The book cover features a vibrant red background with a repeating pattern of stylized, black-and-white line drawings of children in various active poses. At the top, five girls in purple long-sleeved shirts and white trousers are shown in a sequence of movements, holding and passing a ball. In the middle, two boys in white short-sleeved shirts with black horizontal stripes and dark shorts are running. Below them, two girls in dark leotards are performing backbends. At the bottom, five boys in purple short-sleeved shirts and dark trousers are shown in a sequence of movements, passing a ball. The central text is contained within a white rectangular border.

CHILDREN MOVING

A REFLECTIVE APPROACH
TO TEACHING
PHYSICAL EDUCATION

GEORGE GRAHAM
SHIRLEY ANN HOLT HALE
TIM McEWEN
MELISSA PARKER

CHILDREN MOVING:

**A REFLECTIVE
APPROACH
TO TEACHING
PHYSICAL EDUCATION**

GEORGE GRAHAM

SHIRLEY ANN HOLT/HALE

TIM McEWEN

MELISSA PARKER

Credits

PAGE i *Rhymes and Reasons* by John Denver. © Copyright 1969, 1970 Cherry Lane Music Co. International Copyright Secured. All Rights Reserved. Used by Permission.

PAGES 6, 60 From *Ribbin', Jivin' and Playin' The Dozens* by Herbert L. Foster. Copyright 1974 by Ballinger Publishing Company.

PAGE 9 From *Teachers Make A Difference* by Thomas L. Good, Bruce J. Biddle, and Jere E. Brophy. Copyright © 1975 by Holt, Rinehart and Winston. Reprinted by permission of Holt, Rinehart and Winston.

PAGE 14 From "Schema Theory: Implications for Movement Education" by Richard Schmidt, *Motor Skills: Theory Into Practice*, 1977, Vol. 2, No. 1.

PAGE 26 From "Professional preparation of the elementary school physical education teacher" by Margie R. Hanson. *Quest*, Monograph XVIII, Spring Issue, June, 1972.

PAGES 26, 30, 51 Reprinted by permission of Schocken Books Inc. from *On Teaching* by Herbert Kohl. Copyright © 1976 by Herbert Kohl.

PAGE 38 From *Freedom and Beyond* by John Holt. Copyright © 1972 by John Holt. By permission of the publisher, E. P. Dutton.

PAGE 38 Reprinted from *Born to Win* by Muriel James and Dorothy Jungeward. Copyright © 1973 by Addison-Wesley Publishing Company, Reading, MA.

PAGES 40, 82 From "Quiet Individualizing: What One Teacher Did." In D. Hellison (Ed.), *Personalized learning in physical education*. Washington, D.C.: American Alliance for Health, Physical Education, and Recreation, 1976.

PAGE 42 From *The Inner Game of Tennis* by W. Timothy Gallwey. Copyright © 1979 by Random House, Inc. Reprinted by permission of the publisher.

PAGE 46 From "Teacher behavior" by L. F. Locke and D. Lambdin. In D. Hellison (Ed.), *Personalized learning in physical education*. Washington, D.C.: American Alliance for Health, Physical Education, and Recreation, 1976.

PAGES 60, 63, 107 From *The Naked Children* by Daniel Fader. Copyright © 1971 by Daniel Fader. Reprinted by permission of the publisher, Macmillan Publishing Co., Inc.

PAGE 66 From *Developing Teaching Skills in Physical Education* by Daryl Siedentop. Copyright © 1976 by Houghton Mifflin Co.

PAGES 67, 117 From *The Lives of Children* by George Dennison. Copyright © 1970 by Random House, Inc. Reprinted by permission of the publisher.

PAGE 70 From *Teaching Gymnastics* by E. Mauldon and J. Layson. Copyright © 1965 by MacDonald and Evans. Reprinted by permission of the publisher.

PAGE 79 From *Self Concept and School Achievement* by W. Purkey. Copyright © 1970. Reprinted by permission of Prentice-Hall, Inc.

PAGE 80 From "Evaluation of Processes and Products" by Rosemary McGee in *Physical Education for Children*, edited by Bette Logsdon. Copyright © 1977 by Lea and Febiger, Inc.

PAGE 87 From *Society and the Adolescent Self-Image* by Morris Rosenberg (Princeton University Press, 1965; Princeton Paperback, 1968). Reprinted by permission of Princeton University Press.

PAGE 90 From "Observing Teaching Systematically" by John Cheffers. *Quest*, Monograph 28, Summer Issue, 1977.

PAGE 137 From "The Awful Beginning" by James A. Smith. *Today's Education* April, 1972.

PAGE 139 From "Educational gymnastics is for everyone" by A. Boucher. *Journal of Physical Education and Recreation*, September 1978.

PAGE 141 From "The Little Gymnast" by Dan Zadra. Published in *Young Athlete Magazine*, June 1976, page 8.

Copyright © 1980 by Mayfield Publishing Company
First edition 1980

All rights reserved. No portion of this book may be reproduced in any form or by any means without written permission of the publisher.

Library of Congress Catalog Card Number: 79-91832
International Standard Book Number: 0-87484-467-3

Manufactured in the United States of America
Mayfield Publishing Company
285 Hamilton Avenue, Palo Alto, California 94301

This book was set in Palatino and Helvetica by Computer Typesetting Services and was printed and bound by Von Hoffmann Press. Sponsoring editor was C. Lansing Hays, Maggie Cutler supervised editing, and Carol Talpers was manuscript editor. Art supervision and book and cover design by Nancy Sears. Mary Burkhardt prepared the children's figure drawings, Judi McCarty of Innographics prepared the technical artwork, and David Dwinell was photographer. The book was dummed by Mary Michael McTeague. Michelle Hogan supervised production. Children's artwork was supplied by students in the authors' classes.

PREFACE

We are teachers of children first. And writers second. As teachers we have worked in suburban, small town, private, and inner-city schools. We have taught on playgrounds and fields, in classrooms, gymnasiums and hallways, and in rooms that seemed no larger than closets. We have worked with children from three to twelve, black and white, rich and poor. Some of them loved physical education. Others hated it. A few were ambivalent. We have worked for administrators who were cooperative and helpful, and for some who were indifferent. We have known hostile, apathetic, eager, and supportive parents.

In this text we share information, about children and about teaching physical education, that we believe will be useful to other teachers. Whenever possible we combine discussion of theory with illustrations from our teaching experiences. We avoid discussing the cognitive, affective, and physical dimensions of learning as separate entities, because those dimensions are not separate in teaching situations. Anecdotes are included, to help others learn from our mistakes and to demonstrate that teaching is not an exact science.

The book is divided into five sections. Section One is an overview of the ideas that guide our teaching. Chapter One acquaints the reader with our philosophy of physical education and provides a definition of reflective teaching. Chapter Two describes how we structure the curriculum to present an alternative to teaching based on grade levels.

Teaching skills are the focus of Section Two. This entire section emphasizes the need to know how to teach. The purpose of Section Two is to describe, with examples, the teaching skills that we have found to be prerequisites to successful teaching. Preactive skills (those used prior to

teaching), active skills (those used while working with children), and postactive skills (those used after the lesson has been concluded) are discussed in these chapters.

This is a book about children and about the teaching process in the real world. It is not about homogeneous classes of children or about perfect or predictable situations—there are none. We stress teaching skills as much as content in an effort to help teachers achieve increased effectiveness. You may find less theory and more application than you expect. For those readers who are particularly interested in theory, we have cited additional sources.

We do not assume that all the children in a class are equally skillful or equally developed physically. They are not. A reflective teacher observes the children as individuals, as well as the class as a whole. And so we have included observation techniques and hundreds of ideas about what to look for when observing. The reflective teacher also takes into consideration such factors as class size and available equipment and facilities. And so we talk about teaching the class as a whole, in groups, and as individuals, and we provide development ideas for each of these. And we include instructions for some easy-to-make and fun-to-use equipment.

The content of teaching is examined in Section Three. The first chapter in this section describes a system for assessing the physical abilities of the children in order to provide tasks that match their skill levels. These assessments are used in the selection of appropriate physical education activities. The remaining chapters in this section discuss the teaching of games, dance, and gymnastics as related to the development of skill themes.

Section Four contains the teaching content of the book. The first three chapters describe how we teach the movement concepts of space awareness, effort, and relationships. The next eleven chapters describe the development of skill themes. In each of the skill theme chapters, numerous tasks—presented under Ideas for Development—are arranged in a sequence based on the children's levels of proficiency. Guides for the observation of each task are also provided.

The ideas for development of each movement skill are divided into four levels: precontrol, control, utilization, and proficiency. The ideas within each level are presented in a progression that is intended to help the children acquire proficiency in each skill. Many of the ideas for development are expandable. They can be used with children who are at various skill levels.

In the final section we talk about the way things would be for students and teachers of physical education, if we could have our way

Topics that are vitally important to teachers—such as ways to meet the needs of individual students, discipline, mainstreaming, safety, and

creating interesting lessons—are discussed in this book. Individual insights, gained during years of teaching experience, and ideas to enhance teacher success are sprinkled throughout the text. We hope these will help the reader feel more comfortable in the struggle to become a successful teacher.

We have tried to write a text that is philosophically consistent. The activities suggested in Section Four are in accordance with the philosophy expressed in the first three sections. Teaching is presented as an ongoing developmental process that can be as exciting as it is challenging. We hope that by sharing our experiences we can help others to enrich the lives of children.

The four authors share the teaching philosophy on which this book is based. We all consider ourselves to be reflective teachers. We want physical education to be an enjoyable experience for all youngsters. And we want the children in our classes to learn movement skills that will enhance their lives—as children now, and as adults in the years to come.

Our philosophy has evolved during our teaching careers, as have our teaching skills. And both will continue to develop as long as we teach. We hope that, by sharing with you our beliefs and our ways of teaching, we are encouraging you to think about the teaching process and so to develop your own philosophy and techniques—and as much pleasure in your work as we have in ours.

ACKNOWLEDGMENTS

We wish to express our appreciation to the children of the following elementary schools: Christ the King in Atlanta, Georgia; Codwell in Houston, Texas; Barnett Shoals, Gaines, and Oglethorpe in Athens, Georgia; and Linden in Oak Ridge, Tennessee. Not only did these children help us with certain aspects of the book but, more importantly, they also taught us the meaning of reflective teaching.

To those administrators and friends who supported our efforts through their encouragement and cooperation, especially Estelle Farmer, Daphne Hall, Sister Jean Liston, Daisy Mathis, Fran O'Meara, Robert Smallridge and Ida Lou Stephens, we offer special thanks.

L. David Dwinell labored under less than ideal circumstances to provide us with a wealth of perceptive and varied photographs. Mary Burkhardt translated a series of cold, impersonal sketches into the warm reality that represents the world of children. We thank you both for your sensitivity to children as you helped make the book come to life.

We are grateful to the following individuals who reviewed the manuscript in its various stages, providing us with thorough, insightful and useful analyses: Dolly Lambdin, University of Texas; John Fowler, University of Colorado; Betty Keough, Illinois State University; Corlee Munson, University of Oregon; Glenn Norris, Montana State University; Marie Riley, University of North Carolina-Greensboro; Robert Pestolesi, California State University-Long Beach; Anne Scarborough, San Jose State University; and Betty Jane Wilhelm, San Diego State University.

A special thank-you is extended to the staff at Mayfield Publishing Company for their humanistic professionalism. C. Lansing Hays, we thank you for your confidence in the project throughout. Carol Talpers,

we thank you for your painstaking, exact editing of such a complex manuscript.

Our three typists did excellent work with patience and understanding even under the pressure of deadlines—thanks to Linda Kobel, Beverly Kozlowski, and Judy Mitchell.

Finally, and most especially, we want to express our appreciation to our families, who supplied the hope and support that enabled this dream to come true.

**CHILDREN
MOVING:
A REFLECTIVE
APPROACH TO TEACHING
PHYSICAL EDUCATION**

CONTENTS

PREFACE / xi

ACKNOWLEDGMENTS / xv



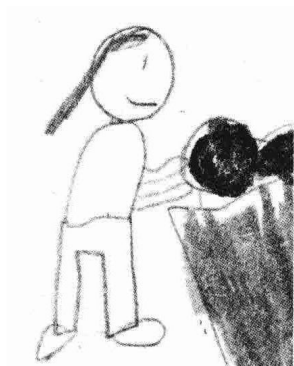
SECTION 1 OVERVIEW / 3

CHAPTER 1 REFLECTIVE TEACHING / 5

The Need for Reflective Teaching / 6
Implications of the Reflective Teaching
 Concept / 12
 Summary / 12

CHAPTER 2 TEACHING BY SKILL THEMES / 13

Characteristics of Themes / 13
Support in the Literature / 14
Skill Themes and Movement Concepts / 15
Context Variation / 19
Summary / 19



SECTION 2 TEACHING SKILLS / 23

CHAPTER 3 PLANNING / 25

Reflective Planning / 25
Effective Planning / 27
Lesson Design / 36
Making Planning Enjoyable / 37
Summary / 38

CHAPTER 4 CLASS, GROUP, AND INDIVIDUAL INSTRUCTION / 40

Viewpoint / 41
Organizational Patterns for Instruction / 42
Mainstreaming / 49
Selecting a Form of Organization / 50
The Teacher's Role / 51
Summary / 52

CHAPTER 5 ESTABLISHING A LEARNING ENVIRONMENT / 53

Fostering Appropriate Attitudes / 54
Listening Skills / 54
Safety / 55
Influence of the Presence of Disabled Children / 55
Learning Environment Versus Recess / 57
Summary / 58

CHAPTER 6 DISCIPLINE / 59

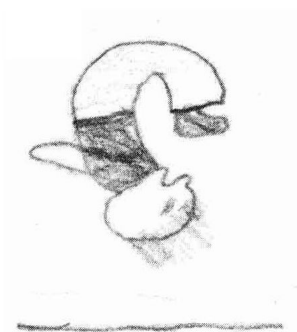
Helping Individual Children / 60
Class Discipline / 66
Corporal Punishment / 67
Discipline and Teaching / 67
Summary / 68

CHAPTER 7 OBSERVING, ANALYZING, AND PRESCRIBING / 70

The Process of Observation / 71
Learning to Observe Effectively / 75
Summary / 78

CHAPTER 8	EVALUATING STUDENT PROGRESS / 79
	Summative and Formative Evaluation / 79
	Evaluation Techniques / 80
	Uses of Evaluation / 86
	Evaluation in the Real World / 89
	Summary / 89
CHAPTER 9	ASSESSING YOUR TEACHING PERFORMANCE / 90
	Unassisted Assessment Techniques / 92
	Student-Assisted Assessment / 92
	Peer-Assisted Assessment / 95
	Combining Assessment Techniques / 100
	A Support Group / 101
	Summary / 101

SECTION 3 PROGRAM CONTENT / 105



CHAPTER 10	DETERMINING GENERIC LEVELS OF SKILL PROFICIENCY / 107
	Levels of Skill Proficiency / 108
	Task-Specific Levels / 110
	Developmental Stages of Motor Skills / 111
	Using Skill Levels in Teaching / 111
	Summary / 111
CHAPTER 11	TEACHING GAMES / 113
	Game Experiences / 113
	Game Lesson Designs / 117
	Which Game Design Is Best? / 121
	A Final Thought / 121
	Summary / 121
CHAPTER 12	TEACHING DANCE / 123
	Purpose of Dance in Elementary School / 123
	Dance Forms / 125
	The Content of Expressive Dance / 126
	Dance Experiences / 128
	Dance-Making / 132

The Process of Teaching Dance / 133
 A Final Thought / 136
 Summary / 138

CHAPTER 13 TEACHING GYMNASTICS / 139

Purpose of Gymnastics / 140
 Content of Educational Gymnastics / 141
 The Process of Teaching Educational
 Gymnastics / 146
 A Final Thought / 148
 Summary / 148



SECTION 4 MOVEMENT CONCEPT AND SKILL THEME DEVELOPMENT / 151

CHAPTER 14 TEACHING SPACE AWARENESS / 153

Developing the Concept of Self-Space / 154
 Developing the Concept of General Space / 156
 Developing the Concept of Directions / 159
 Developing the Concept of Levels / 161
 Developing the Concept of Pathways / 164
 Developing the Concept of Extensions in
 Space / 168
 Applying the Concept of Space Awareness / 169

CHAPTER 15 TEACHING EFFORT CONCEPTS / 172

Developing the Concept of Rate of
 Movement / 173
 Developing the Concept of Weight / 177
 Developing the Concept of Flow / 180
 Applying the Effort Concepts / 183

CHAPTER 16 TEACHING RELATIONSHIPS / 185

Developing the Concept of Relationships / 185
 Developing the Concept of the Relationships of
 Body Parts / 187
 Developing the Concept of Relationships with
 Objects / 193

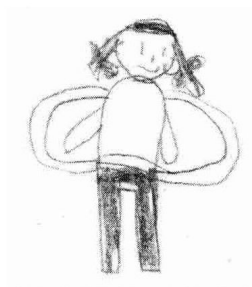
	Developing the Concept of Relationships with People / 201
	Applying the Concept of Relationships / 209
CHAPTER 17	TRAVELING / 211
	Travel Patterns / 211
	Levels of Skill Proficiency / 217
CHAPTER 18	CHASING, FLEEING, AND DODGING / 239
	Chasing / 239
	Fleeing / 240
	Dodging / 242
	Levels of Skill Proficiency / 242
CHAPTER 19	JUMPING AND LANDING / 257
	Fundamental Jumping Patterns / 257
	Vertical and Horizontal Jumping / 258
	Levels of Skill Proficiency / 258
CHAPTER 20	ROLLING / 286
	Levels of Skill Proficiency / 291
CHAPTER 21	BALANCING / 309
	Static and Dynamic Balance / 309
	Levels of Skill Proficiency / 311
CHAPTER 22	WEIGHT TRANSFER / 330
	Levels of Skill Proficiency / 330
CHAPTER 23	KICKING AND PUNTING / 342
	Levels of Kicking Skill Proficiency / 342
	Levels of Punting Skill Proficiency / 356
CHAPTER 24	THROWING AND CATCHING / 367
	Levels of Throwing Skill Proficiency / 367
	Levels of Catching Skill Proficiency / 375
CHAPTER 25	VOLLEYING AND DRIBBLING / 400
	Levels of Volleying Skill Proficiency / 400
	Levels of Dribbling Skill Proficiency / 416

**CHAPTER 26 STRIKING WITH RACKETS AND
PADDLES / 429**

Levels of Skill Proficiency / 429

**CHAPTER 27 STRIKING WITH LONG-HANDLED
IMPLEMENTS / 445**

Levels of Skill Proficiency / 454



SECTION 5 DREAMS / 477

**CHAPTER 28 PHYSICAL EDUCATION FOR TOMORROW'S
CHILDREN / 479**

**APPENDIX 1 APPROACHING DANCE THROUGH MUSIC:
A LIST OF SOURCES / 485**

APPENDIX 2 PARTNER STUNTS / 489

INDEX / 495

John Denver

*For the children and the flowers are my sisters and my brothers,
Their laughter and their loveliness would clear a cloudy day
And the song that I am singing is a prayer to non-believers,
Come and stand beside us, we can find a better way.*

