

Promoting Physical Activity and Health in the Classroom (Pangrazi)

Chapter 2

Understanding Children's Needs and Readiness for Physical Activity

Multiple Choice Questions

1) Needs among children are

- A) similar and affected by developmental maturity.
- B) similar and not affected by developmental maturity.
- C) different and affected by developmental maturity.
- D) different and not affected by developmental maturity.

Answer: B
Diff: 1
Page Ref: 32
Skill: Factual

2) Children demonstrate an inherent need for _____ because they are kinesthetic learners and activity is the means by which they learn.

- A) movement
- B) success and approval
- C) peer acceptance
- D) cooperation and competition

Answer: A
Diff: 1
Page Ref: 32
Skill: Factual

3) Children have a need for _____ as demonstrated by their desire to have their achievements recognized.

- A) movement
- B) success and approval
- C) peer acceptance
- D) cooperation and competition

Answer: B
Diff: 1
Page Ref: 32
Skill: Factual

4) Children have a need for _____ as shown by their satisfaction in being a needed part of a group and by their sadness when they are rejected.

- A) movement
- B) success and approval
- C) peer acceptance
- D) cooperation and competition

Answer: D

Diff: 1

Page Ref: 32

Skill: Factual

5) For children, perceived competence is _____ important as/than actual competence with regard to participation in physical activity.

- A) more
- B) less
- C) just as
- D) None of the above.

Answer: A

Diff: 1

Page Ref: 33

Skill: Factual

6) Children have a need for _____ as illustrated by their willingness to experiment with a variety of implements and devise new strategies for accomplishing goals.

- A) adventure and novelty
- B) creative satisfaction
- C) rhythmic expression
- D) knowledge

Answer: A

Diff: 1

Page Ref: 33

Skill: Factual

7) An activity in which children are encouraged to develop a game with specific equipment and rules satisfies their need for _____.

- A) adventure and novelty
- B) creative satisfaction
- C) rhythmic expression
- D) knowledge

Answer: B

Diff: 2
Page Ref: 33
Skill: Conceptual

- 8) Children have a need for _____ as demonstrated by their interest in what they are doing and why they are doing it.
- A) adventure and novelty
 - B) creative satisfaction
 - C) rhythmic expression
 - D) knowledge

Answer: D
Diff: 1
Page Ref: 33
Skill: Factual

- 9) Teachers who introduce a variety of different movement activities are satisfying children's need for _____.
- A) adventure and novelty
 - B) creative satisfaction
 - C) rhythmic expression
 - D) knowledge

Answer: A
Diff: 1
Page Ref: 33
Skill: Factual

- 10) Characteristics are _____ attributes that influence children's learning.
- A) inherent
 - B) learned
 - C) racial
 - D) age- and maturity-specific

Answer: D
Diff: 2
Page Ref: 34
Skill: Factual

- 11) All of the following are characteristics of children EXCEPT
- A) growth patterns.
 - B) strength and endurance.
 - C) motivation.
 - D) maturation.

Answer: C
Diff: 1
Page Ref: 34-47
Skill: Factual

12) Children in primary grades (K-

2) generally have difficulty performing push-ups and sit-ups due to the large proportion of the _____ in comparison to the rest of their bodies.

- A) legs
- B) arms
- C) head
- D) trunk

Answer: C
Diff: 1
Page Ref: 37-40
Skill: Factual

13) Children's performance in physical activity is greatly influenced by _____.

- A) strength
- B) age
- C) their parents
- D) their friends

Answer: A
Diff: 1
Page Ref: 40
Skill: Factual

14) Boys and girls are similar in strength and endurance prior to adolescence because

- A) girls exhibit higher motivation levels.
- B) boys lag behind cognitively.
- C) muscular strength increases linearly with skeletal age.
- D) muscular strength increases linearly with chronological age.

Answer: D
Diff: 1
Page Ref: 40
Skill: Factual

15) When pairing children for competitive activities, it is most important to consider this/these characteristic(s).

- A) Gender

- B) Age
- C) Strength and endurance
- D) Friendships

Answer: C

Diff: 1

Page Ref: 40-41

Skill: Factual

16) A _____ year variation in maturity exists among students in a typical classroom.

- A) 1-2
- B) 2-3
- C) 3-5
- D) 5-6

Answer: D

Diff: 1

Page Ref: 41-42

Skill: Factual

17) Teachers need to monitor and adapt physical activities to allow children to progress at individual rates because

- A) there are large individual differences in maturity within one classroom.
- B) some children do not like structure.
- C) prior to adolescence, muscular strength increases linearly with chronological age.
- D) prior to adolescence, muscular strength increases linearly with skeletal age.

Answer: A

Diff: 2

Page Ref: 41-42

Skill: Conceptual

18) With regard to aerobic activity, children prefer _____ intensity and _____ volume.

- A) low; low
- B) low; high
- C) high; low
- D) high; high

Answer: B

Diff: 1

Page Ref: 42

Skill: Factual

19) With regard to exercise and aerobic capacity in children, which of the following is correct?

- A) Vigorous exercise appears to improve children's aerobic activity

- B) Vigorous exercise may deter children from enjoying physical activity
- C) Forcing children to exercise will improve their performance
- D) High-intensity activity physiologically harms children

Answer: B
Diff: 2
Page Ref: 42-43
Skill: Conceptual

- 20) Due to differences in children's capacity for aerobic activity, teachers should base performance expectations on _____.
- A) distance
 - B) speed
 - C) number of repetitions
 - D) time

Answer: D
Diff: 1
Page Ref: 43
Skill: Factual

- 21) Distance running for children is an area of concern because
- A) children may become discouraged from participating in future activity.
 - B) psychological problems, such as running for adult approval, may occur.
 - C) separation of growth plates in the knee, ankle, or pelvic region may occur.
 - D) All of the above.

Answer: D
Diff: 1
Page Ref: 43-44
Skill: Factual

- 22) Fitness testing remains a concern for children for all of the following reasons EXCEPT
- A) short-term goals are emphasized.
 - B) children see areas for improvement.
 - C) most children fail.
 - D) athletically gifted children are recognized.

Answer: B
Diff: 2
Page Ref: 44-45
Skill: Conceptual

- 23) Which of the following is an INAPPROPRIATE alternative to having children run the mile?
- A) Have children run the entire mile before assessing their level of performance.

- B) Start with 1/8th mile run/walk and build to 1 mile run/walk.
- C) Use the PACER test.
- D) Have children run/walk for time as opposed to distance.

Answer: A

Diff: 2

Page Ref: 44-45

Skill: Conceptual

24) All of the following describe children's ability to endure heat stress EXCEPT

- A) on hot days, children's exercise should cease.
- B) children produce more body heat per unit mass than adults.
- C) children are less able to cool their bodies than adults.
- D) children adjust to heat slower than adults.

Answer: A

Diff: 1

Page Ref: 45-47

Skill: Factual

25) With regard to exercising children in hot climates, the American Academy of Pediatrics Committee on Sports Medicine suggests

- A) children should not participate in temperatures above 80 degrees Fahrenheit.
- B) children should be allowed to drink cool tap water as often as they want.
- C) children should be hydrated approximately 20 to 30 minutes prior to strenuous activity.
- D) children should not participate in more than 15 minutes of activity in humidity above critical levels.

Answer: C

Diff: 1

Page Ref: 45-47

Skill: Factual

26) According to research conducted at the University of Connecticut, it was found that to get kids to drink more fluids

- A) children should be forced to take water breaks.
- B) children should be taught about proper hydration.
- C) children should be given soda or juice frequently.
- D) children should be given sports drinks frequently.

Answer: B

Diff: 1

Page Ref: 46

Skill: Factual

27) Most children progress through similar _____ and _____ of skill development.

- A) sequences; stages
- B) sequences; timing
- C) frequencies; timing
- D) frequencies; rates

Answer: A

Diff: 1

Page Ref: 47

Skill: Factual

28) Cephalocaudal skill development means coordination and management of body parts develops

- A) from arms to hands.
- B) from hands to arms.
- C) from upper body to lower body.
- D) from lower body to upper body.

Answer: C

Diff: 1

Page Ref: 48

Skill: Factual

29) Proximodistal skill development means coordination and management of body parts develops

- A) from arms to hands.
- B) from hands to arms.
- C) from upper body to lower body.
- D) from lower body to upper body.

Answer: A

Diff: 1

Page Ref: 48

Skill: Factual

30) Classroom teachers should expect children to learn _____ tasks before _____ tasks.

- A) volleying; dribbling with feet
- B) punting; dribbling with hands
- C) throwing; kicking
- D) kicking; throwing

Answer: C

Diff: 1

Page Ref: 48

Skill: Factual

31) Obstacle courses involving children running, jumping through hoops, and galloping are most appropriate to introduce at which grade levels?

- A) K-2
- B) 3-4
- C) 5-6
- D) All of the above.

Answer: A
Diff: 2
Page Ref: 48
Skill: Conceptual

32) Lead-up games of soccer are most appropriate to introduce at which grade levels?

- A) K-2
- B) 3-4
- C) 5-6
- D) All of the above.

Answer: B
Diff: 2
Page Ref: 48
Skill: Conceptual

33) Small-sided soccer games involving strategy are most appropriate to introduce at which grade levels?

- A) K-2
- B) 3-4
- C) 5-6
- D) All of the above.

Answer: C
Diff: 2
Page Ref: 48
Skill: Conceptual

34) Which of the following physical activities would be appropriate for children in grades K-2?

- A) Dribbling a ball with the dominant hand while remaining stationary
- B) Dribbling a ball while moving within a large group of students
- C) Dribbling a ball while trying to keep it away from a defender
- D) Dribbling a ball through a set of cones using slow, medium, and fast speeds

Answer: A
Diff: 3
Page Ref: 48
Skill: Applied

35) Which of the following physical activities would be appropriate for children in grades 3-4?

- A) Dribbling a ball with the dominant hand while remaining stationary

- B) Dribbling a ball with the dominant hand while moving
- C) Dribbling a ball while trying to keep it away from a defender
- D) Dribbling a ball through a set of cones using slow, medium, and fast speeds

Answer: D

Diff: 3

Page Ref: 48

Skill: Applied

36) Which of the following physical activities would be appropriate for children in grades 5-6?

- A) Dribbling a ball with the dominant hand while remaining stationary
- B) Dribbling a ball with the dominant hand while moving
- C) Dribbling a ball while trying to keep it away from a defender
- D) Dribbling a ball through a set of cones using slow, medium, and fast speeds

Answer: C

Diff: 3

Page Ref: 48

Skill: Applied

37) Students at the _____ level have no perception of how to perform a skill.

- A) introductory
- B) intermediate
- C) mastery
- D) professional

Answer: A

Diff: 1

Page Ref: 49

Skill: Factual

38) Students at the _____ level have the opportunity for repetition and refinement of skills.

- A) introductory
- B) intermediate
- C) mastery
- D) professional

Answer: B

Diff: 1

Page Ref: 49-50

Skill: Factual

39) Students at the _____ level perform a skill efficiently and without much thought.

- A) introductory
- B) intermediate

- C) mastery
- D) professional

Answer: C

Diff: 1

Page Ref: 50-51

Skill: Factual

40) For students at the introductory skill level, teachers should consider

- A) breaking the skill into smaller parts.
- B) giving excessive feedback.
- C) teaching them to critique their performances.
- D) reinforcing the outcome.

Answer: A

Diff: 2

Page Ref: 49

Skill: Conceptual

41) For students at the intermediate skill level, teachers should consider

- A) breaking the skill into smaller parts.
- B) teaching one point at a time.
- C) teaching them to critique their performances.
- D) reinforcing the outcome.

Answer: C

Diff: 2

Page Ref: 50

Skill: Conceptual

42) For students at the mastery skill level, teachers should consider

- A) breaking the skill into smaller parts.
- B) teaching one point at a time.
- C) teaching them to critique their performances.
- D) reinforcing the outcome.

Answer: D

Diff: 2

Page Ref: 51

Skill: Conceptual

43) A student at the introductory skill level perform juggling skills would be expected to

- A) toss and catch one scarf with practice.
- B) toss and catch two scarves using a sequence.
- C) toss and catch using three scarves in sequence.

D) toss and catch using three different objects in sequence.

Answer: A

Diff: 3

Page Ref: 49

Skill: Applied

44) A student at the intermediate skill level perform juggling skills would be expected to

A) toss and catch one scarf with practice.

B) begin critiquing their own performance.

C) toss and catch using three scarves in sequence.

D) toss and catch using three different objects in sequence.

Answer: B

Diff: 3

Page Ref: 49-50

Skill: Applied

45) A student at the mastery skill level perform juggling skills would be expected to

A) toss and catch one scarf with practice.

B) become frustrated with the difficulty level and go off task.

C) toss and catch using two scarves in sequence.

D) toss and catch using three different objects in sequence.

Answer: D

Diff: 3

Page Ref: 50-51

Skill: Applied

True/False Questions

1) Needs are NOT affected by developmental maturity.

Answer: TRUE

Diff: 1

Page Ref: 32

Skill: Factual

2) Classroom physical activity helps satisfy children's need for movement but does not facilitate learning

Answer: FALSE

Diff: 1

Page Ref: 32-33
Skill: Factual

3) Competitive physical activities are essential in the classroom because children like to achieve and have their achievements recognized.

Answer: FALSE
Diff: 2
Page Ref: 32
Skill: Conceptual

4) Physical activity fosters peer acceptance and tolerance of others if taught appropriately.

Answer: TRUE
Diff: 1
Page Ref: 32
Skill: Factual

5) It is more important for children to develop perceived competence than actual competence in physical activity.

Answer: TRUE
Diff: 1
Page Ref: 33
Skill: Factual

6) Teachers should focus on helping children develop actual competence because children are not likely to engage in physical activity if they are not skilled.

Answer: FALSE
Diff: 2
Page Ref: 33
Skill: Conceptual

7) Teachers should present physical activities in a rigid manner because children need structure and order.

Answer: FALSE
Diff: 2
Page Ref: 33
Skill: Conceptual

8) Children's need for rhythmic expression can be satisfied by marching, clapping, and jump roping.

Answer: TRUE

Diff: 1

Page Ref: 33

Skill: Factual

9) Characteristics are age- and gender-specific attributes that influence children's learning.

Answer: FALSE

Diff: 1

Page Ref: 34

Skill: Factual

10) Children who fail to acquire motor skills before entering kindergarten have difficulty learning them during elementary school due to an increase in growth velocity from age 6 to adolescence.

Answer: FALSE

Diff: 1

Page Ref: 34

Skill: Factual

11) Children should begin performing push-ups in kindergarten or first grade because the ratio of leg length to trunk length evens out during these years.

Answer: FALSE

Diff: 1

Page Ref: 37-38

Skill: Factual

12) Preadolescent girls generally perform better than preadolescent boys on push-ups and sit-ups due to their earlier adolescent growth spurt.

Answer: FALSE

Diff: 2

Page Ref: 40-41

Skill: Conceptual

13) Because overweight children are stronger than normal-weight children, teachers should have the same physical activity expectations for all students.

Answer: FALSE

Diff: 1

Page Ref: 40-41

Skill: Factual

14) Researchers compare chronological age to skeletal age in order to determine physical maturity.

Answer: TRUE

Diff: 1

Page Ref: 41

Skill: Factual

15) Because there is a 5- to 6-year variation in maturity among children, it is reasonable to expect 8-year-olds to perform at an 11-year-old level.

Answer: FALSE

Diff: 2

Page Ref: 40-41

Skill: Conceptual

16) Fitness is sustained movement performed at a pace for which the body can supply adequate oxygen to meet the demands of the activity.

Answer: FALSE

Diff: 1

Page Ref: 42

Skill: Factual

17) Providing physical activities that require high-intensity are appropriate for children as long as the teacher allows several opportunities for rest.

Answer: TRUE

Diff: 1

Page Ref: 42-43

Skill: Factual

18) It is appropriate for a teacher to have students run a timed mile because it will improve their performance.

Answer: FALSE

Diff: 1

Page Ref: 43-44

Skill: Factual

19) It is inappropriate to require overweight children to perform aerobic activities to the same standards as normal-weight children.

Answer: TRUE

Diff: 1

Page Ref: 44-45

Skill: Factual

20) National health goals for 2010 include increasing moderate to vigorous physical activity.

Answer: TRUE

Diff: 1

Page Ref: 44

Skill: Factual

21) Schools that provide fitness test results for children are able to show whether or not the children are active.

Answer: FALSE

Diff: 2

Page Ref: 44-45

Skill: Conceptual

22) Children are able to adapt to extremes of temperature as effectively as adults, in part because they have similar sweat capacities.

Answer: FALSE

Diff: 1

Page Ref: 45

Skill: Factual

23) The decision on whether or not to allow children to go outside for recess should be based on how the teachers react to the temperature.

Answer: FALSE

Diff: 2

Page Ref: 45-46

Skill: Conceptual

24) Teachers should not allow students to get drinks before physical education class because students will be able to go to the water fountain after class.

Answer: FALSE

Diff: 2

Page Ref: 47

Skill: Conceptual

25) The sequence of skill development in elementary children proceeds from head to foot, from inside to outside, and from general to specific.

Answer: TRUE

Diff: 1

Page Ref: 48

Skill: Factual

26) A teacher should expect a child to be able to dribble a ball with his or her feet before dribbling with his or her hands.

Answer: FALSE

Diff: 2

Page Ref: 48

Skill: Conceptual

27) Children acquire skills in the same progression of stages.

Answer: TRUE

Diff: 1

Page Ref: 48

Skill: Factual

28) For a student who is having difficulty throwing a ball with correct form, the teacher should focus on the product or outcome.

Answer: FALSE

Diff: 3

Page Ref: 49

Skill: Applied

29) For a student who understands and demonstrates various strategies for kicking a ball to a teammate, the teacher should focus on giving more feedback.

Answer: FALSE

Diff: 3

Page Ref: 50

Skill: Applied

30) Teaching a student who is having difficulty making contact with a stationary ball to critique his or her performance is appropriate.

Answer: FALSE

Diff: 3

Page Ref: 50

Skill: Applied