

Value Orientation Inventory

Below you will find groups or sets of statements that describe goals for students in physical education. Because of limitations in class time, facilities, equipment, and scheduling, etc., we often have to make hard choices about which goals are most important for students in our physical education classes.

Please read the items in each set and rank them from 5 (most important) to 1 (least important). Although some items in the various sets may seem similar, they express different goals that physical educators believe are important. Your rankings will be used by your school district to plan staff development sessions and other support services to assist you in accomplishing your goals for students in physical education.

Directions:

1. Carefully read all of the statements in each set before answering.
2. Consider the importance of each statement to you when planning and teaching students in your physical education classes.
3. Assign your priority (5 to 1) by ranking each statement.
4. Place a "5" next to the statement that is **most** important in your planning and teaching, a "4" next to the statement that is second most important and so on through number "1" which is the statement of **least** importance when compared to the others.
5. Please give **each** of the statements in the set a **different** number, even when this is difficult.

SET I:

1. ___ I teach students rules and strategies for efficient performance in games and sport.
2. ___ I guide students to find a balance between their personal abilities and the goals of the team.
3. ___ I teach students that disruptive behavior limits others' abilities to learn.
4. ___ I teach students to select goals consistent with their unique abilities.
5. ___ I teach students to solve problems by modifying movements and skills based on the demands of a given situation.

BE SURE TO USE A DIFFERENT NUMBER (5-1) FOR EACH ITEM IN THE SET

SET II:

6. ___ I teach students to use class content to work productively alone and in group situations.
7. ___ I teach students to work together to solve class problems.
8. ___ I teach students the processes associated with learning new skills.
9. ___ I teach students to select tasks that they value and enjoy.
10. ___ I teach students to move effectively when performing skill and fitness tasks.

SET III:

11. ___ I teach students that differences in body size, height, and weight can lead to differences in performance.
12. ___ I encourage students to be the best they can be.
13. ___ I teach students to balance their own needs with those of their classmates.
14. ___ I require students to practice the skill, sport and fitness activities that I introduce in class.
15. ___ I evaluate students based on their effort in class.

SET IV:

16. ___ I teach students the basic concepts necessary for effective performance in games, sport or fitness activities.
17. ___ I urge students to be patient with others who are learning new skills or strategies.
18. ___ I teach students to appreciate efficient performance in skill, sport and fitness activities.
19. ___ I teach students challenging activities that may foster lifetime participation.
20. ___ I teach students to complete tasks so they will learn responsibility.

BE SURE TO USE A DIFFERENT NUMBER (5-1) FOR EACH ITEM IN THE SET**SET V:**

21. ___ I allow each student to express personal preferences for class activities.
22. ___ I teach students to think carefully about the rules to be sure that all students have an equal chance to play.
23. ___ I plan classes so that students can select from different activities to find those that are meaningful to them.
24. ___ I teach students to apply their understanding of basic movement, skill and fitness concepts to the development of their own sport and exercise program.
25. ___ I include grade-appropriate information about moving and exercise from such areas as anatomy, kinesiology, and exercise physiology.

SET VI:

26. ___ I teach students to use the abilities of every member on their team.
27. ___ I encourage students to participate in a variety of activities to gain a greater understanding of themselves.
28. ___ I teach students skills so they will enjoy playing sports and games.
29. ___ I teach students to observe their partners' movements and offer feedback to improve performance.
30. ___ I talk with students about problems they sometimes have with their classmates and help them to work out solutions.

SET VII:

31. ___ I sequence tasks so that students can understand how each physical activity contributes to their fitness or skill performance.
32. ___ I teach students to be positive and supportive when speaking with other students.
33. ___ I teach students games, sport, and fitness activities so they can participate with others.
34. ___ I teach students to select activities that are important to them.
35. ___ I teach students to share their knowledge to solve group problems.

BE SURE TO USE A DIFFERENT NUMBER (5-1) FOR EACH ITEM IN THE SET

SET VIII:

36. ___ I teach students that group goals, at times, are more important than their own individual needs.
37. ___ I encourage students to enjoy learning skills, games and fitness activities.
38. ___ I teach students to look to the future and learn activities for participation after they finish school.
39. ___ I reward students who try to perform even when they are not successful.
40. ___ I teach students how to correct their own mistakes.

SET IX:

41. ___ I plan so that students must combine several movements or skills to solve movement problems.
42. ___ I teach students to work together to make our class a better place to be.
43. ___ I teach students about principles and concepts of exercise and movement that everyone needs to know to lead a healthy life.
44. ___ I teach students to make decisions about activities they would like to learn for the future.
45. ___ I teach students to take responsibility for their own actions.

SET X:

46. ___ I plan so that classes reflect an emphasis on social interaction, personal success and effective performance.
47. ___ I teach students to appreciate the benefits of movement, skills, and fitness in an active, healthy lifestyle.
48. ___ I plan units so that students add new performance skills and knowledge to those that were learned in earlier units.
49. ___ I encourage students to experience new activities that they have never tried before.
50. ___ I teach students to be aware of differences in ability in our class and help others who need assistance.

BE SURE TO USE A DIFFERENT NUMBER (5-1) FOR EACH ITEM IN THE SET**SET XI:**

51. ___ I teach students to enjoy and protect the natural surroundings when we have class outside.
52. ___ I challenge students to learn new things about themselves.
53. ___ I teach students to use many forms of feedback to improve their movement, skill and fitness performance.
54. ___ I teach students to create a better class environment by talking through problems rather than fighting.
55. ___ I teach students to become skilled and fit.

SET XII:

56. ___ I teach students the most effective way to perform specific movements and skills.
57. ___ I teach students to work independently on activities.
58. ___ I teach students that gradually increasing task difficulty will lead to improved performance.
59. ___ I teach students to try new activities to find ones that they enjoy.
60. ___ I plan so that lines, teams and squads in my classes include a mixture of boys and girls.

SET XIII:

61. ___ I teach students to work positively with other students of different sexes, races or abilities.
62. ___ I teach students to find activities that they enjoy doing or find useful.
63. ___ I point out to students ways in which a new skill is similar to a skill we have already learned.
64. ___ I include activities that represent specific interests and abilities of students in my classes.
65. ___ I teach students to perform exercise skills and movement fundamentals correctly.

BE SURE TO USE A DIFFERENT NUMBER (5-1) FOR EACH ITEM IN THE SET**SET XIV:**

66. ___ I teach students to test themselves to identify their own strengths and weaknesses.
67. ___ I create a class environment where students can feel physically and emotionally safe.
68. ___ I teach students to monitor and improve their own performance based on specific criteria.
69. ___ I guide students to assume responsibility within our class community.
70. ___ I teach students why skills are best performed using specific techniques.

SET XV:

71. ___ I plan group activities so that students from different cultural backgrounds will learn to appreciate each other.
72. ___ I require students to spend class time practicing games, skill and fitness activities emphasized in the daily objectives.
73. ___ I talk with students about their concerns and help them participate in the activities they feel are most important.
74. ___ I balance my curriculum so that students learn about their own capabilities as well as the capabilities of others.
75. ___ I teach students to apply skills in appropriate game and exercise situations.

SET XVI:

76. ___ I teach students to explore many alternatives to discover the right way to perform.
77. ___ I teach students to ask questions about content that is meaningful to them.
78. ___ I teach students about the positive effects of exercise on their bodies.
79. ___ I teach students to try difficult tasks to better understand their own abilities.
80. ___ I teach students that when they create rules that are not fair for everyone, they should stop and decide how to change them to make them fair for all.

BE SURE TO USE A DIFFERENT NUMBER (5-1) FOR EACH ITEM IN THE SET**SET XVII:**

- 81. ___ I teach students to develop their own rules that are fair and safe for all.
- 82. ___ I teach students to perform complex skills by combining simple movements.
- 83. ___ I teach students to select the best option or strategy to balance their needs with those of their team.
- 84. ___ I teach students to work independently to complete movement, skill and fitness tasks.
- 85. ___ I plan so that students exercise at optimal frequency, intensity, and duration levels to improve their fitness.

SET XVIII:

- 86. ___ I plan so that students are practicing skills, games or fitness tasks.
- 87. ___ I teach students how to break down movement, skill and fitness tasks to emphasize the most critical components for learning.
- 88. ___ I teach students to question me and other classmates about what we are doing and why we are doing it in a particular way.
- 89. ___ I teach students to use skills learned in class to help their team.
- 90. ___ I plan so that students may select the most challenging and relevant tasks from among several options.