

## *Promoting Physical Activity and Health in the Classroom (Pangrazi)*

### **Chapter 3**

#### **Teaching Physical Activities Safely and Effectively**

#### **Multiple Choice Questions**

1) When preparing the space for physical activity, all of the following should be considered EXCEPT

- A) predetermining size of the instructional space.
- B) planning for the appropriate amount and type of equipment.
- C) distributing equipment effectively.
- D) using standard-sized equipment and apparatus.

Answer: D

Diff: 1

Page Ref: 58-60

Skill: Factual

2) Which of the following factors should be taken into consideration when determining instructional space needs?

- A) Skills being taught, teacher's ability to manage, and availability of space
- B) Skills being taught, teacher's ability to manage, and amount of instruction needed
- C) Skills being taught, amount of instruction needed, and amount of equipment available
- D) Teacher's ability to manage, amount of instruction needed, and amount of equipment available

Answer: B

Diff: 1

Page Ref: 58-59

Skill: Factual

3) All of the following are ideas for delineating the instructional space EXCEPT

- A) telling the students not to run past an imaginary line.
- B) setting a cone at each corner.
- C) using chalk lines on pavement.
- D) designating natural boundaries such as trees or fences on the school grounds.

Answer: A

Diff: 1

Page Ref: 58-59

Skill: Factual

4) Which of the following physical activities would be appropriate for teaching kicking skills to a class of 25 students with five soccer balls and 20 cones?

- A) Two kicking stations for half of the students and a game with minimal equipment for the other half
- B) Dribbling relays with five lines of five students each
- C) Soccer game with one ball and all students
- D) Two soccer games with one ball and half the students playing on each field

Answer: A

Diff: 3

Page Ref: 59-60

Skill: Applied

5) The best way to distribute equipment is to

- A) have students go one at a time to retrieve it from the bag.
- B) place it around the perimeter of the area.
- C) tell students to grab a piece of equipment from the bag all at once.
- D) hand out the equipment to each student one at a time.

Answer: B

Diff: 2

Page Ref: 60

Skill: Conceptual

6) \_\_\_\_\_ are all aspects of promoting a safe environment for physical activity.

- A) Practicing safety rules, properly supervising, and making sure there is enough equipment
- B) Practicing safety rules, properly supervising, and providing appropriate instruction
- C) Practicing safety rules, providing adequate instruction, and making students do push-ups for inappropriate behavior
- D) Practicing safety rules, providing adequate instruction, and making sure there is enough equipment

Answer: B

Diff: 1

Page Ref: 61-66

Skill: Factual

7) With regard to safety rules for physical activity, what should teachers do to ensure that students understand?

- A) Have students create rules.
- B) Wait until a student breaks the rule and use him or her as an example.
- C) Create the rules and share them with students.
- D) Write down rules, communicate them to students, and allow students to practice.

Answer: D

Diff: 1

Page Ref: 61

Skill: Factual

8) The National Program for Playground Safety found that the average ratio of supervisors to students on the playground was \_\_\_\_\_.

- A) 1:25
- B) 1:50
- C) 1:100
- D) 1:200

Answer: B  
Diff: 1  
Page Ref: 62  
Skill: Factual

9) Which of the following is NOT a recommendation to ensure that adequate supervision of physical activity occurs?

- A) The supervisor must stand in the center of the class.
- B) The supervisor must be able to see and hear all students.
- C) Supervision procedures must be preplanned and incorporated into daily lessons.
- D) The supervisor must have an adequate replacement before leaving the students.

Answer: A  
Diff: 1  
Page Ref: 61-63  
Skill: Factual

10) To ensure safe instruction, teachers should

- A) make it clear to students that the choice to participate belongs to them.
- B) make all students participate so they will accumulate physical activity.
- C) make a student participate if it appears that he or she is faking an injury.
- D) only use equipment that is made of a foam-like material.

Answer: A  
Diff: 2  
Page Ref: 64  
Skill: Conceptual

11) Which of the following is NOT a consequence of using physical activity as punishment?

- A) Students may associate physical activity with misbehavior.
- B) Students may associate physical activity with accomplishment.
- C) Students may associate physical activity with shame.
- D) Students may become injured or ill as a result.

Answer: B  
Diff: 1  
Page Ref: 65-66

Skill: Factual

- 12) Which of the following is NOT an example of using physical activity as punishment?
- A) Requiring a student to run laps for inappropriate behavior.
  - B) Requiring a student to perform push-ups because he or she was bragging about how easy it was.
  - C) Requiring a student to walk laps after giving warning for inappropriate behavior.
  - D) Requiring a student to sit in time-out after giving warning for inappropriate behavior.

Answer: D

Diff: 2

Page Ref: 65-66

Skill: Conceptual

- 13) To optimize motor-skill learning for children, all of the following are appropriate EXCEPT
- A) focusing on the product.
  - B) focusing on the process.
  - C) managing the level of arousal.
  - D) encouraging mental practice.

Answer: A

Diff: 1

Page Ref: 66-70

Skill: Factual

- 14) Which of the following would be most appropriate to manage the level of arousal when teaching children motor skills?
- A) Give them personal challenges for performing skills at their ideal level.
  - B) Give them group challenges for performing skills.
  - C) Have them practice parts of the skill after it has been overlearned.
  - D) Have them participate in competitive situations before the skill has been overlearned.

Answer: A

Diff: 3

Page Ref: 66

Skill: Applied

- 15) Mental practice works best when
- A) used with images of failure.
  - B) used with K-2 grade students.
  - C) used in place of regular practice.
  - D) used in combination with regular practice.

Answer: D

Diff: 1

Page Ref: 67

Skill: Factual

16) Which of the following activities would be best taught using the whole method?

- A) A tumbling sequence
- B) A line dance
- C) Shooting a basketball
- D) All of the above.

Answer: C

Diff: 3

Page Ref: 67-68

Skill: Applied

17) Which of the following activities would be best taught using the part method?

- A) Striking a softball
- B) A line dance
- C) Shooting a basketball
- D) All of the above.

Answer: B

Diff: 3

Page Ref: 67-68

Skill: Applied

18) Which two aspects of the skill should be considered before deciding to use whole or part practice?

- A) Concentration and complexity
- B) Concentration and organization
- C) Complexity and organization
- D) Complexity and competition

Answer: C

Diff: 2

Page Ref: 67-68

Skill: Conceptual

19) For the best results during the acquisition phase of skill learning, use \_\_\_\_\_ practice.

- A) whole
- B) part
- C) blocked
- D) random

Answer: C

Diff: 1

Page Ref: 69

Skill: Factual

20) The most effective approach to use for mastering motor skills is \_\_\_\_\_ practice.

- A) whole
- B) part
- C) blocked
- D) random

Answer: D

Diff: 1

Page Ref: 69

Skill: Factual

21) Motor skills should be practiced under a \_\_\_\_\_ of conditions so students can respond to a variety of \_\_\_\_\_ situations.

- A) variety; novel
- B) variety; learned
- C) set; novel
- D) set; learned

Answer: A

Diff: 2

Page Ref: 70

Skill: Conceptual

22) \_\_\_\_\_ reflects overall body balance and equilibrium when performing sport skills.

- A) Stability
- B) Force
- C) Leverage
- D) Torque

Answer: A

Diff: 1

Page Ref: 71-72

Skill: Factual

23) \_\_\_\_\_ is a measure of the push or pull that one object or body applies to another.

- A) Stability
- B) Force
- C) Leverage
- D) Torque

Answer: B

Diff: 1

Page Ref: 72

Skill: Factual

24) \_\_\_\_\_ occurs when a bar or other rigid structure that can rotate about a fixed point overcomes a resistance.

- A) Stability
- B) Force
- C) Leverage
- D) Torque

Answer: C

Diff: 1

Page Ref: 72-73

Skill: Factual

25) \_\_\_\_\_ is the twisting or turning effect that force produces when it acts eccentrically with respect to a body's axis of rotation.

- A) Stability
- B) Force
- C) Leverage
- D) Torque

Answer: D

Diff: 1

Page Ref: 72

Skill: Factual

26) All of the following concepts will help children obtain greater stability EXCEPT

- A) increasing the size of the base of support.
- B) decreasing the size of the base of support.
- C) keeping the center of gravity over the base of support.
- D) using free limbs as counterbalances.

Answer: B

Diff: 1

Page Ref: 71-72

Skill: Factual

27) Which of the following motor skills does NOT require stability?

- A) Balancing on a beam
- B) Striking a softball
- C) Leaning forward at the start of a run
- D) Catching a ball

Answer: C

Diff: 2

Page Ref: 71-72

Skill: Conceptual

28) All of the following concepts will help children generate force EXCEPT

- A) using more muscles.
- B) using a follow-through.
- C) forming a right angle with the bones on either side of the major joints.
- D) activating body parts in a choppy, jolted manner.

Answer: D

Diff: 2

Page Ref: 72

Skill: Conceptual

29) All of the following characteristics will help children with leverage EXCEPT

- A) using a longer force arm to overcome more resistance.
- B) using a longer force arm to generate more speed.
- C) using a longer force arm to accomplish heavy tasks.
- D) using a longer force arm to generate more distance.

Answer: C

Diff: 2

Page Ref: 72-73

Skill: Conceptual

30) The optimum angle of release to propel an object the farthest is

- A) 15 degrees.
- B) 30 degrees.
- C) 45 degrees.
- D) 90 degrees.

Answer: D

Diff: 1

Page Ref: 73

Skill: Factual

31) If a child throws the ball at a 30 degree angle, it will go \_\_\_\_\_ than if it was thrown at a 45 degree angle.

- A) lower
- B) higher
- C) further
- D) faster

Answer: A

Diff: 2

Page Ref: 73-74



Skill: Conceptual

32) If a child throws the ball at an 85 degree angle, it will go \_\_\_\_\_ than if it was thrown at a 45 degree angle.

- A) lower
- B) higher
- C) further
- D) faster

Answer: B

Diff: 2

Page Ref: 73-74

Skill: Conceptual

33) When teaching throwing skills to young children, beanbags and yarn balls are excellent for practice because

- A) throwing should be practiced at near-normal speed.
- B) throwing should be practiced at a slow speed.
- C) children do not normally show mature throwing form until the age of 11 or 12.
- D) throwing should be practiced with minimal force.

Answer: A

Diff: 1

Page Ref: 74-77

Skill: Factual

34) A child throwing a ball using restricted arm movement from the rear toward the front of the body is in Stage \_\_\_\_\_.

- A) one
- B) two
- C) three
- D) four

Answer: A

Diff: 1

Page Ref: 74-77

Skill: Factual

35) A child throwing a ball using opposition, rotation of the upper body, and a throw is in Stage \_\_\_\_\_.

- A) one
- B) two
- C) three
- D) four

Answer: D  
Diff: 1  
Page Ref: 74-77  
Skill: Factual

- 36) Step toward target, rotate hips, and bend the arm at the elbow are tips or cues for \_\_\_\_\_.  
A) throwing  
B) catching  
C) kicking  
D) striking

Answer: A  
Diff: 2  
Page Ref: 74-77  
Skill: Conceptual

- 37) A child who catches the ball with arms help in front of the body, elbows extended, and palms up is in Stage \_\_\_\_\_.  
A) one  
B) two  
C) three  
D) four

Answer: A  
Diff: 1  
Page Ref: 77-78  
Skill: Factual

- 38) A child who prepares for a catch by lifting and bending the arms slightly while using the chest as a backstop is in Stage \_\_\_\_\_.  
A) one  
B) two  
C) three  
D) four

Answer: C  
Diff: 1  
Page Ref: 77-78  
Skill: Factual

- 39) All of the following are appropriate teaching tips for helping a young child with catching EXCEPT  
A) using objects that are soft so as not to injure the child.  
B) using a smaller ball to challenge the child.  
C) telling the child to focus on the ball.  
D) using balls of bright colors to contrast with the background.

Answer: B  
Diff: 1  
Page Ref: 78-80  
Skill: Factual

40) Which of the following is NOT a type of kicking?

- A) Tap
- B) Punting
- C) Placekicking
- D) Soccer kicking

Answer: A  
Diff: 1  
Page Ref: 78-80  
Skill: Factual

41) A child who lifts the striking foot backward by flexing at the knee, displays opposition of the limbs, and moves the opposite arm forward is in Stage \_\_\_\_\_.

- A) one
- B) two
- C) three
- D) four

Answer: B  
Diff: 1  
Page Ref: 78-80  
Skill: Factual

42) If a child is having difficulty kicking the ball to a specific target, consider having him or her

- A) use a smaller ball.
- B) focus on velocity and distance instead.
- C) use a toe kick.
- D) focus on height instead.

Answer: B  
Diff: 1  
Page Ref: 78-80  
Skill: Factual

43) A child whose feet are stationary with the trunk facing the direction of the ball is in Stage \_\_\_\_\_.

- A) one
- B) two
- C) three
- D) four

Answer: A

Diff: 1

Page Ref: 78-80

Skill: Factual

44) Which of the following points would help a child with striking?

- A) Keep the elbows close to the body.
- B) Swing the bat at a slight downward angle.
- C) Grip the bat with the hands together.
- D) Grip the bat with the hands apart.

Answer: C

Diff: 1

Page Ref: 80-82

Skill: Factual

45) Which of the following teacher behaviors actively helps children participate in sports and games?

- A) Early specialization
- B) Labeling students
- C) Early pressure to excel
- D) Emphasizing fun

Answer: D

Diff: 2

Page Ref: 82-84

Skill: Conceptual

## True/False Questions

1) Smaller areas for physical activity make it easier to control the class because the teacher and students can see and hear one another better.

Answer: TRUE

Diff: 1

Page Ref: 58-59

Skill: Factual

2) One way to delineate the size of the playing space is to use cones at each of the four corners.

Answer: TRUE

Diff: 1

Page Ref: 58-59

Skill: Factual

3) If only 10 balls are available for a class of 30, then the teacher should not offer an activity requiring that equipment.

Answer: FALSE

Diff: 2

Page Ref: 59-60

Skill: Conceptual

4) With regard to planning for the appropriate amount of equipment, assure that students do not spend more time waiting in lines than practicing skills.

Answer: TRUE

Diff: 1

Page Ref: 59-60

Skill: Factual

5) Asking the students to retrieve equipment from a bag is an effective way of distributing equipment.

Answer: FALSE

Diff: 2

Page Ref: 60

Skill: Conceptual

6) Enlarging the size of the target or increasing the size of the equipment represents appropriate ways to modify equipment.

Answer: TRUE

Diff: 1

Page Ref: 60

Skill: Factual

7) Along with writing down, communicating and practicing safety rules for physical activity, it is also important for teachers to communicate consequences of breaking a rule.

Answer: TRUE

Diff: 1

Page Ref: 61

Skill: Factual

8) It is not necessary to remain physically present with students who are performing basic motor skills

such as marching, running, or jumping.

Answer: FALSE

Diff: 1

Page Ref: 61-63

Skill: Factual

9) Safe instruction involves making sure activities are within the developmental level of students.

Answer: TRUE

Diff: 1

Page Ref: 63-65

Skill: Factual

10) It is appropriate to make a student walk laps for behaving inappropriately.

Answer: FALSE

Diff: 2

Page Ref: 65-66

Skill: Conceptual

11) A game in which students simultaneously dribble a basketball and try to knock the ball away from others would be appropriate to arouse students who are being introduced to dribbling skills.

Answer: FALSE

Diff: 3

Page Ref: 66

Skill: Applied

12) A basketball activity in which the number of baskets made determines the winner is considered process-based because students are likely to concentrate on proper technique.

Answer: FALSE

Diff: 2

Page Ref: 67

Skill: Conceptual

13) Mental practice involves practicing a motor skill in a quiet, relaxed environment by thinking about the skill and its related sounds, colors and other sensations.

Answer: TRUE

Diff: 1

Page Ref: 67

Skill: Factual

14) It would be appropriate for a 5<sup>th</sup> grade teacher to ask his or her students to mentally practice a kicking skill and then physically practice the skill.

Answer: TRUE

Diff: 2

Page Ref: 67

Skill: Conceptual

15) With the whole method of practice, the instructor breaks down a skill into a series of parts which the students practice, and then helps the students combine the parts into the whole skill.

Answer: FALSE

Diff: 1

Page Ref: 67-68

Skill: Factual

16) For a complex and highly organized skill, part method is appropriate for practice.

Answer: FALSE

Diff: 2

Page Ref: 67-68

Skill: Conceptual

17) An activity such as jumping or hopping would be appropriate to teach using part method.

Answer: FALSE

Diff: 2

Page Ref: 67-68

Skill: Conceptual

18) For young children, short practice sessions are usually best for efficient learning.

Answer: TRUE

Diff: 1

Page Ref: 68-69

Skill: Factual

19) For children in the initial stages of learning, it is more effective to hold brief practice sessions frequently over a long period of time than to hold long practice sessions on few occasions for a short period of time.

Answer: FALSE

Diff: 1  
Page Ref: 69  
Skill: Factual

20) Blocked practice is most effective for beginners.

Answer: TRUE  
Diff: 1  
Page Ref: 69  
Skill: Factual

21) Movements in a class usually involve the same body parts and have similar rhythm, but can be performed with many variations.

Answer: TRUE  
Diff: 1  
Page Ref: 69-70  
Skill: Factual

22) It is important to make practice sessions variable for closed skills, such as shooting a free throw.

Answer: FALSE  
Diff: 2  
Page Ref: 69-70  
Skill: Conceptual

23) For a kicking skill involving a moving ball, it is important to have children practice using variability.

Answer: TRUE  
Diff: 2  
Page Ref: 69-70  
Skill: Conceptual

24) To increase stability, a child can increase the base of support or lower the center of gravity.

Answer: TRUE  
Diff: 1  
Page Ref: 71-72  
Skill: Factual

25) To increase force, a child should involve fewer muscles.

Answer: FALSE



Diff: 1  
Page Ref: 72  
Skill: Factual

26) Levers allow resistance greater than the applied force to be overcome.

Answer: TRUE  
Diff: 1  
Page Ref: 72-73  
Skill: Factual

27) Children are expected to learn throwing skills before catching skills.

Answer: TRUE  
Diff: 1  
Page Ref: 74  
Skill: Factual

28) Children should be encouraged to swing the bat in a horizontal plane when striking.

Answer: TRUE  
Diff: 1  
Page Ref: 81  
Skill: Factual

29) It is appropriate to place skeletally mature children in skilled positions because those who are less mature will eventually close the skill gap.

Answer: FALSE  
Diff: 2  
Page Ref: 82  
Skill: Conceptual

30) Learned helplessness often occurs when maturing children realize they are not as good as others in certain physical activities, and they are not given the chance to succeed.

Answer: FALSE  
Diff: 1  
Page Ref: 83  
Skill: Factual