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Lecture Title

Relationship of Physical Education with Health Education and Recreation

Hello viewers. Welcome to the bachelor course of Physical Education today will discuss about the Relationship of Physical Education with Health Education and Recreation Physical education is the area in which the teacher has chosen activities with specific educational objectives in mind. Through these activities the individual is directed and guided into those activities which satisfy several of the principle of general education (biological, psychological, sociological, and physiological. Physical education is an integral part of the total educational process. It holds a place of equal importance with the more academic subject areas. It also has equality with the closely related manual skill areas such as industrial arts, homemaking, music, art, and other. Physical education is not to be confused with any one of its many activity areas or subdivisions. Athletics, gymnastics, posture education, aquatics, calisthenics, and others are but minute portions of the larger area. Physical education embraces all of the above-mentioned sub-divisions as well as many more, but it is not to be confused with any one specially or interest. Freshmen may wonder what is going to become of their ambitions to become high school coaches, dance or gymnastic teachers, or any of the many other leadership positions of physical education. They will still be able to fulfill these ambitions if they are willing to fulfill the requirements for a degree and its accompanying certificate to teach. Then each will be able to seek out the one position that most interests him, and in pursuing it, will make a contribution to the total field of perhaps but a segment of the whole area and must be seen in proper proportion, then personal and professional orientation becomes harmonious.

A brief review of some of the definitions of professional leaders will be of interest to those who have not as yet defined physical education for themselves, or for those who wish to redefine physical education. Several definitions from the professional literature are quoted below: Physical education is the accumulation of wholesome experiences through participation in large-muscle activities that promote optimum growth and development. It would be difficult today to believe that only through reading books does one acquire the distinction of being an educated man. There are other experiences that count. And, although some of them may be random and fruitless, physical education is concerned with many which “when selected as to kind, and conducted as to outcomes,” may contribute much to growth and development.

Physical education is the sum of man's physical activities selected as to kind, and conducted as to outcomes.

If we accept education as a social process of change in the behavior of the human organism and physical education as the social process of change originating primarily from the stimulus of social-big-muscle-play activities we see that personality must be considered and understood as an aspect of the social process.

Briefly, physical education is the administrative or teaching division of education that is concerned with the vigorous total body activities as distinct from the manual, musical or scientific activities and from the tool subjects.

Education of physical is a familiar view. If supporters are those who regard strong muscles and firm ligaments as the main outcomes. Curiously enough this restricted view is not heeded alone by physical educators but also by those who talk about educational values, objectives, and procedures. In effects, such view is a physical culture and has the same validity that all narrow disciplines have had in the world. The cult of muscle is merely another view of the narrowness that fostered the cult of mind or the cult of spirit.

Leaders have proposed several commendable definitions of physical education and the one selected by an individual should come nearest to fulfilling the purpose he has in mind. Thus the person who leans heavily to the belief that physical education represents an essential part of complete education would express conviction in his definition to a greater degree than the person who believes that physical education relates primarily to body structure and function. Likewise, the person interested in physical fitness might propose a definition of physical education quite unlike the colleague who favors the recreational outcomes of the program.

Physical education is an education through the physical. There are those who would forget or skip the physical in attempts to correlate or "integrate" physical education with other areas of the total curriculum. It must always be kept in mind that physical education deals directly with the physical.

Physical education has a responsibility for concomitant learning's, but it has a greater responsibility for physical development of the body. In assisting nature with the growing processes, physical education has definite and undeniable, social, recreative, and other objectives are fulfilled. Neuromuscular coordination; cardiovascular stimulation; and a general physical, social, emotional, and spiritual catharsis take place. The unique contribution that physical education has to make to general education is that of general body development through physical activity. When this physical activity is guided by competent teachers so that the other general outcomes of education accompany the physical activity, then, and only then, does the physical activity become more than physical culture or physical training. All the many activities of physical education (athletics, games, dance, aquatics, et al) have distinct contributions of their own to make to the development of the individual, as well as general contributions to make to the total education of the individual. Physical education then is an area of education which capitalizes upon the use of physical activities which, when properly organized and conducted, become tools and techniques of general education as well.

2. Aim and Objectives of Physical Education

Physical education aim and objectives for society

Our society desires that physical education will assist the individual to develop:

- Cooperation
- Respect for others
- A democratic behavior
- A courteous manner
- A friendly nature
- Health knowledge
- Health habits
- Health attitudes
- Aesthetic interests
- Sound character
- Economic efficiency
- Civic responsibilities

Physical education objectives for administration

Administration is concerned with objectives in physical education which will improve and assist with:

- Time schedules
- Facilities
- Classification
- Leadership
- Activities

Physical education objectives for supervision

Supervision is concerned with objectives in physical education which are both related to administration and to instruction and which will assist in improving:

- Instruction methods
- Grading systems
- Backgrounds of pupils
- Teacher experience
- In-service education programs

Physical education objectives for the teacher

Since the primary aim of education is pupil progress, then all those areas which relate to such progress become sources of objectives for the teacher. The objectives of society, administration, and supervision would be concerns of the teacher. Additional objectives may be stated as:

- The teaching method
- The specific activity
- Preparation to do the job

- Pupil success
- Personal satisfaction

Physical education objectives for the pupils

Although some of the objectives of physical education might not be closely related to those of society and administration, some will of necessity be identical with those of the other agencies interested in pupil progress, specific pupil objectives might be stated as:

- Having fun
- Growing taller
- Gaining weight
- Losing weight
- Learning a game
- Getting out of some other class
- Being on a team
- Developing the body
- Beating so-and so
- Being on a winning team
- Making every foul shot

Physical education objectives for the parents

It is possible that the objectives of physical education for the parents might not be identical with those of society, administration, teaching, and the pupils. Some parent objectives might be listed as:

- To have the child accepted
- To develop the child's innate abilities
- To be proud of the child's physical accomplishments
- To have the child make a team
- To have a healthy child
- To help the child have fun
- To develop life-long health for the child

Objectives may be general and they may be specific. They may be few or they may be numerous. Whatever the approach, the objectives of physical education should be spelled out in some way for the participant at that level. Administrator, supervisor, teacher, parent, and pupil, as well as society as a whole, should have an understanding of the objectives of the program. The interpretation of the program through a spelling-out of the objectives at all levels seems to be a most important phase of the total public relations program. When through such a planned program of public relations this is done, then, and only then, will physical education be as meaningful as it is meant to be. Few besides the professional educator are interested in the objective to develop neuro-muscular coordination.

Health education

In our attempt to explain education in its broadest sense, we should not overlook the areas allied to physical education. We have defined physical education as basically concerned with the development or education of the individual both of the physical and through physical means. To complete our description of this very broad concept, three areas allied to the field physical education need to be introduced.

Health education is perhaps the largest of the areas allied to physical education. When we speak of health education, we most commonly use it in the sense of total fitness of the person, physical, mental, emotional, and social fitness. Three subareas, which can be included in a description of the larger area of health education, are also functions or goals of health education.

The first of these areas is health instruction, which is concerned with teaching the basics of healthful living to students and the general public. This instruction is provided in various ways at every level from kindergarten through college and through various public information programs. Health instruction can include information on caring for the body and general disease prevention as well as sex instruction. Also is concerned with providing help for more specific problems, such as alcohol and drug abuse, or coping with death.

Providing health services is the second area included in health education. In educational institutions health services are necessary to develop and maintain a reasonable state of health among the students. The nurses and doctors who work in this area of health education provide routine health care services, such as dental, hearing, and eye examinations, and outpatient services at the college level.

Health environment is the third area included within health education. Its goal is to present settings that provide that better health and safety standards for the people involved. The services include, for example, provisions for examining the cleanliness of school or public facilities and seeing that people are not needlessly exposed to disease or injury.

Health educators are not always teachers, but they are concerned with education and physical well-being, through the means by which they educate may not be physical.

Objectives of health education in relation to the objective of general education

Briefly stated the aims and objectives of health education are:

1. To provide an atmosphere and environment for health living
2. To provide adequate health services for the early detection of disease and remedial defects.
3. To assist with the control of such disease and the removal of defects by referrals to the proper community agency.
4. To provide for health instruction. The fulfillment of this aim will assist people to live and provide intelligently for their health and that of their families. They should attempt to do this through the selection and control of their immediate environment, through use of health services, and through the wise use of such health knowledge provided. These aims and objectives are in keeping with the general aims of educations. Grout in health teaching in the schools outlines these objectives in relation to those of general education as follows:
 - a. Optimum development of the individual with special reference to physical and emotional development.

- b. Betterment of human relationship, particularly from the stand points of health.
- c. Application of health facts and principles in respect to economic efficiency in the production and consumption of goods and services.
- d. Civic responsibility, especially in respect to health.

3. Recreation

Reaction is the second of the three areas allied to physical education. We generally think of recreation as leisure-time activity. Recreation, however, has been defined as fulfilling the earlier educational goal of the worthy use of leisure. In this view activities are selected by the individual to serve a constructive nature, and they are not so much time-consuming as time-using. Jenny refers to them as activities that are physically, mentally, and socially healthful. Jay B. Nash has referred to recreation as a complement to work and therefore a need of all individuals. The emphasis of recreation in this sense is the recreation of the person that is, the revitalization of body and mind that is a result of getting is a broad and rapidly growing field. For example, the growth of programs across the country has led to an expansion of outdoor education and related activities. The educational base of recreation also has been need to be educated in how to use their leisure time, just as other people need to learn how to provide leisure services.

The Aim of Recreation

When recreation is thought of as a complement to work, hence a need for all men, it will assume the stature it deserves. When it is recognized that our age is witnessing a humane and psychic disintegration that our age is witnessing a humane and psychic disintegration, possibly more profound, possibly more profound, possibly mere world-wide than any previous age has known, and when it is realized that the cause of this can be laid at the door of the materialistic philosophy of life, then will creative recreation take on significance possibly spiritual significance. Recreation can and even may become a way of life. In so stating the aim of recreation as the complement of work, Nash has gone back to the philosophy of the humanists and the renaissance writers and word re-creation was coined. The term then had a definite meaning. Man needed to re-create. In so doing he was able to get away from the mundane and routine chores of life and to develop the new way of life intended for him. If renaissance man had need for such recreation, how much more so does modern man who tries to exist in a highly complex and materialistic society. In accomplishing this re-creation, man and the recreation program must achieve certain objectives.

4. The Objective of Recreation

Recreation and recreation education have need for definite objectives if the aim of recreation is to be realized. These objectives, if properly conceived and constructed in the light of the aim, will go a long way in assisting man and society to reach such an aim. There are many objectives which have to be set forth as stepping stones for recreation to reach its aim. The following might very well serve as a pattern for such a program:

1. To acquaint man with the need for re-creating
2. To provide the facilities for recreation
3. To train the leaders for recreational activities.

4. To teach man through proper leadership the skills necessary for using his leisure in a worthy manner.
5. To provide the necessary material needed in recreation programs.
6. To develop good programs of recreations with fine leaderships.
7. To acquaint government at all levels with the need for providing adequately for all phases of the recreation program (facilities, materials, and leadership).

5. Summary

Through the ages people have aimed to have some form of a program of physical activities. The aims and objectives of these varied with the needs, interests, and purposes of the times. Fitness always played a part in the results of all of these programs, but many times it was too closely related to military fitness. The first people to use physical education for other than a purely utilitarian reason were the Greeks. Although their philosophy was temporarily lost to the civilized world after their conquest by the romans, it was revived during the renaissance, and under the humanists again physical education become more than a utilitarian appendage to the curriculum. Physical education aims to give our modern society physical fitness in keeping with the biological needs of the individual and the demands of society. Physical education, through its many activities, also aims to provide for a wide variety of skills which can be of value in social, recreative, and cultural life of the people. Physical education still is primarily utilitarian, but military preparedness is not the primary aim of the program. Through proper planning a program of physical education is provided for all. The objectives of such a program are set up for all those associated with the program. The profession has need of a dynamic program of public relations to interpret the aim and objectives to the public, so that society may not only be aware of what the physical education profession is trying to do, but be willing to partake of and support the program as planned.