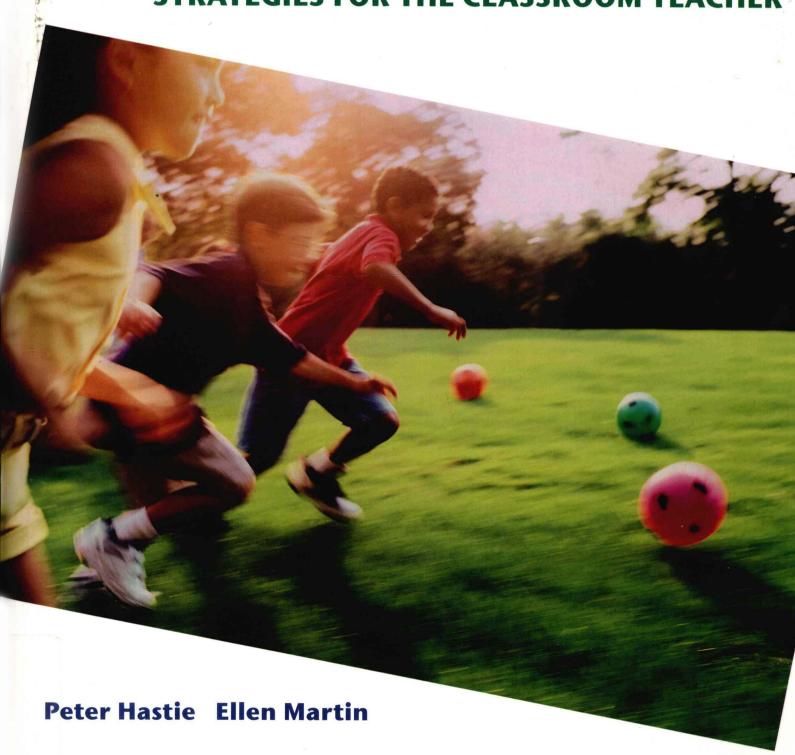
Teaching Elementary Physical Education

STRATEGIES FOR THE CLASSROOM TEACHER



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PREFACE

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Elementary classroom teachers need powerful motivation and trust in their abilities to assume the responsibility of delivering a substantive physical education program. They must learn an unfamiliar curriculum and new instructional strategies, and they must also be committed to the importance of physical education in contributing to the total wellness of elementary school students. This book will help you progress in your understanding and perceptions of physical education, make you increasingly willing to teach physical education, and give you confidence in your ability to teach it effectively.

We accomplish this goal by preparing you to recognize, plan, and teach quality physical education lessons. We will guide you every step of the way as you learn about stages of development, fundamentals of movement, lesson planning, instructional and management tactics, and more. We will provide you with both overarching strategies and specific tasks and activities to help you develop the confidence and skills you need to teach physical education. Reading this text and completing and reflecting upon each chapter's challenges, however, is just the beginning. We hope that this book will stimulate you to continue learning about children and movement so you can provide your future students with experiences full of enjoyment and learning. You have our best wishes.

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Unit V (Chapters 15 and 16) provides strategies for promoting physical activity and cross-disciplinary learning. We know that many American children are overweight or at risk of becoming so, and desperately need to achieve physical fitness. Unfortunately, to many of us fitness is a dirty word that connotes tedious, repetitious, and arduous activities. But done properly, getting fit can be a lot of fun, and in Chapter 15 we offer a series of definitely enjoyable activities that will give students huge gains in health-related fitness. In conclusion, as this book is intended

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