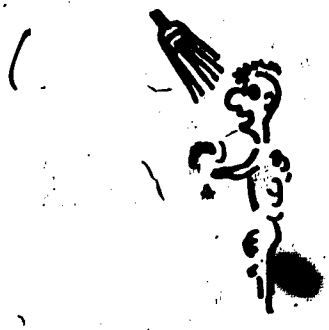
E. *Performance Improvement:*
Besides fitness, such performance factors as speed, balance and agility (the ability to change directions) can be improved by practice and by feedback (someone pointing out what you need to do to get better).

F. *Motor Skills Improvement:*
Although not as easy to measure as fitness and performance factors, skills such as the basketball jump shot, the volleyball bump, the football pass, and the swimming crawl stroke can be improved. It takes three things to improve your skill: 1) you have to get a picture of the activity in your head (by watching it being performed, from pictures in a book, etc.), 2) you must practice, and 3) you must have feedback (someone or yourself pointing out what you need to do to improve).

G. *Sport Strategies Improvement:*
Sport strategies such as defensive and offensive plays in team sports or when to play at the net in tennis can be learned and provide yet another opportunity for self-improvement in physical education.

H. *Feelings Improvement:*
Every time you move, tiny sensors next to your muscles and in your joints send signals to your central nervous system (your spine and brain). As a result, you experience physical feelings when you exercise or play. Whether these feelings are good or bad depends on you and on the activity. Some of us get good physical feelings from one activity or one part of one activity, others from other activities. It's a very individual thing.

Physical feelings are also experienced after you finish exercising or playing. You just feel better (or worse) as a result of doing some activity, even though it may not have been much fun at the time. Some people exercise for this reason alone; it just makes their day better.



QUESTION FOUR: WHO DO I WANT TO BE?

Now you are ready to make a plan for yourself. But in order to carry out your plan, you must have a good knowledge base and you must take responsibility for your *choices.*

Knowledge Base:

You must be willing to develop a knowledge base which will allow you to carry out the personal options

you *choose*. You can't *choose* to increase the size of your muscles or to improve your jump shot if you don't know how to do these things. These principles are basic to carrying out the above personal options:

A. Improvement in anything physical depends on working *specifically* and *repeatedly* on those muscles or skills that you desire to improve.

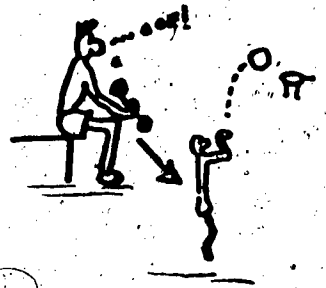
B. Muscular and aerobic fitness can be achieved only by *overloading* the *specific* area you want to improve. For muscular fitness this means doing more than you think you can do (both repetitions and sets). For aerobics this means getting your heart rate up and keeping it up higher and longer than you are used to (intervals or sets can be used here, too).

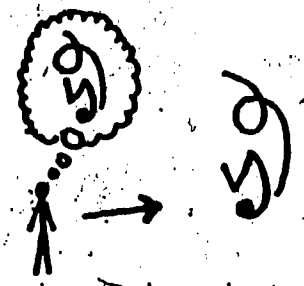
C. Burning calories by exercising, especially aerobic exercise, will help control body weight.

D. Stretching the muscles is best done by slowly stretching them until some pain is felt and then by holding that position and slowly trying to stretch further.

E. The muscles involved in any exercise (such as the push-up or bench press) and in any motor skill (such as the forward roll, jump shot, swimming backstroke) can be identified by feeling (sensing) your muscles working while you do the activity.

F. Motor skills can be improved by identifying the muscle groups involved in doing the skill (for example, the triceps and pectoral muscles in throwing, the wrist flexors in the jump shot) and then by overloading these muscles through weight training or calisthenics.





G. A motor skill can be learned by getting a correct picture of the skill in your head, by practicing the skill, and by getting feedback (what you need to do to get better).

H. A motor skill can be learned from a book (as in gymnastics in our class), from task cards (as in basketball in our class), from having a problem to solve (as in wrestling in our class), from being shown and corrected (as in volleyball in our class).

I. Motor skills can be improved by thinking about yourself doing the skill correctly while you are relaxing.

MAKING A PLAN

Now you are ready to *choose* your own options:

1. Remember the importance of your self-image. If necessary, *choose* options that will help you to feel better about yourself.

2. Remember the influences on you. Use your heredity to your advantage if you can. Reject those influences on you (your background, the expectations of others) that don't make sense to you. *Choose* options that will meet those expectations that you want or need to meet.

3. Carefully look over the list of personal options.

4. Choose personal options which you have a knowledge base for or which you can help to do.

5. Choose physical activities that will help you meet your personal options.

CARRYING OUT YOUR PLAN

Choosing personal options also means being responsible for the options you have *chosen*. It means making progress toward these options. Of course, you will change your options as you gain new awarenesses, but changing before you make much progress toward them shows that you probably did something wrong when you *chose*.

You need to have some way of measuring your progress, such as best out of 10 shots, number of repetitions you can do, or someone's judgment of your performance. Then you can keep your own record of your progress. If your goal is to play or to feel better physically, you can record whether you really had fun or whether you did feel better from doing the activity. You may want to block out some time just to have fun without recording it in your journal. Anyway, keeping a journal is only a first step in accountability. Eventually, you won't need your journal because being responsible for your personal options will become a habit, a pattern in your life.

Level Three: Self-Other Awareness

Level three behavior begins by respecting the rights of others. That means other students' rights to learn without being hassled and teachers' right to teach without being hassled. No social unit—whether it is this class, this school, your neighborhood, the city of Portland—can withstand too much harmful behavior by its members. To help stop harmful behavior, social units make up rules and laws and hire policemen.

Besides harmful behavior, members of a social unit such as this class can be neutral. Being neutral means staying out of the way of others; it means not being a problem to either other students or teachers. To really be at level three, however, you need to do more than be neutral. You need to be helpful. All social units need at least some of their members to be helpful in order to survive. Being helpful means reaching beyond yourself, beyond improving your self-image, beyond the influences on you, beyond personal goals. Being helpful means really trying to help someone else just because people are worth helping, because you are not the only important person in the world. The question "how can I help others?" can be answered in a lot of ways: by helping another student to learn something you already have learned; by telling another student that he is doing a good job or that he has some good things going for him; by tuning in to the feelings of others and reaching out when they are unhappy or in trouble; and eventually by committing yourself to helping all people everywhere.

When you help another person, you begin to realize that he has feelings, a self-image, and a personal plan just like you. It becomes more difficult to be harmful to people you know in this way. You will also discover that others can help you. The question "how can others help me?" can be answered in a lot of ways: by sharing their world with you, by caring about who you are and what you do, by giving you support when you need it, by helping you learn things they have already learned, by belonging to a group together. When you discover your own answers to the questions "how can I help others?" and "how can others help me?" you will then be at level three.

Level Four: Integration

Integration means bringing together the fun and creative play of level one, the personal planning of level two, and the caring for others of level three. It means that you are these ways, without thinking about them, without planning. It means that your life is a free-flowing combination of play, self-development and helping others both in physical activity and elsewhere. For most of us, that's a long way off.

FITNESS DAY CHOICES

Your Fitness Goals:

Appearance—

- Bulk
- Definition/shape
- Weight control
- Posture

For sport—

- Strength
- Muscular endurance
- Aerobics
- Flexibility

Self-Improvement—

- _____ Strength
- _____ Muscular endurance
- _____ Aerobics

Health—

- Aerobics
- Flexibility
- Relaxation

Safety—

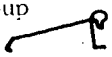
- Strength
- Speed
- Aerobics

Your Fitness Program:

Exercise	Repetitions	Sets	Muscle Groups Involved
_____ Curl	_____	_____	
_____ Military press	_____	_____	
_____ Bent-over rowing	_____	_____	
_____ Upright rowing	_____	_____	
_____ French curl	_____	_____	
_____ Bench press	_____	_____	
_____ Lat pull-down	_____	_____	
_____ Wrist curl/reverse curl	_____	_____	
_____ Squat	_____	_____	
_____ Toe raise	_____	_____	
_____ Leg press	_____	_____	
_____ Hamstring curl	_____	_____	
_____ Push-ups	_____	_____	
_____ Sit-ups	_____	_____	
_____ Wall press (posture)	_____ seconds	_____	
_____ Run-in-place	_____ seconds	_____	
_____ Jog-in-place	_____ minutes	_____	
_____ Relaxation	_____ minutes	_____	
_____ Stretching	_____	_____	
_____ Reverse flies	_____	_____	

LOCKSTEP FITNESS PROGRAM

NAME

Exercise	Repetitions	Sets	Why	Teacher or Teacher Aide's Initials									
Curl 	6	3	Biceps										
Press 	6	3	Triceps. Shoulders. Chest										
Bent-over Rowing 	6	3	Back										
Upright Rowing 	6	3	Biceps. Shoulders										
Squat 	10	3	Thighs										
Toe Raise 	10	3	Calves										
Sit-up 	20	2	Abdominals										
Push-up 	10	2	Triceps. Shoulders. Chest										
Jog in Place 	Between Exercises		Aerobic										

Notes

PROLOGUE

1. See, for example, Don C. Gibbons, *Delinquent behavior* (Englewood Cliffs, NJ: Prentice-Hall, 1970), and by the same author, *Society, crime, and criminal careers: an introduction to criminology*, 2nd ed. (Englewood Cliffs, NJ: Prentice-Hall, 1973).
2. The names of both schools have been changed to protect them (and me) from any misinterpretation of the described events.
3. Don Hellison, *Humanistic physical education* (Englewood Cliffs, NJ: Prentice-Hall, 1973).
4. The writers are cited throughout, but the friends need to be mentioned here (and they deserve more than a footnote), in particular: Bill White, the only person who has really been close to my public school teaching efforts the last five years and who has given support, asked pointed questions, and made important suggestions all along the way; Don Bethe, whose ideas intersect with my own in so many places that I can't keep them separate; and Milan Svoboda, who has carefully scrutinized my work since he arrived at Portland State several years ago (and he's a scientist!).
5. Hugh Prather, *I touch the earth, the earth touches me* (New York: Doubleday, 1972).

I. A HUMANISTIC GOAL MODEL

1. For a description of these movements, see Daryl Siedentop, *Physical education: introductory analysis*, 2nd ed. (Dubuque: Wm. C. Brown, 1976), pp. 86-132, and Ellen W. Gerber, *Innovators and institutions in physical education* (Philadelphia: Lea & Febiger, 1971), pp. 403-416.
2. See, for example, Brent S. Rushall and Daryl Siedentop, *The development and control of behavior in sport and physical education* (Philadelphia: Lea & Febiger, 1972); George Leonard, *The ultimate athlete: revisioning sports, physical education and the body* (New York: Viking Press, 1975); Neil T. Laughlin, Existentialism, education and sport, in ed. George H. McGlynn, *Issues in physical education and sports* (San Francisco: National Press, 1974), pp. 169-180; D. W. Edington and Lee Cunningham, *Biological awareness: statements for self-discovery* (Englewood Cliffs, NJ: Prentice-Hall, 1975).
3. The academic debate over the subject matter of physical education has for the most part not found its way into the gym. Siedentop summarizes much of the debate in *Physical education: introductory analysis*, pp. 212-232. Anderson describes current practices in the gym in William G. Anderson, Videotape data bank, *JOPER* 46 (Sept. 1975): 31-34.
4. Don Hellison, *Humanistic physical education* (Englewood Cliffs, NJ: Prentice-Hall, 1973).
5. Lawrence F. Locke and Dolly Lambdin, *Personalized learning in physical education*, *JOPER* 47 (June 1976): 34. Excerpted from the introductory chapter of the book by the same name (Washington, DC: AAHPER, 1976).
6. All student names have been changed.
7. Maurice Friedman, Aiming at the self: the paradox of encounter and the human potential movement, *Journal of humanistic psychology* 16 (Spring 1976): 9.
8. Urie Bronfenbrenner quoted in Newsline, *Psychology today* 9 (June 1975): 32ff.
9. Mario Fantini, Humanizing the humanism movement, *Phi delta kappan* (Feb. 1974): 401.
10. Diane Divoky, Affective education: are we going too far? *Learning* (Oct. 1975): 25.
11. Interview with Robert Nisbet: Robert W. Glasgow, The obsessive concern with self, *Psychology today* 7 (Dec. 1973): 43ff.
12. Sam Keen, A conversation with Ernest Becker, *Psychology today* 7 (April 1974): 71ff.
13. Jiddu Krishnamurdi, *The first and last freedom* (Wheaton, IL: Theosophical Publishing Co., 1954).
14. Kurt Vonnegut, Jr., *Cat's Cradle* (New York: Dell, 1963), p. 150.
15. Peter Koestenbaum, *Managing anxiety: the power of knowing who you are* (Englewood Cliffs, NJ: Prentice-Hall, 1974), pp. 12-13, 16, 40.
16. Susan Byrne, A sketch of Urie Bronfenbrenner: the family man, *Psychology today* 10 (May 1977): 43.

17. Susan Byrne, Nobody home: the erosion of the American family; *Psychology today* 10 (May 1977): 43.

18. Tom Robbins, *Even cowgirls get the blues* (Boston: Houghton Mifflin, 1976), pp. 351-352.

19. Kurt Vonnegut, Jr., *The sirens of titan* (New York: Dell, 1959), p. 313.

20. Koestenbaum, *Managing anxiety*, p. 19.

21. Walter Tubbs, Beyond perls, *Journal of humanistic psychology* 12 (Fall 1972): 5.

22. Bil Gilbert, Imagine going to school to learn to play, *Sports illustrated* 43 (Oct. 13, 1975): 84ff.

23. Mihaly Csikzentmihalyi, Play and instrinsic rewards, *Journal of humanistic psychology* 15 (Summer 1975): 41-63.

24. W. Timothy Gallwey, *Inner tennis: playing the game* (New York: Random House, 1976).

25. William Glasser, The basic concepts of reality therapy (Los Angeles: Institute for Reality Therapy, n.d.).

26. Friedman, Aiming at the self, p. 21.

27. Peak experience is Abraham Maslow's term. See Ken Ravizza, A study of the peak experience in sport (Doctoral dissertation, University of Southern California, 1973).

28. Abraham H. Maslow, *Motivation and personality*, 2nd ed. (New York: Harper & Row, 1970), pp. 35-46; and William Glasser, *Schools without failure* (New York: Harper & Row, 1969), pp. 12-17.

29. Victor Frankl, *Man's search for meaning* (Boston: Beacon Press, 1962).

30. See Alderman's review in R. B. Alderman, *Psychological behavior in sport* (Philadelphia: W. B. Saunders, 1974), chaps. 4, 7, 8, 9.

31. See Seymour Fisher, *Body consciousness: you are what you feel* (Englewood Cliffs, NJ: Prentice-Hall, 1973), particularly chap. 2.

32. Alderman, *Psychological behavior in sport*, p. 167.

33. Hellison, *Humanistic physical education*, pp. 7-12.

34. Ellen W. Gerber, My body, my self. Paper presented to the Texas Association of Health, Physical Education and Recreation Convention, Dallas, Nov. 29-Dec. 1, 1973, p. 22.

35. See Koestenbaum, *Managing anxiety*, pp. 12-13, 16, 40; see also Johnson who tries to clarify this relationship in Warren R. Johnson, Some psychological aspects of physical rehabilitation: toward an organismic theory, *Journal of the association of physical and mental rehabilitation* 16 (Nov.-Dec. 1962), pp. 165-168.

36. Maslow suggests a needs hierachy in Maslow, *Motivation and personality*, pp. 35-58. Simpson tests this hypothesis on high school students in Elizabeth L. Simpson, *Democracy's stepchildren* (San Francisco: Jossey-Bass, 1971).

37. Rainer Martens, *Social psychology and physical activity* (New York: Harper & Row, 1975), pp. 89-99.

38. For a more detailed discussion, see Hellison, *Humanistic physical education*, pp. 39-65.

39. For some other approaches, see Dorothy V. Harris, *Involvement in sport: a somatopsychic rationale for physical activity* (Philadelphia: Lea & Febiger, 1973), pp. 11-30.

40. Lulu E. Sweigard, *Human movement potential: its ideokinetic facilitation* (New York: Dodd, Mead, 1974).

41. Harris, *Involvement in sport*, pp. 177-191.

42. Siedentop, *Physical education*, pp. 248-249.

43. Glasser, The basic concepts of reality therapy.

44. For discussions of self-control techniques, see Carl Thoresen, Behavioral humanism, *National society for the study of education yearbook*, I (1973), pp. 385-445, and Daryl Siedentop, Self control, in *Personalized learning in physical education* (Washington, DC: AAHPER, 1976).

45. Glasgow, Obsessive concern with self.

46. The inadequacy of the current job structure is an example of institutional blocks; see Norton Grubb and Marvin Lazerson, Rally "round the workplace": continuities and fallacies in career education, *Harvard educational review* 45 (Nov. 1975): 451-474.

47. Koestenbaum, *Managing anxiety*, p. 19.

48. Alderman, *Psychological behavior in sport*, pp. 247-259.

49. Elizabeth Monroe Drews and Leslie Lipson, *Values and humanity* (New York: St. Martin's Press, 1971), pp. 119-146.

50. Lawrence Kohlberg, The cognitive-developmental approach to moral education, *Phi delta kappan* 61 (June 1975): 671.

51. Thanks to Dick Daily (whose friendship dates back to junior high days).

II. REDUCING THE FUZZINESS OF THE GOAL MODEL

1. Alfred Alschuler, Humanistic ed text reflects strengths, limitations, *Phi delta kappan* 57 (Nov. 1975): 211.
2. See, for example, Don Hellison and Daryl Siedentop, Behaviorism and humanism in physical education: a dialog, Presented at National AAHPER Convention, Anaheim, March 1974.
3. Michael A. Sherman and Beverly J. Yerg, Teacher development for health and physical education: the Pittsburgh experience, Presented at National AAHPER Convention, Milwaukee, April 1976.
4. For those who feel the need for more structure, see Siedentop, *Developing teaching skills* and/or Robert N. Singer and Walter Dick, *Teaching physical education: a systems approach* (Boston: Houghton Mifflin, 1974).
5. David Denton, *Existential reflections on teaching* (North Quincy, MA: Christopher Press, 1972), pp. 37, 74.
6. Tom Robbins, *Even cowgirls get the blues* (Boston: Houghton-Mifflin, 1976), p. 357.
7. R. Scott Kretchmar, Meeting the opposition: Buber's "will" and "grace" in sport, *Quest* 24 (Summer 1975), 19-27.
8. Robbins, *Even cowgirls get the blues*, pp. 351-352.
9. Susan Byrne, A sketch of Urie Bronfenbrenner: the family man, *Psychology today* 10 (May 1977), p. 43.
10. It is difficult to write a description of a program which was still taking shape at the end of the year and which is being replicated with still further alterations in following years. Most of the ideas described here were well under way by midyear and some, for example the five minute lectures/discussions, were implemented at the beginning; however, a few, for example the cooperation day each week, never quite got off the ground as a regular feature of the program.
11. *Adventure curriculum: physical education* (Project Adventure, 775 Bay Road, Hamilton, MA 01936); see also Jay H. Naylor, Honey and milk toast, *JOPER* 46 (Sept. 1975): 18-19, and Charles D. Smith and Samuel Prather, Group problem solving, *JOPER* 46 (Sept. 1975): 20-21.
12. Andrew Fluegelman, ed. *The new games book* (Garden City, NY: Dolphin Books/Doubleday, 1976).

III. SUBGOALS AND STRATEGIES: NUTS, BOLTS AND ANECDOTES

1. Benjamin S. Bloom, ed., *Taxonomy of educational objectives: the classification of educational goals, I* (New York: David McKay, 1956), pp. 1-8.
2. See Siedentop's discussion of knowing versus knowing about in Daryl Siedentop, *Physical education: introductory analysis*, 2nd ed. (Dubuque: Wm. C. Brown, 1976), pp. 175-178.
3. Don Gibbons, *Delinquent behavior* (Englewood Cliffs, NJ: Prentice-Hall, 1970).
4. Walter E. Schafer and Kenneth Polk, Delinquency and the schools, in the President's Commission on Law Enforcement and Administration of Justice, *Task force report: juvenile delinquency and youth crime*, pp. 222-277.
5. M. Brewster Smith, On self actualization: a transambivalent examination of a focal theme in Maslow's psychology, *Journal of humanistic psychology* 13 (Spring 1973): 19-20.
6. See B. Allan Tindall, Organizing physical education for change: an anthropological perspective, in ed. Marie Hart, *Sport in the sociocultural process*, 2nd ed. (Dubuque: Wm. C. Brown, 1976), pp. 356-362.
7. Muska Mosston and Rudy Mueller, Mission, omission, and submission in physical education, *Proceedings of the National College Physical Education Association for Men* 73 (Dec. 1969), pp. 122-130.
8. John Wallen, Clinical supervision institute lectures, Portland State University, Mimeographed, 1965. Wallen's discussion of other aspects of teacher behavior has also influenced my thinking.
9. C. B. Truax and R. R. Carkhuff, *Toward effective counseling and psychotherapy: training and practice* (Chicago: Aldine, 1967), R. I. See also: Thomas Oden, A populist's view of psychotherapeutic deprofessionalization, *Journal of humanistic psychology* 14 (Spring 1974): 3-18; Carl R.

Rogers, The characteristics of a helping relationship, *Personal and guidance journal* 37 (1958): 6-16.

10. William W. Purkey, *Self concept and school achievement* (Englewood Cliffs, NJ: Prentice-Hall, 1970), pp. 45-46.

11. C. H. Patterson, *Humanistic education* (Englewood Cliffs, NJ: Prentice-Hall, 1973), pp. 98-106.

12. Daryl Siedentop, *Developing teaching skills in physical education* (Boston: Houghton Mifflin, 1976) pp. 115-161.

13. See the physical educator as a constraining force in Don Hellison, *Humanistic physical education* (Englewood Cliffs, NJ: Prentice-Hall, 1973), pp. 44-48.

14. For an elaboration of these and related strategies, see David W. Johnson, *Reaching out: interpersonal effectiveness and self actualization* (Englewood Cliffs, NJ: Prentice-Hall, 1972); John Cheffers, Teacher behavior and attitudes: is change needed?, in eds. Neil J. Dougherty et al. *Briefings* 1 (1975): 21-34; Louis E. Raths et al., *Values and teaching* (Columbus, OH: Charles E. Merrill, 1966).

15. See William Glasser, A new look at discipline, *Learning* 2 (Dec. 1974): 6-11.

16. Eddie LaFond and Julie Menendez, *Better boxing: an illustrated guide* (New York: Ronald Press, 1959), and Felix Dennis and Paul Simmons, *The beginner's guide to Kung Fu* (New York: Pinnacle Books, 1974).

17. Eric Hughes, *Gymnastics for men* (New York: Ronald Press, 1966).

18. Don Hellison and Daryl Siedentop, Behaviorism and humanism in physical education: a dialog, Presented at National AAHPER Convention, Anaheim, March 1974.

19. See, for example, D. W. Edington and Lee Cunningham, *Biological awareness: statements for self-discovery* (Englewood Cliffs, NJ: Prentice-Hall, 1975); Charles B. Corbin et al., *Concepts in physical education: with laboratories and experiments*, 2nd ed. (Dubuque: Wm. C. Brown, 1974); AAHPER, *Knowledge and understanding in physical education* (Washington DC: AAHPER, 1969).

20. Richard Bach, *Jonathan Livingston Seagull: a story* (New York: Avon Books, 1970). Different parallels can be drawn from James Kavanaugh, *Celebrate the sun* (New York: Dutton, 1973).

21. Siedentop analyzes some of this work in Siedentop, *Physical Education*, pp. 212-232.

IV. EVALUATING THE PROGRAM

1. Alfred Alschuler, Humanistic ed text reflects strengths, limitations, *Phi delta kappan* 57 (Nov. 1975): 211.

2. Arthur Costa, The search for humanistic evaluation, *Thrust for educational leadership* 5 (Jan. 1976): 29-30.

3. Van Cleve Morris, *Existentialism in education: what it means* (New York: Harper & Row, 1966), p. 151.

4. Bob Samples and Bob Wohlford, *Opening: A primer for self-actualization* (Reading, MA: Addison-Wesley, 1978).

5. Ted A. Baumgartner, A study of intact classes, *Research quarterly* 40 (Oct. 1969): 632-634.

6. Piloted in Don Hellison, Longitudinal study of the effects of humanistic and traditional physical education programs in five Portland high schools on self-perceptions, Unpublished, 1973.

7. Modified from an earlier study: Don Hellison, *The effect of physical conditioning on affective attitudes toward the self, the body, and physical fitness* (Eugene, OR: Microfilm Publication: School of HPER, University of Oregon, 1973).

8. W. Timothy Gallwey, *Inner tennis: playing the game* (New York: Random House, 1976).

V. "COME WALK WITH ME IN THE MUD . . ."

1. Hugh Prather, *Notes to myself: my struggle to become a person* (Moab, UT: Real People Press, 1970).

2. Towering witness to salvation, *Time* (July 15, 1974), pp. 90ff. See also Alexander Solzhenitsyn, *Warning to the west* (New York: Farrar, Straus & Giroux, 1976).

3. *Manas* 29 (May 26, 1976).

4. Hugh Prather, *I touch the earth, the earth touches me* (New York: Doubleday, 1972).

5. David Denton, *Existential reflections on teaching* (North Quincy, MA: Christopher Press, 1972), p. 37.

6. Hugh Prather, *Notes to myself.*

ALSO AVAILABLE . . .

PERSONALIZED LEARNING IN PHYSICAL EDUCATION

A new book for teachers and administrators at all levels who are interested in the why and how of individualized instruction and personalized learning in physical education. The emphasis of Part One is on clarifying the concepts of personalized learning, while Part Two offers practical applications at the teacher-student level, both in the form of specific delivery systems and general suggestions and recommendations. Diverse points of view are presented and readers are encouraged to contrast, compare and select from the teacher-learner options presented. 1976.

IDEAS FOR SECONDARY SCHOOL PHYSICAL EDUCATION

Articles on 32 programs in schools across the nation utilizing innovative approaches to instruction in physical education. Emphasizes curricular areas of current interest, such as coeducational programs, contracts, individualized instruction, performance objectives, motivation through special events, and selective physical education. Designed to call attention to current programs and encourage development of new ones. 1976.

ASSESSMENT GUIDE FOR SECONDARY SCHOOL PHYSICAL EDUCATION PROGRAMS

An instrument designed to provide a functional, easily administered but comprehensive tool allowing for self-study and self-evaluation of the total secondary school physical education program, identification of program problem areas, and eventual improvement of the program. May be utilized to develop a written self-study report prior to an on-campus visitation by an accreditation team; to demonstrate program quality to superiors and the community; or on an annual basis to assess progress in program development. Covers four major areas: administration, instructional program, intramural program, and athletic program. 1977.

GUIDELINES FOR SECONDARY SCHOOL PHYSICAL EDUCATION

A position statement setting forth the rationale for the development of a sound and comprehensive program of secondary school physical education. Includes statements of standards for: instruction; intramural and interscholastic programs; teachers; health protection and insurance; scheduling, time allotment and class size; facilities, equipment and supplies; and evaluation.

KNOWLEDGE AND UNDERSTANDING IN PHYSICAL EDUCATION

AAHPER's award-winning compilation of the body of knowledge in physical education with an added chapter on teacher-made tests. Each statement of teaching materials is accompanied by elementary, intermediate and senior designations, providing the instructor with a definitive presentation of what the student should know, what he should be learning now, and what he will be learning at the next levels. Four major topics covered: activity, effects of activity, factors modifying participation in activities, and the nature and use of standardized tests.

VALUES OF PHYSICAL EDUCATION, RECREATION AND SPORTS FOR ALL

Contains frank and candid remarks from physicians, administrators, specialists, professional preparation personnel, teachers, and impaired, disabled, and handicapped persons themselves concerning the need for physical education, recreation, and sports programs for special populations. 1976.

RULES FOR COEDUCATIONAL ACTIVITIES AND SPORTS

This new AAHPER publication, a project of the NAGWS-NASPE National Intramural Sports Council, offers helpful suggestions and guidelines for establishing rules for co-recreational sports and activities. Included are rules utilized by seven institutions for coed ice broomball, guys & gals flag football, coed 2-on-2 basketball,

co-recreation football, coed hoop hockey, guys & gals innertube waterpolo, slow pitch softball, coed soccer, tug championships, ultimate frisbee, and mixed doubles volleyball. The rules are not to be considered as a precedent or a national standard, but can give the reader ideas that would be appropriate to his or her own situation. A special section provides suggestions for modifying coeducational college level team sports for elementary and secondary levels. 1977.

MAKING PHYSICAL EDUCATION AND RECREATION FACILITIES ACCESSIBLE TO ALL

Designed as a beginning reference for those involved in planning and implementing physical education, recreation, and sports programs. The focus is on removal of physical and architectural barriers used for physical education, recreation and sports so everyone can use them regardless of type or severity of handicap. Philosophy, legal approaches, and guidelines for barrier-free design and community action are presented. Discussions and examples of each type of facility are followed by an annotated listing of appropriate references. 1977.

COMPLYING WITH TITLE IX IN PHYSICAL EDUCATION AND SPORTS

Designed to assist schools and colleges in complying with Title IX regulations. Provides information on what must be done to be in compliance and includes self-evaluation checklists. Deals with physical education, grades K-16; interscholastic and intramural sports, grades 5-12; college intramurals; and some of the problem areas general to all levels of education—including facilities use and management, teacher behavior, employment, community relations, and student attitudes. 1976.

PHYSICAL ACTIVITIES FOR IMPAIRED, DISABLED, AND HANDICAPPED INDIVIDUALS

A compilation of physical activities for persons with a variety of handicapping conditions. Methods, equipment needs, adaptations, and physical lay-outs are included. 1976.

DRUGS AND THE COACH

While a mynad of drug materials exist, this is the book that "puts it together", from the coach's perspective. This revised 1977 edition, according to the National Coordinating Council on Drug Education, is "an excellent manual for coaches—objective, comprehensive and accurate." Geared to the person experienced in youth leadership but with little or no background in drug counseling, this book is recommended for coaches, athletic trainers, physical educators, and athletic directors alike. Rev. 1977.

COACHES' MANUAL

A comprehensive and up-to-date guide for high school coaches of all sports, with practical information on planning and conducting top quality interscholastic programs. Covers such topics as ethics, leadership, professional preparation, budget, equipment and facilities, legal liability, and relationships with school personnel, the student body, and the community. It is ideal for use in professional preparation courses and as a reference for athletic directors and school administrators. 1975.

EVALUATING THE HIGH SCHOOL ATHLETIC PROGRAM

A manual for use as an evaluative instrument for secondary school programs. Recommendations standards developed after consultation with knowledgeable administrators and an extensive review of the literature.

PHYSICAL EDUCATION FOR HIGH SCHOOL STUDENTS

A complete revision of AAHPER's popular secondary school physical education textbook, carefully edited to be read and enjoyed by both boys and girls in grades 7-12. It presents a well-rounded program with emphasis on the values of physical activity. Through its use, students are encouraged to learn and enjoy a variety of activities—from the popular team sports such as basketball, softball and volleyball, to individual and group activities such as tennis, archery, gymnastics and dance. Each chapter is profusely illustrated and includes an overview of the rules and skills of an activity, as well as the cultural background, sportsmanship, health and safety requirements. Produced through the cooperative efforts of more than 100 leaders in education to make it the most comprehensive, up-to-date and authoritative textbook available on this subject.

FOR PRICES AND ORDER INFORMATION, WRITE: **AAHPER Promotion Unit**
1201 16th St., N.W.
Washington, D.C. 20016