

Teaching Elementary Physical Education

STRATEGIES FOR THE CLASSROOM TEACHER



Peter Hastie Ellen Martin

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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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This book is divided into five units. Unit I (Chapters 1 to 3) introduces you to the world of teaching physical education to children. In Chapter 1, we propose that good teaching in any setting involves doing whatever it takes to help students learn the content. As such, many of the skills you have as a classroom teacher will transfer well to the playground or gymnasium. To supplement your existing expertise, we tell you how children learn motor skills and suggest ways you can teach these skills in an appropriate progression. Furthermore, we strongly believe that the joy of engaging in physical activity isn't just for children with exceptional skills or excellent physical fitness. Nor is it just for boys or for children of a particular ethnic group. It is for everyone. While many of you may not have seen physical education as a place of joy, in Chapter 2 we give you strategies to create an inclusive and pleasurable learning environment for your students. In Chapter 3, we describe children's progression through a certain sequence in learning motor skills, and we outline a helpful teaching progression to enable them to acquire the various skill themes and movement concepts.

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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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BRIEF CONTENTS

UNIT I	THE WORLD OF CHILDHOOD PHYSICAL EDUCATION	2
Chapter 1	Introduction to Elementary Physical Education	5
Chapter 2	Creating an Inclusive Learning Environment	27
Chapter 3	Teaching Motor Skills to Children	41
UNIT II	INSTRUCTIONAL STRATEGIES FOR TEACHING PHYSICAL EDUCATION	58
Chapter 4	The Daily Physical Education Lesson Plan	61
Chapter 5	Strategies for Instruction	81
Chapter 6	Strategies for Assessing Student Work	105
UNIT III	MANAGING THE DELIVERY OF THE PHYSICAL EDUCATION LESSON	140
Chapter 7	Managing a Physical Education Class: Protocols, Rules, and Accountability Systems	143
Chapter 8	Managing Equipment, Space, and Time	154
Chapter 9	Strategies for Managing Behavior during the Physical Education Lesson	171
Chapter 10	Creating a Physically Safe Learning Environment	186
UNIT IV	SELECTING PHYSICAL EDUCATION CONTENT	198
Chapter 11	Locomotor and Nonlocomotor Skills	201
Chapter 12	Manipulative Skills	247
Chapter 13	Strategies for Teaching Games	331
Chapter 14	Strategies for Teaching Rhythmic Movement	364
UNIT V	PROMOTING PHYSICAL ACTIVITY THROUGHOUT THE SCHOOL DAY	394
Chapter 15	Strategies for Promoting Physical Activity and Fitness	397
Chapter 16	Interdisciplinary Strategies for Physical Education	431

CONTENTS

Preface xv

About the Authors 1

UNIT I THE WORLD OF CHILDHOOD PHYSICAL EDUCATION 2

Chapter 1 Introduction to Elementary Physical Education 5

What Are the Benefits of Physical Activity? 6

Health Benefits 7

Cognitive Benefits 9

Social Benefits 10

Emotional Benefits 10

The Shared Mission of All Teachers 11

The Unique Mission of Physical Educators 11

The Role of the Physical Education Teacher in the Elementary School 15

The Teacher's Impact on Children's Perceptions of Physical Education 16

How Physical Education Is Changing 18

Effective Teaching in the Physical Education Setting 19

Creating a Positive Learning Environment 19

Being a Good Communicator 20

Being a Knowledgeable Practitioner 21

Providing Meaningful Feedback 22

Creating Stimulating Learning Tasks 22

Being Concerned with Student Achievement 23

What Classroom Teachers Bring to Physical Education 24

FINAL WORDS 24

Chapter 2 Creating an Inclusive Learning Environment 27

What *Inclusion* Means in Physical Education 28

Noninclusion Causes Feelings of Social Isolation 29

The Four S's: Safe, Successful, Satisfying, and Skill-Appropriate 30

Including Children's Religious and Cultural Values 32

Including Children Who Are Severely Overweight 34

Including Girls and Boys Equally 35

Including Students with Disabilities 36

FINAL WORDS 40

Chapter 3 Teaching Motor Skills to Children 41

Expect Wide Variations in Childhood Motor Skills 42

Children Develop Motor Skills Progressively 43

Physical and Psychological Readiness 43

Sequential Development 44

Cumulative Development 44

Directional Development 45

Teaching Motor Skills in Physical Education	46
Classifying Motor Skills	46
Developing Logical Skill Progressions	49
Progression Trees as Logical Progressions	50
Appropriate Content for Elementary Physical Education	54
Movement Concepts	54
Fundamental Motor Skills (Skill Themes)	54
FINAL WORDS	56

UNIT II INSTRUCTIONAL STRATEGIES FOR TEACHING PHYSICAL EDUCATION 58

Chapter 4 The Daily Physical Education Lesson Plan 61

Qualities of Effective Planners	62
Patience	62
Flexibility	63
Persistence	63
Self-Knowledge	64
Physical Education Lesson Plans Are Valuable Documents	64
Addressing State Requirements or National Standards	64
The Daily Physical Education Lesson Plan	66
The Lesson's Focus	66
Preparations for the Lesson	68
Content Progression	69
Ending the Lesson	72
Lesson Plan Formats	75
Scripted Formats	75
Column Lesson Plans	75
FINAL WORDS	79

Chapter 5 Strategies for Instruction 81

The Importance of Effective Communication	82
Strategies for Structuring a Lesson	83
Begin Class with an Instant Activity	84
Presenting the Instant Activity	84
The Benefits of Instant Activities	84
Creating Your Own Instant Activities	86
Beginning a Lesson	86
How to Introduce the Day's Lesson	87
Scaffolding: Building a Foundation for Present and Future Skills	87
Designing a Set Induction	88
The Body of the Lesson	89
Visual Demonstration	90
Questioning and Problem Solving	90
Framing Questions	91
Effective Strategies for Receiving Responses	92
Wait Time	94
Types of Questions	95
Know-Want-Learn (K-W-L)	95
Convergent Problem Solving	95
Divergent Problem Solving	96

Checking for Understanding	97
Strategies for Checking for Understanding	97
Lack of Response to Checks for Understanding	99
Monitoring Student Work	99
Move around the Gymnasium	100
Provide Students with Feedback	100
Individualizing Instruction	101
Wrapping Up the Lesson	103
FINAL WORDS	103

Chapter 6	Strategies for Assessing Student Work	105
	A Case for Assessment in Physical Education	106
	Types of Assessment	108
	Alternative Assessment	109
	The Assessment Road Map	110
	Step One: Determining Student Outcomes	111
	Step Two: Assessment Tools	116
	Observational Assessments	116
	Other Forms of Assessment	124
	Step Three: Evaluating Student Progress	129
	Rubrics	129
	Student Portfolios	132
	Step Four: Grading	134
	The Right Time to Assess	138
	FINAL WORDS	138

UNIT III MANAGING THE DELIVERY OF THE PHYSICAL EDUCATION LESSON 140

Chapter 7	Managing a Physical Education Class: Protocols, Rules, and Accountability Systems	143
	Tasks as Objects of Management	144
	Protocols as Management Tools	145
	Applying Rules	146
	Accountability in Physical Education	146
	Accountability Systems	147
	Levels of Accountability	147
	Formal and Informal Accountability	149
	Active Supervision	149
	FINAL WORDS	152

Chapter 8	Managing Equipment, Space, and Time	154
	Managing Equipment	156
	Transporting Equipment	156
	Distributing Equipment to Children	158
	Returning Equipment	159
	Managing Space	159
	Personal Space	159
	General Space	160