A STUDY TO EXAMINE THE IMPLEMENTATION OF A DANCE UNIT INTO AN ELEMENTARY SCHOOL PHYSICAL EDUCATION PROGRAM BY AN INEXPERIENCED DANCE TEACHER

CENTRE FOR NEWFOUNDLAND STUDIES

TOTAL OF 10 PAGES ONLY
MAY BE XEROXED

(Without Author's Permission)

F. CRAIG TREMBLETT

A STUDY TO EXAMINE THE IMPLEMENTATION OF A DANCE UNIT INTO AN ELEMENTARY SCHOOL PHYSICAL EDUCATION PROGRAM BY AN INEXPERIENCED DANCE TEACHER

BY

F. CRAIG TREMBLETT

A thesis submitted to the School of Graduate Studies in partial fulfilment of the requirements for the degree of Master of Education

Faculty of Education
Memorial University of Newfoundland
March 1995

St. John's Newfoundland

National Library of Canada
Acquisitions and Bibliographic Services Branch
395 Wellington Street
Ottawa, Ontario
K1A 0N4

Bibliothèque nationale du Canada
Direction des acquisitions et des services bibliographiques
395, rue Wellington
Ottawa (Ontario)
K1A 0N4

Your file Votre référence

Our file Notre référence

The author has granted an irrevocable non-exclusive licence allowing the National Library of Canada to reproduce, loan, distribute or sell copies of his/her thesis by any means and in any form or format, making this thesis available to interested persons.

L'auteur a accordé une licence irrévocable et non exclusive permettant à la Bibliothèque nationale du Canada de reproduire, prêter, distribuer ou vendre des copies de sa thèse de quelque manière et sous quelque forme que ce soit pour mettre des exemplaires de cette thèse à la disposition des personnes intéressées.

The author retains ownership of the copyright in his/her thesis. Neither the thesis nor substantial extracts from it may be printed or otherwise reproduced without his/her permission.

L'auteur conserve la propriété du droit d'auteur qui protège sa thèse. Ni la thèse ni des extraits substantiels de celle-ci ne doivent être imprimés ou autrement reproduits sans son autorisation.

ISBN 0-612-01925-X

Canada

ABSTRACT

Historically, dance has been taught in few Newfoundland and Labrador Schools. A new draft primary\elementary school physical education curriculum guide has recently been developed. Dance is a required component of the curriculum document.

However, there are still a large number of people who see dance as a social activity and not as a component of elementary physical education. Many people in rural Newfoundland still see dance as a 'female' activity. Many physical education programs throughout the province are still focused on the so called 'traditional' sports. For dance to be a component of an elementary physical education, teachers may be required to modify their thinking and teaching methodologies. Many teachers may be resistant to this change, especially if they feel it is not necessary.

This case study focused on the implementation of a dance unit in a rural Newfoundland elementary school physical education program. The researcher had to deal with many realities of such an undertaking, including the struggles of the untrained teacher and students who believed that dance was not an appropriate activity for their physical education classes. Many of the successes and barriers that faced the researcher throughout the development and implementation process are outlined. Valuable insights were gathered through

student interviews, attitudinal surveys, audio-tape recorded lessons, and teacher recorded field notes. While some students were reluctant and embarrassed to participate in many of the activities, others offered suggestions for improvements.

The study ccncluded that student attitudes toward dance will improve significantly through exposure to dance activities. The researcher also concluded that dance can be a valuable component of an elementary school physical education program when many of the barriers to dance are overcome.

ACKNOWLEDGEMENTS

I would like to express my sincere thanks to a number of people who were instrumental in the completion of this thesis.

A special thank you to Dr. Greg Wood of the School of Physical Education and Athletics, for his guidance, supervision, and friendship from the inception to the finish of this thesis.

I would like to thank Dr. Frank Cramm of the Faculty of Education for lending his assistance and providing guidance whenever called upon.

Special thanks to Ms. Mary Tucker for her valuable suggestions, proof reading, and editing over the last couple of months of the study.

Finally, to my wife, Catherine, and daughters, Victoria and Sarah, thanks for all your support and thanks for putting up with me through my frustrations.

TABLE OF CONTENTS

PAGE

ABSTRACT.....ii

ACKNOWLEDGEMENTS.....iv

List of figures.....xi

CHAPTER

I. INTRODUCTION..... 1

Rationale..... 3

Research Goals..... 5

Hypothesis..... 5

Null Hypothesis..... 6

Delimitations..... 6

Limitations..... 6

II. REVIEW OF LITERATURE..... 8

Benefits of Dance..... 8

Exclusion of Dance..... 14

Student Objections..... 14

Male/Female Participation in Dance..... 14

Teacher Training..... 18

School Pressures..... 19

Instruction of Dance..... 19

Dance Programs..... 23

Curriculum Change in Physical Education..... 24

CHAPTER PAGE

Need for change..... 25
The Teacher and Change..... 26
Barriers to Change..... 29
Making Actual Changes..... 30
Curriculum Implementation in Physical Education..... 33
Successful Implementation..... 34
Factors Influencing Implementation..... 35
Barriers to Successful Implementation..... 38
The Teacher and Implementation..... 39
III. METHODOLOGY..... 42
Introduction..... 42
Confidentiality..... 43
Quantitative Methodology..... 44
Sample Selection..... 44
Construction or Attitude Survey..... 45
Reliability and Validity..... 46
Collection of Quantitative Data..... 47
Attitude Survey Scoring..... 48
Statistical Procedures..... 49
Qualitative Methodology..... 49
Sample Selection..... 49
Construction of Interview Guide..... 51

CHAPTER PAGE

Collection of Qualitative Data..... 52

Interviews..... 52

Teacher Observation and Field Notes..... 54

Data Analysis..... 55

Role of Researcher..... 56

IV. SCHOOL CONTEXT AND PROPOSED DANCE UNIT..... 59

Elementary Physical Education Program..... 60

Original Lesson Plans..... 62

Folding of Lesson Plans..... 66

Lesson One..... 66

Lesson Two..... 68

Lesson Three..... 69

Lesson Four..... 70

Lesson Five..... 71

Lesson Six..... 72

Lesson Seven..... 73

Lesson Eight..... 74

Lesson Nine..... 75

Lesson Ten..... 75

Lesson Eleven..... 76

Student Evaluation..... 77

Conclusion..... 77

CHAPTER PAGE

V. DATA ANALYSIS..... 79

Quantitative Data..... 79

Grade 5..... 79

Grade 4..... 81

Totals..... 82

Other Results..... 83

Qualitative Data..... 84

Pre-Dance Interview..... 85

Reasons for Participating..... 85

New Activities..... 85

Friends..... 86

Student Experiences with Dance..... 87

Individual, Partner, and Group Activities.. 88

Dance and Family Members..... 90

Dancers..... 90

Exercise and Dance..... 91

Dance and The Physical Education Program... 91

Post-Dance Unit Interviews..... 93

Dance Unit..... 93

Teacher's Role..... 94

Individual Dance..... 95

Creative Dance..... 96

Folk Dance..... 98

Feelings of Others..... 99

CHAPTER PAGE

Including Dance in the Future..... 100

Summary of Interviews..... 100

Field Notes and Reflections..... 101

Successes..... 102

Problems.. 103

Reflections..... 104

VI. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS..... 106

Implementing a Dance Unit..... 106

Evaluation of Implementation Process..... 112

Specific Changes and Modifications..... 114

The Role of The Teacher..... 117

The Role of The Student..... 120

Student Resistance..... 122

Student Attitudes and Experiences..... 123

Gender Appropriate of Dance..... 124

Student Development..... 126

Benefits of Dance..... 128

Other Attitudes and Concerns..... 128

Conclusion..... 130

Recommendations..... 132

REFERENCES..... 135

CHAPTER PAGE

APPENDIX A..... 148

Letter to Parents..... 149

APPENDIX B..... 151

Interview Guides..... 152

APPENDIX C..... 154

Sample Pre and Post-Interviews..... 155

APPENDIX D..... 169

Sample Audio-Taped Lesson..... 170

APPENDIX E..... 175

Sample Field Notes..... 176

APPENDIX F 180

Attitude Survey..... 181

APPENDIX G..... 184

Summary of Statistical Procedures..... 185

APPENDIX H..... 190

Lesson Plans..... 191

LIST OF FIGURES

Figure PAGE

1. Summary of Grade 5 Means..... 80
2. Summary of Grade 4 Means..... 81
3. Summary of Study Group Means..... 83

CHAPTER I

INTRODUCTION

Children deserve and have a right to receive a quality education, with physical education playing an integral role in their overall educational experience. Consequently, as a physical education teacher, this researcher is continuously striving to improve and refine the quality of his instructional physical education program.

Although dance is a recognized component of physical education programs throughout Canada and many other countries, generally it has been taught in few Newfoundland schools. Dance has been a part of the physical education teacher education program in Newfoundland for many years, however, until recently, when dance instruction was offered it was made available only to female undergraduate students. Today, dance is required for all students training to be physical education teachers.

Being a member of the teaching profession exposed the researcher to numerous discussions on the benefits of having dance as an integral part of any physical education program. Dance is now considered a worthwhile component because it offers students a chance to move and explore, while providing them with the opportunity to succeed to varying degrees regardless of their physical abilities. Most objectives of any physical education program can be realized through dance. Over a three year period, a minimal exposure to dance through

various professional development workshops and from reading physical education journals and articles was gained. An important learning experience occurred through close observation of children dancing. It was obvious that while students thoroughly enjoyed it, they were being exposed to many principles of physical education, such as coordination and movement. Even following these exposures, there was a hesitancy and reluctance to include dance in the researcher's elementary physical education program. Much of the reluctance came from lack of knowledge and training, having to change a well established program, the extra work required for preparation, and whether or not the students would be willing to accept dance. Upon further research and much consideration of the pros and cons, it was concluded that dance could contribute significantly to achieving some of the goals and objectives that were established for students in the elementary physical education program.

Physical education teachers have acknowledged the need for a new primary/elementary school physical education curriculum. Due to this need, the Department of Education drafted a new physical education curriculum guide for primary/elementary grades entitled "Moving Towards Quality Daily Physical Education". Dance is a required component of this curriculum document.

Knowing this was the determining factor in the decision to develop and implement a dance unit. This case study focused on the process of implementing 'dance' into an elementary school physical education program. With this process comes the realities of a male 'jock' teaching dance to a group of elementary co-ed students without the instructional resources and "historical support" given to traditional sports.

Rationale

The expectation to implement a dance unit is an important issue for physical education teachers throughout Newfoundland and Labrador. Because dance no longer can be perceived as an optional instructional strategy, quite the contrary, it will be required for all students regardless of gender. The provincial government's decision to draft a new primary/elementary school physical education curriculum will identify for many teachers a need for them to change. This curriculum, of which dance is a component is to be implemented in the province's schools.

The present physical education curriculum has been in our schools for almost twenty years. The focus will shift from a development-based education model to a movement-based education model. The development-based model concentrates on

teaching students specific skills that will ready them for particular sport skills in future physical education, whereas a movement-based model allows children to discover and explore their world through movement. Most people will agree that change in physical education is necessary and long overdue. In association with these changes, many physical education teachers are going to have questions and reservations about teaching dance because it is unfamiliar to many, and because of historical attitudes toward dance. Many teachers and students feel that dance is for 'sissies', which necessitates the need for teachers to change their thinking first. Once we get beyond the so called 'traditional' sports many questions and/or problems may arise. That is, many teachers are used to teaching sport in physical education which predominantly consisted of teacher directed instructional strategies. Many teachers feel that their programs are quite good and the need is not evident for change.

Because of proposed curricular changes, this research focused on the implementation of a dance unit, which was developed through involvement in research and professional development, into one elementary school (Grades 4 and 5). The unit was implemented and prior to, during, and following the implementation an evaluation of the unit was conducted. The evaluation of the unit implementation included; a pre-post measurement of student attitude toward dance, audio-taping of

class sessions to study teacher implementation strategies and student responses to the strategies, student interviews to determine student reaction to the dance unit, and finally, teacher field notes to document the implementation process.

Research Goals

1. To analyze the development and implementation of an elementary school dance unit (grades 4 and 5) through:
   a. examination of the role of the teacher in implementing the dance unit.
   b. examination of the role of students in implementing the dance unit.
   c. examination of student experiences toward dance and the dance unit.
   d. measurement of attitudinal change in students toward dance after exposure to a dance unit.

Hypothesis

Participation in the elementary physical education dance unit will result in a significant positive change in student attitude toward dance.

Null Hypothesis

Participation in the elementary physical education dance unit will result in no significant change in student attitude toward dance.

Delimitations

This research was delimited to the study of one teacher, 112 grade 4 and 5 elementary school students, and their experiences of curriculum implementation in dance. The students were from a primary/elementary school located in a rural Newfoundland community. The school setting was the students' own school and regular classmates with whom they were familiar. Also, the study was delimited to the dance component contained in the draft form of the primary/elementary school physical education curriculum.

Limitations

The case study approach, using a single school setting, limited the generalizability of the results to that particular school and the dance unit implemented. The cultural values of a rural Newfoundland community toward dance further limited the generalizability of the results.

The students' familiarity with the researcher may have influenced their responses to the questions on both the attitude survey and the student interviews.

The attitude survey was administered through a pencil/paper questionnaire. Some students in grades 4 and 5 may have had difficulty reading some of the various questions even though attempts were made to make the language grade appropriate.

The study involved a teacher researching his own experience in teaching dance. Despite possible questions of objectivity, rigorous qualitative and quantitative research methodologies were followed throughout the research period.

CHAPTER II

REVIEW OF LITERATURE

Human beings have danced throughout the ages. They have danced to acknowledge the seasons and events such as planting and reaping the harvest. They have danced in the celebration of their gods, as well as before battle, and dance has often been the medium for demonstrating their athletic prowess (Nichols, 1990).

Children love to move! Children thrive on walking, running, jumping, fidgeting, bouncing, hopping, gesturing, skipping, and mimicking. These are only some of the components of dance (Neill, 1990). Why then is dance noticeably absent from many Newfoundland and Labrador elementary school physical education programs?

Benefits of Dance

The value of movement in the growth and development of our children is generally undisputed (Hankin, 1992). "Dance movement provides an ideal vehicle for children to learn about their bodies and assists in the development of language, imagination, and ideas. Dance in the elementary school years appropriately draws upon the neurological readiness of the child for learning" (CAHPER Dance Committee, 1985,p.31). After all, "dance is a part of the physical education

curriculum that can be integrated closely with other elements of an elementary school's program" (Bray, 1989,p.34). Children in the elementary grades are curious, analytical, and group oriented. They freely express their emotions, ideas, and dreams kinaesthically through dance experiences and they love to invent new ways of doing things (Bucek, 1992).

Movement programs are the natural way to physically educate young children (Kraft, 1986). "The child's body awareness is greatly enhanced by the opportunity to create their own movement sequences as they communicate their ideas to others. This body awareness is further developed as children use locomotor and/or non-locomotor movements in their own dances or in more traditional ones" (Nichols, 1990,pp.314-315). Through dance, "children are encouraged to explore and experiment with the basic elements of movement" (Hankin, 1992,p.22). These basic movements can be experienced through the active engagement of the individual in the act of moving the body in time, through space, with energy (Allen, 1988). Other movement concepts become important as children learn the effective use of space and experiment with the movement qualities of force, balance, time, and flow (Nichols, 1990).

Benefits of including dance in an elementary physical education program have been outlined in numerous studies. Dance is a rich educational experience that facilitates physical, emotional, and cognitive growth (Hankin,1992).

Physical benefits of dance include improved muscular growth and coordination (Landy and Landy, 1991; Schmitz,1989; Yoder, 1991). Dance is also an important contributor to physical fitness. Through dance activities agility and flexibility are greatly enhanced, as is cardio-respiratory fitness (Griffith, 1986; Nichols, 1990; Schmitz, 1989; Silverman 1986; Yoder, 1991). Other physical benefits of dance include increased endurance, the development of strength, and the reduction of body fat (Griffith, 1986; Yoder, 1991).

Involvement in dance/movement programs also contribute to the motor development and improves the kinaesthetic awareness of the child (Schmitz, 1989; Stinson, 1989; Weeks, 1986; Silverman, 1986). Dance can provide for physical/motor development equal to sports (Weeks, 1986). Weeks (1986) further states that "both the dancer and athlete exhibit similar qualities in that, both move through space with skill, rhythm, grace, flow, and energy"(p.72).

Improved motor development leads to good body handling skills (Grineski, 1988). Good body handling skills give children confidence and helps them to improve on other challenges such as, improving writing, playing an instrument, and the acquisition of sports skills such as throwing a ball (Flinchum, 1988).

Dance can also foster positive emotions in children. Through movement education/dance programs children become more creative and self-developmental oriented (Kraft, 1986). Kraft (1986) also states that "in general values change through participation in such programs and that there is a degree of anti-competitiveness associated with dance programs"(p.77). Ross and Butterfield (1989) support this notion by stating that recent studies have supported the notion that childrens' emotional development is enhanced through participation in movement arts. After all, dance is an activity that provides an opportunity for all children to experience some degree of success (Aldrich, 1989).

"Children acquire self-confidence and self-esteem as a result of successful experiences, particularly in the motor domain" (Bunker, 1991,p.467). Bunker (1991) further suggests that movement activities provide opportunities for children to feel confident about their abilities. Dance can help students experience a full range of movement activities while valuing their own unique styles (Hankin, 1992).

Other studies have supported the notion that participation in dance/movement education programs is an excellent means for improving self-esteem (Nichols, 1990; Schmitz, 1989; Hankin, 1992; Ross and Butterfield, 1989; Flinchum, 1988). Allen (1988) further suggests that dance education is a means to promote self-awareness, self-

development, and self-fulfilment.

Dance is distinguished from other activities in that it stresses individual expression through movement (Hankin, 1992). Chaiklin suggests "if children are exposed to a large movement repertoire, of which dance is an essential component, the better that child will be able to cope with the environment and with their own emotions in a flexible and more satisfactory manner" (cited in Herman and Kirschenbaum, 1990, p.20).

Childrens' intellectual development is enhanced through participation in a dance/movement education program (Ross and Butterfield, 1989). They additionally suggested there is a positive relationship between movement abilities and reading readiness.

Stinson (1989) states that dance contains a "cognitive component; children learn movement concepts dealing with the body, space, time, energy, and the relationship between them" (p.207). Allen (1988) supports this statement by saying that dance involves conscious awareness and a decision making process. Various movement tasks can also improve a student's problem solving abilities and techniques as they try to analyze and perform the various movement challenges and activities (Brown, 1986). Other cognitive benefits of participation in a dance/movement education program include; improved visual recall (Weeks, 1986), improved communication

skills (Nichols, 1990), and a more in depth understanding of various cultures (Allen, 1988; Griffith, 1986; Nichols, 1990).

As students acquire the "fundamental" skills required to perform a movement task or challenge they can begin to make plans that include combinations of movement patterns. This approach results in the student's taking more responsibility for their own learning, therefore, enabling the learning which takes place to have more meaning, to be stored more deeply in the brain, and to be remembered longer (Ainsworth and Fox, 1989).

A very important reason for including dance at the elementary school level is that children enjoy themselves and have fun while participating in such activities (Brown, 1986; Bunker, 1991; Griffith, 1986; Neill, 1990; Nichols, 1990; Wheeler and Spilker, 1991). Elementary children enjoy moving in a creative and unique manner (Brown, 1986). They also enjoy moving together in various size groups (Brown, 1986; Bucek 1992).

Dance in elementary school physical education also promotes healthy social interactions (Yoder, 1991). It is a medium that allows boys and girls at the elementary school level to learn and relate to each other in a socially acceptable manner (Werner et al., 1992). Social cooperation and group sharing can be developed through participation in dance activities (Schmitz, 1989). Participation is also a

means of meeting new friends (Griffiths, 1986).

Exclusion of Dance

Student Objections

While there are many reasons why dance should be a part of any Elementary School Physical Education Program, it is still noticeably absent in many schools. One reason is that students are hesitant about dance. Reasons why students are reluctant include: students are self-conscious about moving their bodies in unusual ways or without a piece of equipment to divert their focus; they are worried about the comments and reactions of their peers; students often lack exposure to and experience with rhythmical activities; they often lack experience with creative thinking and creative activities; students do not enjoy being singled out and required to perform activities in front of their peers; they are unable to relate to the music or the music does not have a well-defined beat or rhythm; they feel uncomfortable dancing with and around students they do not know; and students lack confidence in their abilities and in themselves (Mehrhof et al., 1993).

Male/Female Participation in Dance

It has also been suggested that dance is not included in

physical education because boys do not like to dance (Brown, 1986; Ross and Butterfield, 1989). Traditionally, boys have been hesitant about participating in dance and these traditions may have carried over to today (Lloyd and West, 1988). Often in the past, dance was only taught to girls. The practice of only including girls in dance only served to promote the idea that dance is a feminine activity (Weeks, 1986). Lloyd and West (1988) further support this notion by stating that dance was originally introduced in girls' physical education departments and only taught by women, therefore, it became identified with women. They even suggest that parents think that dance should be included in girls physical education programs but dance is not for boys. In the past, boys were not given the opportunity to participate in dance activities within physical education.

In a recent study, Pellet and Harrison (1992) examined children's perceptions of the gender appropriateness of physical activities at the elementary school level. Their study concludes that elementary school children perceive activities such as basketball, football, and baseball as gender appropriate for males and that dance is gender appropriate for females, while it is considered gender inappropriate for males to participate in female activities. They also state that "males are more stereotypical than females in labelling activities"(p.306).

Pellet and Harrison (1992) suggest that it is important for individuals to participate in both forms of "stereotyped" activities because they believe that both genders face negative repercussions by limiting themselves to only the "so called" gender appropriate activities. Females are believed to be especially at risk in limiting their life options by engaging in only gender appropriate activities (Ignico, 1990; Ignico and Mead, 1990). "Many traits; leadership, problem solving, strategic thinking, and the ability to interact both competitively and cooperatively, which are believed necessary for success in what society considers high-status careers, are further developed through male stereotyped activities" (Sabo, cited in Pellet and Harrison, 1992,p.309). Therefore, a consequence in limiting females' participation to only female gender appropriate activities is that "females learn skills that are not highly regarded by society and they are subsequently relegated to lower status roles within society" (Pellet and Harrison, 1992,p.309).

They further state that males also face negative repercussions in limiting themselves to gender appropriate activities. By not participating in all activities, males exclude themselves from other potentially satisfying and rewarding activities. This is important when considering that males who fail in team sports face severe peer criticism and rejection, which may cause low self-esteem and a negative

attitude for exercise and sport activities (Ulrich, 1985). In addition, Whetton and Cameron (cited in Pellet and Harrison, 1992,p.309) state that "business skills that are developed through male stereotyped activities (competitiveness, assertiveness, creative problem solving, and some influential skills) can be further developed by participating in female stereotyped activities. Other skills that are developed through female stereotyped activities (compassion, emotional sensitivity, openness, nurturing, and cooperation) can contribute to an individuals success within society". Thus, either gender may limit future professional success and life options by limiting their participation to exclusively male or female stereotyped activities within and outside of the school setting (Pellet and Harrison, 1992).

In the past, as well as today, boys were not given much opportunity to dance. In order to develop interest in dance, they must have the opportunity to dance (Lloyd and West, 1988). If students have positive attitudes about physical activity then they may develop positive attitudes toward dance through exposure (Carroll and Bandura, 1985).

"Children also develop attitudes toward dance based on cultural practices, stereotyping, and peer pressure with little or no exposure to dance activities or opportunities" (Thompson, 1986,p.54). To develop positive attitudes and student acceptance, dance needs to be taught to both genders

beginning in at least the elementary grades and continuing throughout the remainder of the school years (Weeks, 1986).

Lloyd and West (1988) also state that physical educators should inform all students, especially the boys, that participation in dance activities can help improve their sports skills. This may lead to a willingness to experiment with dance activities.

Teacher Training

Another major reason for the exclusion of dance in elementary school physical education is the lack of past experience, knowledge about, and training in dance education (Weeks, 1986; Hood, 1990; Gross, 1989; Faucette et al., 1990; Bray, 1986; Hankin, 1992; Flinchum, 1988; Nichols, 1990; Mehrhof et al., 1993). This often leads to a feeling of discomfort and inadequacy on the part of the physical education teacher when trying to present dance activities to their students (Bray, 1986). This lack of knowledge, experience, and training in dance education often leads to poor lesson plans and frustrated students (Werner et al., 1992).

The exclusion of dance from elementary school physical education programs may identify a "lack of awareness and understanding of the intricacies of human learning on the part of the physical educator" (Bucek, 1992,p.39). Bucek (1992)

continues on to say the exclusion of dance reflects an uninformed view of what it means to develop to one's fullest potential.

School Pressures

Other reasons have been given as to why dance has been excluded from elementary physical education. Some physical educators argue that there is insufficient time to do everything that they would like to accomplish (Brown, 1986). Some say there is too much pressure to prepare students for sports teams (Hood, 1990). Hood (1990) also states that with "a multitude of sports-related programs and activities within and outside of the school, the pressure simply dictates that more time be spent on skill acquisition and the reinforcement of previous learned skills" (p.47).

Instruction of Dance

Many suggestions have been put forth for the teacher of dance to ensure that their endeavors are met with some success. Constructing meaningful dance experiences for children requires an understanding of their developmental characteristics at various junctures in their school years and the use a variety of teaching/learning methods and strategies by the physical education teacher (Bucek, 1992).

Werner et al. (1992) suggest that in teaching dance, teachers should only use steps and group formations that are developmentally appropriate for that particular group of students. They suggest that in planning for dance the physical education teacher should establish both long and short term goals and objectives. Plans should include individual, partner, and group experiences and they should use a variety of formations. That is, plans should have a focus and a structure.

With regard to class management, they suggest that the class needs to have some sort of structure so that concentration and work like behaviour can be encouraged. Organizational arrangements for people, equipment, and space should be clear from the beginning of the class or unit.

Werner et al. (1992) also suggest there are three instructional issues that contribute to success in teaching dance to elementary school students. First, there should be both student and teacher demonstrations. Secondly, appropriate content progression should be used, and finally, complexity should be built into the dance lessons as they progress.

Mehrhof et al. (1993) offer some suggestions as to how a teacher could increase their comfort level in teaching dance, thus helping them achieve some success for their efforts. First, teachers should attend workshops and

conferences to gain experience in dance activities. Secondly, they should include rhythmical activities over short periods of time. Thirdly, activities which the teacher is familiar with should be used. That is, if a teacher is a team sports person, use the motions of various sports and incorporate rhythms with these motions. Next, one could use other teachers during dance units. For example, the music teacher would be an excellent person to help during a dance unit. Finally, the physical education teacher needs to realize the importance of dance units to students.

Jones (1984) outlines several suggestions which should be given some consideration when developing a basic approach to teaching dance. She suggests that some background information about the dance should be given. Also, the teacher should let the children hear the music before the dance and teach the dance in parts. If possible, one may use a slower tempo when teaching the various steps. The teacher should modify the dance initially, if that would make it easier to teach, move from the easier to the more complex dances and avoid spending too much time on one dance. She also suggests that the use of dances without partners may ease the initial reluctancy of pairing off.

Nichols (1990) suggests that dance instruction requires creative teaching. Success may be dependent upon the teachers ability to use problem solving, as well as, guided and free

exploration.

Dance experiences should be planned with a maximum of activity. The lesson should move smoothly from one activity to the next, with some change of pace provided between activities that are vigourous. Movement challenges within the lesson or unit should move from the simple to the more complex. This should be accomplished by working with single elements and gradually combining elements as children are able to deal with more then one element at a time.

Nichols (1990) suggests that adequate space must be provided to give children the freedom of movement required to develop to their own potential. Children should also have the opportunity to work with all their classmates at one time or another.

Several other suggestions have been given to help the physical education teacher create a successful dance experience for children. The teacher should set a positive environment for the students (Schmitz, 1989, Mehrhof et al., 1993). "Providing appropriate environmental stimuli can help in ensuring that optimum physical growth and development result" (Flinchum, 1988,p.63).

Weeks (1986) suggests the teacher should relate the similarities between a dance step and a sports skill. Students also enjoy the use of popular music over the use of more traditional material. The teacher needs to be

enthusiastic and encouraging when presenting dance activities to their students (Mehrhof et al., 1993; Weeks, 1986).

Hankin (1992) states that teachers may have to get past the image of a 'dancer' in their own minds to be successful. They must learn to value the inherent beauty in various forms of movement that takes place in dance, as well as, teach children to value them. The teacher must also help students experience a full range of movement activities while they value their own individual and unique styles.

Dance Programs

Dance programs are gradually becoming a reality in more and more schools (Ross and Butterfield, 1989). After all, dance has a special place in the overall physical education program of an elementary school. It is a physically vigorous activity which is enjoyed in individual, partner, or group work situations (Wotherspoon, 1982).

The word 'dance' is not as threatening today as it once was. We are exposed to movies, songs, and numerous television advertisements that are using dance to catch the eye of the potential consumer. People in general, children in particular, are becoming more interested in and comfortable with dance (Bray, 1986). Also, exercising to music has become a dominant factor in the lifestyles of many people. This has

not been limited to any particular segment of the population (Brown, 1986).

The time is right to introduce dance into our physical education programs within the schools. More and more children are willing to accept and try this type of activity. We must now get over the hurdles and proceed. The rewards of having dance in physical education are too numerous to exclude it any longer (Bray, 1989).

Curriculum Change in Physical Education

More and more attention is being focused on educational change in the school. Siedentop (1992) states that "educational systems have been bombarded with criticisms of schooling and teachers, accompanied by cries for massive reform"(p.69). Educators need to think differently about our present system and be prepared to change. "We must experiment with different formats for organizing and presenting physical education because, in too many places, physical education is being treated as a marginal subject" (Siedentop, 1992,p.69).

Oliver (1988) reports that change in physical education is noticeably absent in discussions about school reform. It is omitted from numerous commission reports, and is not subject to debate in numerous professional organizations to which physical educators belong. Why is this happening?

After all, physical education has the versatility in terms of expanding the breath of learning activities that can be provided for our students. "Curriculum change, is not a minor or incidental change, but a substantial or long-range change. The comprehensiveness of the process will depend on the nature of the change itself, the number of persons affected by the change, and the time into the future the change will affect" (Michalets, 1985,p.1).

All strategies for curriculum change involve people, and it is helpful to be able to identify the internal and external factors which create an individual's willingness toward accepting or resisting curriculum change. External factors include school-community environment and the social structure of the school. The attitudes and ideologies of the teachers and students would be considered internal factors.

Need for Change

Locke (1992) talks about the need for changing school physical education proramming. He suggests that many physical education programs fail to achieve their objectives. He argues that many physical educators say if a program is going well, why change it. Therefore, knowing exactly what part is not working (and why) is essential in deciding what sort of change is needed.

When thinking about curriculum change, there is not one but a number of physical education programs to think about. "Whether or not the forces of central tendency in curriculum and instruction allow meaningful talk about a dominant model, the programs in specific schools differ in real ways" (Locke, 1992,p.362). He continues on to say that it's not a question of whether or not changes will take place - they will. As with other subject areas, physical education will be a part of these changes. The only question open to consideration is whether or not stakeholders such as teacher educators, teachers, students, and parents will take any active part in directing those changes. If stakeholers choose not to be involved, change will happen as a natural consequence of the social, political, and economic forces at work. There is no reason to believe that those natural consequences will be favourable toward physical education in the school. It is therefore imperative, that physical educators, as well as other stakeholders, be involved in the changes that will take place in physical education.

The Teacher and Change

In introducing change that will help solve significant problems in a school, it is the teachers who must identify and define the problems, teachers who must plan what is to be

done, and teachers who have to do the work (Laporte, 1986; Locke, 1992; Mumme & Weissglass, 1989). Many teachers engage in a continuous effort to change. As individual professionals they devise new methods of instruction, new content units, new means of organizing students, and new strategies for evaluating. Teachers know what needs to be done to improve education. That is the most important type of change (Locke, 1992).

Teachers need to collaborate on designing and testing ideas about change until they understand it. Then, other teachers may regard the product as both credible and practical for use in their own classrooms and they may make efforts to implement the changes (Locke, 1992; Radnor, 1991; Rennie, 1987).

Locke (1992) also states that "the nature of their workplace prevents teachers from improving their practice. If they had more time to reflect, more resources to draw on, and more inservice help with developing skills needed for new units, then teachers would be the source of major change in education. Removing the barriers preventing them from working on curriculum is the key to enlisting their efforts"(p.366).

Locke (1992) lists several other variables that are keys to successful curriculum change in physical education. First, good change efforts must begin with needs assessment and detailed planning. Secondly, the people involved must have a

high commitment to their effort. Next, the availability or resources is critical in any change effort. Finally, smaller, tightly focused, highly specific, and immediate practical changes have a much better prospect for adoption by teachers than do longer, more ambitious schemes that simultaneously target different aspects of a school or program. Most research and practice in curriculum change implies that teachers should be regarded as leaders in every activity involving educational change. Also, teacher collaboration should be one of the main themes in school restructuring (Lee & Reigeluth, 1994).

The curriculum in the new school system will likely be planned to reflect the nature of change in our global environment (Burns, 1989). It will emphasize societal needs, family needs, and student needs. When examining changes in society, we can identify the development of global knowledge, mental and physical health, and effective communication skills.

Lee and Reigeluth (1994) state that "teachers will need a constructivist prospective for curriculum development. The dramatic changes in every aspect of society have made changes in curriculum and in the paradigms of instruction inevitable"(p.62). As a result, teachers must carefully consider a new educational agenda due to the new needs of our society and its stakeholders. They will have to change the

content of the traditional curriculum, reorder the curriculum based on a new array of skills, and change the structure of the curriculum and the style of classroom instruction (Gibbon, 1987; McGee, 1987). Furthermore, they will reorganize curriculum delivery, develop strategies for curriculum change, implement the curriculum, and evaluate its implementation (Lee and Reigeluth, 1994).

Barriers to Change

The biggest barrier to curriculum change in education appears to be that of teacher resistance (Sparkes, 1990). Many physical educators working in school settings continue to teach much as they always have, quite untouched by research findings (Placek and Locke, 1986). Even though many changes in education are legally possible, economically practical, administratively feasible, publicly acceptable, and experimentally defensible, they are not admissible psychologically into certain teachers minds (Stoynoff, 1989). Several personality characteristics have been identified in teachers who are resistant to change. They include: authoritarianism, defensiveness, insensitivity to pupils needs, and preoccupation with discipline. Also, those teachers who are not ready to change find more total barriers,

both internal and external, then those who are willing to accept change (Stoynoff, 1989).

Making Actual Changes

Reports of curriculum change in physical education tend to be anecdotal reports of ideas for classes (Placek, 1989). Some reports merely show that through direct intervention on a small scale, teacher behaviours can be changed (Faucette and Graham, 1986; Ratliffe, 1986).

One of today's leading researchers in physical education argues that research on change in physical education needs to be stimulated by enthusiastic and vigorous individuals (Kirk, 1989). He questions the method of how we go about initiating change in physical education. "It appears that basic strategy, thus far, for bringing about change in physical education is to conduct research, communicate this through journal and conference articles, use the findings in teacher education courses, and then wait for the findings to filter down to the point of implementation in the gym"(p.126). Kirk suggests that while this strategy for change has its place it cannot stand alone.

Kirk (1989) also states that "if change is a genuine aim of research, then political action on the part of teachers and researchers, in conjunction with administrators and other

interested parties such as parents and students, is unavoidable. Change does not happen through rational planning alone. Change occurs through the exercise of power, and power in the context of transformative social action is centrally to do with the political"(p.127). We are encouraged to believe that change can be conducted scientifically, rationally, and apolitically. In the process, the exercise of power becomes invisible, or at least opaque, and is acquired by some to the disadvantage of many others.

Kirk (1989) offers three suggestions which give an alternate view of change. First, researchers need to begin thinking more in terms of working with teachers rather than working on them, in other words, teachers need to be viewed less as objects in the natural science sense and more as conscious agents of change who have valuable insider knowledge and the ability to control their own destinies. Secondly, the preoccupation with doing scientific research has created some entrenched opinions that have led to narrow views of change in physical education. If researchers are to work with teachers then they need theoretical perspectives that allow for them to consider both the inner workings of the everyday life-world and the structuring and interpenetration of this world and of human consciousness by wider social forces. Finally, we in physical education need to begin developing a more sophisticated understanding of the process of change, both at a wider societal level and also within our own subject.

Other developments in the curriculum field have emphasized that there will be some sort of political struggle if curriculum change is to occur (Kirk, 1988; Whitty 1985). Kirk (1989) suggests that if we are genuinely interested in bridging the gap between research and curriculum practice, our first major step is to recognize that to do this we must become politically active.

Physical educators must believe in their abilities as human beings to shape their own destiny. They must find time to understand and plan for change (Sherrill, 1983). We need to think differently about physical education for youth. "We must restructure, take risks, and produce results" (Siedentop, 1992,p.70). Siedentop (1992) implies that change occurs as new knowledge is acquired and positioned within existing structures. This new knowledge will aid in the development of new structures or methods designed to reinterpret old information or to better accommodate the addition of new knowledge.

When stakeholders see a change produce the results they want, they will persist on a new course and it will become permanent. More particularly, when teachers actually observe students learning more, assigning more value to what they learn, and wanting to participate in class activities, there can be no stronger guarantee that a curriculum change will be adopted (Locke, 1992).

Curriculum Implementation in Physical Education

The professional literature in physical education has treated curriculum implementation issues on a minor scale in recent years. Most research has dealt with curriculum planning and development with little regard for curriculum implementation (Virgilio, 1984).

Educational change takes place when improved programs or methods are implemented or actually used in classrooms. However, because of the structure of schools, implementation is frequently difficult. Schools traditionally are organized with individual teachers working relatively autonomously in cellular classrooms. Teachers receive little financial incentive or opportunity for social recognition for better performance. Therefore, the level of implementation of change in educational programs largely depends on the characteristics of the teachers (Poole and OKeafor, 1989).

Often, implementing a curriculum has been considered a crucial stage in the curriculum planning process (Hunkins and Ornstein, 1989). All too often, curriculum changes that were based on sound ideas have failed because of the inadequacy of the process of implementation. If the process is not adequate, teachers might be ill prepared to implement the change and other stakeholders may resist the change because it was not effectively communicated to them (Michalets, 1985).

Successful Implementation

For curriculum change to be implemented successfully a well developed plan for a set of guidelines must be developed (Boser, 1991). The implementation of new curricula means getting educators to shift from the current program to a new program. This includes the decisions, actions, and procedures involved in putting a change into use (Bennett et al., 1992; Boser, 1991; Dow et al., 1984; Hunkins and Ornstein,1989; Loucks and Lieberman, 1983; Poole and OKeafor, 1989; Virgilio, 1984).

Virgilio (1984) outlines a plan for curriculum implementation in physical education that is supported in various ways by other research. He states the process of curriculum implementation can be broken down into two phases, the preoperational stage and the operational stage.

In the preoperational stage, curriculum leaders and staff should establish the procedural steps for piloting. Preoperational activities also attend to developing schedules for both piloting and final implementation, the preparation of physical facilities so that new programs can be accommodated, and the preparation and purchase of equipment necessary for successfully activating the program. Also, at this point, policy and budget preparations should be complete and a means for communicating to the public should be developed.

Piloting is a critical phase of the preoperational stage. The data gathered from piloting is used to substantiate recommendations made by curriculum developers to interested educators, parents, students, and other stakeholders. Piloting helps in addressing the question of whether it is as effective as it claims and what revisions should be made to bring it up to par.

The operational phase occurs when all plans are activated. This stage involves decisions and actions that guide the placement of the curriculum units in physical education classes. It is here that the responsibility for the teaching units and instructional materials is specified. This is usually done by the principal or the physical education coordinator. This stage also involves managing and coordinating support systems to help teachers in the implementation process.

Factors Influencing Implementation

Several key elements that are linked to successful implementation have been identified in the literature. While each factor has a unique role, it is the culmination of these factors that can help with ensuring successful implementation.

Support is often neglected at the implementation stage (Virgilio, 1984). Support can be separated into two

categories, material support and human support. Material support is most important in the initial stages when new materials, supplies, and equipment are needed (Olshitain, 1989). Nothing delays implementation more than late arriving materials or the lack of funds to support the instructional goals (Loucks and Lieberman, 1983).

Human support is also pivotal. At the school level, the principal is the key element. The principal can remind users of new curricula that it is a priority to follow this curriculum, demonstrate informal interest, and provide some motivation (Poole and OKeafor, 1989; Virgilio, 1984). Another important aspect of human support is peer support. Teachers should work together, share ideas, develop new materials, and discover interesting techniques to enhance the new curriculum process (Hunkins and Ornstein, 1989; Virgilio, 1984).

Another important factor in implementation is that of communication. "Communication is extremely important from the piloting through to the final dissemination" (Virgilio, 1984,p.61). The most common communication techniques available to the school system are staff meetings, newsletters, system bulletins, workshops, small group meetings, handouts, PTA meetings, and focus groups which may deal specifically with physical education content (Michalets, 1985; Hunkins and Ornstein, 1989).

Staff development is another important factor in successful implementation. All to often, implementation efforts fail because adequate staff development opportunities are neglected. It is sometimes assumed that teachers already have the expertise to implement the change with little or no assistance (Virgilio, 1984; Michalets, 1985; David, 1986; Bennett et al., 1992; Olshitain, 1989; Hunkins and Ornstein, 1989; Boser, 1991; Pepple, 1986; Loucks and Lieberman, 1983).

Instructional planning may be considered the final factor in successful implementation (Virgilio, 1984). Plans that support a curriculum have to be translated into instructional plans; unit plans, lesson plans, student needs, teaching styles, instructional resources, and evaluation instruments. The implementation stage is complete when instructional plans are put into action.

Boser (1991) offers some interesting guidelines for implementing curriculum change that add to and reinforce those already cited. He states that implementation should proceed from a knowledge of the change process. Involvement of students, parents, teachers, administrators, and interested individuals and organizations external to the school could be quite helpful. It becomes necessary to identify the existing barriers to change and develop strategies to overcome these. Finally, one must seek input from those individuals who are resistant to implementing change as well as those who are supportive.

Barriers to Successful Implementation

When any new curriculum is being implemented into a school certain barriers are going to stand in the way of its success (Dow et al., 1984). These barriers need to be addressed before successful implementation can occur.

One of the major barriers to implementation is time constraints. Implementation should occur gradually instead of overnight (Laporte, 1986). Often teachers are presented with new material and told to implement it right away without time to prepare and plan (Poole and OKeafor, 1989). Many teachers lack materials and other facilities, as well as time necessary for implementation (Pepple, 1986).

Some teachers feel the content of the new curriculum just is not correct (Placek, 1989). That gives them a lack of motivation to go ahead with the implementation (Dow et al. 1984). Also, there is often no system established that will assure that teachers are actually teaching the new curriculum (Watkins, 1983).

Doing things differently can create friction between a teacher and their fellow educators, administrators, students, and parents. Many teachers would rather not work with such friction in their environment. That is not to say that individual teachers cannot implement change, but teachers

working in isolation will find the task much more difficult (Mumme and Weissglass, 1989).

Dow et al., (1984) outline several other barriers to successful curriculum implementation. The principal's role is often unclear. The curriculum guide is unrealistic in terms of the amount of material that teachers are expected to cover. Teachers have been given insufficient opportunity to provide feedback related to the new curriculum. Finally, more support from central office resource personnel could provide more motivation for teachers.

The Teacher and Implementation

Teachers are the most important factor in the implementation of new curriculum. Because teachers are the ultimate implementers of curriculum, it is important that they play a role in determining the process by which new curricula is implemented (Mumme and Weissglass, 1989). "When teachers participate in decisions made during the process of implementation, the likelihood of successful implementation is increased" (Loucks and Lieberman, 1983,p.131). If teachers are involved in the process the perceived need for change is much clearer to other educators (Placek, 1989).

Curriculum implementation requires individual initiative and creativity on the part of the teacher (McNeil, 1988). In the end, it is the teacher that holds the power when it comes to curriculum implementation. Without the teacher's support, effort, and cooperation, even the most carefully conceived curriculum is doomed to failure (LaPorte, 1986). Usually, the teacher's reward for the extra effort required to implement a change include personal satisfaction from achieving valued outcomes with students, working with colleagues to influence the achievement of organizational goals, and receiving recognition from administrators and colleagues (Poole and OKeafor, 1989)

It is evident that if new curricula and change are going to be successful a well established plan for implementation needs to be put in place. As Virgilio (1984) states, "today greater emphasis must be placed on the implementation stage to ensure that curriculum aims, goals, and objectives are being facilitate in our elementary physical education programs" (p.63).

As much of the literature suggests, if the implementation of a dance unit is going to be successful, a well thought out plan needs to be devised. For the inexperienced dance teacher, this may mean a shift from an already established program and method of instruction. Developed plans need to be modified throughout the implementation process to ensure

established objectives are being meet. Teachers of dance need to address such issues as gender, lack of materials, teacher training, time, and student resistance if any new innovation is going to succeed.

CHAPTER III
METHODOLOGY

Introduction

This case study involved the introduction of a dance unit into an elementary school's physical education program. A combination of qualitative and quantitative research methods were used when evaluating the development and implementation of the unit, as well as student attitudes towards dance. The development of the lesson plans and the unfolding of these plans are also considered in this study.

It was decided to use both methods of research so that a more meaningful picture of the whole process of implementing a dance curriculum could be obtained. Using quantitative data allowed the researcher to investigate changes in attitudes using statistical testing. This data was gathered before and after the dance unit was taught to all classes involved in the study. Qualitative research methods provided the students and teacher the opportunity to express their daily experiences, feelings, and opinions.

While both quantitative and qualitative research methods were used throughout the study, more emphasis was placed on the qualitative portion. Dance being much more of a "qualitative" activity, required for the most part, qualitative methodology. Yin (cited in Merriam, 1988) stated that qualitative research is preferred in examining

contemporary events, thus relying on the techniques of direct observation and systematic interviewing. Its unique strength is its ability to deal with a full variety of evidence - documents, interviews, and observations.

It was decided by the researcher to implement the dance unit into the physical education program of grades 4 and 5. All students in these grades participated in the unit, but only those students who volunteered actually completed the attitudinal survey. A group of 10 students were selected for an oral interview.

The dance unit consisted of 11 instructional periods. During these periods the children were exposed to structured dances, creative dance, and folk dance.

Confidentiality

When students were asked to participate in the study they were informed that their identity would not be revealed to anyone. In addition to being a requirement of ethical research, it was hoped that the students would express their true feelings, opinions, and experiences about all topics discussed. Children at this age are self-conscious about what their peers think about them and this may inhibit them from conveying their true feelings and attitudes, especially if

they feel their thoughts are not consistent with those of their friends.

For the survey portion, the students were assigned identity numbers. This was done to enable a comparison between individual pre-test and post-test scores. Pseudonyms were used in the interviews and field notes. These remained consistent throughout the period of research.

Quantitative Methodology

Sample Selection

All grade 4 and 5 students within the school were asked to participate in the study by completing a survey. Students were given information about the study and informed that their help and cooperation would be greatly appreciated. At this initial stage, they were given minimal information so that their answers to the survey questions would not be influenced. It was explained that their participation in this part of the study was voluntary. A consent form explaining the intent of the case study was supplied to the students which they were asked to bring home to their parents. If both the student and parent agreed to the student participating in the attitude

survey and/or an interview, both signed the consent form and returned it to the researcher.

Only those students who returned their consent forms took part in the attitude survey. Of the 112 consent forms that were sent home, 74 were returned with the required signatures.

Construction of Attitude Survey

The survey was adapted from two previously used attitude surveys of elementary school children towards physical education; "Inventories and Norms for Childrens' Attitudes toward Physical Activity" (Schultz et al., 1985), and "Attitudes towards Physical Education in Elementary School Students" (Martens, 1985).

These two surveys, in addition to information obtained about dance through an extensive literature review, were used to construct the survey. In all, 32 statements were constructed for the survey. The possible responses were agree, disagree, and unsure.

Some statements were worded positively and some statements were worded negatively to ensure that the students were reading each question. On several occasions the same statement was worded differently and placed in a different location in the survey as a reliability check.

A list of activities, with which most students were familiar was also included in the survey. Dance was intentionally included in this list. A total of 15 activities were included. Students were asked to rank the activities from their most preferred to their least preferred.

Reliability and Validity

Reliability of the attitude survey was checked by using the test-retest method. With this method the same test was given to the same group of students on two different occasions. The time between the administering of both surveys was one week. A reliability coefficient of .82 was measured. Therefore, the attitude survey can be considered to be reliable.

A measuring instrument is considered valid to the degree that it measures what it is intended to measure (Bartz, 1988). This particular attitude survey was constructed from two previous validated attitude inventories centred around elementary school physical education. Most of the content was adapted from recent literature in the area of elementary school dance. Statements dealt with areas that would be covered in the implementation of the dance unit in the physical education classes of those elementary school children who completed the attitude survey. The grade level of

language used in the statements was also deemed appropriate by a trained elementary school special education teacher.

Collection of Quantitative Data

The attitude survey pre-test was completed by the grades 4 and 5 students prior to the implementation of the dance unit and the post-test was administered following the completion of the dance unit.

The pre-test was administered to the students in their classroom setting as they sat at their individual desks. A time other than a regular physical education class was arranged with the homeroom teacher, to administer the attitude survey. This arrangement ensured that some students who particularly enjoy physical education would not be disappointed if their physical education class was cancelled. By using an alternate time it was hoped the students would read each statement carefully and express their true feelings about each item contained on the survey.

The students were asked to read each statement and check one of three appropriate responses following each statement: agree, disagree, and unsure. Any individual help that was needed in completing the attitude survey was given by the researcher and several other students who did not complete the

survey. This assistance consisted of clarifying any word or words that a student may have misunderstood.

The students were also asked to rank a list of 15 activities from their most preferred to their least preferred. Their most preferred activity was to be numbered 1 and continuing to their least preferred activity which was to be numbered 15. The procedure was duplicated for the post-test.

Attitude Survey Scoring

All attitude surveys were hand scored by the researcher. To ensure that all items were completed, the researcher reviewed the surveys as they were submitted by the students. It was found that both the pre and post surveys were completed by all students. The reliability of the surveys were further checked by examining the similarly worded statements within the survey. No irregularities were found, therefore, all completed attitude surveys were used in compiling the various data to be analyzed.

In scoring the survey, each particular response was given a numerical value. Positively worded statements were scored as follows: Agree - 3, Unsure - 2, Disagree - 1. Negatively worded statements were scored as follows: Agree - 1, Unsure - 2, Disagree - 3. The numerical values assigned to the rank order of activities by the students were used in later analysis.

Statistical Procedures

Statistical analysis was completed on all quantitative scores collected during the research period of this particular case study. Statistical procedures were performed using SPSS for Windows by Microsoft.

A t-test was performed on the data collected from the pre-test and the post-test of the attitude survey. The results were then used to determine if the hypothesis held true. For the purpose of this case study a .05 level of significance was used.

The means for the ranking of dance on the pre-test and post-test were calculated and the differences between them measured. A Pearson-Product Moment Correlation Coefficient was also calculated for the pre-test and post-test ranking of dance.

A summary of statistics is located in the appendix.

Qualitative Methodology

Sample Selection

All students in grades 4 and 5 participated in the dance unit as part of their physical education program. Throughout the unit, student actions, comments, and/or changes in behaviour were recorded and used as part of the qualitative

data. This data was collected through the use of field notes and an audio recording of the original class of each lesson.

A group of 10 students were selected to participate in personal interviews through which they could express their views about physical activity in general, and more specifically, dance. Of the 10 chosen, 5 were boys and 5 were girls. This gave an equal representation of both genders. Pseudonyms were used throughout the study. The individuals were selected for a variety of reasons: Bradley and Jenine were chosen because of their athletic ability and their commitment to sports; Wade, because of his inappropriate behaviour during physical education and his quest to be the center of attention amongst his classmates; Matthew, because of his consistent display of poor sportsmanship in almost every activity in which he participated; Jamie, because he showed an enjoyment of all activities, he always gave his best effort, and he was somewhat overweight; Paul, because he was the type of student that went along with any activities that were presented to him and always tried his best without complaining; Sarah, because she was participating in formal dance instruction (ballet) outside of the school setting; Rebecca, because she had difficulty in performing some sport skills, however, she was the top academic student in grade 5 and would truly express her opinion about any topic; Sue-Anne, because she was a quiet girl who rarely spoke to anyone,

but came into class and performed any task presented to her; Nadine, because of her obvious enjoyment of team sports and because she often complained about activities that she disliked.

At the conclusion of the dance unit, 8 of the original 10 students participated in another personal interview. Nadine and Paul were unavailable to participate in another interview. Nadine had moved to a new school several days before the scheduled interview. The move took place rather abruptly so the interview could not be rescheduled. Paul requested not to take part in another interview.

Two new students were chosen to participate in a post interview; Rodney because of his expressed dislike of dance throughout the dance unit and Holly because of her expressed enjoyment of dance throughout the unit.

Construction of Interview Guide

Two separate interview guides were constructed for this case study; one to be used before the implementation of the dance unit and one to be used following its completion.

The first interview guide was intended to lead the students from the overall realm of physical activity to a more narrow perspective of dance. The interview started by asking students what types of activities they enjoyed and why they

enjoyed them. They were asked how they would feel about having new activities included in their physical education program. This led to questions about their experiences with and feelings about dance, how dance could fit into their overall realm of physical activity, and whether or not they would like for dance to be included in their physical education program.

The second interview guide dealt specifically with the dance unit that they had experienced. Questions were structured to obtain students feelings and opinions about the overall dance unit, specific parts of the unit, and their participating with friends and the class as a whole. They were asked to suggest how the unit might be improved and whether or not they would like for dance to be included in future physical education programs.

Collection of Qualitative Data

Interviews

Interviews lasting 10 to 20 minutes were conducted with the sample of students chosen. A total of 20 interviews took place; 10 prior to the implementation of the dance unit and 10 following its completion.

Prior to each interview, it was explained to the student why the interview was being conducted and how the information

gathered would be used. They were asked to be honest in responding to the questions and told there would be no negative repercussions for expressing their opinion. The researcher expressed gratitude to the students for participating in the study and assured them that their answers would not be released to anyone in a way that they could be identified.

The interviews were informal in nature. Each student was asked a pre-determined list of questions from an interview guide (See Appendix). The researcher also asked other probing questions to extend particular responses to original questions. These were not pre-determined, but rather prompted by student responses. The interview questions concerned the students' feelings, experiences, and opinions about physical activity and more specifically dance. Questions were structured such that students could talk as much as they wished on a particular topic. In many cases, students were queried for additional information about their response to a question.

At the end of each interview, students were given an opportunity to provide additional information regarding anything that was discussed. Several students clarified and reinforced answers previously given.

The importance of an interview in qualitative research is supported by Merriam (1988) who said, "the main purpose of an

interview is to obtain a special kind of information. The researcher wants to find out what is 'in and on someone else's mind'" (p.72). We cannot observe feelings, thoughts, and intentions.

Teacher Observation and Field Notes

The researcher wore a microphone to record each initial dance lesson. The tape recorder and microphone were turned on before any students entered the gymnasium and remained on until the last student left. This enabled the researcher to collect spontaneous data on students' feelings and opinions about dance as they chose to comment on the sequence of activities that were taking place. Additionally, the researcher was able on several occasions to record comments regarding the progression of a lesson and the unit. The taping also provided an opportunity to record students' responses to questions posed during the class. A final asset of the tape recordings is that valuable information was gathered which assisted with the evaluation of each lesson and the overall dance unit.

Field notes were recorded throughout the implementation process. At the end of each lesson, the researcher made notes on the happenings of each class and expressed opinions and feelings regarding the way each lesson had progressed. As well, student and researcher commentary identifying potential

improvements were noted. These notes were used in making modifications to particular lessons.

The field notes also included observation of student participation, that is, the various things students were doing or not doing, any opinions they expressed, and their interactions with classmates. While the field notes were somewhat limited in capturing students' feelings and opinions, they provided valuable information for the overall evaluation of the study.

Data Analysis

Following collection, interviews and lessons were transcribed, and field notes dated and compiled. This information was then analyzed and common trends were filed together. For example, positive opinions about dance were grouped together in one file, as were negative opinions. The responses within each file were then contrasted and compared to each other and with responses from other files. The information obtained from the analysis provided a clearer insight into the evaluation of the development and implementation of the dance unit, as well as student attitudes toward dance.

Merriam (1988) stated that, "data analysis involves developing categories, themes, or other taxonomic classes that interpret the meaning of the data"(p.146). When these categories are linked together by common traits, the analysis is moving toward the "development of a theory to explain the data's meaning"(p.146).

Role of Researcher

The researcher in the case study fulfilled several roles. First and foremost, the researcher, as a physical education teacher, had to fulfil his obligation to the children in providing them with meaningful physical education activities within the realm of the gymnasium. The second role was one of a participant researcher in the case study. The research took place in settings that were familiar to both the students and the researcher, namely, the gymnasium and the student's classroom. It was important for the researcher to make his intentions known to the students in an attempt to gain their cooperation. Being a participant researcher also afforded the advantage of knowing the students prior to the study.

Ideally, these two roles should have been kept distinct, but the connection between roles sometimes occurred consciously and at other times unconsciously. The researcher

sometimes found that the two roles were inextricably interconnected.

Due to the duality of the researcher's roles, the possibility of personal bias was considered, and in the study, a conscious effort was made throughout to keep the study as unbiased as possible. Therefore, an attempt was made during the interview stage to allow children to express their opinions instead of soliciting the desired responses. All transcribing was completed by writing it verbatim as it was contained on the audio-tapes for both the interviews and tape recorded lessons. A serious attempt was made to offer a truthful observation of all events that occurred during the period of the study. The researcher disciplined himself to be open-minded and thorough throughout the study.

Nevertheless, the fact remains that every piece of qualitative data recorded by a researcher must raise a question regarding its truth, that is, "the degree to which it is an accurate depiction of a physical or verbal behaviour or belief" (Lofland and Lofland 1984,p.50).

Ultimately, the reviewers of the research analysis will subject it to the same types of scrutiny as did the researcher. They will determine the degree of trust to place in it (Lofland and Lofland, 1984). Lofland and Lofland (1984) stated that despite considerable professional and philosophical concern about error and bias in qualitative

studies, those topics rarely arise in connection with finished works. The constant worry about potential error and bias actually protects the qualitative researcher from their actual occurrence.

The use of both quantitative and qualitative research methods were implied throughout the research. Dance, being an unique activity, was suitable for both methods of research, although most of the research was qualitative in nature. Analyzing student interviews, teacher observations, field notes, as well as statistics, presented a much more meaningful picture of implementing dance in an elementary school physical education program.

CHAPTER IV

SCHOOL CONTEXT AND PROPOSED DANCE UNIT

The school in which this case study took place is located in a small rural community in Newfoundland, but serves 6 different communities in the area. The school has a student population of 375, from grades K-6, and a teaching staff of 23. The students are bused to school daily and most remain on the school grounds for the entire school day. Some students who live in close proximity to the school may go home for lunch.

During non-instructional periods children usually play outside of the school in a designated area, weather permitting. This area consists of a large asphalt parking lot and a small area that consists mostly of rocks. There are no outdoor recreational facilities for student use. Extra-curricular programs consist of a lunchtime intramural and an after-school program. Intramural activities are rather limited with regard to time because the gymnasium is also used as a lunchroom.

During interviews, students indicated they enjoyed participating in activities that are team oriented. These physical activities include basketball, floor hockey, ice hockey, soccer, volleyball, softball, and football. Some individual sports were mentioned by the students, including

gymnastics, skipping, running, and badminton. Most of these activities had occurred during the student's physical education classes or during the intramural program.

Students indicated they were also involved in physical activities that took place outside of the school. These activities included ice hockey, bike riding, roller skating, ice skating, swimming, hopscotch, and walking. Most of these activities are enjoyed on a recreational basis and are organized by the students themselves. The students stated that the skills and knowledge that they acquire during physical education are used to further pursue some activities once they are out of school.

There are very few organized programs for the students to become involved in outside of school. Due to travel and costs associated with such programs only a small number are able to participate. Most families in the area were involved in some aspect of the fishery, either as a plantworker or a fisherperson. Some people commute daily for one and one half hours to work in various surrounding areas.

Elementary Physical Education Program

At the time of the case study, the elementary physical education program of the school included grades 4-6. The physical education program was primarily based on a sports

model. Students were presented with various sports skills which they practised while participating in variety of drills. The skills would then be used in game situations. Some of the sports students participated in included soccer, volleyball, basketball, floor hockey, badminton, gymnastics, and softball. Many modified versions of these games were used utilized until the skill level and knowledge of the rules were at a level that they could participate in the 'traditional' version of the sport.

In addition to the various sports, some cooperative games and other recreational activities were introduced to the students. They participated, for brief periods of time, in activities such as skipping and hiking. Activities such as skating and swimming are enjoyed once or twice a year because the costs associated with the rental of buses and facilities limits the amount of time that can be spent participating in these activities.

Several reasons precipitated the decision to introduce a dance unit. Firstly, continuous improvement is a crucial element in any educational program. There must always be a process of refining and revising instruction for students. Secondly, dance is an activity that is receiving more and more attention in physical education programs at the provincial and national levels. Current trends in physical education place more emphasis on activities such as dance. Dance would be

something new for the children and it would provide them with an opportunity to explore and experiment with various types of movement. Finally, from a teaching perspective, implementing a dance unit would be a change from the traditional methods of instruction in physical education programs with the lessons taking more of a discovery/exploratory approach rather than drill and practise of specific skills.

As this unit was the researcher's initial experience in teaching dance, it was decided to limit the implementation to grades 4 and 5 which involved approximately 120 students ranging in age from 9-11 years. About 60 percent of these students were female and 40 percent male. The dance unit was introduced in the spring of the year.

Original Lesson Plans

Prior to the development of the lesson plans, student objectives for the dance unit were developed. These included: (1) providing a medium through which children can have fun while participating in physical activity; (2) developing a degree of satisfaction in and mastery of their own body movements for their own pleasure, confidence, and self-esteem; (3) expanding student movement abilities by providing them with many opportunities to explore, discover, invent, and develop different ways of moving; (4) sequencing movements to

music; (5) providing children with the opportunity to perform for their peers and in turn, develop sensitivity towards peers as they perform; (6) enhancing social skills as students cooperate and compromise with their peers; and (7) providing students with the opportunity to learn about other cultures by participating in and learning steps of several folk dances.

The original plan for the dance unit consisted of the following 10 lessons.

Lesson one consisted of a warm-up in which students would move in the general space of the gymnasium without interfering with their classmates. The dance for this lesson was the Basketball Dance. This dance followed a basic eight count consisting of running in various directions, as well as, pivoting. An introduction to the dance Daybreak was planned for the last few minutes of the class. The dance would be continued during the following lesson.

Lesson two commenced with a warm-up consisting of various locomotor skills while moving around in the general space of the gymnasium. A quick review of the Basketball Dance was to be completed. Following this, Daybreak would be continued. This dance involved moving in a square pattern and completing various moves at each corner. The lesson concluded with the dance Bartman. This dance was an imitation of the television cartoon character Bart Simpson.

Lesson three was an introduction to creative dance. The warm-up involved moving in space while holding unusual shapes using various body parts. The main part of the lesson consisted of students moving their bodies and body parts at high, medium, and low levels while exploring various shapes. The lesson ended with a repeat of some of these activities involving the use of partners.

Lesson four was a continuation of lesson three consisting of partner activities. The game 'Octopus' would be used for a warm-up activity. That game utilized running, stretching, dodging, and bending. The first activity was for both partners to move together at a high, medium, and low level. Next, the students moved at various levels, for instance, one student at a high level and one student at a low level. Then different pathways would be added. The students would then move from one end of the gym to the other with various body parts touching the floor. The closing activity consisted of partners creating the most unique shape possible and moving the length of the gym holding this shape. After a couple of attempts each group would demonstrate one of their shapes for the rest of the class.

The opening activity for lesson five involved students doing various exercises while forming their bodies in unusual shapes. Some of the exercises to be completed included push-ups, sit-ups, and jumping jacks. The students would then move around the gym using different locomotor movements to music.

When the music stopped the students would hold an amusing shape while balancing on one foot. The students would then create a very short story through movement. The closing activity required the students to perform their story for the teacher or the class depending on the preference of each group.

Lesson six commenced with exercises performed to music. Students would then create their own dance in groups of two, three, or four. Students would also choose their own music for this dance.

Lesson seven started with the game 'Octopus'. This was the same game that was used during lesson four. The students would continue to practice their dances for approximately half of the class time. The lesson concluded with the students performing their dances for their classmates.

Lesson eight was an introduction to folk dance. The warm-up consisted of folk music and the use of hoops. Students would move around the gym until the music stopped, they would then go to a hoop and hold a balanced position until the music started again. As the number of hoops were limited, some would be required to share a hoop with one of their classmates. The main activity for this lesson was made up of an explanation of folk dance and the dance Csebogar, a Hungarian folk dance. Part one would be practised and performed to music during this lesson.

Lesson nine consisted of a review of part one of the Csebogar and the completion of part two. The whole dance would then be performed to music. An introduction to the Swedish folk dance Carousel would conclude the lesson.

Lesson ten involved reviewing the Csebogar and completing the Carousel to music. This marked the conclusion of the dance unit.

Unfolding of Lesson Plans

The following is a summary of the actual lessons that took place during the dance unit. The data was compiled and summarized from audio-taped transcripts of each lesson.

Lesson One

The first lesson commenced with several students questioning the significance of their teacher wearing a microphone. It was explained to the students that the class would be beginning dance today and the microphone was being used to record the events of the class. This response gained both groans and cheers from the students. It was explained to the students that the only expectation of the dance unit was for them to give their best effort. They were informed that everyone would be doing the same sorts of things so there was no reason for anyone to feel embarrassed. They were also

informed that their teacher would be performing most of the dances with them and that the unit would begin with a couple of simple dances.

During the warm-up the students moved around the gym in any direction avoiding contact with their classmates. A student questioned the significance of doing such an activity. It was explained that when they did an actual dance, everyone would have to be careful not to collide with other members of the class while performing the various dances.

At this point, a student questioned why the teacher was looking at the dances on a piece of paper. The student was informed that dance was new to him as well, and that he needed a reminder of the various steps.

A dance called the Basketball Dance was outlined step by step. The students proceeded to practice the various steps. They were reminded to use their own space and to avoid colliding with their classmates and/or the walls. As the students practised, several had to be reminded to step with the count. One student was trying to see how many steps he could take on an eight count. Another student questioned why this was called the Basketball Dance because he could see little resemblance to basketball. He was told that this would become evident later in the dance.

At this point, a couple of steps were added to the dance that were not in the original description. The additions

simply replaced several of the original steps with students following the same basic pattern and beat. These were added so that the dance would reflect basketball to a greater degree. One of the students asked if they could try the dance while hopping on one foot, so all students tried it in this manner. After that dance was completed there was insufficient time to begin the next dance. The students played frozen tag for the last two or three minutes of the class as a closing activity.

Lesson Two

Lesson two started with the students moving to music. They hopped, skipped, and performed other locomotor skills to music. A student questioned if this was dance and she was informed that putting the various movements together to the music could be a dance. She then wondered if there would be other music because she was not fond of the music that was currently playing.

It was explained to all students that the various movements that they were just performing such as spinning, walking, flapping, and falling down are all components of dance. If these activities were put together in some sort of sequence they would be a dance.

The class then reviewed the Basketball Dance. After the review they added some of their own moves while following the

same beat and pattern. One of the boys then asked when the balls would be used. He was told that the basketballs would not be used for this dance. He then commented that it could not be a basketball dance unless the basketballs were used.

The class was then introduced to the dance Daybreak. They practised the various steps and performed the dance a couple of times to the music. They were then told that they should follow the same basic square pattern and add their own steps at each corner. Several students commented that they did not know what steps to put in at each corner. All students were shown the various charts on the wall that contained different movements and informed that they could use any of those during the dance unit. They practised for a short time and the class ended.

Lesson Three

The third lesson began with three questions from the students. The first student asked why the class was being taped and commented that he failed to see the point of taping it because they did not like dancing. The second student asked if they could make up their own dance today and the third student asked if the class was going to be involved in a warm-up. The student's questions were addressed and the lesson continued.

After the warm-up, the students inquired about today's music. They were informed that it would be the same as the last day Students were then requested to move to the stage area. Several students proceeded to areas other than the stage. Once assembled in the stage area, the students started to move from one end of the gym to the other in unusual shapes. They then combined the various shapes while moving. The students also moved at various levels and at a combination of levels. After this activity was completed, the students found a partner and continued to move using various shapes and levels in cooperation with their partner.

At the end of class, several students wondered what this had to do with dance. It was explained to them that this was an introduction to creative dance and if they put together many of the movements they did today in a sequence, they would have created a dance of their own.

Lesson Four

Lesson four started with a game for a warm-up. After that the students gathered to hear their instructions. It was explained to the students that the lesson for today was a continuation from last day. They would be working with a partner which they could chose themselves. As anticipated, several problems with grouping resulted. Several students wanted to be partners with the same individual and there were a couple of students who could not find a partner. These

problems were addressed, however, one boy and one girl remained without a partner. They did not want to be partners with each other which resulted in there being two groups of three.

The students were instructed to move from one end of the gym to the other at a high level while joined in some way to their partner. Next, they went several times at a medium level followed by several times at a low level. Students were also asked to explore pathways other than straight ones. After that activity was completed, the students moved, with their partners, from one end of the gymnasium to the other with various body parts touching the floor. Some examples of this included three feet, two feet, two feet and two hands, and three hands and three feet.

The closing activity consisted of the students creating the most peculiar shape possible and moving from one end of the gym to the other while holding this shape. Each group proceeded, one at a time, while the others observed. This was repeated several times.

Lesson Five

Lesson five commenced in the usual way with numerous questions about what would be happening in today's class. With the answer a the combination of groans and cheers. The opening activity consisted of various exercises. These

exercises were performed in a variety of unusual shapes. Each student was requested to think about as many different shapes as possible to perform each activity. The students performed jumping jacks, sit-ups, and push-ups in numerous unusual styles. They then moved around the gym in different manners such as hopping, running, leaping, and jumping to the music. When the music stopped the students held a position until the music started again.

The main activity of the day involved students creating some sort of story which they could express through actions without the use of words. They were given some examples of ideas to use but were encouraged to think of their own. Some poems were made available for the students who had difficulty. The students collaborated with their partners and worked on their stories. The class watched the other groups perform and tried to guess the stories. Several groups performed at the same time near the end of class in an attempt to have everyone finish during that class period. The class ended before all groups had performed.

Lesson Six

Lesson six involved an opening activity in which students were expected to have certain body parts, which were suggested by the teacher, touching the floor when the music stopped. The students moved around the gym in a variety of ways while

the music was playing. The two or three groups that did not act out their story from the previous class performed and everyone else observed.

It was then explained to the students that they would be creating a dance to a song of their own choice today. They would be expected to perform their dance during the next class. It was suggested they use any movements that might be referred to in the song and put in their own movements where appropriate. The students moved to various locations of the gymnasium and proceeded to practice. One group did not have a song so the teacher provided them with one.

Several problems surfaced during this part of the lesson. Extension cords were needed so there would be as little interference as possible between the groups. One group could not find the song they wanted on their tape. Another group lost their tape somewhere in the gym. Yet, another group had to be reprimanded for interfering with other groups. The problems were addressed and the group continued to work on creating their dance for the remainder of the class.

Lesson Seven

Lesson seven was a continuation of lesson six. The class had not progressed as far as hoped during the last class and realistically would not be ready to perform during this lesson. A substitute teacher was present for this class.

Lesson Eight

Lesson eight started out with the students jogging around the gym several times, as well as, doing jumping jacks, toe touches, and leg stretches. The students were informed that they had approximately 15 minutes to practice and each group would then have a chance to perform their dance for the class. The groups proceeded to practice. During this time, several students started taking out different pieces of equipment without permission. They quickly pointed out that the substitute teacher had allowed them to use the equipment. Another student mentioned that he was not in a group because he had been absent from school for some time. He was convinced to join a group and to practice what that group had already devised. The various groups were given some suggestions on how they might improve their dances.

The students suggested that they should perform their dances on the stage. Two girls volunteered to go first, while the rest of the students gathered around to watch. After they had finished, another group proceeded to perform. At this point, several of the boys were tired of sitting and became restless. They were reminded to watch and respect other people's right to perform. One group suggested that they might change their dance, but they were informed they should continue with the dance they had already practised.

Lesson Nine

Lesson nine started with a simple game as a warm-up. The game involved running and dodging. After the game was finished, it was explained to the students that the remainder of the groups who had not performed last day would be performing today during the first part of this class. Several groups went to the corner of the gym and began to practice their dances. When a particular group was asked to perform they said they could not find their song on the tape. They were sent to the side to find their song. Another group asked to be first. Each group proceeded to perform until all were finished. By this time, there was not enough time left in the class to begin a new activity.

Lesson Ten

Lesson ten started with a lot of chatter and questions by the students. They wanted to know how much longer they would be doing dance and what would be happening in today's class. The warm-up consisted of the students moving around the gym while some folk music was playing. When the music stopped, the students were expected to go to a hoop, placed on the floor, and hold some sort of shape. There were a limited number of hoops so some students shared. The students then gathered and were questioned about folk dance. Several students suggested answers that were partly correct. The idea

behind a folk dance was then explained to the class and they were introduced to the Hungarian folk dance, Csebogar. The students formed a circle by joining hands and the various steps of the dance were practised with the teacher leading, without the use of music. Each step was practised individually, then the various steps were put together forming part one of the dance. The music was turned on and the students participated in part one of the dance.

Lesson Eleven

At the start of lesson eleven, it was pointed out to the students that it was Fitweek and their warm-up would consist of various exercises to mark its beginning. The students took part in running activities, jumping jacks, push-ups, and sit-ups.

After this was completed, the students formed a circle and reviewed part one of the hungarian folk dance, Csebogar. Part two was introduced and the students practised the various steps. Both parts were combined without the use of music. Then the students danced the folk dance several times in its entirety to folk music. That took about half of the class time to complete. The students then played some games for the second half of the class. That marked the end of the dance unit. The students were relieved that the unit was over. Those who enjoyed dance admitted it was too long.

Student Evaluation

Student evaluation in physical education in the school that the study took place consisted of anecdotal reporting. For the dance unit, the evaluation remained consistent with school policy. Contained within the evaluation was if and to what degree the students achieved the predetermined learner objectives.

For example, a student anecdotal report may of consisted of the following: Throughout the dance unit Jamie eagerly participated in all aspects of dance. He was willing to explore new and challenging methods of movement while showing respect for and cooperating with his classmates. He readily performed a dance for the class and took pride in his accomplishment. He also showed an improved understanding of another culture by participating in the Hungarian dance, Csebogar.

Conclusion

As with any unit of instruction, planning is vital. Prior to the implementation of dance, a unit was devised. As it progressed, it became evident that all material in the unit would not be covered. The amount was not realistic for the time frame set aside. Modifications to the unit were ongoing

and in several cases changes were made to a lesson has it progressed. Factors such as student opinions, lessons not meeting objectives, and time influence further changes. While a well established plan is crucial, many modifications and changes made have to be made to the plan as it is being utilized.

CHAPTER V

DATA ANALYSIS

Quantitative Data

Quantitative data was gathered through a test-retest method. Students were administered an attitudinal survey before the dance unit began to examine their attitudes toward dance. They were administered an identical survey after the unit had been completed. The total possible score on the survey was 96. Its purpose was to measure whether student attitudes toward dance, such as appropriateness for both males and females, changed through exposure to a dance unit. A t-test was performed on the results to determine whether a significant change in attitude had occurred. Students were also asked to rank a list of 15 activities from their favourite to least favourite activity.

Grade 5

The grade 5(n=44) means were 81.68 on the pre-test and 84.18 on the post-test. For grade 5A(n=24) the pre-test mean was 81.71 and the post-test mean 83.83. The mean for the pre-test was 81.65 and the post-test mean 84.60 for grade 5B(n=20). These results showed an increase in the means of

2.50 for grade 5, 2.12 for 5A, and 2.95 for 5B, when comparing the means of the pre-test and post-test (See figure 1).

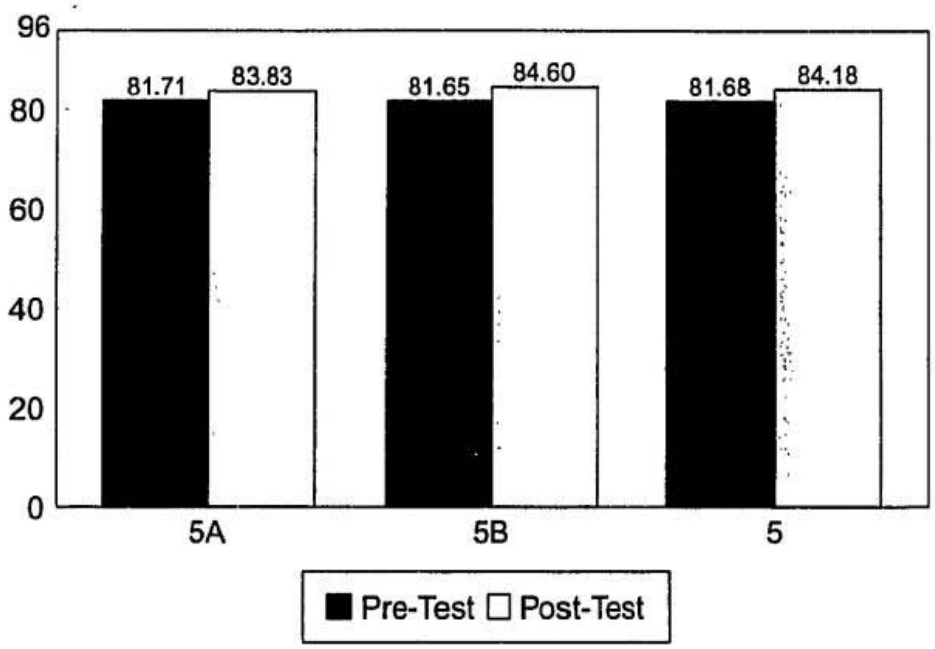


Figure 1. Summary of Grade 5 Means

Results of the t-test indicated t-values of 3.73 with 43 degrees of freedom(df) for grade 5, 2.34 with 23df for 5A, and 2.92 with 19df for 5B. All of values were significant at the .05 level (See appendix for specific levels of significance).

Grade 4

For grade 4(n=30) the pre-test mean was 83.13 and the post-test mean was 86.57. Grade 4A(n=13) had a pre-test mean of 80.69 and a post-test mean of 84.54. The pre-test mean for grade 4B(n=17) was 85.00 and the post-test mean was 88.12. This represented increases in the means of the post-test of 3.44 for grade 4, 3.85 for 4A, and 3.12 for 4B (See figure 2).

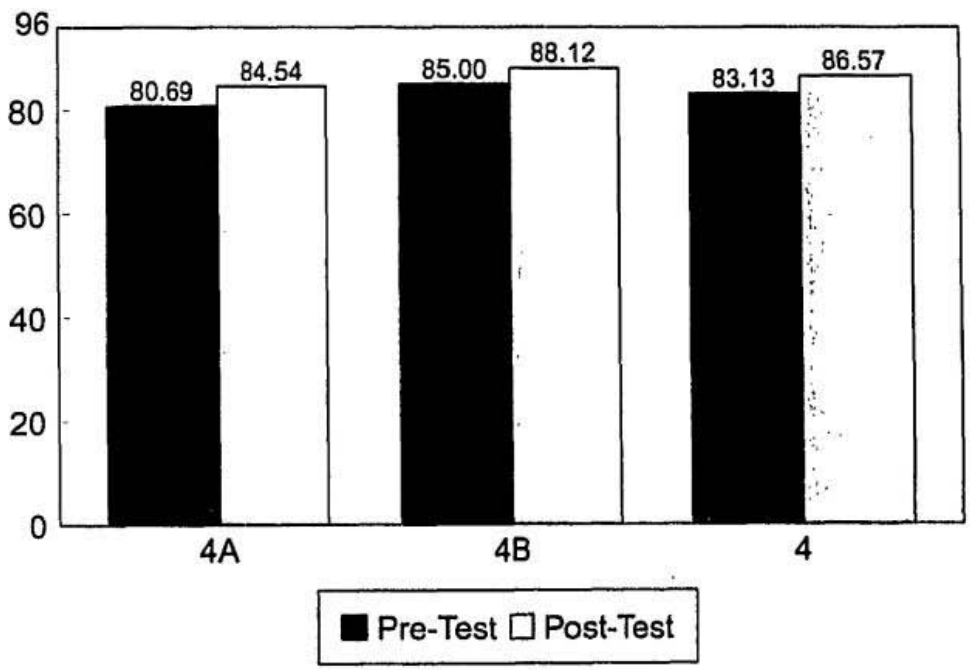


Figure 2. Summary of Grade 4 Means

Results of the t-test gave t-values of 3.01 with 29df for grade 4, 2.32 with 12df for 4A, and 1.95 with 16df for 4B. The results for grade 4 and 4A were significant at the .05 level. The t-value for 4B indicated the result was not significant at the .05 level (See appendix for specific levels of significance).

Totals

The overall mean for both grades 4 and 5(n=74) was 82.27 on the pre-test and 85.15 on the post-test. For males(n=34), the pre-test mean was 79.50 and the post-test mean was 82.32. For females(n=40), the pre-test mean was 84.63 and the post-test mean was 87.55. The increase in the post-test means were 2.88 for all students, 2.82 for males, and 2.92 for females (See figure 3).

The results of the t-tests indicated t-values of 4.74 with 73df for the whole group, 2.78 with 33df for the males, and 3.99 with 39 df for the females. All values were significant at the .05 level (See appendix for specific levels of significance).

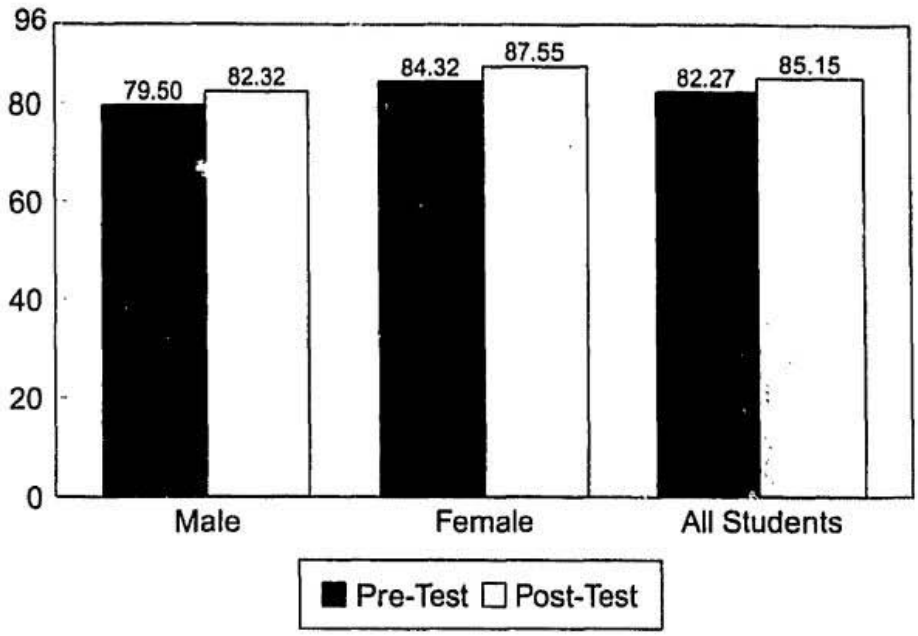


Figure 3. Summary of Study Group Means

Other Results

The mean for the pre-rank and post-rank for dance activities were also calculated. For the whole group, dance was pre-ranked at 8.97 and post-ranked 8.26. The mean for the pre-rank among males was 12.32 while the post-rank was 11.38. For females, dance was pre-ranked at 6.13 and post-ranked at 5.61. All results showed a change in the mean in a positive direction.

A Pearson product-moment correlation coefficient was also calculated for the pre-rank and post-rank for dance. The Pearson correlation coefficient for all students was .80. For males, the correlation coefficient was .73 and for females it was .86. These results showed that generally there was a tendency for those students who ranked dance high on the pre-rank to rank dance high on the post-rank in all three cases, the whole group, males, and females. Similiarly, students who tended to rank dance low on the pre-rank continued to do so on the post-rank.

Qualitative Data

Pre-Dance Unit Interviews

During the interview stage of the research, 10 students were interviewed. These students were asked a series of questions prior to the start of the dance unit and a series of different questions after the dance unit had concluded. All students were asked the same base questions, but different probes were used depending on student responses.

Reasons for Participating

Students indicated a variety of reasons for participating in physical activities, the main one being they considered physical activity fun. Other reasons included to be with friends, the personal challenge involved with the various activities, the fact it kept them active, it made them feel good, and it was a medium for making new friends.

New Activities

The next series of questions asked students if they would like to participate in some new activities during physical education. All students responded yes to this particular question.

When asked why they would like to participate in new activities, there were several different responses. One student viewed it as a possible way to gain new equipment form his parents. Most students indicated that it would be a good way to learn new skills and they could, in turn, teach these skills to their friends. Many students suggested that participating in new activities with their classmates could be fun. Several responded by saying that different activities would present some new challenges.

Most students could not generate ideas regarding new activities they would like to try, but indicated they were receptive to any that their teacher would present. Several

students suggested activities such as rugby and tennis that were impractical for their physical education environment. One student suggested that dance would be a good activity to try, and another stated that he would like to try anything but dance.

Friends

All students admitted to enjoying activities which allowed them to be with their friends. When asked why they enjoyed these activities several interesting answers emerged. Students reported that many activities would be boring without their friends, friends can help them with any difficulties they may have with an activity, it gave them a chance to talk and share, it made them feel good, and physical activities were much more fun with their friends.

When questioned about the idea of being involved in dance activities with friends most students felt these activities would be more fun if friends were participating with them. They thought that they could help each other with the various steps.

Others were more sceptical about the idea of having their friends involved. They thought it might be embarrassing and uncomfortable. Others felt it would be too difficult to keep up the tempo with their friends. One student stated that he would not want his friends to see him dancing with a girl

because they would tease him. Students at this age are becoming self-conscious and many of their responses were typical for this age group.

Student Experiences with Dance

Students were asked a list of questions which served to determine their prior knowledge and attitudes with regard to dance activities. Only four students indicated they liked to dance. The others expressed a degree of negativity. Some students responded with an adamant "no" while others displayed a variety of facial expressions that conveyed discomfort or embarrassment with it. One student in particular, replied that he had very little interest in dance. Finally, another stated he enjoyed participating in the local pre-teen dances during Friday nights.

The students who indicated they had danced previously were asked to share some of their experiences. Some described the local pre-teen dances that occurred within the community, indicating they usually walk around, play games such as pinball, have a dance or two, and have a snack before they go home. One student stated it gives him a chance to get out in front of everyone and act silly. He said, "sometimes me and my friends jump into other people's dances and fool around" (Tremblett, 1993a1,p.4).

Other students indicated that they participated in dance activities at home, at friend's parties, and at weddings. One student admitted that he sometimes imitates the dances that come on television.

When asked how often they participated in dance activities, all students indicated that their overall involvement in dance was minimal and they only danced occasionally. One student was involved in private ballet and jazz dance lessons in another community. Two students responded by saying they had never participated in any sort of dance activities.

Students realized that there are many different types of dance and their exposure to these types of dance was somewhat limited. They discussed several types but could not name many of them. Some types mentioned by students included waltz, fast dances, bird dance, square dance, and the locomotion. One student mentioned ballet and jazz dancing while another talked about tap dancing. They were exposed to many of these dances at the local pre-teen dances, on television, and at parties with family and friends.

Individual, Partner, and Group Activities

All students indicated they enjoyed activities in which a partner is required. Students also indicated they enjoyed individual and group activities but overall they preferred

partner activities. This valuable information was taken into consideration when planning the unit. It allowed for the inclusion of activities that the students tended to enjoy. Most attention then focused on partner and small group activities.

Half of the students thought it was possible to dance alone and half did not think they could dance alone. Students indicated it was not very much fun to dance alone while another student said, "dancing alone gives me a chance to make a fool out of myself and that makes everyone laugh" (Tremblett, 1993a1,p.4). Others indicated because of their lack of experience with dance they did not know how to dance alone. All students agreed that it was possible to dance with a partner. They also mentioned a partner can provide assistance with various moves and they have a tenancy to try harder when working with a partner because they want to do things properly so that negative comments from peers can be avoided. Many students thought it was possible to dance with a large group but indicated these types of dances would be difficult to follow and one person could confuse things for everyone else. Several others did not like this idea because dancing in a group situation might involve holding hands with classmates, especially those of the opposite sex. This was a predictable response for children of this age.

Dance and Family Members

Students were asked about family members who dance and to share their thoughts about the occasions when they had observed them dancing. Family members that took part in dance activities included mothers, fathers, sisters, brothers, and aunts.

A variety of responses were reported by students who had watched relatives dance; including " holy cow where did you learn how to do that" (Tremblett, 1993a1,p.5), "I would love to be able to dance like that" (Tremblett, 1993a1,p.5), "my mother is a really good dancer" (Tremblett, 1993a3,p.2), "my parents dance at the club on Saturday nights" (Tremblett, 1993a8,p.3), and "our family dances by the fire when we are camping" (Tremblett, 1993a8,p.3). Another response was "I would not like to dance like my sister because she and her friends are weird" (Tremblett, 1993a1,p.5). Many thought family members were funny and looked sort of ridiculous when they danced. Others felt that their family members were making a fool of themselves because of the various ways in which they moved their arms and legs.

Dancers

Students were asked to give opinions about people who dance, in an attempt by the researcher, to determine if they had any preconceived notion about people who dance, more

specifically, to examine if their attitudes towards dance activities were stereotypical. Most students agreed that dance is not a gender specific activity, but is an activity that all can enjoy. Additionally, students had observed that all types of people dance. Students noted that people who dance are often agile, physically coordinated, and able to link the beat and rhythm of music with their movements. One student suggested that a person who dances must really enjoy music.

Exercise and Dance

All students felt dance was a worthwhile way to exercise and that a wide range of exercises, such as walking, bending, stretching, running, jumping jacks, hopping, skipping, sliding, and aerobics could take place during dance.

Dance and The Physical Education Program

Students were questioned about how they felt about the possibility of having dance included in the their physical education program. Some expressed apprehension about this idea, stating that it would be too embarrassing to dance in front of their classmates. Others agreed that the more traditional sports and activities would be more enjoyable and dance was an activity they considered more appropriate outside of the school context. Many felt they would be ashamed of

themselves because dance required unusual movements with which they were uncomfortable. Conversely, others agreed dance would be a good way to learn some new movements and to have fun with their classmates and friends. Many noted that what they initially considered embarrassing might not be such if it was the expectation for all students. Peer pressure to conform to norms was obviously a factor in their thinking. Several others mentioned that dance was a fun way to exercise and a good way to increase their fitness level.

Other interesting responses were noted during this discussion. Most students agreed if they needed a partner for a particular dance they would rather their partner was of the same sex. They were worried about what their peers might think and say if they danced with someone of the opposite sex. A couple of the boys questioned why it seemed to be okay for girls to dance with girls but if another boy danced with a boy everyone would call them 'gay'. Another student asked "How can I go home and tell my father that I am taking part in dance during my gym classes" (Tremblett, 1993a10,p.5)? He felt his father would question why he was participating in dance and tease him for taking part in "female" activities. As expected, students at this age are becoming conscious of the opposite sex. Their responses indicated they were concerned with comments from peers and that many wish to adhere to social norms.

Post-Dance Unit Interviews

Dance Unit

After the dance unit was completed, students were asked how they felt about participating in dance. Most students agreed there were things about the unit which were enjoyable and some things that were not.

Most students agreed that dancing with a partner was the most fun but dancing alone was not as bad as they initially thought. The main reasons the students enjoyed individual activities were they did not have to hold hands with anyone and they were proud of their accomplishments when they completed dances by themselves. Students felt partner activities forced them to cooperate and compromise with each other. They viewed this as a positive outcome, even though they admitted to becoming frustrated when their partners would not cooperate. Students often had their own ideas on a way they felt a dance should proceed and a mutual agreement was not always easy.

Many students felt the creative dance component of the unit was the most enjoyable. They enjoyed the opportunity to experiment with some of their own dance steps. Other students enjoyed the change from their usual physical education. Further positive experiences as indicated by students included; learning new skills, helping to keep fit, some

esemblance to sports, and a variety of innovative and unusual methods of movement.

When asked about their dislikes of the dance unit, students noted several points. A couple of students continued to insist that they preferred to play the more traditional team sports, while several others reported they enjoyed the unit but felt it was too long.

Students consistently stated that the additional use of a variety of equipment would have significantly improved the unit from their perspective. A couple of students admitted that if they had exerted more effort they would have obtained more enjoyment and benefits from the unit.

Teacher's Role

When asked about their teacher's role in making the dance unit more enjoyable, many students stated they were reasonably content with what had taken place. The one area that received some attention was when the students created their own dance and performed the dance on the stage for the rest of the class. Students felt the teacher should have been participating with them. They also indicated that they may have felt a little more comfortable in performing if their teacher had demonstrated a dance first.

Individual Dances

The first dance in the dance unit was the Basketball Dance. This was an appropriate activity to commence with because several students liked its similarities to traditional sports and felt that it could assist them in improving their basketball skills in particular. Others liked the variety of exercise contained in the dance.

Several students had difficulty in remembering the sequence of moves necessary to demonstrate the whole dance. Yet another stated that the dance was "just a repetition of various moves and that made it boring after a little while" (Tremblett, 1993b4,p.2). Another suggestion for improvement was to add basketballs which would have made the dance more fun.

The second individual dance was one called Daybreak. Students participated in a variety of exercises during this dance. Several mentioned that they enjoyed acting out a sunrise. Some enjoyed the challenge of following in a neat square pattern. Most students particularly liked the part where they were expected to add their own movements while maintaining the square pattern.

A couple of the boys suggested that they disliked this dance because it was 'dance', pretending they are things like the sunrise is for girls, and it was not as much fun as sports. At this point in the lesson, the class engaged in a

discussion about their ideas of what activities were appropriate for boys and for girls. Most students concurred that pretending, using your imagination, and being creative was not only for girls. Several boys admitted to not thinking in that manner.

Creative Dance

One element of the unit involved students creating and acting out a short story through their dance movements. As students observed the performance, they were invited to deduce the meaning of the story by examining the actions of their classmates. Students were much more receptive to this because they had the opportunity to personally select their story. They were encouraged to add elements that dealt with particular sports or other personal interests. They also enjoyed the idea of creating a story with their friends. Others stated that it was educational because they had to use actions and gestures to tell their story and this could help them express their ideas better in other areas. They also felt that performing in front of other people could help in improving their self-confidence. In this situation, students had articulated for themselves that they had achieved many of the goals which were established by the researcher when designing the unit. This provided evidence that overall the unit achieved a degree of success.

Several students admitted to being somewhat uncomfortable acting out their story in front of their peers. They thought that their friends might laugh at them. Another group was upset when they observed other groups copying their story and actions. In an attempt to control these negative reactions, students were given the options of performing on the stage, on the gym floor, or simultaneously with another group.

Students had the opportunity to select a song, create a dance, and perform the dance on the stage while their classmates watched. Many students enjoyed this because it afforded them the freedom to use their own moves, work with their friends, and chose their own music.

Some admitted to feeling various degrees of frustration while seeking agreement with their group members on the song and moves that would be used for the dance. Some group members did not cooperate when they were putting their dance together. They chose to be disruptive instead. Other groups felt frustrated when they observed other classmates copying their moves.

Several students admitted to being a little nervous while performing their dance on stage but felt that overall it was a worthwhile and enjoyable experience. Other more out-going students, thrived on the opportunity to demonstrate their skills. Most students felt that experiences such as these helped in improving self-confidence and self-esteem. Students

felt a sense of pride in themselves after their dance was completed. Some noted that it could help their skills for doing other activities such as oral presentations in front of groups of people. Only one student mentioned that " I was afraid at first that everyone would laugh at me" (Tremblett, 1993b2,p.2).

Folk Dance

The reactions to the folk dance were mixed. Some students said they enjoyed it because everyone was performing the dance together and that they could all laugh together and not at each other because they were all doing the same thing. Others enjoyed the folk dance because it was unique compared to the types of dance they had been exposed to in the past. Some students considered it interesting that other cultures perform these types of dances on a regular basis. This dance served to create a global awareness of the cultural diversities of other parts of the world.

The main dislike of the folk dance was that students could possibly have a partner of the opposite sex for certain parts of the dance. The students also became frustrated with those who misbehaved and did not try to perform the dance the way it was intended. They mentioned that one person could break the concentration of everyone else. Other areas of discontent were the folk dance was too long, they preferred

dances where they could add their own steps, and some students laughed at you depending on who your partner was and the way in which you performed certain steps.

Most students found the music to be different than what they were used to, but noted enjoyment in both listening and dancing to it. As expected, others preferred music they already knew and had listened to in the past.

Feelings of Others

Students were then asked what their family and friends thought of them participating in dance during physical education. Many students agreed that their parents thought dance was quite a different activity to be doing in school, but it should be fun and it could be an interesting way to exercise.

Students reported that some friends laughed at them and indicated they must look ridiculous while dancing in the gym, whereas others wished that they could do dance during their physical education class. Others yet were happy that they escaped it. Two students said they did not tell anyone they were doing dance in school because they felt embarrassed and did not want their peers to tease them.

Including Dance in the Future

The final topic dealt with whether or not the students thought dance should be a part of their physical education program next year. Those who wanted to include it again felt it was a refreshing change and that overall they had fun. Others enjoyed dance because they were active most of the time, they had a chance to perform, and they had an opportunity to be creative with their friends and classmates. Several students who admitted enjoying the overall unit felt that the unit was too long, but they would like to have it included again next year if it required less time. They felt that about six or seven lessons would be appropriate.

Reasons for not wishing to participate in dance again included "sports are more fun" (Tremblett, 1993b1,p.4), "one session was enough" (Tremblett, 1993b3,p.4), "it was not enjoyable this year so next time might be the same" (Tremblett, 1993b7,p.5), and "people laugh at you" (Tremblett, 1993b9,p.5).

Summary of Interviews

Students indicated valuable insights throughout the interview process. As expected, the main reason for participating in any activity was for fun. The addition of a partner or partners usually served to enhance the level of

enjoyment. All students indicated a willingness to participate in new activities.

Student experience with dance was limited and most enjoyed dance as a social activity. While all agreed that dance was a avenue for beneficial activity, many were unsure and embarrassed about the notion of having it included in their physical education program. Many were concerned about gender issues and reactions of peers.

Once the unit was completed, students admitted to enjoying various sections. All students indicated that their preference was the creative portion, as they received the opportunity to explore with movements of personal choice. Student responses indicated that there were improved levels of self-confidence, especially after the performance portion.

Many of these suggestions were taken into consideration when developing, implementing, and evaluating the dance unit. After all, students are the main stakeholders in our educational system.

Field Notes and Reflections

After each period of a particular lesson, a few minutes were taken to write about the events of the class and about personal thoughts relating to the lesson and unit. The following is a summary of those events and reflections.

Successes

Students laughed and joked with each other throughout most of the lessons, although some of the initial laughing and joking may have been due to student discomfort due to participation in dance activities. They appeared to be enjoying themselves even though some indicated they did not like the activities. Once they became involved many of their complaints appeared to diminish in nature.

A successful component of the dance unit was the provision for students to add their own movements to the various dances and to create dances of personal choice. The students who consistently showed displeasure with dance, as well as those who enjoyed their dance experiences, openly admitted to enjoying this aspect of dance more than the other areas of the unit.

Partner activities worked out quite well. Most students preferred working with partners in a small group situation. As part of these activities, students performed dances for their classmates. It was actually the students' suggestion that the performances be carried out on the stage. All individual groups decided to perform on the stage.

Many students enjoyed the extensive use of music during physical education. Music had been played in other physical

education classes, but not to the extent as with the dance unit.

Problems

Some students consistently complained about dance throughout the unit. When they started to complain others would join in with them. They had to be convinced and told to perform some of the dance activities. Most of the time, this occurred with the boys.

Some students in both grades 4 and 5 were apprehensive about performing certain activities. They did not want to join hands with their classmates, regardless of sex.

On one occasion, some students decided to leave their gym clothes at home in an attempt to be excused from class. The problem was rectified rather quickly when they were told that they would still have to participate.

When working in groups, some students had a tendency to interfere with others. Most of these interruptions were intentional, while others would not cooperate with their partners. Many of the behaviour problems that arose during the unit were amongst students who had a tendency to misbehave during other units, although the misbehaviour occurred more often during the dance unit.

Reflections

From the onset of the dance unit, the researcher was somewhat apprehensive about the whole notion of teaching dance because he lacked experience in this area. After the first lesson was complete there was a sense of both relief and accomplishment.

It soon became obvious that modifications would be required throughout the unit. These modifications became necessary to ensure the differing needs and abilities of students could be addressed, while providing them with a success oriented environment. It is important for the teacher to be especially supportive of students during dance. The experience can either give them self-confidence or be detrimental if it is embarrassing. If students do not achieve a degree of success they may not participate in other similar experiences.

Frustrations often set in throughout the unit, especially when students seemed disinterested, and when they misbehaved. At times, the extra work and effort did not seem worthwhile. The researcher struggled with teaching methods to get all students interested and enthusiastic, but a lack of experience in the area of dance did not help in arriving at solutions.

Above and beyond these frustrations, the overall dance unit proceeded fairly well. To see most students cooperating with each other and eager to perform made things seem worthwhile. After all, there was a lot of new material and a big change from the usual physical education program for everyone involved. Overall, the experiences of the researcher were unique and a great deal was learned about dance.

CHAPTER 6

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Implementing a Dance Unit

The overall implementation process for this dance unit consisted of several stages. Initially consideration was given to having dance included in the researcher's elementary school physical education program. For an inexperienced dance teacher, implementing dance was a challenge because of reluctance to change. Sparkes (1990) points out that teacher resistance may be the biggest barrier to successful change. It was crucial that the fears and apprehensions of the undertaking be resolved. Several troublesome questions arose including: does dance have the potential to be a viable component of the researcher's physical education program, what are the benefits of 'dance' as compared to 'sport', how will the children feel about dance, will all the benefits be worth the work, can dance activities be presented in a way that the children will be interested? In order to successfully implement dance, a shift from a well established and teacher friendly program to a new, unchartered, direction in the physical education program was required. To be certain, without a willingness to change methods and attitudes on the part of the researcher the undertaking would have proven

frivolous. There were many decisions, actions, and procedures to be initiated and worked through.

Planning was the first important stage of implementing the dance unit. Upon deciding to implement a unit of dance, an immediate need was to collate teacher and student learning materials. One of the greatest challenges presented was that it was a unique project and the researcher did not have the benefit of learning from others who have studied in this field. For all intents and purposes this was a solitary experience for the researcher. There was encouragement and support from the school administration and several fellow teachers, who considered the work novel and were interested in how the it progressed and in its results.

The actual development of the unit lead in various directions. Initially, the draft primary/elementary physical education curriculum guide was examined. The scope and sequence chart located within the document gave the researcher valuable insights into the appropriate types of activities to be included in the unit. For example, the scope and sequence chart suggested that running, turning, and sliding should be included in dances for grades 4 and 5, therefore, an attempt was made to choose dance activities that incorporated these locomotor skills, as well as others suggested by the curriculum guide. Teachers should only use steps and activities that are developmentally appropriate for that particular group of students (Werner et al., 1992). That is,

efforts should be made to ensure that the activities chosen consider the developmental characteristics of the particular age group being taught. To complement this, other teachers in the field contributed resources, ideas, and teaching methods and strategies. Professional literature was readily available from the university and inquiries were made with resource people from the university.

Establishing learning objectives and guidelines was an important phase. It was amazing how immersed the researcher became in the topic of dance with every reference to it becoming an opportunity for further learning. These objectives assisted the researcher in staying focused in relation to the types of activities desired for the unit.

Implementation, which includes development, refinement, and evaluation, was an ongoing and continuous process. It began with the development of the unit and continued on after the unit had been planned and taught.

The schedules for the presentation of the dance material were devised and the physical facilities prepared. This included obtaining tape players, appropriate music, extension cords, ensuring that all outlets were in working order, and removing objects from the stage area. Several charts with various dance concepts such as levels of movement, movement patterns, and methods of movement, were prepared and posted on the walls of the gymnasium and promotional materials were

placed around the school. While time consuming, this stage of the implementation process did not present any major problems.

With preparatory details attended to the most challenging phase of the study was ready to proceed. The assignment included teaching four classes the same dance unit. The first class of each lesson was treated somewhat as a pilot. In most cases, any major changes and revisions to a lesson were usually the result of occurrences in the first class of a particular lesson. In an attempt to meet the individual needs and abilities of the students, modifications to the lesson took place during individual classes. It was from the initial presentation that most of the information, as to whether or not the lesson was effective and the necessity of revisions and modifications to improve the lesson, was gathered. For example, at the outset of the Basketball Dance, there was an impression that the plan would not be implemented as anticipated. After going through the dance once with the students, it was decided that revisions (such as substituting a jump shot for the pivot when repeating the initial sequence of steps) were necessary. This change was made to add a little more variety to the dance and to further show its resemblance to basketball. At the beginning of the second class, it was decided to allow students to add a basketball skill of their choosing after they had tried the Basketball Dance using the pivot and jump shot to add further variety.

These modifications then carried over for the next two classes.

Following the instruction phase, the dance unit was evaluated as a whole This component of the implementation process involved making decisions about the unit and determining how it could fit into all students' physical education programs.

Several other factors were also included in the overall implementation process for this dance unit. During the implementation process, the researcher had the opportunity to attend several physical education conferences with sessions relating to dance. These were very informative and helpful especially with respect to providing ideas and teaching strategies for dance at the elementary school level. Most workshop facilitators agreed that an exploratory/discovery teaching style would be the most effective for dance at the elementary school level. This experience reinforced the notion that inservice and teacher development are both crucial and worthwhile in the process of curriculum implementation.

Time is another important factor. The process of implementation cannot be rushed as time is needed for things such as planning, adapting materials, and solving problems. Initial consideration of including dance in the physical education program began in November and it was not until the end of March that the unit presented to the children. The

involvement of students, parents, and other teachers was important. Many valuable suggestions and insights were given by these sources throughout the implementation process. For example, students requested extra time to practise their dances during the school lunch break and this time was provided to them. This was important evidence that the researcher's efforts were meeting some success. If students were not motivated or interested they would not be requesting to use free time to practise. The music teacher suggested it might be beneficial to combine some music and physical education classes, particularly for the folk dance because she was focusing on folk dance during music lessons. Unfortunately, scheduling prevented this integration from occurring. Several parents commented that their children were enjoying the creative dance portion. Evaluating these comments assisted the researcher in co cluding that creative dance could form a separate dance unit.

The implementation procedure followed in this study was similar to one put forth by Virgilio (1984). He suggested that after development, steps for implementation need to be established. These steps included; preparation of facilities and resources, communication, piloting, modifying plans, and activating modified plans.

Evaluation of Implementation Process

The overall implementation process for this particular dance unit went quite well. The process was a long one that required a great deal of extra work and preparation. The researcher was quite satisfied with the manner in which things unfolded even though many changes were made as the implementation process proceeded.

Many lesson plans were modified because they were not serving the purposes envisioned. During the dance, Daybreak, the students followed a square pattern and performed a step to a four count at each corner. These steps were to be repeated at each corner until the song was completed. After the students went through the dance once, the class as a whole, decided to perform the proper sequence once and then add steps of individual choice at each corner, the second and third times through the pattern and finish the dance with the original sequence. Even after initial modifications were made, further revisions were constantly required depending on the particular class that was present in the gymnasium. The nature of each individual class, and the students, in that class dictated changes to ensure students had the opportunity feel success while performing the variety of movement tasks.

The original dance unit was not realistic with regard to the amount of material to be presented in the time frame

allotted. There was too much material for the short period of time. Once the unit started, it became evident as to what was realistic with regard to content and how much could be covered. The original dance unit was planned for 10 lessons and the actual unit spanned over 11 class periods. Some material, such as the dances Bartman and Carousel, were eliminated from the unit after it had commenced. The component of the unit where students were expected to create a dance in a small group situation, to music of their choice, was originally planned for two class periods. The students enjoyed this activity and many of the unit objectives were being realized, therefore this activity was permitted to encompass four class periods. This will certainly be taken into account for future units.

Likewise, the overall unit was too long. It would have been much more effective had the unit been broken into two sections, for example, a creative dance unit and an individual\folk dance unit. During post-interviews, students agreed that the unit was too long. They also indicated that they preferred the creative dance portion, thus, giving merit to having a shorter unit based on creative dance. Each unit could last for approximately six classes and one unit could take place in the fall and one in the spring. As with any unit, students begin to become disinterested and less enthusiastic if it extends over a long time period.

Specific Changes and Modifications

After teaching the dance unit for the first time there are specific changes that can be recommended that would improve it for any subsequent implementation. Most of these changes derive directly from the practical working through of the unit.

Throughout the unit, there was a deliberate attempt to allow the children to explore and discover through movement. Upon reflection, much of the instruction was teacher directed. The children were led by the researcher rather than encouraged to make decisions for themselves. Students readily admitted to preferring activities in which they were permitted to add their own steps. During the creative dance component, the researcher was quick to offer solutions to children who experienced difficulty sequencing a series of steps. The researcher should have gone further in encouraging the students to explore and discover on their own. Allowing children to explore and experiment with the basic elements of movement can lead to improved self-confidence about one's ability (Hankin, 1992). Some guided teaching methods were used to varying degrees, but greater attempts needed to be made to allow students the opportunity to create and explore with movement. Nichols (1990) stated that dance requires creative teaching. Success may be dependent upon the

teacher's ability to use problem solving, as well as, guided and free exploration.

During some of the activities, the researcher had to refer to reminders of the steps of some dances. Greater familiarity with the dances would have helped in the overall presentation of the unit. In particular, the Basketball Dance, Daybreak, and Csebogar, required reminders. Students questioned why this was taking place. This practice sometimes slowed the flow of the class and it may have given the children the feeling that their teacher was not prepared or lacked interest, consequently they may have questioned why they should give their best effort. Only activities with which the teacher is familiar should be used during dance in physical education (Mehrhof et al., 1993).

Music is a key element in a good dance unit. The researcher attempted to choose lively music with a fast beat, such as 'The Heat is On' by Glenn Frey. Many students had never heard this song which made it difficult for them to become excited. It is important to choose music that is familiar to and relevant for the children. For example, a rotating schedule could be arranged for students to bring music. On pre-arranged days the class would utilize the music of individual students, with all students having the opportunity to bring along music at some time during the unit. Students enjoy the use of popular music over the 'traditional

stuff'. It is important for the teacher to screen music to ensure that it is appropriate for an elementary school physical education class. When teaching some of the dances, music with a slower tempo might be useful. The students can practice a dance to a slow tempo song and then perform the dance to the proper beat once they have learned the steps and feel confident with it. Finally, music should be used from the onset of any dance unit. There were several lessons, throughout the unit, in which music was noticeably absent. During those periods of time, the children appeared less comfortable and relaxed while moving as compared to the other occasions when music was used. The music allowed the children to move to a well defined tempo and it served to relax the students as they moved.

A pre-arranged method for choosing partners would be useful. Several students commented that they did not want to have a partner of the opposite sex and usually a student gets left out. An alternative could be to draw names out of a hat or have students propose their own strategy to determine partners. Greater promotion of dance prior to commencing the unit would improve the students receptivity to it. This may help in getting the students excited and prepared for what is about to happen in their class. Bringing some resource people to the school would also add variety and stimulate interest. If the resource people talked about and performed some dances

for the children, some of the fears and apprehensions about dance might be alleviated. Communication channels such as school newspapers, bulletin boards, school announcements, and PTA meetings, are valuable assets to ensuring some degree of success in implementing change (Hunkins and Ornstein, 1989).

Finally, greater use of equipment would improve the experience for students. Students indicated they would have enjoyed some of the activities more if they could have used some equipment, for example, the basketball in the Basketball Dance and hockey sticks in the story creation task. Using equipment should help in getting some of the students interested and less apprehensive by giving them something to concentrate on, other than the various ways in which their bodies' are moving. Mehrhof et al. (1993) suggest using activities that both the student and teacher are familiar. Initially for the inexperienced dance teacher, this may mean incorporating the motions of sports with rhythmical activities, in which case, equipment may be a valuable asset.

The Role of The Teacher

In this study, the researcher, being the physical education teacher played a crucial role in implementation. From planning, to teaching, to evaluating the entire process

was the researcher's responsibility. Dance required creative thought and action.

In developing and implementing the dance unit, there were many things that needed to be considered from a teacher's perspective. Decisions had to be made on the content of the dance unit as well as which teaching methods and strategies to be used. The Basketball Dance was included because both grades 4 and 5 students had recently finished participating in basketball. When they were creating stories, the researcher suggested imitating sports because it was felt that students would be receptive to such an idea. Many of these decisions were somewhat difficult because of a lack of experience in the area of dance. In considering content, the researcher examined the draft primary/elementary physical education curriculum guide and considered the various interests of students, sought materials to coincide with the curriculum guide and student interests. Student developmental characteristics, as outlined in the curriculum guide, were also examined to ensure activities were appropriate for the students' particular age group. Dance activities needed to be appropriate for the children to ensure they could follow the activities and remain enthusiastic because movement tasks which are simplistic in nature would lead to boredom amongst the children. A variety of activities such as individual, partner, and group experiences should be included, whereby ensuring interests of students are met to varying degrees.

Activities should progress from simple to complex within each lesson and throughout the unit (Jones 1984). The folk dance, Csebogar, was, in the researcher's opinion, the most difficult of all activities because of the numerous steps. Therefore, it was the last activity performed by students. This provided students with the opportunity to build confidence through prior exposure to dance. The folk dance was presented in two parts and each individual part was practised step by step and finally culminated into one dance.

Teaching dance facilitated an attempt to adjust teaching methods. Being unfamiliar with dance, the researcher found it necessary to explore various teaching strategies. Overall, an attempt was made to use a combination of problem solving, guided, and free exploration strategies. These methods allowed students more freedom to explore and experiment with their feelings and various movement patterns when they were used. Upon reflection, the researcher should have concentrated more on these teaching methods instead reverting back, on many occasions, to teacher directed. Constructing meaningful dance experiences for children requires a variety of teaching/learning methods on the part of the physical education teacher (Bucek, 1992).

As the teacher, the researcher felt there were additional concerns that needed to be addressed to ensure the overall implementation process was successful. Although different

activities dictated the class be organized in a variety of ways. The class needed to be organized in such a manner whereby the lesson could run smoothly. An established positive environment helps to assure students feel comfortable with the activities which are occurring while obtaining many of the social, emotional, and physical values. In an attempt to establish a positive environment several procedures were followed. Students were consistently reminded of the benefits of dance in an attempt to keep them readily involved. The playing of music which is popular with students was vital, even though this proved to be a challenge as their interests in music seemed to change from day to day. As a teacher, it is important to be involved with the students which may mean taking part in the dances. If a teacher is enthusiastic and encouraging when teaching dance, the overall flow of the lesson will be much smoother and the enjoyment level higher.

The Role of Students

Students are the main stakeholders in the educational system. Boser (1991) suggested that the involvement of students in the implementation process can be quite helpful in ensuring its success. During the development of the unit, student needs and interests were guiding factors as to the content. In conversing with and questioning students,

valuable information was obtained about the types of activities preferred. They indicated enjoyment of individual and large group activities but preference was for partner and small group activities. Therefore many activities focused on cooperating and compromising with a partner which also served to guide the method of presentation.

The students offered suggestions during the implementation of the unit. In several instances, changes were made to a lesson plan as it was ongoing due to student ideas and requests. For example, students asked if they could add their own steps to the dance, Daybreak, and their suggested modification was factored into the lesson as the dance was being practised. Other student requests implemented included: performing their dances on the stage while the classes observed, using their music, and choosing their partners. The choosing of partners did not work well but students felt their suggestions were being considered. Students requested permission to use equipment(basketballs) throughout the Basketball Dance. Unfortunately, this request was denied. Upon reflection, the researcher should have given serious consideration to that particular request as it may of maintained student enthusiasm and focus throughout the dance. Without interested and active students well developed unit is destined to fail during the implementation stage.

Student Resistance

Students like teachers are somewhat resistant to change. In this study, the resistance may of occurred due to attitudes and predispositions toward dance and the notion of having dance as a part of physical education. As one student said, " I am happy with the way our physical education program is now" (Tremblett, 1993a10,p.3). Any change presents numerous fears and apprehensions. Children feared trying new movement tasks which potentially could leave them in embarrassing situations, thus indicating that the students needed reassurance and activities which could improve their confidence. Students admitted in performing dances such as Daybreak, there was some fear they would not do the steps properly and their peers might ridicule them. These results were consistent with a notion put forth by Mehrhof et al. (1993) when they suggested that students are worried about the comments and reactions of peers involving their participation in dance activities. They were more comfortable performing activities and skills with which they were familiar. While performing, students preferred working with a partner. This provided an opportunity for them to build self-confidence, while diverting attention to them as individuals.

Students felt that sports were more fun because they had experienced various sports in the past. They were more

comfortable in this setting which greatly diminished the fear of failure. Students indicated they often did not put forth their best effort because they preferred other activities, while admitting to enjoying the dances in which they honestly participated. To develop positive attitudes toward and enjoyment of dance children need to be exposed to it in at least the elementary grades. This is substantiated by Thompson (1986).

Student Attitudes and Experiences

The results of the t-test confirmed the hypothesis that participation in the elementary physical education dance unit will result in a significant positive change in student attitude toward dance. The entire group showed a t-value of 4.74 with 73 degrees of freedom which is significant at the .001 level.

These results were further reinforced by other t-tests which were performed on each grade and class, as well as males and females. In all cases, with the exception of grade 4B which had a level of significance of .069, the t-values were significant at the .05 level. Additionally, there were increases in the means of the pre-rank and post-rank of dance. The overall rank of dance went from 8.97 to 8.26, an increase of 0.71. For males the ranking increase 1.06 as it moved from

12.32 initially, to 11.38, at the conclusion of the unit. For females the increase was 0.52, the rank went from 6.13 to 5.61. These results were consistent with the claim by Carroll and Bandura (1985) that students may develop positive attitudes toward dance through exposure.

Gender Appropriateness of Dance

Throughout the dance unit the gender appropriateness of dance was questioned. On the pre-test, the males averaged 79.50 and the females averaged 84.63, 5.13 points higher. On the post-test, the males averaged 82.30 and the females 87.55, 5.25 points higher. On the ranking activity, the males ranked dance as 12.32 and the females 6.13, on the pre-test. On the post-test, the males ranked dance significantly lower at 11.38 and the females at 5.61. In both cases, females ranked dance approximately 6 places higher when compared to males, indicating that girls have a higher preference for dance than males. This may account for much of the frustration that boys experienced throughout the dance unit. Both males and females have been shown to label dance as an activity suitable for females (Pellet and Harrison, 1992).

Many of the boys asked why they had to participate in 'female' activities. Many were embarrassed to inform family and friends they were participating in dance during physical

education for fear of embarrassing comments. Several girls wondered if the boys would have to do dance. One student asked, " How can I go home and tell my father that I am doing dance in school?" (Tremblett, 1993a10,p.5) He feared that his father would direct comments toward him because he was participating in 'female' activities. Another student questioned why everyone feels it is appropriate for girls to dance with girls, but if a boy danced with another boy then everyone would call him 'gay'.

It was apparent the cultural practices and values of these children and their society had labelled dance as an inappropriate activity for males. Students felt dance was a social activity in which they should participate at the local pre-teen dances or at weddings.

It became apparent that if dance is to be successful at the elementary school level then methods need to be explored to over come these attitudes. Gender issues should be discussed with students prior to the start of any dance unit.

In addition to class discussions, the teacher has an important role to play, during instruction, in addressing the gender appropriateness of dance. If boys in particular see their male physical education teacher participating it will gradually help male students feel more comfortable with dance.

Dance is an area of a physical education program that can be closely integrated with other elements of the elementary

curriculum (Bray, 1989). For example, in Newfoundland schools social studies in grades 4 and 5 deal with communities around the world and Newfoundland respectively. These courses provide a valuable opportunity to link dances of these cultures with their physical education programs without concern for gender. Other methods could involve the inclusion of parents and other teachers, improved promotion, and presenting dance to children in primary grades where gender issues receive less attention. Hopefully, such practices would change the attitudes of both boys and girls toward the gender appropriateness of dance. It is only after many of these barriers are removed that dance in the elementary grades will be fully enjoyed and participated in by all students for its abundant educational values.

Student Development

Many students were concerned about activities that required the holding of hands with classmates. Students at this age are concerned about the reaction of peers if they hold hands with other students. They fear that if their partner is of the same sex others will call them 'gay' and if their partner is of the opposite sex their peers will comment that person is their 'boyfriend' or 'girlfriend'. Students at this age feel embarrassed when receiving negative comments

from peers, which may account for some of the apprehension and negative attitudes toward dance. Dance in the elementary grades is a medium that allows boys and girls to relate to each other in a socially acceptable manner (Werner et al., 1992). There were many barriers to overcome in terms of student attitudes and experiences. Most students in this school had very little exposure to dance, as it had never been included in their physical education program.

The draft primary/elementary guide listed many characteristics of elementary children that need to be considered when introducing dance. These included: (1) the inherent need to move; (2) different growth patterns for boys and girls, thus, requiring the teacher to allow for individual differences; (3) an increasing attention span which allows for the introduction of more complex tasks; (4) an increasing interest in adolescent changes; (5) being less egocentric, thus allowing the development of cooperation through group experiences; (6) the need to feel successful; (7) some tend to be aggressive and show off, thus, encouraging the need for cooperative skills; (8) becoming more independent; (9) seeking attention and approval; (10) showing preference for peer-selected, single-sex or co-ed grouping. Dance experiences should be centred around student needs, interests, and characteristics.

Benefits of Dance

After the completion of the dance unit, students indicated some of the positive outcomes of their experiences. Students admitted to improved self-confidence when they were able to perform their dance in the manner planned. They agreed there were many types of activities and they were active for much of the time. Although frustrating at times, students felt that dance activities forced them to cooperate and compromise with their classmates. They enjoyed experimenting with a variety of movement patterns and agreed that creating a dance led them to problem solve and analyze numerous movements. Many enjoyed learning new skills, imitating, and pretending, as well as learning about a new culture through dance. These were but a few of the benefits of dance that are possible. The inexperienced dance teacher needs to remember that while all students may enjoy benefits, they achieve them to varying degrees.

Other Attitudes and Concerns

Prior to being exposed to dance many students were worried about moving their bodies in unusual ways. They were at the age when they start taking pride in how they look and some dance activities require movement in unusual manners,

thus soliciting remarks form other children. Students admitted to being hesitant about performing dances for their classmates, as it was a practice they had not engaged in previously. They admitted lacking confidence in their abilities and in themselves. These results are consistent with those reported by Mehrhof et al. (1993).

Many of these attitudes changed to varying degrees as the dance unit proceeded. Even the students who indicated they did not like to dance admitted to enjoying certain portions of the dance unit. It provided them with the opportunity to assist and cooperate with their friends during the various steps. Some students particularly enjoyed the performance aspect of the unit. As a student who consistently showed his dissatisfaction with dance said, "we were some proud of ourselves when we did our dance on the stage, especially because it went right and we were the first to perform" (Tremblett, 1993b7,p.4). Others admitted their parents did not react in the negative way they feared and anticipated.

While the attitudes of all students were not changed toward dance, many moved in a positive direction. The scores contained on the attitudinal survey increased approximately 3 points for both males and females, while the post-rank increased 1.06 for males and 0.52 for females. Students held cultural and moral values learned from birth, and it will take extended periods of time to change or alter these values.

Conclusion

Dance has the potential to be a viable component of an elementary school physical education program. Dance can assist the physical educator in achieving many established objectives of a program, after some of the barriers to dance are removed. These barriers include gender issues, resistance to change on the part of the teacher and student, and traditional values.

Students should be exposed to a wide variety of movement patterns, of which dance is an important component. Benefits of exposure to dance include increased self-confidence and self-esteem, social interaction with peers, increased levels of participation, opportunities to experiment with a variety of movements, and it allows all children the opportunity to succeed in an non-competitive environment. As shown in this study, attitudes toward dance became more favourable as the students were exposed to dance activities. If these students were further exposed it is likely that their attitudes towards dance would improve. Additionally, exposing children to dance at an early age should help in resolving some of the student apprehensions.

Implementing dance in an elementary school physical education program requires a well established plan. For the inexperienced dance teacher this may include unit development,

lesson planning, piloting, modifying, and evaluating. The teacher plays the most crucial role in the overall curriculum implementation process.

The teacher must be willing to explore a variety of teaching methods and also resolve his/her apprehensions and resistance to change when presenting dance activities. Teaching methodology should include a combination of discovery/exploratory, guided, as well as problem solving instructional techniques.

Student attitudes towards dance activities are changing. Through the many programs in which students are involved and the media use of dance, the stereotype that dance is 'female' activity is slowly breaking down. Much of the initial discomfort toward dance can be overcome by exposing children to these fun and educationally beneficial activities.

The time is right to introduce dance programs into our physical education programs. More and more children are willing to accept and participate in this type of activity. We must now get over the hurdles and proceed. The rewards of having dance in physical education are too numerous to exclude it any longer.

Recommendations

From this case study, there are several recommendations about implementing a dance unit that should be directed to a physical education teacher inexperienced in implementing dance:

- Deal with gender issues from the onset. Explore various avenues, to convince students that dance is gender appropriate for all children, such as class discussions or possibly some readings for the students.

- A dance unit should last for short periods of time. It is better to have two or three short units spread out over the school year as compared to one long one.

- Make units realistic. Present material that is realistic for the time period planned. Dance units should consist of a variety of activities that include individual, partner, and group activities.

- Use different teaching styles to help ensure success. Children enjoy moving and creating in a discovery manner, thus, a discovery/ exploratory methodology would be effective.

- Take advantage of and demand teacher inservice. Many of these sessions will enlighten one to the many benefits of dance and provide encouragement.

- Introduce dance at the primary level. Children at this age are not concerned with the many issues that bother older children. Dance at this level may ensure success in future grades.

- Ensure familiarity with material before a class begins. This can show students that their teacher is enthusiastic about dance and it might make it easier to get them on side.

- Value student opinions. Students can offer important insights into means and methods for improving dance activities. Students will readily talk about their likes and dislikes.

- Promote dance in various ways, such as in school newspapers and on community channels. If one can convince the children that dance is a good activity, then many of their fears and apprehensions may be overcome before the dance unit begins.

-Involve parents. This would help in letting the parents know what is happening in schools and help change their attitudes towards their children participating in dance activities.

- Use any available resource people. They have much to offer and may add new and refreshing insights.

REFERENCES

Ainsworth, J. & Fox, C. (1989). Learning to learn: A cognitive processes approach to movement skill acquisition. Strategies, September-October, 20-22.

Aldrich, K.R. (1989). Rhythm, movement, and synchrony. JOPERD, April, 91-94.

Allen, B. (1988). Teacher training and discipline-based dance education. JOPERD, December, 65-69.

Bain, L.L. (1988). Context of the curriculum: 1988 ASCD yearbook. Washington, D.C.: ASCD. (Chapter 8).

Bartz, A.E. (1988). Basic statistical concepts. New York: Macmillan.

Bennett, S.N., Wragg, E.C., Carre, C.G., & Carter, D.S. (1992). A longitudinal study of primary teachers' perceived competence in, and concerns about, national curriculum implementation. Research Papers in Education, 7(1), 53-78.

Boser, R.A. (1991). Guidelines for state-wide curriculum change in technology education. The Technology Teacher, April, 13-14.

Bray, S. (1986). Dance for primary school. CAHPER Journal, May-June, 18-22.

Bray, S. (1989). Dance ideas for primary children. Runner, 27(3), 34-39.

Brown, C.A. (1986). Elementary school dance. JOPERD, February, 39-45.

Bucek, L.E. (1992). Constructing a child centered dance curriculum. JOPERD, 63(9), 39-42.

Bunker, L.K. (1991). The role of play and motor skill development in building children's self-confidence and self-esteem. The Elementary School Journal, 93(3), 467-471.

Burns, K.J. (1989). Restructuring school and curriculum for a global technological society. NASSP Bulletin, 73(4), 19-36.

CAHPER (1988). Creative dance: Basic dance series.

CAHPER Dance Committee (1985). Dance in elementary school education. Runner, 23(1), 31-32.

Carroll, W.R. & Bandura, A. (1985). Role of timing of visual monitoring and motor rehearsal in observational learning of action patterns. Journal of Motor Behaviour, 17, 269-281.

Dauer, V.P. & Pangrazi, R.P. (1983). Dynamic physical education for elementary school children (7th edition). Minneapolis: Burgess.

David, D.A. (1986). Abstracts of selected doctoral dissertations in curriculum: 1986. Journal of Curriculum and Supervision, 4(1), 86-91.

Department of Education, (1991). Moving towards quality daily physical education. A primary/elementary curriculum and teaching guide. St. John's, Newfoundland.

Dow, I.I., Whitehead, R.Y., & Wright, R.L. (1984). Curriculum implementation: A framework for action. Ontario Public School Teachers' Federation.

Ennis, C.D., Mueller, L.K., & Zhu, W. (1991). Description of knowledge structures within a concept-based curriculum framework. Research Quarterly for Exercise and Sport, 62(3), 309-318.

Faucette, N., & Graham, G. (1986). The impact of principals on teachers during inservice education: A qualitative analysis. Journal of Teaching in Physical Education, 5, 79-90.

Faucette, N., McKenzie, T.L., & Patterson, P. (1990). Descriptive analysis of nonspecialist elementary physical education teachers' curricular choices and class organization. Journal of Teaching in Physical Education, 9, 284-293.

Flinchum, B.M. (1988). Early childhood movement programs: Preparing teachers for tomorrow. JOPERD, September, 62-64.

Gibbon, S.Y. (1987). Learning and instruction in the information age. What curriculum for the information age? Hillsdale, NJ: Lawrence Erlbaum Associates. (1-24)

Graham, K.C. (1988). A qualitative analysis of an effective teacher's movement task presentations during a unit of instruction. Physical Educator, 45(4), 187-195.

Griffith, B.R. (1986). New approaches: Dance for general education students. JOPERD, May-June, 41-47.

Grineski, S. (1988). Teaching and learning in physical education for young children. Journal of Physical Education, Recreation, and Dance, May-June, 91-94.

Gross, M.B. (1989). Gaining equal status: Dance in physical education. JOPERD, March, 79-84.

Hankin, T. (1992). Presenting creative dance activities to children: Guidelines for the nondancer. JOPERD, February, 22-24.

Herman, G.N. & Kirschenbaum, R. (1990). Movement arts and nonverbal communication. GCT, January-February, 20-22.

Holt, M. (1990). Managing curriculum change in a comprehensive school: conflict, compromise and deliberation. Journal of Curriculum Studies, 22(2), 137-148.

Hood, S. (1990). Dance in the elementary school. JOPERD, February, 46-48.

Hunkins, F.P., & Ornstein, A.C. (1989). Curriculum innovation and implementation. Education and Urban Society, 22(1), 105-114.

Ignico, A. (1990). The influence of gender-role perception on activity preferences of children. Play and Culture, 3, 302-310.

Ignico, A. & Mead, B. (1990). Children's perceptions of the gender-appropriateness of physical activities. Perceptual and Motor Skills, 71, 1275-1281.

Jones, M.A. (1984). Contemporary elementary and middle school physical education. 84th Annual Conference, Atlanta, GE.

Kirk, D. (1988). Physical education and curriculum study: A critical introduction. London & New York: Croom Helm.

Kirk, D. (1989). The orthodoxy in rt-pe and the research/practice gap: a critique and an alternate view. Journal of Teaching in Physical Education, 8, 123-130.

Kraft, R.E. (1986). Movement programs. Current practices in Britain. JOPERD, October, 75-78.

Landy, J.M. & Landy, M.J. (1991). P.E. activities for grades k-2. New York: Parker.

Laporte, J.E. (1986). The teacher's role in curriculum change. Vocational Education Journal, August, 25-26.

Lee, I. & Reigeluth, C.M. (1994). Empowering teachers for new roles in a new educational system. Educational Technology, January, 61-72.

Levine, D.U., Levine, R.F., & Ornstein, A.C. (1985). Guidelines for change and innovation in the secondary school curriculum. NASSP Bulletin, 69, May, 9-14.

Lloyd, M.L. & West, B.H. (1988). Where are boys in dance? JOPERD, May-June, 47-51.

Locke, L.F. (1992). Changing secondary school physical education. Quest, 44, 361-372.

Lofland, J. & Lofland, L. (1984). Analyzing social settings: A guide to qualitative observation and analysis. Belmount, CA.: Wadsworth Publishing Company.

Loucks, S.F. & Lieberman, A. (1983). Fundamental curriculum decisions: ASCD 1983 yearbook. Washington, D.C.: ASCD. (Chapter 10)

Martins, F.L. (1985). A scale for measuring attitude toward physical education in the elementary school. Journal of Experimental Education, 22(4), 239-244.

McGee, J. (1987). Curriculum for the information age: An interim proposal. What Curriculum for the Information Age? Hillsdale, NJ: Lawrence Erlbaum Associates. (77-92)

McNeil, J. (1988). Curriculum politics: Local, state, and federal. NASSP Bulletin, September, 60-69.

Mehrhof, J.H.,Ermler, K., & Kovar, S. (1993). Set the stage for dance. Strategies, May, 5-7.

Merriam, S.B. (1988). Case study research in education. A qualitative approach. San Francisco: Jossey-Bass Publishers.

Michalets, J.E. (1985). An effective approach to curriculum change: Planning, implementation, and evaluation. A paper presented at the Annual Meeting of the National Catholic Educational Association, St. Louis, MO.

Mumme, J., & Weissglass, J. (1989). The role of the teacher in implementing the standards. Mathematics Teacher, October, 522-526.

Neill, J. (1990). Elementary music con moto. MEJ, January, 29-31.

Nichols, B. (1990). Moving and learning. The elementary school physical education experience (2nd edition). St. Louis: Times Mirror/Mosby College.

Nichols, B. (1990). Accompanying lesson plans for: Moving and learning. The elementary school physical education experience. St. Louis: Times Mirror/Moseby College.

Norusis, M.J. (1988). The spss guide to data analysis for spss. Chicago: SPSS Inc.

Oliver, B. (1988). Educational reform and physical education. JOPERD, 59(1), 68-71.

Olshitain, E. (1989). Changing directions in language curriculum design. Annual Review of Applied Linguistics, 10, 135-144.

Pellet, T.L. & Harrison, J.M. (1992). Children's perceptions of the gender appropriateness of physical activities: A further analysis. Play and Culture, 5, 305-313.

Pepple, J.D. (1986). An evaluation of the influence of inservice instruction on curriculum implementation. Journal of Vocational Education Research, 11(3), 37-47.

Placek, J.H. (1989). An evaluation of the implementation of the basic stuff. Journal of Teaching in Physical Education, 8(2), 123-130.

Placek, J.H., & Locke, L.F. (1986). Research on teaching in physical education: new knowledge and cautious optimism. Journal of Teacher Education, July-August, 24-28.

Poole, M.G. & OKeafor, K.R. (1989). The effects of teacher efficacy and interactions among educators on curriculum implementation. Journal of Curriculum and Supervision, 4(2), 146-161.

Radnor, H. (1991). Comp exities and compromises: The new era at parkview school. The Urban Review, 23(2), 59-81.

Ratliffe, T. (1986). The influence of school principals on management time for two elementary physical education teachers. Journal of Teaching in physical Education, 5, 272-279.

Rennie, L.J. (1987). Teachers' and pupils' perceptions of technology and the implications for curriculum. Research in Science and Technological Education, 5(2), 121-132.

Ross, A. & Butterfield, S.A. (1989). The effects of a dance movement education curriculum on selected psychomotor skills of children in grades k-8. Research in Rural Education, 6(1), 51-55.

Sabo,D. (1985). Sport, patriarchy, and male identity: New questions about men and sport. Arena Review, 9(2), 1-30.

Schutz, R.W., Smoll, F.L., Carre, F.A. & Mosher, R.E. (1985). Inventories and norms for children's attitudes toward physical activity. Research Quarterly for Exercise and Sport, 56(3), 256-265.

Siedentop, D. (1992). Thinking differently about secondary physical education. JOPERD, September, 69-71.

Sherrill, C. (1983). The future is ours to shape. Foundations, March, 44-49.

Silverman, P. (1986). Dancing Bridges. JOPERD, May-June, 61-67.

Sparkes, A.C. (1990). Power, domination and resistance in the process of teacher-initiated innovation. Research papers in Education, 5(2), 153-177.

Stinson, S. (1989). Creative dance for preschool children. Early Child Development and Care, 47, 205-209.

Stoynoff, S.J. (1989). Successfully implementing educational change and innovation. A paper presented at the annual meeting of the teachers of english to speakers of other languages. San Antonio, Texas.

Thompson, D.C. (1986). A new vision of masculinity. Educational Leadership, 43(4), 53-56.

Tremblett, C. (1993a1). Pre-Interview #1, collected March 25, 1993, for unpublished master's thesis, Memorial University of Newfoundland.

Tremblett, C. (1993a2). Pre-Interview #2, collected March 25, 1993, for unpublished master's thesis, Memorial University of Newfoundland.

Tremblett, C. (1993a3). Pre-Interview # 3, collected March 25, 1993, for unpublished master's thesis, Memorial University of Newfoundland.

Tremblett, C. (1993a4). Pre-Interview #4, collected March 25, 1993, for unpublished master's thesis, Memorial University of Newfoundland.

Tremblett, C. (1993a5). Pre-Interview #5, collected March 25, 1993, for unpublished master's thesis, Memorial University of Newfoundland.

Tremblett, C. (1993a6). Pre-Interview #6, collected March 26, 1993, for unpublished master's thesis, Memorial University of Newfoundland.

Tremblett, C. (1993a7). Pre-Interview #7, collected March 26, 1993, for unpublished master's thesis, Memorial University of Newfoundland.

Tremblett, C. (1993a8). Pre-Interview #8, collected March 26, 1993, for unpublished master's thesis, Memorial University of Newfoundland.

Tremblett, C. (1993a9). Pre-Interview #9, collected March 26, 1993, for unpublished master's thesis, Memorial University of Newfoundland.

Tremblett, C. (1993a10). Pre-Interview # 10, collected March 26, 1993, for unpublished master's thesis, Memorial University of Newfoundland.

Tremblett, C. (1993b1). Post-Interview # 1, collected May 26, 1993, for unpublished master's thesis, Memorial University of Newfoundland.

Tremblett, C. (1993b2). Post-Interview # 2, collected May 26, 1993, for unpublished master's thesis, Memorial University of Newfoundland.

Tremblett, C. (1993b3). Post-Interview # 3, collected May 26, 1993, for unpublished master's thesis, Memorial University of Newfoundland.

Tremblett, C. (1993b4). Post-Interview #4, collected May 26, 1993, for unpublished master's thesis, Memorial University of Newfoundland.

Tremblett, C. (1993b5). Post-Interview #5, collected May 26, 1993, for unpublished master's thesis, Memorial University of Newfoundland.

Tremblett, C. (1993b6). Post-Interview #6, collected May 27, 1993, for unpublished master's thesis, Memorial University of Newfoundland.

Tremblett, C. (1993b7). Post-Interview # 7, collected May 27, 1993, for unpublished master's thesis, Memorial University of Newfoundland.

Tremblett, C. (1993b8). Post-Interview # 8, collected May 27, 1993, for unpublished master's thesis, Memorial University of Newfoundland.

Tremblett, C. (1993b9). Post-Interview # 9, collected May 31, 1993, for unpublished master's thesis, Memorial University of Newfoundland.

Tremblett, C. (1993b10). Post-Interview # 10, collected May 31, 1993, for unpublished master's thesis, Memorial University of Newfoundland.

Tremblett, C. (1993c). Field Notes, collected March-May, 1993, for unpublished master's thesis, Memorial University of Newfoundland.

Tremblett, C. (1993d). Audio-Taped Lessons, collected March-May, 1993, for unpublished master's thesis, Memorial University of Newfoundland.

Ulrich, D. (1985). Test of gross motor development. Austin, TX: Pro-Ed.

Verducci, F.M. (1980). Measurement concepts in physical education. St. Louis: C.V. Mosby.

Virgilio, S.J. (1984). A paradigm for curriculum implementation. Journal of Teaching in Physical Education, 4, 57-63.

Watk ns, J.W. (1983). Monitoring curriculum implementation. NASSP Bulletin, December, 118-120.

Weeks, S. (1986). Teaching dance. Involving the p.e. major. JOPERD, May-June, 71-77.

Werner, P., Sweeting, T., Woods, J., & Jones, H. (1992). Developmentally appropriate dance for children. JOPERD, August, 40-43.

Wheeler, K. & Spilker, O.H. (1991). Physical education curriculum activities kit for grades k-6. New York: Parker.

Whetton, D. & Cameron, K. (1991). Developing management skills (2nd ed.). New York: Harper Collins.

Whitty, G. (1985). Sociology and school knowledge. London: Methuen.

Wotherspoon, B. (1982). Elementary school dance - grade six. Red Deer Public School District.

Yoder, L.J. (1991). Cooperative learning and dance education. JOPERD, May-June, 47-51.

APPENDIX A

Letter to Parents

To: Parents of grades 4 and 5 students

From: Craig Tremblett, Physical Education Teacher

Date: March 15, 1993

Re: Student Participation in a Movement Education Survey

The focus of physical education has been changing over the last several years. The focus is now shifting from a developmental-based education model to a movement-based education model. In keeping with this, the Department of Education has developed a new Primary/Elementary School Physical Education Curriculum in draft form based on movement education. This curriculum is to be introduced into the schools when it is finalized.

I am presently enroled as a Master of Education student at Memorial University of Newfoundland. As part of my thesis, I will be developing a unit based on movement/dance education and introducing it to Grades 4 and 5. As part of this study, I am hoping to examine student attitudes and feelings toward movement/dance education and curriculum change. This will be accomplished through the completion of a survey regarding their attitudes and feelings about movement/dance education and curriculum change. The survey will be administered before and after the Movement/Dance Education Unit is introduced to the students. A number of students will also be asked to participate in an oral interview where their feelings can be further expressed.
This topic has been approved by my advisor and the ethics committee at Memorial University.

Thus, <u>I am requesting your permission to allow your child to participate in this study by completing the attitude survey and/or an oral interview</u>. Absolutely, no individual results will be released to staff, students, university officials, etc. Any reference to individuals will be coded to avoid identification. Your child may withdraw for the study, without prejudice, at any time.

If you have any questions or concerns, please do not hesitate to contact me at the school(582-2310).

Please complete the permission form on the following page and have your child return it to the school at your earliest convenience.

We the undersigned, agree to participation in the above described study and acknowledge that we may withdraw this permission, without prejudice, at any time during the course of the study.

Parent Signature_____

Student Signature_____

APPENDIX B

Interview Guides

Pre-Interview Guide

Explain to student why interview is taking place and what is going to happen to the information. It is important for them to be as honest as possible and their answers will not be given to any one else.

1. What kinds of physical activity do you like to do? What ones do you enjoy outside of school? Why do you enjoy them? Are any of these in your physical education program?

2. Would you like to try some activities in physical education that we have not tried before?

3. How do you feel about taking part in physical activities that allows you to be with your friends? What are some activities that you like to participate in with your friends?

4. Do you like to dance? Tell me about your experiences with dance. Do you dance often?

5. Do you enjoy activities that you do alone? With a partner? Can you dance alone? With a partner? In a group?

6. Is dance an activity that you could participate in with your friends?

7. Are there many types of dance? What are some that you know about? Have you seen these? Where? Have you tried any?

8. Does anyone in your family dance? Have you seen them dance? What do you think about it?

9. What type of people dance? Explain.

10. Do you think dance is a good way for you to get some exercise? What types of exercise could you do during dance?

11. Would you like dance to be included in your physical education program? Why do you feel that way?

12. Is there anything else that you would like to add?

Interview-Guide

Post-Interview

1. Did you enjoy the dance unit that you participated in during Physical Education. Why/why not? What did you like/dislike about it?

2. Is there anything that you would like to see added that would have made the dance unit more fun?

3. Is there anything that I, being your teacher, could do to make dance more enjoyable?

4. Do you remember the Basketball Dance? What did you think of that? How about Daybreak?

5. Did you enjoy telling a story through dance?

6. What did you think of the part where you brought in your own song and created a dance to that song?

7. Did you enjoy dancing alone? With a partner?

8. How was the folk dance? How did you feel about dancing with the class?

9. Would you like for dance to be part of our physical education program again next year? Why or why not?

10. Is there anything else that you would like to add about the things discussed?

APPENDIX C

Sample Pre and Post-Interviews

PRE-INTERVIEW

Wade was chosen to conduct an interview because he is the type of student who is very out spoken. That is, he always has to be the centre of attention in everything that goes on during physical education. He sometimes speaks inappropriately and his behaviour is sometimes questionable.

Wade's Interview

Interviewer: Okay, I think we are ready to roll here. First question, what types of physical activities do you like to do?

Wade: Ah, basketball, floor hockey, does ice hockey count?

I: Yes, certainly.

W: Ice hockey, swimming, riding bike, roller skating, umm baseball, softball, (pause) chase, and hiding go seek.

I: So are there any other types that you like to do outside? You mentioned ice hockey, is there anything else?

W: Chase and that, I said that. Frozen Tag and that, spotlight and all that.

I: They are good activities for outside, anything else?

W: Ah, I said swimming didn't I. Sometimes I do things like ride dirt bike, dad's trike.

I: okay, that is a nice few different activities. So why do you enjoy all these different that you just named?

W: Because they are fun.

I: Any other reasons?

W: Ah, you gets a lot of people out and you see your friends and (pause).

I: Okay, that's fine. Would you like to try some new activities down in our gym classes?

W: Yes.

I: Why would you like to try some new activities?

W: So if I try them down to gym, maybe when I get home I could bug mom to get me some. Get me some stuff.

I: What do you mean, like equipment?

W: Yes.

I: What about activities that don't need any equipment? Would you like to learn some of those?

W: Yes.

I: Why?

W: Because I could show some of my friends and that.

I: Can you think of any different types of activities that we have not done that you would like to do down in the gym?

W: I don't like playing badminton that much and volleyball, that is not to bad.

I: Yes, but we have already done some volleyball and we are going to be doing badminton later. Can you thing of anything that we are not going to be doing that you would like to do?

W: Ah, we will be playing baseball down there won't we.

I: Possibly.

W: Football, ah, I can't thing of anything else. Playing catch.

I: That's fine. Do you like taking part in activities that allows you to be with your friends?

W: Yes.

I: Why?

W: Because instead of just playing by yourself, if you wanted to play certain games like football and that, if you did not have any friends down there it would be boring, you would have to go in and just watch T.V..

I: What are some activities that you do with your friends beside the ones you mentioned above?

W: We build cabins, climb trees, sometimes we make a play place like hanging ropes on trees and climbing.

I: So you would try just about anything?

W: (laughing) yes.

I: Do you like dance?

W: Yes.

I: Have you ever danced before ?

W: Yes.

I: Tell me a little bit about when you have danced.

W: (laughing) Ah, when we were up to the dance, me and Nathan jumped out in the circle when everybody that is at the dance holds hands when that bird dance comes on. Me and Nathan jumps in the circle , we starts dancing and acting silly and that.

I: Do you dance at any other times?

W: Yes at the dance. I danced a couple of times at home.

I: At home, by yourself?

W: By myself, just looking at the T.V. My brother, he knows how to do the moonwalks and M.C. Hammer stuff and jump up on his tip toes and move his shoulders. I would like to be able to dance like him.

I: How often do you think you dance? Do you dance very often?

W: No, usually when I go to the dance.

I: Do you enjoy activities that you can do alone?

W: Yes.

I: What types?

W: Swimming.

I: Yes, but should you swim alone?

W: No, ah, watch T.V., riding bike, sliding.

I: Do you enjoy doing activities with a partner?

W: Yes, like playing catch, bat outs, football.

I: These things that you said that you do by yourself, do you think they would be more fun with a partner?

W: Yes, because we would be able to do things like build ramps and see who could go the furthest.

I: Do you think you can dance alone?

W: Yes.

I: Have you ever tried to dance alone? Where?

W: Yes, I did it up to the dance. When they are doing that bird dance sometimes Nathan comes up and I jump in the circle and make a fool of myself.

I: Why do you think you are making a fool of yourself?

W: To make everybody laugh. To make Nathan laugh because Nathan jumps in and he goes silly. Sometimes when they are going around in the circle, Nathan and me puts out our feet and all you can see is just like dominos.

I: Do you think you can dance with a partner?

W: Oh, yes.

I: Have you ever danced with a partner before?

W: Yes.

I: So you can dance with a partner. Is dancing with a partner good or bad?

W: I don't know.

I: Can you see any benefits in it?

W: I don't know.

I: Do you think a partner could help you out if you were learning a new dance?

W: Yes, my brother a couple of summers ago used to go in the room when mom and dad wouldn't come in and he used to try to dance. He used to dance but when mom and them come in he would jump on the bed and pretend he was listening to the music. He is 19 and he is going bald. Dad said if I don't stop wearing a hat, I will be bald before I'm 19.

I: Do you think you can dance in a group?

W: Yes, we do it up to the dance like the bird dance and that.

I: Are there any other types?

W: Like boys and girls?

I: Yes, with either.

W: Don't know.

I: Do you think dance is an activity that you could participate in with your friends? What way?

W: Yes, could you say that again? pause I forgets now. I had something in my head but I lost it.

I: Do you think that you and your friends could get together up in somebodies room and practice dance together? Did you ever try that?

W: Yes

I: Then you could help each other out with the different types of dances.

W: I don't help my brother, he helps me.

I: Have you ever tried any of this with your friends?

W: No. I am not that good at the stuff that he does. He learned by his self, he always watched much music and M.C. Hammer and now he can do ever move that he could do.

I: Is there anybody else in your family that dances beside your brother?

W: I suppose everybody in my house dances. Mom and dad sometimes go out to dances.

I: Have you ever seen your mom and dad dance.

W: I saw my brother dance and my sister.

I: What did you think when you saw them dancing?

W: I said to him "holy cow where did you learn how to do that".

I: You liked watching him ?

W: Yes, I would like to be able to do it.

I: What about when you saw your sister dance?

W: I wouldn't like to be like her. She asks me to judge who is the best dancer when her friends are at the house. She gets on the chair and moves her feet up and down .

I: What do you think of it when her and her friends are doing this?

W: Weird.

I: Do you think dancing is a good way to gat some exercise? What types of exercise do you think you can do during dance?

W: Yes, like moonwalk.

I: What part of your body would that exercise?

W: Your legs, you jumps up on one foot and that .

I: That's one type of exercise, jumping.

W: Sometimes you jump and go around like, and almost do the splits.

I: Okay, that's stretching when you do the splits. What other types do you think you can do?

W: Ah(long pause), doing the bird dance, ah when you flap your arms you are getting the muscles in your shoulders and when you get down you are getting your hips, you are moving your hips and dat.

I: You are twisting are you not? Any others that you can think of?

W: No.

I: Would you like for us to include dance down in the gym in our P.E. program?

W: Like everybody dance down there?

I: Yes.

W: No, no, no, no. I don't mind at a dance but no , no.

I: Why not?

W: Nooo, I don't know.

I: There must be some reason.

W: I don't know.

I: Would you feel embarrassed? Would you be embarrassed if you are doing something but everybody is doing the same thing?

W: No, I wouldn't be embarrassed then.

I: Do you think you could have some fun doing that way?

W: yes.

I: Everybody could laugh together and at each other perhaps. Do you think you could learn some new things?

W: Yes.

I: Some new dances ? Do you think it will help you get some good exercise?

W: Yep.

I: Would you mind dancing with one of the girls?

W: Ummm, I dance with them.

I: Would you mind dancing with one of the boys?

W: (laughing), no, like doing the bird dance cause everybody gathers around for that.

I: But, say if you needed a partner, would you mind having one of the boys as your partner.

W: No, will, I wouldn't like that, people would call you gay and that.

I: Oh, I don't think that would happen if everyone was doing the same thing.

W: Yeh, that's what I would like to know , ah, girls is always dancing with girls and no boys want to dance with another boy. No I wouldn't like to do it either, dance with a boy.

I: Would you mind dancing with the whole group, the class as a whole?

W: I wouldn't mind.

I: You wouldn't mind then if you and one of the other boys had to get out in the center and do certain moves.

W: Yeh, Yeh. Like that. I wouldn't mind.

I: Anything else you would like to say about what we have just talked about?

W: No, that's about it.

POST-TEST

Rebecca

I: Did you enjoy our dance unit they we participated in during physical education?

R: Yes.

I: Why?

R: Because you learn more things and you get to keep fit.

I: is there anything that you did not like about the dance?

R: No.

I: You enjoyed all parts of it?

R: Yes.

I: Is there anything that you would like to see added to it that would of made it more fun?

R: Yes, we could have done a square dance.

I: You would have enjoyed that?

R: Yes.

I: Do you think that there is anything that I could have done, being your teacher to make it more fun?

R: Yes, dance with us.

I: Didn't I dance sometimes?

R: Yes, but you could have danced more. Then we don't look like we are fools.

I: Do you feel you looked foolish?

R: No.

I: Everyone was doing the same thing so it wasn't really foolish was it?

R: That's right.

I: Do you remember doing the basketball dance?

R: Yes.

I: What do you remember about it?

R: 4-beat.

I: Did you enjoy that one?

R: No.

I: What did you not enjoy about it?

R: It was the same thing over and over again.

I: Do you remember the dance Daybreak?

R: Yes.

I: Did you enjoy that one?

R: Yes.

I: Why was that one different? Why did you enjoy that one more?

R: Because, you got to do more things.

I: Like what?

R: Like pretending you where the sunshine.

I: What else did we do?

R: We were going down.

I: We went to one corner and we went over and we touched our toes a couple of times and we went back to the corner moved our foot to the side. Then we went over to the other corner and did squat and jumps.

R: Right.

I: Did we add any thing to it after?

R: Yes, we pivoted.

I: I think that was in the basket ball dance.

R: We did that in Daybreak as well.

I: After wards you added some things of your own?

R: Yes, do our own.

I: Yes, keep your square and add some of your own things.

I: Did you enjoy the part where you told stories through dance? I believe you were rescuing someone from drowning or something?

R: Yes.

I: What did you like about that one?

R: We got to do our own thing.

I: So you liked doing your own thing? Do you think you were learning things at the same time you were doing this?

R: Yes.

I: How?

R: By learning how to dance when you are doing something else.

I: Learning to tell a story through your actions?

R: Right.

I: How about the part where you created your own dance? That is where you took your own song.

R: Yes.

I: What song did you use?

R: The Rose.

I: That's right. What did you enjoy about that?

R: You can pretend that you are something.

I: As in?

R: Skating. Figure skating.

I: Is there anything that you did not like about that part?

R: No.

I: Did you enjoy dancing alone, like in the basketball dance?

R: Yes.

I: Why?

R: Then you don't have to hold any hands.

I: You don't like holding hands?

R: I like holding hands but it is better to move around.

I: Did you enjoy dancing with a partner? When you did the song the rose there was just the two of you.

R: No, sometimes they do not cooperate with you.

I: So you didn't like the part where people would not cooperate with you?

R: Something like Jeff, sorry to mention names but I had to do that.

I: What did Jeff do?

R: He used to go different ways and he would not go the same way the other crowd was going?

I: That is when we were doing the folk dance is it?

R: Yes.

I: Who was you partner for The Rose?

R: Krista.

I: Was she cooperating with you?

R: Yes and no.

I: So you enjoyed it when she cooperated with you bit when the two of couldn't agree it got a little frustrating?

R: Right.

I: How did you find the folk dance?

R: I enjoyed it?

I: I know you just said that when Jeff did these things, But overall?

R: Yes.

I: What did you like the most about it?

R: How we used to skip into the circle and go around with our arms.

I: You liked twisting and different things?

R: Yes.

I: How about the music? Did you like it?

R: Kind of.

I: What do you mean?

R: The song was a bit too long for the dance.

I: Was it different than you were used to?

R: Yes.

I: How did you find dancing with the group as a whole, other than the few instances that you mentioned?

R: Fine.

I: Which type of dance did you enjoy the most? We did ones like the Daybreak, create your own, and folk dance.

R: I enjoyed the Hungarian dance more than the others?

I: The folk dance, would you like to do more of that?

R: Yes.

I: How about more dances like the Daybreak?

R: No.

I: You like creating your own dances more than that type?

R: Yes.

I: You liked the unstructured more than the structured?

R: Well, I liked the folk dances.

I: Yes the folk dance is structured.

I: Did you tell anybody outside that you were doing dance? How did your mom feel about you doing dance?

R: Okay, there is nothing to matter with it sure.

I: No,no I know there is nothing the matter with it but how about any of your friends that are not in your class that are not doing dance? Did any of them say anything or laugh?

R: Yes(laughing), lots of the grade sixes.

I: Did they want to be doing dance or not want to be doing it?

R: Did not want to do it because they look like they are ridiculous.

I: Would you like to do dance again next year?

R: Yes, definitely.

I: Why?

R: Because it was really fun.

I: Anything else you would like to add.

R: Just that the dance was fun and I think we should do it again. It is different from what we usually do. I was a nice change.

APPENDIX D

Sample Audio-Taped Lesson

TAPED LESSON

LESSON 2

- Go to your spots.

- Quickly, sit, so we can get started. Is everyone ready to dance?

- That is not everyone. Where is everyone else.

S- Can we have a warm-up?

- We will have one in a moment. That's enough now.

- We are going to start moving around the gym. If you touch anyone, you go to the side and stretch for 15 seconds.

- Go, I will put on some music while we are doing it.

- Careful, do not try to touch people.

- Mass confusion.

- Start moving in different ways, other that running. Hopping skipping, whatever you can think of.

- Come here for a second please. All the things you were just doing are parts of dance. Is it that bad?

S- Nope.

- I only have old music.

- Let's sit down. Quickly.

S- That was fun.

- What did I tell you, all those different moves were dance. I have to turn off the music for a second.

- We will have lots of time for that. If you want to bring music to class you can.

- Listen now, all those different things I saw people doing, spinning, walking, flapping your arms, whatever. If you put all those together in a sequence you would have a dance.

- We are going to do a quick review of the dance we did last day. For about 10 minutes. Then we are going, listen and I will explain.

- We are going to keep the same beat. We are going to start doing the same sequence that we did the last day and then we will do a sequence that is similar using your own moves.

- Try to keep our 4-count. Remember forward for four and back and so on.

- Add something of your own but try to keep a four count.

- You can go like this 1-2-3-4-or this. Try to keep a 4 count.

- The first couple of times I want you to follow along with the one we did the other day. Then, I want you to start out that way and add your own moves.

- Follow with me first, 1-2-3-4, 1-2-3-4, etc.

- Speed up,1-2-3-4, 1-2-3-4, etc.

- Do that and add something of your own to it. A four count.

- Forward first and so on to the pivot, then add your own.

- Do a four count.

- Now add a couple of sequences in. Each time start out with what we did. Then add a sequence, then another. Ready, 1-2-3-4,.....

- Come on boys.

S- Are we doing any slow dances.

- I doubt it.

- Bradley, let her do it please.

- Let's sit for a second. Come on boys. We well get lots of time for doing ones with partners.

- If you find that a four count is not enough to get in what you want, then go to eight, two four counts. 1-2-3-4, 1-2-3-4. Then you have eight.

- Tired, good exercise isn't it.

- We are going to leave that one now. We are going to try one more simple one called Daybreak.

- What about the Basketball dance?

- We are leaving that one now.

S- What about the balls?

- We will go back to that one later if we have time. Then you can use the balls.

- Yes, using hoops and balls can be dance. Scarves and ribbons.

- End of discussion.

- One more simple one, then from here on in, after this one, you will be creating most of the dances yourself.

- We will listen to the words and go through some different actions. If you can not think of any, I will put some up around the walls.

- This one is called Daybreak. It is very simple. We will be going in a square pattern this time.

- Four step forward. 1-2-3, close on the fourth.

- You won't need that much room.

- When we get to the first corner, take your hands for the next four count and stretch. That is your Daybreak, the sun coming up. Then we go to the right, 1 close for 2, 3 close for 4. Here, down, 1-2-3-4, back up four 4. Down here we take 1-2-3-4. Then we back to other side for 4. Next four, 1-2-3-4.

- We are going to do that a couple of times and add your own movements to it.

- Everyone stand. We will go through it once without the music, then we will turn on the music. Forward 1-2-3-4, arms up 1-2-3-4, side 1-2-3-4, touch toes 1-2-3-4, 1-2-3-4, back 1-2-3-4, foot out front, 1-2-3-4, down 1-2-3-4.

- We are going to put the music on and speed it up a bit. Once without the music, speed it up. Ready 1-2-3-4,....., all right.

-Now music, ready 1-2-3-4,....

- Once more, 1-2-3-4,.....

- I want you to try it two or three times on your own and then we are going to make some changes to it.

- Ready, 1-2-3-4, speed up a little.

- That's it, good. Go again.

-We are going to add our own movements now.

- Let's sit quickly for a minute.

- Now we are going to follow the same 4 count going in the square pattern using our movement the first time around then the second time use your own movements. Hop, skip, whatever. When you get to the top corner, add something stationary, go to the next corner, do something and so on. Try to keep it to a four count. Use your imagination.

- Lots of ideas on the walls.

- What you just did is fine Jamie, as long as it is a four count.

- That's it, good.

- Follow a square pattern, anything you want. That's fine. What's wrong with that. Do it to a four count. Think of something for each corner. Not a thing in the world wrong with that.

- Your four count should be a little quicker.

- Good, excellent. Not a thing wrong with that. It is not that bad when you use your imagination.

- This is your song boys. 'I don't Wanna Dance'.

- What's the problem?

- Some of the boys are playing hockey in each corner of the square. Anything goes.

- That's fine Follow the square and four count.

- Sure, good, yes that's fine.

- It is not that bad is it John?

- Just look at the actions on the wall.

- Good, 1-2-3-4, kick, clap, shake.

- Come on, get at it, please.

S- Just watch.

- Move away from that please, you are not allowed to play with the equipment on the stage.

- Let's sit, please.

- It's time to go, we will continue the next day.

APPENDIX E

Sample Field Notes

Field Notes

Lesson One

A great sense of accomplishment and relief was felt now that the first lesson was completed. The overall scope of the lesson was not too bad for the first try. Several students commented that they did not like dance but they laughed and joked while performing. As soon as one of the boys indicated that he was not enjoying this many of the other boys followed suit.

Some adjustments needed to be made to lesson plan before it is presented to next group. Some modification of the actual dance was necessary form original form. Several students made suggestions on how to improve the dance.

The next class did not go as well as first. The students seemed disinterested. A lack of experience with dance caused a struggle when trying to make changes so that all students would enjoy themselves. Was it worth the effort in developing the dance unit.

The third period was a total success. There was a sense of relief and some renewed confidence when comparing this class and the last. Some minor changes were made to the warm-up and dance prior to this class which made them a little more challenging and vigorous. Student responses to these changes

were good. At this point, it was felt that it will be a constant challenge to meet the needs of each class and that adjustments and modifications will have to be made constantly.

Lesson Two

Lesson two took place on April Fool's Day. The students were very active and tried to pull all the traditional jokes. Several students got a little carried away and had to be reminded about safety and behaviour in the gymnasium.

There was a mixed reaction from the class upon the reviewal of the dance from the previous class. Several students expressed their displeasure with dance. The students were then allowed to add their own movements to the dance. Student attitudes seemed to take a positive turn around at this point. They were practised and appeared to be enjoying themselves when the dance Daybreak was introduced.

The next period went quite well. Several students suggested that this was more enjoyable that they first imagined. They enjoyed using music during their warm-up. They did not want to review the dance from the last day but they got excited at the notion of adding their own movements. When several of the boys discovered that various movements associated with sports could be used they put in more effort. There was an uncomfortable feeling at the onset of the lesson due to the presence of another teacher. She was in the gym to

observe a student in the physical education setting. It was not her presence but the uncertainty associated with presenting unfamiliar material that made things a little uncomfortable. After a few minutes she joined in and helped some students with some of the dance steps. Her presence was then appreciated.

This class had missed their first lesson due to other activities in the gym. A combination of lessons one and two was presented to them. There was an unusual beginning to the class. One student refused to participate, another was in a very bad mood and he was irritating his classmates, and another student was obviously faking an injury.

Many of the boys had to be convinced to give dance a try. When they started there was a noticeable change in attitude. The injured student decided to participate. The girls appeared to be enjoying themselves from the start.

As it ended up, combining these two lessons proved to be just too much material. It was all covered but not enough time was spent on certain activities to achieve original objectives. There was an overall improvement in comfort levels when presenting the material at this point in the unit.

This was the fourth period of lesson two. It started out with a series of misbehaviour on the part of some students. What the students wanted from dance was beginning to become more apparent. They were even making suggestions on ways to

improve the dances. There ideas were used and they worked quite well. The changes were not planned but they ended up being a good lead into the next day's plan.

APPENDIX F

Attitude Survey

Student Survey

Student # _____ Date:_____ _____

(a) Read each statement carefully.

(b) If you agree with the statement, place a 'X' in the 'agree' column; if you disagree, place a 'X' in the 'disagree column'; if you are unsure about the statement place a 'X' in the 'not sure' column.

There are no right and wrong answers. **THIS IS NOT A TEST.** Therefore answer the statement exactly as you feel about it.

	Agree	Unsure	Disagree
1. I enjoy physical education class.			
2. Physical education helps in learning how to become healthy and fit.			
3. Dance is a physical activity.			
4. I enjoy taking part in new activities during physical education.			
5. Physical activities such as dance makes life more fun.			
6. I like dance a lot.			
7. I would like for dance to be part of our physical education program.			
8. Dance can be good exercise for all people who participate in it.			
9. Dance is mostly for girls.			
10. Dance is a good way to meet new people.			
11. You need to cooperate with people during dance.			
12. Many different types of exercise can take place during dance.			
13. Dance is not for boys.			

	Agree	Unsure	Disagree
14. I do not like to dance.			
15. There are many different types of dance.			
16. Things such as balls and hoops can be used in dance.			
17. Imitating animals and machines can be considered dance.			
18. You need a partner to dance.			
19. You can have more than one partner and dance.			
20. I love to dance.			
21. You can express feelings through dance.			
22. Dance allows you to exercise all parts of your body.			
23. Dance can help you perform better in other sports.			
24. Dance can help improve your confidence.			
25. Dance can be a mixed activity for boys and girls.			
26. Your teacher should take part in the dances if they occur.			
27. I would enjoy creating my own dances.			
28. Dance should not take part in our physical education classes.			
29. You should do warm-up exercises before you dance.			
30. Dance can include walking, running, skipping, hopping, and leaping.			
31. Dance involves bending, stretching, twisting, and swinging.			
32. Dance can help build strong muscles.			

Rank the following activities from you favourite to least favourite, beginning with 1 for your favourite, 2 for your next favourite, on so on to 15 for your least favourite.

	NUMBER	UNSURE
Badminton	____	____
Basketball	____	____
Dance	____	____
Floor Hockey	____	____
Gymnastics	____	____
Ice Hockey	____	____
Jogging	____	____
Riding your Bike	____	____
Skating	____	____
Soccer	____	____
Softball	____	____
Swimming	____	____
Volleyball	____	____
Walking	____	____
Wrestling	____	____

APPENDIX G

Summary of Statistical Procedures

PRE and POST RANKINGS
MEANS

VARIABLE	GROUP	CASES	MEAN	STD. DEV.
Prerank	Male	34	12.32	3.32
Postrank	Male	34	11.38	3.60
Prerank	Female	40	6.13	4.38
Postrank	Female	40	5.61	4.09
Prerank	All	74	8.97	4.99
Postrank	All	74	8.26	4.81

* SPSS for MS WINDOWS

t-test for paired samples

Grade 5

Variable	Cases	Mean	SD
Pre-test	Grade 5 - 44	81.68	7.67
Post-test	Grade 5 - 44	84.18	7.52
Pre-test	Grade 5A - 24	81.71	7.93
Post-test	Grade 5A - 24	83.83	8.57
Pre-test	Grade 5B - 20	81.65	7.54
Post-test	Grade 5B - 20	84.60	6.24

Grade	t-value	df	2-tail Sig.
5	3.73	43	.001
5A	2.34	23	.028
5B	2.92	19	.009

*SPSS for MS WINDOWS

Grade 4

Variable	Cases	Mean	SD
Pre-test	Grade 4 - 30	83.13	7.50
Post-test	Grade 4 - 30	86.57	6.49
Pre-test	Grade 4A - 13	80.69	6.60
Post-test	Grade 4A - 13	84.54	5.19
Pre-test	Grade 4B - 17	85.00	7.79
Post-test	Grade 4B - 17	88.12	7.09

Grade	t-value	df	2-tail Sig.
4	3.01	29	.005
4A	2.32	12	.039
4B	1.95	15	.069

* SPSS for MS WINDOWS

Totals

Variable	Cases	Mean	SD
Pre-test	All - 74	82.27	7.56
Post-test	All - 74	85.15	7.17
Pre-test	Male - 34	79.50	7.45
Post-test	Male - 34	82.32	7.66
Pre-test	Female - 40	84.63	6.96
Post-test	Female - 40	87.55	5.81

Students	t-value	df	2-tail Sig.
All	4.74	73	.000
Male	2.78	33	.009
Female	3.99	39	.000

* SPSS for MS WINDOWS

Pearson-Product Moment Correlation Coefficient

Students	Correlation Coefficient
Grades 4 and 5	.80
Males	.73
Females	.86

* SPSS for MS WINDOWS

APPENDIX H

Lesson Plans

It should be noted that the following lesson plans were the ones that were used in the dance unit. They were modified from the original plans has the unit progressed.

LESSON 1

WARM-UP

-Move through general space of gym without colliding or touching anyone, using various locomotor skills; walking, jogging, skipping, galloping, and hopping.

-Move as if floor is hot, slippery, muddy, and has two feet of water.

-Stretching

LESSON - BASKETBALL DANCE

Use current music, a four-count easy-to-find rhythm. The children may be in mass formation, columns and rows, large or small circles,or squads.

The skills are simple: run forward for eight counts, run backward for eight counts, run to right for eight counts, and pivot to the right a quarter turn for next four counts. Everyone will then be facing the same wall, which should be a quarter turn to the right from the wall the children were originally facing.

Do this a few times using the right pivot and then introduce pivoting to the left and do a few in that direction. As the children improve, or when they are ready, do four pivots to right and then four pivots to left.

This is a simple fun rhythm, but the pivot is sometimes neglected in many physical education classes. Always proceed the pivots with the four running sequences.

*** Source: Landy, J. & Landy, M., 1991, p.203.

Closing Activity - Perform Basketball Dance to Music

** Introduce Daybreak, time permitting.

LESSON 2

WARM-UP

-Move in general space while performing a variety of locomotor movements without making contact with classmates. If contact is made, move to side of gym and do 15 seconds of general stretching.

-Stretching

Review - Basketball Dance

Lesson - Introduce dance - DAYBREAK

Explain to children that this dance follows the shape of a square.

Walk forward three steps and stop on the fourth count in the upper left corner. For the next four counts, raise the arms sideward until both arms are above your head.(This is part of the 'daybreak' idea.)

Then go sideward to the right for four counts; side, close, side, close. You should be at the upper right corner now. Touch one toe two times behind the other foot and two times in front of the other foot.

Then go back for three steps and stop on the fourth count. Now you should be at the lower right corner.

Use the next four counts to touch one foot behind the other, to the side of the other, and then to the front of the other. On the fourth count, put the feet together.

Now go to the left for four counts: slide, close, slide, close. You should be at the lower left corner, which was the beginning point.

At this point, use three counts to squat and jump straight up on the fourth count. This again, emphasizes the 'daybreak theme.

Repeat all steps several times.

*** Source: Landy, J. & Landy, M., 1991, p.199-200.

Closing Activity- Daybreak to music

** Introduce - Bartman, time permitting

LESSON 3

WARM-UP
- -Move in general space using unusual shape.
- -Use different shape.
- -Stretching

Review - Daybreak

LESSON-
- -Explore a variety of body shapes at a low level.
- -Medium level
- -High level

- -Combine 3 shapes at one level.

Closing Activity-
- -move from one end of gym to other while holding a amusing shape. Repeat several times.

- -show classmates one of shapes.

LESSON 4

WARM-UP
-Game, 'Octopus'

LESSON
- Partner Activities, move together at a high level, medium level, and low level.

-Move, one at high level, one at medium
-high, low
-medium, low
-add different pathways

-move while joined with partner with different body parts touching floor.
-3 legs, 2 lege and 2 hands, etc.

Closing Activity
- create amusing shape with partner and move from one end of gym to other, repeat, show entire class.

LESSON 5

WARM-UP

-Perform following in unusual shape; push-ups, sit-ups, and jumping jacks.

-Move around gym to music performing a variety of locomotor skills. When music stops hold funny shape while balancing on one foot.

LESSON

Create a story through dance. Encourage students to think ofown ideas. 1-2 minutes.

Closing Activity

-present story to teacher
-volunteers to present to class

LESSON 6

WARM-UP

-move around gym, when music stops form shape with various parts of body touching floor, as suggested by teacher. For example, 1 hand and 1 foot.

LESSON

-Create own dance to music. Try to portrait what is happening in the song.

-Students supply own music.

-Groups of 2-4

-Children work with song and in a designated area of gym to practise dance in preparation for class performance.

LESSON 7

WARM-UP
- Game, 'Octopus'

LESSON
- Continue to create dances with individual groups.

Closing Activity
- Several groups perform for class.

LESSON 8

WARM-UP
- -jogging
- -jumping jacks
- -toe-touches
- -stretching

LESSON
- -10-15 minutes to prepare for performance.

Closing Activity
- -Performance

LESSON 9

WARM-UP

-Pac-Man

LESSON

-Finish Performances

Closing Activity

- dance, Bartman.

This is performed to an eight count. Walk forward for eight counts with hands over head, then walk backward for eight counts with hands over head.

Walk in small circle for eight counts while waving both arms over head.

Slide steps to right for eight counts and back to left for eight counts. During this part, the arms are hanging in front of the body and swinging from side to side.

Shimmy down for four counts and back up for four counts. Repeat several times.

LESSON 10

WARM-UP

-Move around gym while folk music is playing. When music stops go to a hoop and hold a balanced shape.
-Will have to share a hoop with several classmates.

LESSON

-Explain what a folk dance is and what it represents. Talk about today's folk dance, Csebogar.

-Practise part one Csebogar

Csebogar

Formation: single circle of partners, all facing the center, hands joined.

Part one:

All slide eight steps to the left, then eight steps to the right.

Three steps forward into the circle. Stamp. Three steps back to place. Stamp.

Partners join hands, arms extended at shoulder height. Take four slow draw steps, sideways toward the center of the circle. Repeat returning to places.

Part two:

Take two step draws into center, and two out.

Partners face, hook right elbows. With left hand in the air, turn in place with eight running of skipping steps.

***Source: Dauer & Pangrazi, 1983.

Closing Activity

-perform part 1 to music

** begin part two, time permitting.

LESSON 11

WARM-UP

- -running
- -jumping jacks
- -sit-ups
- -stretching

LESSON

- -review part 1 - Csebogar
- -practise part 2
- -perform both parts to music.

Closing Activity

- - simple games of student choice