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EXAMINING PHYSICAL EDUCATION TEACHING IN STILLWATER (OKLAHOMA)

ABSTRACT

The aim of the present study is to examine the physical education teaching in Stillwater, Oklahoma. The study was conducted from February to May 2019. Firstly, the web sites about the National Curriculum for Physical Education in the U.S., Oklahoma State Physical Education Standards and the National Federation of State High School Associations were accessed. The second is an observation of teaching methods of the physical educators (PE), and sports facilities and tools. The third is the interviews made with volunteer PE teachers at all levels and coaches at secondary level schools. In the U.S. there is a comprehensive and well-rounded system related to physical education and sports starting from elementary school to high school. In elementary school, physical education classes are aimed at developing basic movement skills and increasing physical activity. While, in high school, physical education classes are aimed at developing different sport skills and increasing physical activity. Diversity in sport participation and delayed specialization is recommended, while specialization in a single sport at an early age isn't recommended.

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STILLWATER'DA (OKLAHOMA) BEDEN EĞİTİMİ ÖĞRETİMİNİN İNCELENMESİ

ÖZ

Bu araştırmanın amacı, Oklahoma, Stillwater'da beden eğitimi öğretimi incelemektir. Çalışma Şubat-Mayıs 2019 tarihleri arasında yapıldı. İlk olarak, ABD Beden Eğitimi Ulusal Eğitim Müfredatı, Oklahoma Eyalet Beden Eğitimi Standartları ve Ulusal Eyalet Lisesi Dernekleri Federasyonu ile ilgili web sitelerine incelendi. İkinci olarak, Beden Eğitimi (BE) öğretmenlerin öğretim yöntemleri ile okulların spor tesisleri ve araçları incelendi. Üçüncü olarak, her kademedeki gönüllü Beden Eğitimi öğretmenleri ve antrenörler ile görüşmeler yapıldı. ABD'de, ilkokuldan başlayarak liseye kadar devam eden beden eğitimi ve sporla ilgili kapsamlı ve çok yönlü bir sistem var. İlkokulda, beden eğitimi dersleri temel hareket becerilerini geliştirmeyi ve fiziksel aktiviteyi arttırmayı amaçlamaktadır. Lisede ise beden eğitimi dersleri farklı spor becerileri geliştirmeyi ve fiziksel aktiviteyi arttırmayı amaçlar. Spora katılımında çeşitlilik ve ileriki yaşlarda sporda uzmanlaşma önerilmektedir. Erken yaşta tek bir sporda uzmanlaşma önerilmemektedir.

Anahtar Sözcükler: fiziksel aktivite, eğitim, spor, okul

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INTRODUCTION

United Nations Educational, Scientific and Cultural Organization (UNESCO) use the inclusive term "physical education and sport" to refer to structured, supervised physical activities that take place at school⁴⁴. Although the terms "physical education" and "sport" have a different meaning, the outcomes of these two terms can be understood in terms of children's physical, lifestyle, affective, social and cognitive domains development^{2,3}.

The sport has two important dimensions. The first one can be defined as a sport for all or mass sport (life-long sport). The other dimension is the sport at the elite level (performance sport). Although there are significant differences in terms of goals and objectives, it can be said that sport for all and performance sport are interdependent and intertwined. The foundations of these two dimensions of the sport are taken in physical education classes in schools and the successful and talented students continue as elite athletes. For this reason, the curriculum and contents of the physical education courses that countries follow in schools are extremely important. Physical education courses in different countries have significant differences^{34,40}. Many kids and youths involve low levels of physical activity (PA). In many developed and less developed countries only a small proportion meet daily PA recommendations. Children between 6 and 18 years old are engaging at school at least 8-9 hours/daily. In addition, children spend almost half of each calendar year in school. Therefore, the school administrations, PE teachers and coaches must develop some programs to increase the PA of children^{9,17,23,41}. Specifically, PE is the only required curriculum subject to provide daily

moderate-to-vigorous physical activity (MVPA) to all children and is considered key as a public health priority^{29,37}. Internationally, need powerful school-based interventions that are designed to increase student's MVPA levels during PE^{37,45}.

Due to often changes made in the education system of Turkey, there is no well-rounded physical education system and strategy, yet. Programs, curriculum, and systems of other countries need to be examined in order to create well-round physical education classes and sports activities in schools. In the United States, educational institutions have been central to the development of physical education and sport system. By enhancing academic learning and providing healthy lifelong habits, school physical education (PE) and sports programs can contribute to the development of productive citizens. Coaches can create many connections between their school athletes and higher education programs. Most U.S. high schools, however, develop sports as a marketing tool, similar to how universities and professional teams do, portraying glimmering teams with mascots and cheerleaders to attract students, and provide media content for the sport/media complex. On the other hand, secondary and high schools enforce sport participation and lifelong adherence to exercise^{40,43,46}.

This is an issue with the nature and delivery of PE but also with the nature of school and university sports, in the United States and elsewhere. The U.S. government has made efforts to improve national fitness through the *Strengthening Physical Education Act of 2007* aimed to get students active by making PE part of the core curriculum and requiring PE assessments throughout schooling. The National Association for Sport and Physical Education (NASPE) recommended that schools provide 150 min/wk of

instructional PE in elementary school and 225 min/wk in middle and high schools^{32,37,38,43,45}.

The aim of the present study is to examine the physical education teaching in Stillwater, Oklahoma.

METHOD

The study was conducted at Stillwater, Oklahoma from February to May 2019. A qualitative method was used in the study. Three different paths were followed to collect the information.

Firstly, the web sites about the National Curriculum for Physical Education in the U.S. and Oklahoma State Physical Education Standards^{35,38} and the National Federation of State High School Associations (NFHS), which brings in a leading role for physical education, were accessed. Related publications comprehensive database search was conducted in EBSCO HOST Sport Discus, PubMed, Medline and Web of Science. The second is an observation of teaching methods of the physical educators, and sports facilities and tools. The third is the interviews made with volunteer PE teachers at all levels and coaches at secondary level schools.

Interview forms were prepared by the investigator for interviews with volunteers. Sports scientists, coaches, and physical education teachers were initially interviewed after giving information about the study. Then questions were pre-determined. After the questions in the interview form were determined, pre-application was carried out. The final version of the interview form was prepared after the

RESULTS

The Curriculum of Physical Education
SHAPE America (Society of Health and Physical Educators, U.S.) redefined physical education as the pursuit of "physical literacy". A physically literate child has learned the skills necessary to participate in a

According to the results of the present research, it is expected to contribute to the physical education teaching in our country and teachers can gain knowledge about how other societies offer physical education teaching.

needed corrections were made. Interview questions were sent to volunteers. Then an appointment was made for the interview and the consent form was signed. Interviews were held at the volunteers' offices, training fields or halls. An interview lasted for 10-20 minutes depending on the answers of the participants. Interviews were audio recorded on SAMSUNG cell phone model SM-E500HQ. 12 volunteers aged 23-55 participated in the study. Physical Education (PE) classes at Elementary, Middle and High Schools, and practices of different sports training at High School were observed during school time. Observations were done from the beginning to the end of class or practice.

This study was approved by the Oklahoma State University Ethics Committee (02/27/2019, Application No: ED-19-24) and was conducted according to the Helsinki Declaration. All participants gave their written informed consent following full disclosure of the study protocol and procedures. The research was granted (Application No: 1059B191701161, Approval Date: 14/03/2018, Official letter No: 53325897-115.02-39691, Program 2219) by the Scientific and Technical Research Council of Turkey (TÜBİTAK).

different PA, knows the implications and the benefits of PA, participates regularly in physical activities, is physically active, values physical activity and its contributions to a healthful lifestyle. After SHAPE America has been described as National Standards for K-12 Physical

Education, each state created state physical education standards³⁸.

The new National Standards (NS) for K-12 Physical Education are:

Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.

Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects the self and others.

Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

U.S. Department of Health and Human Services recommended 60 minutes or more of physical activity daily for children and adolescents. The Comprehensive School Physical Activity Program (CSPAP) supports physical activity for K-12 students⁴³ as recommended in the National Physical Activity Plan^{17,32}. CSPAP, also encourages student learning and to adopt a healthy lifestyle. CSPAP provides opportunities for physical activity before, during and after school for all students. During physical education students are provided not only physical activity demands but also engage in exercise.

The physical education classes at schools are aimed to achieve above mentioned five NS. Skills and knowledge are developed step by step from Kindergarten to Grade 12. Student gain respectively, at elementary school locomotor (e.g.

hopping, galloping), nonlocomotor (e.g. balance, weight transfer), manipulative (e.g. overhand throw, dribbling) – NS1, movement concept (e.g. speed, direction, force, muscular tension, strategies) - NS2, physical activity knowledge, assessment, nutrition – NS 3, personal responsibility, accepting feedback, rules, safety – NS4, health, challenge, social interaction – NS5; for grade 6-8 dance, games, sports, outdoor pursuits, aquatics – NS1 and NS2, knowledge of PA, engages in physical activity, fitness knowledge, assessment and program planning, nutrition, stress management – NS3, personal responsibility, accepting feedback, working with others, rules, safety – NS 4, health, self-expression, enjoyment, social interaction NS5; for grades 9-12 lifetime activities, dance & rhythms, fitness activities – NS1, movement concepts, principles & knowledge – NS2, physical activity knowledge engagement in physical activity, fitness knowledge, assessment and program planning, nutrition, stress management – NS3, Personal responsibility, rules & etiquette, working with others, safety – NS 4, health, challenge, self-expression & enjoyment, and social interaction – NS5. Standards accompanying with Grade Level Outcomes^{10,38}.

Elementary School PE Outcomes (K-Grade 5): Elementary school years are the emerging stage for fundamental motor skills, with a reminder that these skills are not determined only by maturation. Conditions of the learning environment play important roles in the degree to which the fundamental movement skills develop¹⁴. The elementary school years long have been recognized as critical in the development of fundamental motor skills. In elementary school, the focus of physical education is on skill acquisition. Then, skill acquisition is essential for continued participation in

physical activity in lifelong health³⁰. The grade-level outcomes for elementary school physical education are based on the principles of skill acquisition, enjoyment and success. The outcomes are designed to foster the maturation of the fundamental motor skills and the developing understanding of movement concepts and fitness principles. Success is measured in terms of self-mastery. The focus of the outcomes is on mature patterns, not on traditional games, the stunts of Olympic gymnastics or calisthenics in large groups. In fact, games don't even appear in the elementary-level outcomes. The outcomes are a developmentally appropriate progression from introduction to maturity of the skill. Outcomes are based on motor development research, children's developmental levels and past experiences in physical education^{12,13}. PE lessons in elementary school and selected tasks and learning experiences should move the learner toward skill maturity. Outcomes for Standards 1 and 2 in elementary school physical education are centered on skill development in the areas of games skills, educational gymnastics, and dance. The outcomes for Standard 3 focus on fitness knowledge, engagement in physical activity and assessment. The emphasis of fitness for children in elementary school is fitness within the curriculum of physical education, not formal exercises. Fitness assessment begins in grade 4 and the design of a personalized fitness plan begins in grade 5. The groundwork for Standards 4 and 5 begins in elementary school, as children learn to accept feedback from teachers and peers, interact positively with others and be responsible for personal behavior in physically active environments. The elementary outcomes refer to the critical elements and, in many cases, indicate a

particular number of the elements that learners should be able to demonstrate at a particular grade level. Running, jumping, throwing, catching, dribbling, kicking, volleying, and striking are critical elements for elementary school children^{22,36,38}.

Middle School-Level Outcomes (6-8 Grades): Middle school outcomes align with characteristics of the application stage in motor development, which coincides with the onset of puberty and many physical and intellectual changes^{12,13,16}. During Grades 6-8 Standard 1 identifies specific skills to create open space in an invasion game, the intent is not to practice those skills in isolation. Learning experiences should integrate the application of skills into the practice task (Standard 2) and allow students to discover how, when and why of the tactic or strategy. Teachers have many opportunities for integrating outcomes from Standards 3, 4 and 5. Implicit in meeting the Standard 3 outcome of designing and implementing a program to improve levels of health-related fitness is the knowledge of the five components and their connection to physical and mental health from Standard 5. Students could not evaluate the plan without addressing the outcome under Standard 4, which is specific to using effective self-monitoring skills.

Most learning experiences require students to be physically active, thereby creating a multitude of chances to address physical activity and fitness outcomes under Standard 3. To be successful in the practice task for an invasion game, students must demonstrate cooperation skills or accept differences among classmates (Standard 4). Teachers must find occasions to address these embedded outcomes within practice tasks. Another example is the use of peer assessments. While the assessment focuses on the effective application of skills and tactics (Standards 1 and 2)

or attainment of a physical activity goal (Standard 3), providing feedback to peers is linked directly to Standard 4. Similarly, while giving feedback on the effectiveness of gameplay or meeting a physical activity goal, the need to encourage classmates and be inclusive can be addressed (also Standard 4). Teachers must consider what outcome is “embedded” and teach to that outcome.

Creating learning experiences that address multiple outcomes is essential to maximizing learning and student engagement during middle school. The middle school outcomes differ from the elementary outcomes in their emphasis on applying skills and knowledge and using activity categories which are continued into the high school level. The categories of dance and rhythm, games and sports, outdoor pursuits, individual performance activities, and aquatics organize outcomes under Standards 1 and 2. Due to the introduction of formal tactics and strategies in middle school, the emphasis is on games and sports at this level. It's essential, however, to include a wider variety of physical activity in the curriculum to support the interests of all students and address the breadth of the outcomes.

The games and sports category is further broken down into a target, invasion, fielding/striking, and net/wall games. That allows practitioners to teach for transfer of skills and concepts across grade levels and categories. For example, catching is taught in all three grade levels, but the environmental context becomes more complex each year. The use of categories has the added advantage of allowing multiple exposures to a category of activities without repeating the same activity or unit each year. If soccer is taught in grade 6, different invasion games are taught in grades 7 and 8. By the end of grade 8, the student will apply tactics and strategies

to modified gameplay, demonstrate fundamental motor skills, design and perform a health-enhancing fitness program, participate in self-selected physical activity, cooperate with classmates, accept individual differences and demonstrate inclusive behaviors, and engage in physical activity for enjoyment and self-expression^{5,22,38}.

High School-Level Outcomes (Grades 9-12): The high school physical education years correspond with the lifelong utilization stage of motor development, which begins at about age 14. In this stage, students acquire and hone the specialized physical skills and knowledge they will use in adulthood. The high school outcomes that follow are intended to support the characteristics of this stage by preparing students for a physically active lifestyle and culminating in a physically literate individual^{12,13,16}.

The high school outcomes are designed to address the needs of all students by focusing on personal choice in lifetime activities, fitness activities, and dance. Standard 1 and 2 outcomes have been designed to provide a cognitive challenge for high school students by introducing basic concepts and principles from the sub-disciplines of the profession. The knowledge and skills that are part of Standard 3 are essential for leading a physically active lifestyle in adulthood. The high school outcomes are centered on providing students with the opportunity to develop and implement personal physical activity plans under the guidance of the teacher. The teacher's feedback and support will ensure that students are capable of designing and using these types of plans independently once they graduate. Furthermore, the Standard 4 outcomes support the knowledge and skills of Standard 3 by promoting the development and refinement of life skills such as self-management,

problem solving and communication. Those life skills are critical as students enter adulthood and must become self-directed in the decision to sustain physical activity in their lives. Finally, the outcomes of the first four standards provide the underpinning for Standard 5, in which students recognize the value of the physical activity and make it a part of their lives. In addition, the learning experiences of students can be enhanced in physical education classes, as well as extended beyond the school day, through the use of technology^{4,22,38}. The essential components of physical education are policy, environment, curriculum, appropriate instruction, and student assessment.

Policy and Environment: Every student is required to take daily physical education in grades K-12, with instruction periods totaling 150 minutes/week in elementary and 225 minutes/week in middle and high school. School districts and schools require full inclusion of all students in physical education. School districts and schools do not allow waivers from PE class time or credit requirements. Schools prohibit students from substituting other activities (e.g., JROTC, interscholastic sports) for physical education class time or credit requirements. Physical education class size is consistent with that of other subject areas and aligns with the school district and school teacher/student ratio policy. Physical activity is not assigned or withheld as punishment. Physical education is taught by a state licensed or state-certified teacher who is endorsed to teach physical education. School districts and schools should have a written physical education curriculum for all grades.

Curriculum: K-12 is sequential and comprehensive. The physical education curriculum is based on national and/or state standards and

grade-level outcomes for physical education. The physical education curriculum mirrors other school districts and school curricula in its design and schedule for periodic review/updates.

Appropriate Instruction: instruction practices and deliberate-practice tasks that support the goals and objectives in the school district's/school's physical education curriculum. The physical education teacher evaluates student learning and continues to document teacher effectiveness. The physical education teacher employs instruction practices that engage students in MVPA for at least 50% of class time. The physical education teacher ensures the inclusion of all students and makes the necessary adaptations for students with special needs or disabilities. Instruction also addresses the content through the three domains of learning (cognitive, affective and psychomotor), and includes ongoing assessment of the content through those domains. Teachers differentiate instruction and equipment to meet the needs of all students, including those with special needs or disabilities.

Student Assessment: Student assessment is aligned with national and/or state physical education standards and established grade-level outcomes, and is included in the written physical education curriculum along with administration protocols. Student assessment includes evidence-based practices that measure student achievement in all areas of instruction, including physical fitness. Grading is related directly to the student learning objectives identified in the written physical education curriculum. The physical education teacher follows school district and school protocols for reporting and communicating student progress to students and parents^{2,7}.

State Standards (State of Oklahoma sample)

In Oklahoma, The Every Student Succeeds Act (ESSA) identifies school health and physical education (HPE) as part of a student's well-rounded education, giving every HPE teacher an opportunity to elevate their program and gain support from their school and the local community. The compilations of the standards are from extensive collaboration and research by Executive, Writing and Drafting committees. The committees are constituted from Oklahoma physical education teachers, principals, university physical education professors, parents and state agency representatives. The research consists of reviewing evidenced based materials, including research of other state and national standards. An effective physical education program offers all students the opportunity to gain the needed skillfulness, knowledge and dispositions toward physically active lifestyles. The five physical education standards provide a framework for physical educators across Oklahoma to ensure school-aged students become physically literate. It is the responsibility of schools to provide opportunities for all students to become competent, literate and enthusiastic movers, in ways that make physical activity a highly desired, enjoyable, and worthwhile experience. Students who participate in effective physical education programs receive a variety of benefits in the areas of movement skills, physical conditioning, and knowledge, so they can develop strategies and tactics to lead a physically active lifestyle.

The state of Oklahoma adopted PE national standards. This requires only certified physical educators to teach elementary, middle/junior high and high school PE. However, 66% of Oklahoma high students did not attend PE class at all during an average school week. Leading philosophy is PE + Health = Student Success³⁵.

Interview with PE Teachers and Coaches:

Note that all answers portrayed here are generally paraphrased and are not the direct answers given during interview.

1) Do your students get enough time in physical education each week? Why or why not?

PE at elementary school is 40 min /week. Once a month every student have twice a week PE lesson. PE teachers prefer twice a week. It has been fantastic every day PE. PE at middle school is 75 min /week. Some students did not have enough time. Every kid doesn't take PE. Kids take PE have enough time for PE but the others don't have enough time for PE. The high school has enough time in PE. PE class is only for students that sign-up for PE. This class isn't for athletes. It is for non-athletes, the duration is 90 minutes/day and 5 days/week.

2) Do you give information about the content of the Physical Education class?

PE teachers follow the Oklahoma Academic Standards for PE. Teachers write standards and curriculum at the start of a new education year. It is not mandatory. PE created curricula according to school facilities and opportunities. PA at school day, fall day, and fun day at the spring and running club differ from standard physical education. High School PE has a syllabus, prepared by following State standards. We can go after the semester. Students go to the weight room for 3 days/week. The main goal of this course is students to enjoy and like PE and exercises. Couple day students walk to track and gym, play football, soccer, basketball and other sports.

3) Do you evaluate the strengths and limitations of your curriculum?

Students like and enjoyed being successful in PE. Students master the

skill, evaluated and changed. The beginning of each semester PE teachers set down at the beginning talk to kids about everything true behaviors in PA and health. Teachers have a content map and curriculum map. The high school curriculum has any strengths and limitations based on what students can do. Sometimes curriculum is advanced, sometimes the curriculum reverts if student skills are poor. Not every student participates in PE class. Athletes playing at school teams participated in team practices during the last class in school time. At high school classes, it's not common for students to take PE.

4) Do you give information about sports facilities and equipment?

Schools have outside sources for Physical activities, running events, gym building. Schools have enough sports equipment and facilities for PE class. There is a stadium that has been used by all school teams. Makeup curriculum figures out what does work, what doesn't work. Maybe is space, maybe is the equipment, maybe in the limitations of students. The high school has a gym, track & field, football field, weight room with very nice and adequate equipment.

5) Do you give information about sports activities at school (during school hours and before/after; days/week, times, which months, competition season, schedule, etc.)?

Try to keep students and parents just involved in athletics at high school. PE teachers talk for this regularly with high school coaches, talk about high school volleyball, football, basketball, soccer and track & field. In addition, talk with coaches for using other sports facilities at the town. Elementary and Middle schools have outside sports facilities such as football, soccer, basketball, and track.

In high school, sports classes are during school hours. They are at last block a day. The high school has

softball, baseball, soccer, football, wrestling, girls volleyball, boys and girls basketball, swimming, track and field, tennis and golf. These sports are performed every school day at last block. Specializations in sports branches start after 7th grade.

6) Do physical education courses and sports activities in your school support children as an elite athlete?

Yes, PE courses and sports activities in school support children as an elite athlete, especially in middle and high schools. Usually, teachers support by verbally telling parents. Give opportunity for boys and girls. Any time encouragement is given to kids and parents. Sports activities support children as elite athletes. But PE typically doesn't support kids as elite athletes. After school activities support the student for elite athletes. High school PE class support kids to increase physical activity. Coaches and PE teachers at school push to the athlete for strength to work out, nutrition, sleeping, work-out during the off-season. In addition contact with college coaches for scholarships.

7) Are there any programs for the selection and detection of talent in sports at your school? If so, tell us about this work?

Schools generally have not particularly programmed for talent selection, but PE teachers have a relationship with coaches of high-level schools and colleges. Teachers help kids for the scholarship program. Teachers observe in PE class for the athletic abilities of kids. Some schools conduct basic programs of selection and detection of talent in sports. Moreover, teachers talk with athletics director and coaches for talent kids at my school. Really, there are not any talent selection program at school. Some of the sports try out, some don't. This is dependent on the coaches. Kids start organized sports at school during 7th

grade. After 9th grade at high school offered all sports for kids.

8) Which sports are being studied at your school?

Running, ball skills focus on basketball and soccer, gymnastics, golf, skill development, basketball, frisbee, kickball, dodgeball, volleyball, football, floor hockey, lacrosse, golf, tennis

9) When you see a student in your class who has the potential to participate in an organized sport, do you make recommendations to the student or parents? What do you do?

PE teachers make recommendations to the student and parents. The first teachers talk with the student. PE teacher says a student "you are a good athlete, you must talk with parents for this". Then, talk with parents for the abilities of their kid. In addition, talk to coaches. PE Teachers at high school give recommendations to the student and parents for kids' participation in an organized sport.

10) What changes would you like to see in physical education/athletics at your school?

A little bit of time can be an increase in PE classes. Teachers want to focus more on gymnastics. PE must be more fun. Kids want to practice sports. PE must be required subjects. Therefore every student takes PE. 6th grade students take more sports and therefore they will be ready for competition at 7th grade. Increase PE classes.

The schedule is pretty good at high school. The high school has an everyday PE class and athletic class. But another school-level PE class is only one time a week for 40-75 minutes. This is a very low time for kids.

11) Why is the US the most successful country in the Olympic Games?

Funding is stressed as the first reason. The U.S. has finances and resources. Kids start sports at a very young age.

The athletes of other countries come to the U.S. to train. The U.S. has Olympic Training Centers. Moreover, the U.S. has lots of people to compete in the Olympics. Develop many athletics programs for kids. There is a link between school sports and club sports. Colleges give many supports for college student-athletes. There are many sports buildings and fields.

Samples of PE Classes Observations

Grade 5 Physical Education class was observed. The class lasted 40 min. 22 students participated in the PE class. The construction of the school's gym is ongoing. For this reason, a cafeteria is also offered. There are enough PE tools and equipment. These are stored in the PE teacher's room. In the course, the subject of Badminton was taught. PE class started with music by doing different running and rhythms. The teacher established the badminton net before class. He introduced badminton rules and a racket after warming up. He told the students about the security measures related to the PE course. Then the students started to hit the badminton racket on the balloons. The PE teacher introduced the badminton ball and showed the stroke techniques to the students. He directed the lesson by the command method. The PE teacher stated that he usually follows the physical education curriculum in the State of Oklahoma but this program gives freedom for teachers to make differences in the planning and programming of the course. Students participate in physical education classes with free clothes. Even a girl participated with slippers. The school has "100 Challenger" program. In this program, 22 different movements such as jump rope, jump, sit-up, and push-up are aimed to be done at least 100 rep. The student who makes these exercises signs marks the list. The list of each student remains suspended on the wall. The course is made in a very non-formal

form and the main objective is to provide adequate physical activity for students. It was observed that the amount of PE course tools and equipment was plentiful and not expensive.

7th-grade physical education class was observed. In basketball, the subject of passing and dribbling was processed. Class duration of 60 min. 35 students participated in PE class. The school has a well-equipped gym. The course is held in the school's gym. The course is conducted by two PE teachers including one female and one male. After a warm-up, the students mutually recurred with Frisbee. Later, the teacher explained the chest pass in basketball. The students were divided into four groups. Each group formed a circle. A student from the center threw a chest pass for his friends. This application lasted 10 min. Later the teacher introduced and showed dribbling in basketball. Students left in pairs. One of the pair does dribbling and reverse while the other student makes a defense (10 min). In the last part of the PE course, the teacher introduces and shows – up dribbling and the tourniquet. Students were also paired with double pot drills and tourniquets (10 min). Students participated in the class with free sports clothing. The school has a sufficient number of PE tools and equipment.

High School PE Class: PE class is an elective course in high school. Students can choose the PE in the 11th or 12th grade. Students who aren't engaged in any sports but want to improve their physical activity and physical fitness choose this course. Although the teacher follows Oklahoma State education standards, he/she plans the course at the beginning of the semester according to the needs of the students. This class meets five days a week and 90 minutes in the third block. In this class, the main

objective of the teacher is to encourage the students to enjoy sports and exercise. According to the teacher's statement, the knowledge and experience gained in this course provide students with the opportunity to continue their sports and exercise habits lifelong. The observed class was between 12.55 and 14.25. A number of students attending the course: 15. At the beginning of the lesson, the teacher informed the students about what to do in the class after taking the roll call in the classroom. Then they went to the fitness (weight) room. The weight room was very spacious and equipped. The students can only use the weight room with the supervision of the PE teacher or coaches. Students were moved to the gym after 30 min doing work in the weight room with free weights. In the gym, students were divided into two groups and played football. In the last part of the PE class, various runs and leaps were made in the field of athletics. Students were observed to attend the class with free clothes. Resting exercises were performed in the last 5 minutes of the class.

Sports class: Students who want to improve their knowledge and skills in the chosen sports of the school can choose this class. The class is 5 days/week 90 min/day in the last block. There are softball, baseball, soccer, football, wrestling, girls volleyball, boys and girls basketball, swimming, track and field, tennis and golf classes at school. School teams are training during this class. This class is carried out by the coaches of the school teams. Tennis and Wrestling classes were observed in the present study.

Since the school does not have tennis courts, tennis class is available on the other courts in the town. Students provide their own transportation to these facilities. Approximately, 30 students attended the class. The coach gave information about what will work

today after receiving attendance. Then the students go on the courts and they practice forehand and backhand drills, service and play short matches. In the last period of the class, condition and skill exercises were performed. At the end of the course, active cool-down was done with stretching exercises.

The wrestling class was done in the school's wrestling hall. There are two wrestling mats and coach room in the hall. Approximately 35 students attended the class. Since wrestling is very popular in the state of Oklahoma, there are lots of interested students for wrestling at school. It can be said that the school has success throughout the state and country. Apart from the coach who conducted the course, it was observed that there were two assistant coaches working voluntarily. At the beginning of the class, the trainer gave information about what to do in the training. Then the students warmed up. Then work was done in the standing and "parterre" position. After that, students do wrestling matches. Finally, students active cooled-down.

The National Federation of State High School Associations (NFHS) was established in 1920. Originally organized as the Mid-West Federation of State High School Athletic Associations, the name was changed to the National Federation of State High School Athletic Associations in 1923 as more and more states joined the organization. The organization retained that name until 1970 when "Athletic" was dropped to signify the federation's involvement in fine arts programs – National Federation of State High School Associations.

The NFHS has been instrumental in writing playing rules for high school sports. Currently, the organization writes playing rules in 17 sports for boys and girls and publishes about 30 rules publications annually, including rules books, case books, officials

manuals, and handbooks. The NFHS writes playing rules for 17 sports for boys and girls at the high school level. Through its 50 member state associations and the District of Columbia, the NFHS reaches more than 19,500 high schools and 12 million participants in high school activity programs, including almost 8 million in high school sports. As the recognized national authority on interscholastic activity programs, the NFHS conducts national meetings; sanctions interstate events; offers online publications and services for high school coaches and officials; sponsors professional organizations for high school coaches, officials, speech and debate coaches, and music adjudicators; serves as the national source for interscholastic coach training; and serves as a national information resource of interscholastic athletics and activities.

The NFHS's organization chart is shown at Fig. 1. NFHS has the five-year Strategic Plan from 2016 to 2021. The five-year roadmap for the NFHS is organized into five Strategic Priorities: Health and Safety, Public Relations/Communications, Education, Technology and Constituent Relationships. The number of participants in high school sports in 2017-18 reached an all-time high of 7,980,886. The number of girls participating in high school sports reached an all-time high of 3,415,306, and boys participating also set a new standard at 4,565,580. Total of 2017-2018 NFHS generate revenue is \$15,836,484. NFHS has revenue from Membership Dues – Professional Organizations: 16%, Membership Dues – State Associations: 1%, Meetings and Conferences: 8%, Educational Programs: 26%, Royalties and Sponsors: 15%, Sales: 30%, Advertising: 1%, Investment Return: 2%, Other Income:1%³¹.

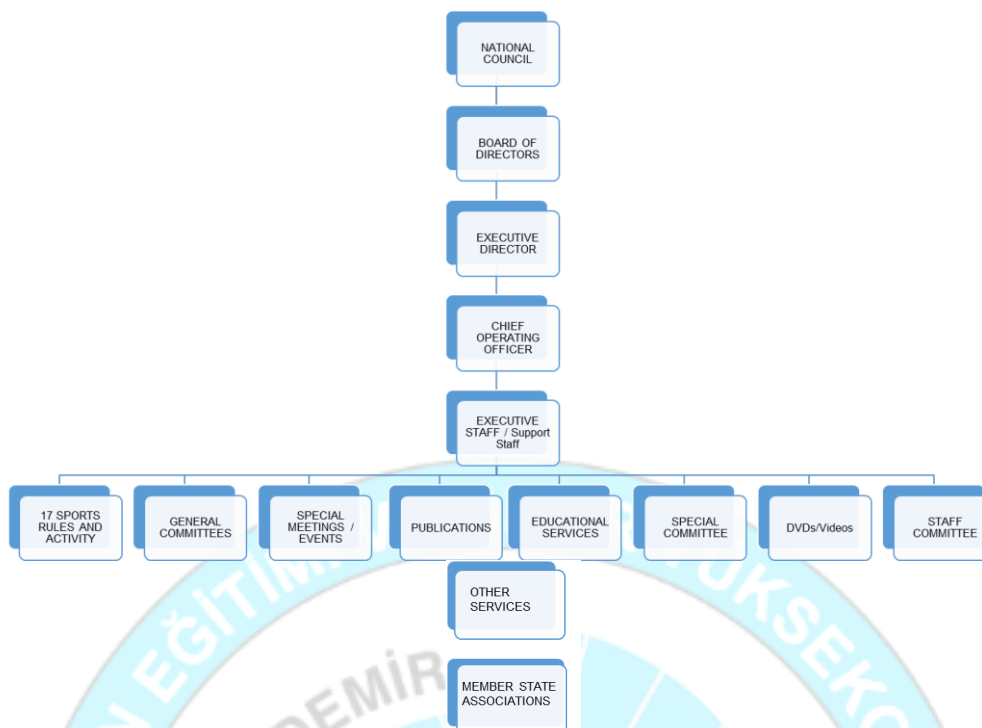


Fig 1. NFHS Organization Chart³¹

DISCUSSION

Physical fitness developed in PE during the elementary school years and solid during middle and high school would provide the foundation for engagement in PA in adulthood^{18,23}. In U.S., CSPAP involves coordination across the following quality PE, PA during the school day, before and after school, and staff, family and community involvement⁹. NASPE recommends that elementary and secondary schools provide 150 min/wk and 225 min/wk of PE, respectively^{8,18,42}. PE should be fun and keep students PA for at least 50% of class time. Although activity levels in schools PE are often below this basis^{11,18}, PE teachers can increase the MVPA levels in a class by reducing the free-time between PA, students can improve PA and integrate fitness activities into more inactive activities. Schools have to give opportunities for students to be active during break and lunch-time. School administrations provide access to the playground, equipment, and organized activities during the breaks. Encourages staff to be active with students². Lonsdale et al²⁵ mentioned that different implementations at school can increase physical activity levels in PE classes by 24%. Zygmunt-Fillwalk & Bilello (2005), suggested that school and PE didn't focus on competitive team sports. Because hard competition may contribute to the decline in PA⁴⁷. Therefore, especially during elementary school, PE should be concentrated to develop motor skills rather than a competition. In U.S. competitions in school-based sports start during 7th grade.

In U.S. school also intramural activities give an opportunity for students to increase PA level. Intramural activities included team and individual sports such as badminton, volleyball, karate, tennis and life-long PA such as resistance training, walking, jogging and dance^{26,27}. These activities can be offered in all levels of education before, during or after school in both competitive and noncompetitive forms. In 2006, almost half of the schools offered intramural activities or PA clubs to students. Interscholastic sports often are a very important part of promoting athletics in communities. Lee et al²⁴ found that in the US most of the secondary and high schools offered students opportunities to participate in at least one interscholastic sport.

In U.S., physical and sports education in schools process together with the education of healthy nutrition. Basic skills of PE and sports are given in elementary school, develop and improve basic skills and start sports branches education are given in secondary school and specializing sports branches education were given in high school level. It has been mentioned that the training of athletes in many sports branches carries out in school conditions. As well as student-athletes are getting sports practices in schools. For example, in high school, student-athletes are trained in sports such as wrestling, football, basketball, volleyball, swimming, athletics, tennis, baseball, soccer, etc. PE teachers and coaches emphasized that assessment of physical fitness as a crucial part of physical education classes and athletes. The PE program is well-rounded prepared at all level schools. However, there is a little bit of weakness in PE programs. Having an insufficient duration for PE class is a prime concern. In the U.S still, a few states set a minimum amount of time that elementary (n=19), middle school/junior high (n=15) and high school (n=6) students must participate in physical education.

Many states (n=31) allow other activities as substitutions for PE credit ³⁹. PE classes have been designed one day a week in elementary and middle school. In high school, PE is an elective course. The students are not held accountable for applying the information they receive a lot of times.

In conclusion, there is a comprehensive and well-rounded system related to physical education and sports starting from elementary school to high school. In elementary school, physical education classes are aimed at developing basic movement skills and increasing physical activity. While, in high school, physical education classes are aimed at developing different sport skills and increasing physical activity. There are programs related to healthy nutrition in schools along with physical education. Sports competitions in high schools are supported and organized by NFHS. Finally, for children, school is the best and main environment for being physically active and athletes through physical education and sports programs. Diversity in sport participation and delayed specialization is recommended, while specialization in a single sport at an early age isn't recommended.

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