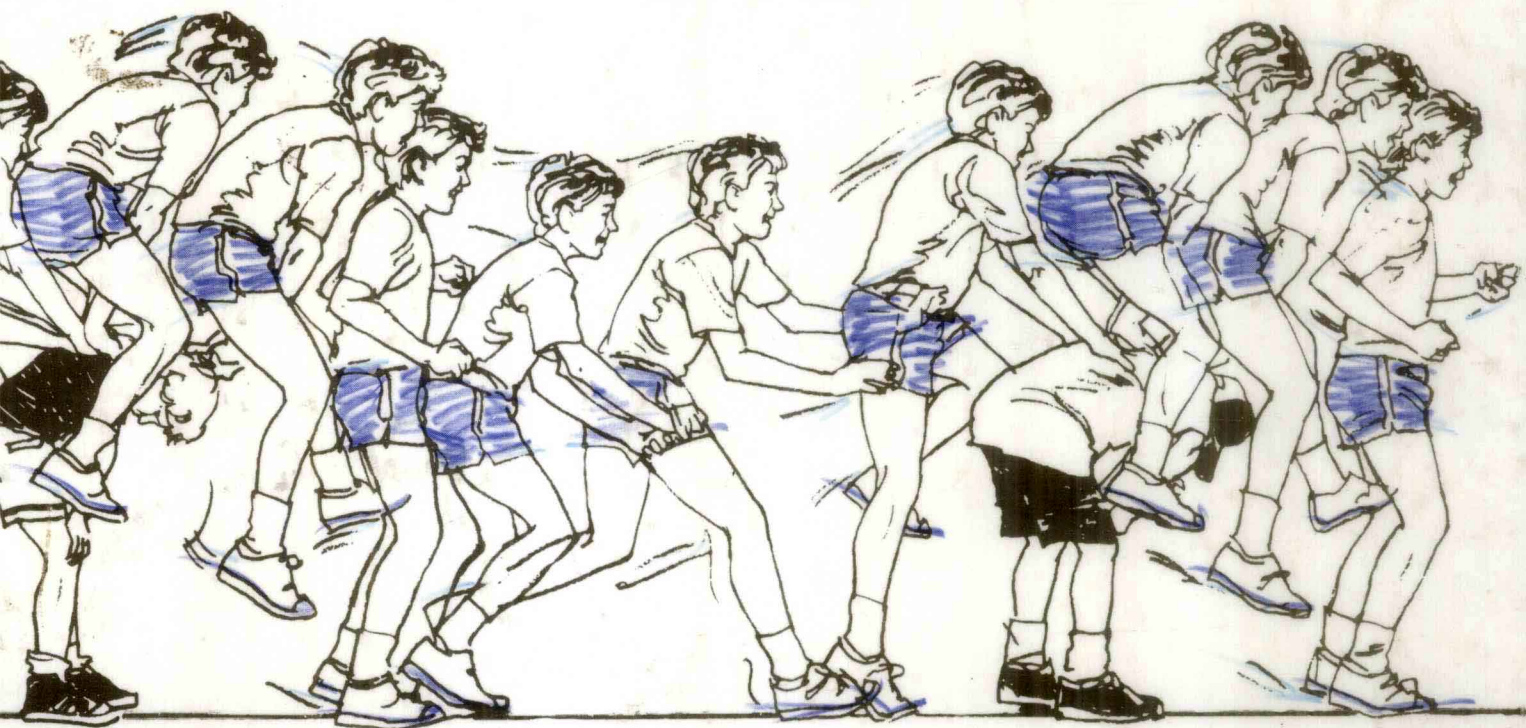


MOVING & LEARNING

The Elementary School Physical Education Experience



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Preface

*E*lementary school physical education has undergone considerable change in the past two decades. Slowly we see emerging curriculum philosophies that put movement, skill learning, social skills, and fitness as primary objectives. This is in contrast to programs where learning activities were the primary goal.

Physical education's goal is to change one's life—to fill it with purposeful, meaningful, and enjoyable physical activity. The elementary school physical education program has a significant role to play in this endeavor. An important ingredient in a healthy life-style is regular, active participation. The elementary school physical education program fosters participation as it begins to build the foundation on which lifetime participation will depend. This foundation includes developing an understanding of the capacity for movement, skillful movers, and the social skills needed to interact with others in movement activities, as well as maintaining a body capable of enjoyable movement.

Knowledge about human movement is an important aspect of the physical education experience. Since one cannot be totally prepared in physical education for every possible movement activity in which one might participate in a lifetime, movement is essential to future learning. Learning to use the body and space efficiently and to control force, balance, and time are important in moving effectively in any situation and essential to one's becoming physically educated.

The elementary school years are important for motor skill development. During this time children master fundamental motor skills and are introduced to beginning dance and sports skills to encourage their continued participation. Activities to practice skills include those desired not only for improvement of technique but also those that lead to greater understanding of how the body is used and how skills are adapted under varying conditions.

Although there is recognition of the need for physical activity throughout life, studies continue to report a relatively inactive life-style for children and adolescents. A significant number of physicians involved in sports medicine are beginning to focus concern on the

activity habits of children. Since activity habits are established early in life, physical education has an important role in teaching children about fitness and the effects of exercise on the human body, as well as providing vigorous activity and teaching children motor skills for use outside of school. The development and maintenance of health-related physical fitness is an integral part of physical education as presented in this text. Activities that maximize participation for children in vigorous activity to ensure the development of all aspects of health-related physical fitness are found throughout the text. Emphasis is given to developing fitness activities within each unit of instruction to help children learn how fitness may be developed and maintained in activities that are challenging and fun rather than through repetitive, boring exercises.

All teachers have the responsibility for developing children's social skills important to participation in a democratic society. Physical education offers a unique opportunity within its more informal structure to enhance interpersonal skills, especially individual and group goals.

Sports and dance are important elements in our culture. The integrated movement curriculum developed in this text is unique in its approach to establishing the relationship between knowledge, motor skills, and movement activities. This is accomplished by first suggesting movement activities to develop understanding of human movement, an essential aspect of beginning physical education experiences. This understanding is then applied to the learning of fundamental motor skills and later to the development of dance and sports skills for use in and out of school.

This text blends the teaching of knowledge, motor skills, social skills, and fitness throughout the book with the hope that greater understanding of human movement, movement efficiency, and the importance of physical activity to a healthy life might result.

WHO IS THE BOOK WRITTEN FOR?

This book is written as a text for elementary education and physical education majors studying elementary

school physical education. Depending on the needs of students, it may be considered as a text of elementary school physical education content, a text for curriculum planning and teaching physical education, or a combination of both.

In addition, the book will serve as a valuable resource for teachers in the field, with its extensive coverage of activity content for use in physical education classes at the elementary school level.

SPECIAL CONTENT FEATURES

Several areas set *Moving and Learning* apart from other elementary school physical education textbooks.

Integrated Movement Curriculum

The content and development of *Moving and Learning* is consistent with an educational philosophy that recognizes the relationship between knowledge and skillful movement. Chapter 11, Understanding Human Movement, is devoted to activities to be used in introducing the movement concepts to children. In each activity chapter, movement concepts important for success are identified, and activities to enhance development are suggested. Throughout the book, movement concepts are mapped to show progression in learning and specific outcomes to be achieved. Activities are included for each outcome identified. Emphasis on increasing awareness of one's movement potential and the use of other movement concepts are stressed in all activities included in the text. Activities are used as the means for furthering understanding of human movement rather than as ends in themselves.

Developmental Approach and Levels

The developmental approach emphasizes progression in learning as a result of maturation and experience rather than age alone. Since the movement experiences of children differ considerably from one school setting to another, expectations for performance vary for children in any particular class from school to school. This approach also recognizes the great variability within any one particular group of children. It assists the teacher in identifying developmental needs of individuals rather than generalizing the needs of the particular group. Throughout the book, selection of activities is based on four developmental levels rather than grade levels, which tend to overlook the individual needs of children. Each developmental level includes expectations for motor, cognitive, and social development as well as health-related physical fitness.

Learning Process

Children move through several learning processes as they develop motor skills and knowledge. In planning and conducting physical education experiences, teachers need to identify the level of learning achieved in order to select learning experiences that challenge children at different stages of development. Five learning processes are identified. At the beginning level, children first perceive the task and then move on to refine it. As skill and knowledge improve, children learn to vary their responses as the situation requires and to apply what they have learned to a variety of movement activities. The highest level of learning results in the creation of new movements. Chapter 3, The Elementary School Physical Education Program, introduces the learning processes that are further developed in the activity chapters of the book.

Social Skills

Although most elementary school physical education texts cite social skills as an objective of physical education, few devote much space to its development. If appropriate social skills are to result, physical education experiences must be carefully planned and conducted. Children not only need skills to help them fully participate in the family and society, but they also need those social skills important for successful participation in motor activities. Unique to *Moving and Learning*, Chapter 13, Developing Social Skills, explores how to teach the skills necessary for cooperation and competition, which are an important part of physical education experiences at the elementary school level.

Health-Related Physical Fitness

Chapter 14, Fitness, Stress Reduction, and Movement Efficiency, is devoted to health-related physical fitness, which is introduced as an important objective of physical education in Chapter 1. It includes each of the components of fitness and their importance to health, as well as activities to assess and improve each component. Emphasis is placed on making fitness fun while enhancing the health-related physical fitness of children. The knowledge to be developed for Levels I through IV is also identified.

Variety of Activities

Moving and Learning includes a variety of activities for selection in developing goals at all developmental levels in the elementary school. Numerous activities are included to introduce and apply movement concepts and

to practice motor skills. Additionally, a large selection of rhythmic activities, dance, games, and team sports lead-ups, gymnastics, and other individual activities are provided to enhance development.

Teaching Styles

A variety of teaching styles are introduced in Chapter 6, *Teaching Strategies in Physical Education*, with a special emphasis placed on those that permit greater decision making on the part of the student. Throughout the text, examples of exploration, problem solving, and guided discovery are found in the movement challenges designed to enhance individual learning. For broader appeal, this second edition also includes practice and reciprocal styles.

Evaluative Criteria and Teaching Points

A requirement for effective teaching of motor skills is the analysis of movement to determine individual needs. *Moving and Learning* develops a model for analysis and evaluation through the development of evaluative criteria or teaching points for each of the fundamental movement and sports skills presented. These also serve as points of reference for children as they move and analyze their own performance.

Games Analysis

In selecting games for children, it is necessary to examine the motor skills and knowledge needed and the social interactions required for successful participation. Introduced in Chapter 22, *Teaching Educational Games and Team Sports Lead-Ups*, the games analysis approach is designed to help teachers match games to the needs of the children in the class and to recognize the motor, social, and knowledge components for which they might be selected. This is accomplished through the use of helpful games analysis charts in Chapters 23 through 30.

Safety

Chapter 7, *Safety, Organizational Strategies, and Class Management*, helps establish the importance of a safe environment in physical education. In addition to concern for legal liability, the teacher strives to establish an environment in which children are encouraged to try new skills and to feel safe. Some activities require special considerations in planning to provide for the safety of all participants. Concerns for safety are identified in each of the activity chapters to help teachers in providing a safe movement environment.

NEW TO THE SECOND EDITION

Reorganization of Content

Revised Chapter 9, *Meeting the Special Needs of Children*, features expanded coverage on meeting the special needs of children and developing independent learners. All children should be considered special learners. However, some children's needs require more careful planning to ensure equal access to education. The chapter acquaints the reader with some of the most prevalent disabling conditions found in elementary school children. Suggestions for meeting the four objectives of physical education are included. A section on dealing with the gifted student in physical education is also included.

New Chapter 27, *Hand and Paddle Games*, presents a progression of skills and activities for developing the hand and paddle striking skills of children. Following the same format as the other activity chapters, it includes skills analysis and evaluative criteria, identification of movement concepts important to skill and activity development, a variety of activities to develop skills and concepts, and a variety of games appropriate for elementary school children. This content is now presented separately from Volleyball (Chapter 30).

Assessing the Effectiveness of Teaching

Chapter 10, *Essentials of Evaluation*, includes an expanded section on assessing teaching effectiveness. A number of different approaches are suggested that enable teachers to establish their own program of evaluation. These tools are designed for the teacher's personal growth. It is important to develop the use of some of these tools during preservice training of teachers if they are to be used effectively.

Content for Teaching Physical Fitness

Chapter 14 introduces an outline for a physical fitness curriculum in the elementary school. Since health-related fitness has a knowledge base, important knowledge needs to be identified and presented at the appropriate level in the elementary school. Children's understanding of fitness should grow with their ability to grasp more complex concepts and relate them to their own activity and health habits. Teaching fitness in the schools includes knowledge and analysis of the fitness components utilized and developed in particular activities, basic principles involved in improving fitness, and the means of assessing fitness, as well as vigorous physical activity.

Revision of the Learning Processes

The learning processes identified in the first edition have been simplified in response to reviewers' suggestions. The recognition of learning processes enables teachers to plan progressions in learning that challenge children at all stages of learning. These processes are developed in Chapter 3 and then applied as they relate to concept and motor skill development in Chapters 11 and 12. Sports, dance, and individual activity chapters identify the learning processes associated with the activities suggested.

Concept Mapping

With the use of helpful graphics, concept mapping is introduced and carried through all activity chapters. Concept mapping allows teachers to see the relationship between learning process and concepts, motor skills and concepts, and concepts and activities. These concept maps are found in Chapters 11 and 12, and all the activity chapters that follow. Concept mapping also helps teachers identify concepts common to a variety of activities in planning the transfer of learning.

Expanded Development of the Movement Content

The second edition further develops the movement content. Since the movement content is relatively new to many students, specific objectives or outcomes are identified to help students plan meaningful, purposeful movement experiences. These concepts and objectives are mapped to aid in placing objectives with concepts. Objectives are suggested for each concept identified, along with activities to develop each specific objective.

Two New Appendixes

Medical and Accident Forms and Tools to Assess Teacher Effectiveness have been added to the Appendixes to provide additional evaluative resources for teachers and students.

ORGANIZATION

The book is divided into eight parts. Part One discusses the importance of physical education in the elementary school, its goals and objectives, brief history, recent laws that affect physical education, the changing needs of elementary school children, and the implications of age characteristics in planning and conducting movement experiences.

Part Two focuses on curriculum development. The relationship between knowledge of human movement

and motor skills is established as the basis for curriculum planning. The developmental approach is introduced and the progression in learning processes examined. Suggestions for curriculum, and annual, unit, and daily planning are developed.

Part Three provides suggestions for conducting physical education experiences. Learning principles and a variety of teaching styles are introduced. These teaching strategies have been further defined with practice and reciprocal styles added in Chapter 6. Safety, liability, strategies for effective class management, effective communication, and measures for class control are discussed. The special needs of children and considerations for enhancing independence in learning are developed. Evaluation techniques for assessing student needs, teaching effectiveness, and the success of the physical education program are also included.

Part Four introduces the content for the four objectives of physical education—the study of human movement, the development of motor skills and social skills, and the enhancement of physical fitness. Movement concepts of body awareness, space, and quality of movement are defined and a series of objectives developed through a variety of movement challenges. Fundamental motor skills are analyzed, evaluative criteria suggested, and a variety of activities presented to develop skillful movers. The development of social skills includes a progression for Levels I through IV and strategies to enhance appropriate social behavior in general and in activity participation. The development of health-related physical fitness includes a discussion of each component, as well as important knowledge, tools for assessment, and suggested activities for their development.

Parts Five, Six, and Seven develop what might at first glance be referred to as the traditional content of physical education—gymnastics and other individual activities, dance, games, and team sports lead-ups. However, coverage goes well beyond that found in other books. Skills are presented with evaluative criteria, suggestions for teaching, common errors, and activities to use for their development. An analysis of floor hockey skills has been added to Chapter 25. Activities are presented in order of difficulty. In addition, in a presentation unique to *Moving and Learning*, the important movement concepts are identified and activities suggested to further their development within the context of the activity itself. Concept maps in each chapter identify the movement content, and activities are matched with concepts, as well as learning process, to help teachers select appropriate activities for their classes. Tables in Chapter 20 help the teacher select dances based on developmental level, dance steps, formations used, and nationality. Games analysis in Chapters 23 through 30

help teachers match games to the developmental level of the children in the class.

Part Eight concludes the text with a discussion of extracurricular activities—intramurals, special events, open gym, and special interest groups. Guidelines for extra-class and youth sports are included with special concerns raised that must be addressed if these activities are to be in the best interests of children.

LEARNING AIDS IN THE TEXT

A number of learning aids are included to assist the teacher and student in using the material contained in each chapter.

Part Openers

Each of the eight parts of the text begins with an overview about the material covered in that part, the relationship between its topics, and their importance to elementary school physical education.

Chapter Objectives

Objectives are listed at the beginning of each chapter to assist the student in identifying the chapter's key topics.

Second Color

A second color is used throughout *Moving and Learning* to highlight and identify important aspects of each chapter and facilitate student use.

Photographs

To enhance the presentation, numerous photographs are used throughout the text. Additionally, photographs are used to depict the movement sequence for many of the skills. These assist the teacher in analyzing movement and in helping children to develop the most efficient form.

Line Drawings

Illustrations throughout the text demonstrate and clarify various concepts and activities and are also used to show movement sequences for a variety of skills.

Boxed Material

Boxed material, including guidelines and examples, aids the students in organizing information discussed in the chapters and provides practical tools for future reference.

Chapter Summaries

Summaries at the close of each chapter carefully reiterate the main points and reinforce the chapter objectives.

References

Each chapter includes the most complete and up-to-date references for further study of the material covered.

Additional Readings

Unique to this text, selected annotated resources are provided to enhance the learning process.

Glossary

Important terms are defined in the comprehensive glossary and are printed in boldface throughout the text. Additionally, the glossary contains page locations where terms first appear.

Appendixes

Equipment and other materials are needed to teach physical education. To aid schools in the selection process the following material is included:

1. Equipment for use in elementary school physical education with suggestions for care and storage
2. Vendors for elementary school physical education equipment, including a list of records and record companies for dance and rhythmic activities
3. Plans for homemade equipment
4. Computer software for use in physical education
5. Screening devices, sources, and IEP forms for determining student needs
6. Medical and accident forms
7. Tools to assess teacher effectiveness

SUPPLEMENTARY MATERIALS

New with the second edition, a *Computerized Test Bank* has been added to the ancillary package. A *Lesson Plans Manual*, an *Instructor's Manual and Test Bank*, and overhead transparency acetates complete the package. This comprehensive package has been carefully planned and developed to assist instructors in using and getting the most benefit out of the text.

Lesson Plans Manual

The *Lesson Plans Manual* is designed to give examples of lessons for elementary school children in a variety of activities and at varying developmental levels. Each les-

son includes a statement of the day's objectives and the development of fitness, motor skills, and movement concept activities. Where appropriate, a culminating activity for the lesson is included to bring together the various parts of the lesson. Material is referenced to the pages in the text where the information needed by the teacher may be found. While a variety of teaching strategies are suggested, each lesson maximizes the activity time for each child in the class. Selected lessons are provided for various stages of each activity, enabling the student to see a progression in learning for each developmental level. The manual is perforated and three-hole punched for convenience of use. It is available to those who adopt the text and to their students.

Instructor's Manual and Test Bank

One of the most useful and unique features of *Moving and Learning: The Elementary School Physical Education Experience* is the inclusion of conversion notes. At the beginning of each chapter in the manual, differences in the content and pedagogy found in *Moving and Learning* are described in comparison with similar chapters or coverage in its first edition and in other popular texts. These conversion notes are intended to make the transition to *Moving and Learning* as convenient and pedagogically sound as possible.

Following each chapter's conversion notes are materials prepared by Doris E. Henderson, M.A., and Betty J. Keough, Ph.D., both of Illinois State University. Each chapter includes a chapter overview; behavioral objectives; the identification of important terms and concepts; a chapter outline with suggested notes and activities; suggested learning experiences and projects; annotated resources such as films, software, and additional readings for further understanding of the material; and more than 60 transparency masters of important charts and drawings to help in presenting the material. The manual is perforated and three-hole punched for convenience of use. It is available to those who adopt the text.

Additionally, the authors of the manual have prepared an extensive *Test Bank* that contains more than 1200 multiple-choice, true-false, matching, and essay test questions. All test items have been reviewed and thoroughly checked for accuracy, clarity, and range of difficulty by several instructors who also served as reviewers of the text.

Computerized Test Bank

New to the second edition, qualified adopters of this text may request a *Computerized Test Bank* package compatible with the IBM PC, Apple IIc, and Apple IIe microcomputers. This software is a unique combination

of user-friendly computerized aids for the instructor. The following summarizes these software aids.

Testing. A test generator allows the user to select items from the test bank either manually or randomly; to add, edit, or delete test items through a preset format that includes multiple-choice, true-false, short answer, or matching options; and to print exams with or without saving them for future use.

Grading. A computerized record-keeper saves student names (up to 250), assignments (up to 50), and related grades in a format similar to that used in manual grade books. Statistics on individual or class performance, test weighting, and push-button grade curving are features of this software.

Tutoring. A tutorial package uses items from the *Test Bank* for student review. Student scores can be merged into the grading records.

Scheduling. A computerized date book makes class planning and schedule management quick and convenient.

Overhead Transparency Acetates

Twenty-four of the most important tables, diagrams, and charts are available as transparency acetates. These useful tools facilitate learning and classroom discussion and were chosen specifically to help explain difficult concepts. This package is also available to adopters of the text.

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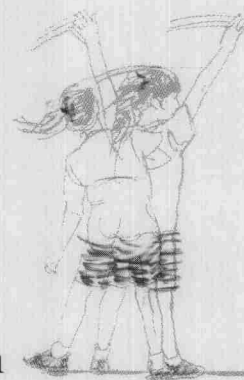


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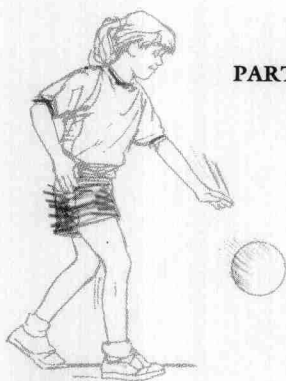
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Appendixes A-1

PART ONE

OVERVIEW AND VALUE OF PHYSICAL EDUCATION

Physical education is an important part of the elementary school program. It contributes to the overall goals of the elementary school as well as making its unique contribution to the study of human movement and the development of motor skills. It is concerned with the total development of children, their physical, motor, cognitive, social, and emotional development.

Each child comes to the physical education experience with a unique genetic and experiential background. Teachers carefully examine the age characteristics of the individual children in their charge to plan and to conduct meaningful movement experiences.

