

# Philosophy of Elementary Physical Education

Physical education at the elementary level is teaching movement in a variety of forms. Physical education incorporates all three learning domains: the cognitive, the affective, and the psychomotor. Physical Education is learning to move and learning through movement.

Learning to move: The primary contribution of physical education is in the area of movement skill and fitness development. Physical Education helps children to use their bodies efficiently and knowledgeably, using a wide variety of fundamental and sport related skills. At the same time it contributes to physical fitness through promotion and encouragement of active lifestyles.

Physical development in children is not simply a process of maturation; it relies heavily on the quality and quantity of their movement experiences. If children are to learn to move efficiently with confidence and joy, they need ample opportunity to practice, along with positive re-enforcement, consistency and quality instruction.

Studies by Piaget, Jersild, Strauss, and Kephart suggest that early learning and subsequent knowledge be based on motor development.

Glossary:

Cognitive Domain-

Objectives dealing with knowledge, understanding, and processes, and are intellectual in nature.

(Key words for this domain: knowledge, understanding, communicating, transfer, synthesizing, associating, conceptualizing, creating, perceiving, evaluating, and analyzing.

Affective Domain-

Objectives dealing with emotions. Attitudes, appreciation, and interests.

(Key words for this domain: feelings, values, mood, accepting, rejecting, esthetic, etc.)

Psychomotor Domain-

Objectives dealing with movement skills and movement processes.

Three main areas are discussed in movement:

1. Generic - perceiving and patterning
2. Ordinal - adapting and refining
3. Creative - varying, improvising, and composing

Glossary from Movement Experience for Children, by Evelyn L. Schurr, 1975, p116-17