



A DESIGN OF PHYSICAL EDUCATION TEXTBOOK FOR PUPILS IN THE THIRD GRADE OF PRIMARY THROUGH MODULES

NADIA ABD-EL-KADER¹, EMAN ABDALLA KOTTB¹, REHAB AHMED HAFEZ²

Abstract

Aim. In the Middle East, most countries including Egypt are still dreaming of a physical education and sports textbook that offers cognitive content appropriate for each grade level or even for each stage of education. This study aimed to design a book of physical education for students in the third grade of the primary based on learning module for primary school students.

Methods. The study sample included (18) curriculum and teaching methods experts, (22) the directors of the educational administration and (52) teachers of different educational departments. The textbook was designed for the student and survey forms were designed and presented to the experts in each of: textbook components - textbook goals - textbook content - style module - assessment methods - cognitive tests - skills tests - affective tests, and perform appropriate statistical transactions.

Results. The researchers recommend benefiting from the current research on the practical level results, and conducting supplementary studies to the rest of the curriculums of physical education for students in the primary, preparatory and secondary.

Conclusion. Through their search procedures has been reached to suggested design of a textbook. The book will be of (8) units- (26) modules each unit will be of (3 modules) from the first to the eighth, with the exception of the second and sixth units were included (4 modules) Each module consists of (module title - Introduction - activity objectives - Personal Self-Testing, pre/test and questions

Key words: textbook, modules, primary.

Introduction

Understanding a curriculum and how it might be changed requires understanding the culture of the education system, which may involve several subcultures associated with occupational groups. Jayesh (2010). Elkholi and Shafie, (2005) stated that textbook or student guide is normally the main source of content and experiences, which it is the first reference for the pupil in identifying the dimensions and domains of the prepared topics in the subject, and thought many curriculum experts that textbook can provide many benefits such as knowledge, information and ideas in a logical organization includes topics curriculum. and helps the student to absorb, remember and understand the prepared subject, also gives suitable reference to subject for both the teacher and the pupil so they're not exerting great effort in collecting it, and allows the assessment objective criterion in the school activities and exams, and offers applied training to the exams and tests systems.

The Australian Curriculum Assessment and reporting authority (2002) indicates that Health and Physical Education must allow for inclusive teaching practices that account for the strengths and abilities of all students, understand, and respect diversity. In Health and Physical Education

contexts, the selection of learning experiences, language, and feedback and assessment practices that are inclusive. Any Health and Physical Education class students will demonstrate a wide variety of skills, abilities and dispositions. The authority recognizes diversity and will provide flexibility to support teachers in planning programs that build on each student's strengths and abilities. Its knowledge, understanding and skills underpin the competence, confidence and commitment required for all students to engage in healthy, active living in varied and rapidly changing contexts.

Positive experiences with physical activity at a young age also help lay the foundation for healthy, productive lives. Research also indicates that children are in danger of developing serious diseases associated with obesity, which can result from a lack of physical activity. It is important that physical education classes contain a warm-up, skill development, skill application, and cool-down component to ensure that students have the opportunity to learn, practice, and demonstrate the necessary skills and strategies associated with the health and physical education curriculum. (Ontario education, 2005, p16) (Singapore Ministry of Education, 2006, p4)

¹ Faculty of physical education for girls, Zagazig University, EGYPT

² Faculty of physical education for girls, Alexandria University, EGYPT

E-mail address: amr297@aswu.edu.eg

Received 14.03.2015 / Accepted 16.04.2015

(El-Sherbini, and Tnanwi, 2001) add modules containing a group of experiences and specific sequence for instruction a situations carefully planned to achieve educational goals, a self-learning tool enables the learner to move within the program in accordance with the self-speed, and start a set of instructions for the study and pre-test.

Then Introduction and amount of instructional material, followed by a range of activities, guidance and learning sources the learner chooses those most suited to their abilities and end with post test its progress through the application module and the teacher does not move from the Module to another only after his success in the previous module under the supervision and guidance of a teacher.. In the Declaration of the American Association for Health, Physical Education, Recreation and Dance (AAHPERD), points out that The school's role in providing information on physical education and sport is important , in terms of its responsibility for young development in a holistic manner, since they must give the pupils domains of basic knowledge scientific principle sand concepts that are based upon the acquisition of motor skills and activities of the process, as it also the pupils should be mastered systems , laws and rules Which impact the practice of physical activity, which must abide by them. (Elkholi and Shafie, 2005).

The central authorities of many countries include the main motor physical activities such as walking, running, jumping and throwing in their curricula in the first years of primary education. Gradually, curricula build on these basic activities and enlarge the scope of motor skills for children to practice, them insport disciplines. (European Commission/EACEA/Eurydice, 2013, p20)

In most countries, there are textbooks in physical and health education, and in the Arab region, most countries, including Egypt, are still dreaming of having a textbook in physical education,offers appropriate cognitive content for each grade level or even for each stage of education, so that it is attractive output, and depends on the good combination of cognitive text , illustrations and color images to attract the attention of pupils to educate them physically and healthy, and the formation of positive attitudes they have towards physical education. Two researchers through the scientific references and previous studies have found that the most appropriate method can provide this textbook is the modules method, which depend son Provide a great deal of freedom, emphasis on learner activities not just the teacher activity increase his motivation and provide an effective learning environment, Learner feeling of self-confidence when evaluating himself and compares his performance with his colleagues, and provide an

opportunity to interact with each other learners work together and help among colleagues, which develops many of the social, mental and emotional aspects such as cooperation, participation and bear responsibility Continuous assessment of the learner within the modules provides immediate and deferred feedback and continuously determines the success level of the educational process, ensuring a minimum level of performance, which is enough to discover talent and split into groups of learners. (Ali, 2000; El-Sherbini and Tnanwi, 2001; Abdul Rahman, 2002). Related reference studies did not evidenced by studies design of physicale ducation books for student or a guide for students of any of the various stages of education to develop the instructional process in physical education, especially for students in the first cycle of basic education, which is one of the growth perspective and motor development is a transitional period of fine-tuning the development phase basic motor abilities to the beginning of the formation of motor skills Transitional games and sports skills, where the maturation of some mental capacity and operations of the cognitive, begin to abstract thinking and perception and memory and attention as well as the stability of emotional and moderation in the mood, as children learn how to satisfy their needs in a constructive way. (Rateb and Khalifa, 1999; Saria, 2006). So the two researchers decided to design a suggested textbook in physical education for pupils in (the third grade) in terms of keeping up development and change for the benefit of the student and the interest of the academic system and the profession of physical education and even pupil have a book in physical education like the rest of the other subjects ,In addition to providing scientific content manner of modules for pupils more effectively and kept the impact ,Which is reflected on the positive increase understanding , perception, memory and imagination , The physical culture and sport , which can be provided by this book manner modules can be many benefits ,such as increasing awareness of the importance of physical activity and its impact on the student's personality, alongside activate the cognitive frameworks and stir interest in expanding the circle of human knowledge related to sports institution on the rules of correct knowledge and well-established, so this book will be the nucleus of design books for physical education for the rest of the instructional stages.

Method

A sample research included on the number (18) of the curriculum and teaching methods experts of physical education faculties in the Arab Republic of Egypt, (22) of the directors of the various educational departments (52) of teachers of different educational departments (Table 1), according to the following standard:

Table 1 *Illustrates the sample division and its size*

Sample elements	No. of experts	Percentage%
Curriculum and teaching methods experts of physical education faculties of Physical Education in the Arab Republic of Egypt.	18	19.57%
Directors of various educational departments.	22	23.91%
Teachers of different educational department.	52	56.52%
Total	92	100%

Time range of research

The study was conducted in the period from 09/02/2014 to 27/04/2014

Designing of physical education textbook

Follow these steps to design a textbook of Physical Education:

First, identify the objective of physical education textbook: The objective of the suggested textbook is to provide the scientific content manner educational modules more effectively and kept an impact for pupils, to increase awareness of the physical activity importance, raise interest in expanding human knowledge circle related with the sport, and even a student has a book in physical education like the rest of the other subjects, which is the core of the design books for physical education for the rest of the educational stages.

Second, The analysis of the third grade curriculum for primary year (2013 - 2014)

Third, Analysis of content for the teacher's guide of the activities and skills of the Ministry of the Education: Shafie, G. et al. (2001) for the third grade of primary.

Fourth, Definition of content Components of physical education textbook: Content Components of physical education textbook have been defined through the teacher's guide of the activities and skills of the Ministry of the Education. Shafie, G. et al. (2001) for the third grade of primary, Open Question: personal interview with (18) of curriculum and teaching methods staff of physical education faculties in the Arab Republic of Egypt, (22) of the directors of the various educational departments and (52) of teachers of different educational departments and ask them an open question about the content components of physical education book.

Fifth, the formulation of behavioral objectives of physical education text book : Content Components of physical education book have been identified through the teacher's guide of the activities and skills of the Ministry of the Education for the third grade of primary Shafie et al. (2001), Necessary adjustments using scientific references (Elkholi and Rateb, 2007 ; Osman,

,2007; Saber,2007; Pangrazi, Beighle, 2009).Preparation of the questionnaire in the initial image and then presented to the (18) of curriculum and teaching methods department staff of physical education faculty, (22) of the directors of the various educational departments and (52) teachers of different educational departments to ensure the validity of the application form for the objectives.

Sixth, Personal Self-Testing ,Pre tests / post tests include (cognitive, psycho-motor, affective domain):Physical abilities related with the third grade curriculum have been identified to determine pretests / posttests, which including (cognitive / psycho-motor / affective domain) through analysis of content Components of the teacher's guide of the activities and skills Shafie, G. et al. (2001) for the third grade of primary, a set of tests has been choose that measure the physical abilities through references and previous studies Salama, I. A. (2000); Hassanein (2003); (2004) ; Elkholi, Rateb, O. (2007); Osman (2007); Saber, (2007) Fathy, (2007); Moussa, 2007), Pangrazi Beighle (2009). These tests have been applied in several studies and similar research, and proved to be highly scientific transactions, the tests have been put for each module, which included questions to the cognitive domain, physical and psycho-motor tests, and questions to the emotional domain for pupil distributed to (8) units consist of (26) modules, to assess cognitive, skills and emotional domains for third grade and modules.

Preparation of the questionnaire in the initial image tests the physical and technical skills, and then presented to (18) of curriculum and teaching methods staff department of physical education faculty, (22) of the directors and (52) teachers of physical education to make sure the validity of the tests for third grade of primary, delete and modify the inappropriate tests, and add any other suggested tests for the book.

Seventh, Identify content Components of physical education text book: A survey of theoretical studies and scientific research related to the subject of study (The Australian Council for Health, Physical Education and Recreation,

Victorian Branch, 2009, Shafie et al., 2001; Homos, 1997; Hassab, 2001; Fishburne et al., 1999; Nabih, 2007; Mohammed, 2011). Evaluation standards of physical education textbook have been defined and put them in questionnaire application of the experts opinion, the questionnaire applied on (18) of curriculum and methods teaching experts of physical education faculties, (22) of the directors and (52) of teachers of physical education to identify the appropriate contents of the suggested textbook, delete and modify the inappropriate contents, and add any other suggested appropriate contents (appendix 1).

Appendix 1: the first module: Minor games.

Dear pupils, you will practice through this activity include movement, thinking and social interaction characterized by fun and pleasure.

Location: the schoolyard

Equipment: "wooden sticks- ropes – cones – hops - balls - grain bags"

Teaches life, time, personal health, cooperation and self-discipline.

Objectives of the activity

At the end of this activity, pupils should be able to:

The cognitive objectives

- to identify some formations. T

The psycho motor objectives

- to kick the ball the inner side of your foot k
- to practice the minor games p

The affective objectives

- to feel satisfaction and happiness to. F

Personal Self-Testing: Test yourself: before

- after activities

Cognitive

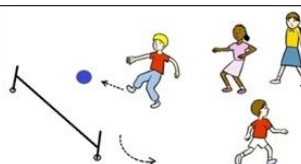
Mention some formations which you can perform it with your colleagues in the play ground:

Fig. 2: cognitive question.

Psycho motor

Test (1): Kick the ball with your foot (3 times) (from 10 feet distance) to pass on a rope then record your (best try).

Evaluation elements	degree	Your degree
if the ball passed over the rope.	(4)degrees	
If the ball touches the rope.	(2) degrees	
If the ball passed down or didn't pass.	Nil	



Test (2): Kick the ball with your foot inner side (from 10 feet distance) on a wall drawn on it (4 lines and 5 spaces) then record your:

Evaluation elements	degree	Your degree
When the ball touches the fifth space	(10)degrees	
When the ball touches the fourth space	(8)degrees	
When the ball touches the third space	(6)degrees	
When the ball touches the second space	(4)degrees	
When the ball touches the first space	(2)degrees	
If the ball did not hit any of the targeted spaces	Nil	

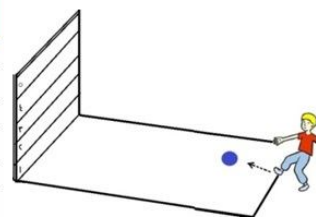


Fig. 3: Psychomotor test






<i>Affective:</i>					
Items					
How do you feel when you kick the ball to pass the rope?	Very happy	happy	Nither happy nor sad	sad	Very sad
How do you feel when you kick the ball to touch the highest level on the wall?					
How do you feel when you and your colleagues form a circle by numbers?					

Fig. 4: Affective test



<i>The activity steps</i>	
<i>Warming up</i>	
Run fast and when you hear the start signal, each group forms a pyramid shape by their bodies.	Run fast and when you hear the start signal, form circles with numbers as your teacher said (a circle - 3 circles - 6 circles), clap for first circle pupils.
	

Fig. 5: The activity steps – warming up.

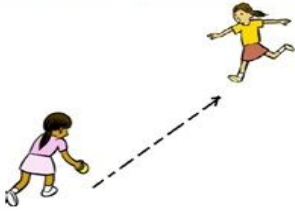
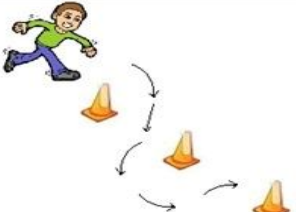


<i>Physical preparation</i>		
Starting position <ul style="list-style-type: none"> Stand facing your friend, catching ball. Action <ul style="list-style-type: none"> Pass the ball to your colleague in a straight line Run back to start. Repeat until whistle blows. 	Starting position <ul style="list-style-type: none"> Stand facing first cone. Action <ul style="list-style-type: none"> Skip around cones in figure eight style. Run back to start. Repeat until whistle blows. 	Starting position <ul style="list-style-type: none"> Stand outside the hoop with feet together. Action <ul style="list-style-type: none"> Jump into the hoop and land. Jump out of the hoop to the other side and then back into the hoop again (one continuous action).
		
Starting position <ul style="list-style-type: none"> Stand with feet shoulder-width apart. Action <ul style="list-style-type: none"> Run opposite direction 		

Fig. 6: The activity steps – Physical preparation

Activities

- You and your colleagues to groups each two opposite group stand sides after 25 meters.
- between the two groups put two in middle of the distance two sticks which a rope tightens it on the height (meter) , depends on the pupil level
- The first player from each group stands and kicks the ball the inner side of your foot to pass over a

rope and back to stand behind his group.

- The next player catches the ball to do the same activity.
- Count the correct number of times for each group, and the group winner is winning the largest number of points.

Additional activities to consider individual differences

- Divided you and your colleagues into groups, according to your level skill in kicking ball over the different height of rope, and kick the ball to pass over the rope.

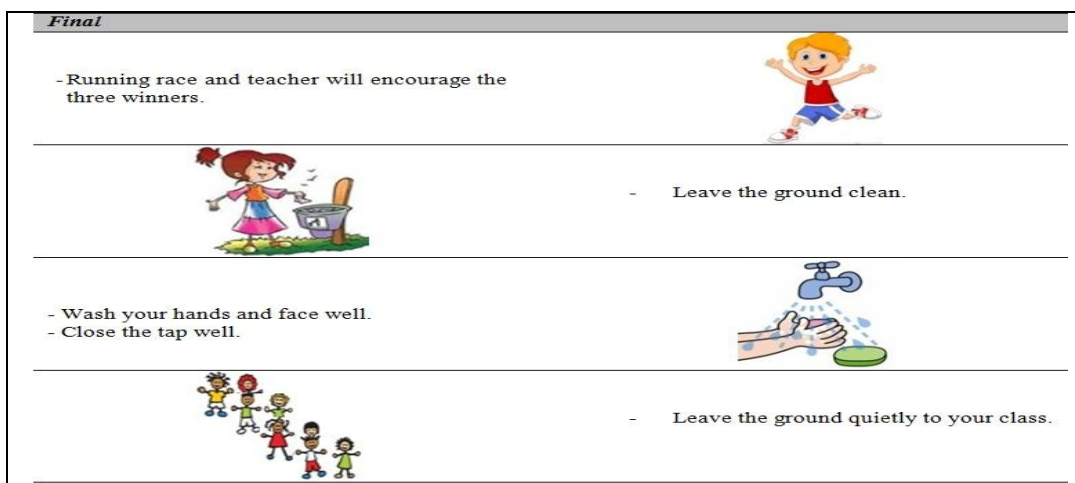


Fig. 6: Final of module

Scientific transactions of research questionnaires

Through the previous steps, judges responses have treated statistically. Calculates the percentage of the views of experts about the appropriateness of the suggested components, frequency and the percentage (Judges validity), percentage of experts agreement ranged from (81.52% to 100%). Internal consistency of the components between (0.584 to 0.891). Identify behavioral objectives of a Physical education textbook, percentage of experts agreement ranged from (83.70% to 98.91%). Internal consistency of behavioral objectives between (0.548 to 0.853). Identify physical and psycho-motor pretests / post tests of physical education textbook frequency and percentage (judge's validity), percentage of experts agreement ranged between (81.52% to 100%) the

internal consistency of identify physical and psycho-motor pretests / posttests of physical education textbook (0.548 to 0.853). The frequency and the percentage and the internal consistency of the evaluation standards of physical education textbook illustrates that the percentage of experts agreement ranged from (83.70% to 98.91%), internal consistency of standards between (0.541 to 0.781). (The previous percentages agreement are indicator of the experts agree on these components validity of the application and decide Item which achieve less than 75% of the judges is inappropriate, and therefore requires a revision based on the orientation of the judges either by deletion or addition or reformat, as has been proved that the internal consistency of all questionnaires item are validity (Table 2).

Table 2

*Percentage of expert opinions of the elements assessment
Of physical education textbook for pupils in the third grade of primary*

Evaluation elements	Percentages of agreement	Internal consistency factor
Define content Components of physical education book	Between 81.52% _ 100%	Between .584 _ .891

Formulation of behavioral objectives of the suggested book of physical education	Between 83.70 % _9 8.91%	Between .548 _ .853
Define pre-tests / post-tests (physical / psycho motor)	Between 84.78%_ 100%	Between .588 _ .848
Define content Components of physical education book for third grade of primary	Between 83.70 % _9 8.91%	Between .541 _ .781
<i>Significant difference 0.05= .205</i>		<i>significant difference 0.01= .267</i>

Discussion

According to Textbook or student guide is usually the main source of content and expertise. Which is the first reference of the pupil in identifying the dimensions and aspects of the themes established in the article. In addition, though many curriculum experts that the textbook can provide many benefits such as knowledge, information and ideas in a logical organization includes topics curriculum. Moreover, it helps the student to absorb, remember, and understand the material assessed.

The results constant with The Australian Curriculum Assessment and reporting authority (2002) which indicated that Curriculum of physical education content includes education practices that take into account the strength and the ability of all students. And understands and respects diversity as diversity will provide the flexibility to support teachers during the program planning to fit the strength and the ability of each student. In addition, the skills and knowledge gained from the practice of physical education throughout the life-support efficiency. Moreover, confidence and commitment required students to participate in an active healthy life in a rapidly changing environment.

El-Sherbini, Tnanwi, (2001) add positive experiences in physical activity at an early age helps in a healthy and productive for the life of the basis of the status, Research indicates that children are particularly vulnerable to serious diseases associated with obesity in the absence of physical activity.

it is important that physical education classes has a warm-up, and the development and application of skills, and calm to ensure grant students an opportunity to learn and practice, and demonstrate the necessary skills and strategies associated study curriculum of physical education and health. (Shafie, et al. 2001)

Abdul Rahman (2002) show that the importance of providing school information for physical education and sports, in terms of its responsibility for young people develop in a holistic manner. Since they must give the pupils aspects of

the basic knowledge and concepts and scientific principles that are based upon process.

The acquisition of motor skills and activities, and must be mastered pupils systems, laws and rules that frameworks for the practice of physical activity, which must abide by them control. Nabih, (2007)

Conclusion

Through the research procedures has been reached to suggested design of a textbook in physical education for pupils in the third grade of primary through modules, in order to the pupil have a textbook in physical education like the rest of the other subjects and serve as a major reference for the material, due to the pupil and the teacher when needed, contain several components:

1. Cover.
2. Introduction.
3. The general objectives of the education and activities and practical skills for elementary school.
4. The objectives of sporting activity for the third grade of primary school.
5. For whom this guide had prepared
6. How to use this guide
7. Description of the content
8. How prepared this guide
9. Table of Contents.
10. The units of the book.

The book will be of (8) units- (26) modules, each unit will be of (3 modules) from the first to the eighth, with the exception of the second and sixth units were included (4 modules) Each module that consists of (module title. Introduction - activity objectives. Personal Self-Testing, pre-tests and questions including questions in cognitive domain - physical and psychomotor tests - affective questions - the activity steps (Warming up, Physical preparation, Activities, Additional activities to consider individual differences, Personal Self-Testing, post tests (including cognitive/ psycho-motor/emotional domain) - Final includes game or competition and concepts of life, time, personal health, cooperation and self discipline.

Acknowledgements

Thank you to all of subjects to this experiment.



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