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CHILDREN MOVING

The word 'MOVING' is rendered in large green letters. Each letter contains a silhouette of a child in a different movement pose: 'M' is blue and shows a child playing a violin; 'O' is empty; 'V' is blue and shows a child in a crouched running pose; 'I' is empty; 'N' is red and shows a child in a running pose; 'G' is blue and shows a child in a jumping or kicking pose.

SIXTH EDITION



A REFLECTIVE APPROACH
TO TEACHING
PHYSICAL EDUCATION



Sixth Edition

Children Moving

*A Reflective Approach to
Teaching Physical Education*

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We dedicate this edition of *Children Moving* to **Dr. Margie Hanson** in appreciation of her pioneering spirit, vision for the future of physical education, and an entire career devoted to improving the quality of children's movement experiences in schools.

Preface

Welcome to the sixth edition of *Children Moving!* Once again we are delighted to be able to share insights gained from our experiences teaching children, undergraduates, and teachers with you—the classroom or physical education teacher or future teacher—in this revised edition. We have blended the literature on effective teaching with research about physical activity and teacher preparation into a practical format designed to assist you to understand, and successfully implement, the skill theme approach with children.

In *Children Moving* the pedagogy (teaching process) and content (what is taught) are woven together into a unified “system” that has come to be known as the skill theme approach. It is based on developmentally appropriate principles and guidelines that provide the foundation of a program that is designed for all children, not only the athletically gifted or physically fit youngsters.

When the first edition of *Children Moving* was published in 1980, the skill theme approach was new to many in our profession. Today an increasing number of teachers follow the developmentally appropriate guidelines and practices that are outlined in this book. Another thing that was different 25 years ago was the universal lack of understanding about the importance of physical activity for children. Today, with the increasing epidemic of obesity and the associated health problems, there is little need to convince parents, administrators, and the medical community of the importance of regular physical activity for children.

Children Moving describes a process designed to ensure that the love of physical activity children are born with remains alive throughout adolescence and adulthood. As you read throughout the 34 chapters in the sixth edition, you will discover that we view the purpose of physical education as “guiding youngsters in the process of becoming physically active for a lifetime.” The pages that follow describe in detail how we go about attempting to do so.

It has now been eight years since the *Surgeon General's Report* and the *National Standards for Physical Education* were published. Today, they have become benchmark documents, and our task is no longer to simply understand their intent, but to show how to align programs so that they meet the guidelines suggested in

these documents. Physical educators can no longer justify programs that simply keep youngsters “busy, happy, and good,” giving classroom teachers a planning period. In this era of increased accountability and testing, state legislatures and school districts are mandating that teachers document what youngsters have and have not learned, often through high-stakes testing with highly publicized results. Now, physical education programs that do not have sound educational goals and practices guiding their instruction are more vulnerable than ever before.



This edition frequently references five national documents that have provided direction, guidance, and support for physical education in schools by translating research and consensus reports into meaningful and worthwhile experiences for children. *The Surgeon General's Report on Physical Activity* and the consensus report on physical activity sponsored by the National Center for Chronic Disease Prevention and Health promotion, both published in 1996, clearly documented the value of physical activity. They also recommended that more time be allocated for physical education programs that are designed to build the foundation for youngsters to become physically active for a lifetime. The *National Standards for Physical Education*, published by the National Association for Sport and Physical Education (NASPE) in 1995, gave us guidance for the content and goals of physical education programs. NASPE's *Developmentally Appropriate Guidelines for Children's Physical Education* (1992) and *Appropriate Practices for Elementary Physical Education* (2000) provided guidance for the structure of quality physical education programs along with suggested content. The authors of *Children Moving* have been involved with these and other national, regional, and state level projects in various ways. Our involvement is one of the key reasons for the match between *Children Moving* and the recent national and state advances substantiating the importance of physical activity that have been made. This edition includes literally hundreds of practical learning experiences and assessments for reaching the goals and objectives outlined in the *National Standards* and various state standards.

While we have expanded and clarified the information from the documents of the mid-1990s, much remains from previous editions, especially our goal to keep the text both informal and practical. What we

wrote in the preface to the first edition remains true: “We are teachers of children first. And writers second. Individual insights gained during years of teaching experience and ideas to enhance teacher success are sprinkled throughout the text. We hope that by sharing these experiences we can help others to enrich the lives of children.”

We begin the sixth edition of *Children Moving* by describing the value and purpose of physical education. Part I, “Introduction and Content Overview,” provides an overview of the skill theme approach, which is what the program suggested in *Children Moving* has come to be known as since we originally wrote about it, in 1980, and our beliefs and values about children’s physical education. A revised Chapter 1 highlights the benefits of physical activity for children as well as the components of a quality physical education program for children. It also links the skill theme approach to the School Health Index. Chapters 2 and 3 define the skill theme approach. Chapter 2 includes an expanded overview of motor development principles as they apply to the skill theme approach. Chapter 4 describes the importance of physical fitness for children, how it is interwoven into the skill theme approach, and appropriate fitness practices for elementary school children. It also includes examples of linking wellness into physical education lessons. Chapter 5 includes an expanded definition of reflective teaching as well as insights into how one develops into a reflective teacher. The final chapter in Part I provides an updated overview of disabilities and the role of the teacher in providing quality physical education for children with special needs. It also clarifies the practice of inclusion in physical education programs.

Part II, “Teaching Skills,” contains Chapters 7 to 15, which focus on the process, or pedagogy, of teaching, beginning with a chapter describing our system for determining the content children are ready to learn based on their developmental needs and interests (generic levels of skill proficiency) as opposed to their age or grade level. Chapter 8 outlines planning in a four-step process with examples of how lessons can be linked to national or state standards. Chapter 9 describes the process of creating an atmosphere that is conducive to learning. It includes a new section on safety and legal liability. Chapter 10 also addresses strategies for youngsters who may need extra help in learning how to function appropriately in a physical education environment. Because *Children Moving* describes a child-centered rather than a subject-centered approach to teaching, it is important that teachers constantly observe children to determine the progress they are making so that lessons can be adjusted

for individual differences. Chapter 11 describes observation techniques and provides some check lists that can be used by reflective teachers. Chapter 12 describes how teachers organize content into meaningful experiences by developing a logical progression of tasks (learning experiences), cues (critical elements), and challenges designed to make physical education classes a true learning experience. These ideas are presented in a user-friendly manner designed for easy understanding, and they link directly to the planning chapter. Chapter 13, which describes a variety of instructional approaches used by teachers to heighten children’s enjoyment and understanding of the lessons, includes a section on cooperative learning and provides an analysis of when each approach may be appropriate based on the needs of the students and the pedagogical skills of the teacher. Chapter 14, on assessment, describes current assessment trends. It contains a variety of assessment examples based on our teaching experiences as well as the *National Standards*. Assessment icons are then used throughout the text to indicate performance assessments that are explained in detail in Chapter 14. In addition, the assessment tool of checks for cognitive understanding is indicated with the  icon. Another icon you will find in the text  is an alert for a strong emphasis on safety in a given situation. Chapter 15 includes a variety of practical ways that teachers can assess their own teaching to determine if, and how, they are using the techniques employed by effective teachers of children’s physical education. It also includes a reviewed and expanded emphasis on the importance of reflection.

Parts III and IV of *Children Moving* focus on the content of the skill theme approach. Chapters 16 to 18 describe how the concepts of space awareness, effort, and relationships are taught in the skill theme approach. These chapters include references to the *National Standards* for both content and assessment ideas. They are followed by the skill theme chapters (19 to 32), which contain hundreds of learning experiences designed to help children learn the motor skills that are necessary for successful participation in and enjoyment of a variety of physical activities and sports. Each skill theme chapter begins with an overview of the content followed by a description of a series of tasks, the critical elements or cues that are necessary to succeed at these tasks, and challenges designed to maintain children’s interest in learning the tasks. The tasks are organized according to the generic Levels of Skill Proficiency in a spiral progression from beginning to advanced. Assessment options for the skill theme chapters are keyed to the assessment

chapter. Part V is new in this edition of *Children Moving*. It includes three revised chapters from previous editions (dance, gymnastics, and games in the skill theme chapter) and a new chapter on interdisciplinary learning. Chapter 29 links the teaching of dance to the skill theme and movement concept chapters. It describes the various types of dance for children and expands the information about ethnic/folk dance for children. Chapter 30 also links the skill theme and movement concept chapters to gymnastics and provides examples of developmentally appropriate gymnastics for children. It also includes a renewed emphasis on safety and self-responsibility in children. Chapter 31, on games, also provides examples of how games are used in the skill theme approach. It contains ideas for modifying games for children and clarifies the competition/cooperation aspect of children's games. The final chapter in Part V describes how the skill theme approach can be integrated with topics typically taught in the classroom, such as mathematics and reading. It provides examples of ways classroom teachers can use movement to enhance the children's interest in subjects they are teaching in the classroom and also ways that physical education teachers and classroom teachers can work together to create interesting and relevant learning experiences for youngsters.

Chapters 33 and 34 make up the final part, "The Future," in this sixth edition of *Children Moving*. The first describes some of the changes teachers have successfully used to build support for their programs and includes references on research that can be used to support physical education programs. Chapter 34 is our favorite and includes our dreams for children's physical education as we enter the new millennium.

New to This Edition

New Chapter

This edition of *Children Moving* features a new chapter entitled "Integrating the Skill Theme Approach across the Curriculum" (Chapter 32). This chapter demonstrates how skill themes and movement concepts can be used as part of an integrated curriculum approach. It also shows the connection between integrating physical activity throughout the curriculum and action-based learning. In addition, this new chapter discusses the national emphasis on coordinated school health in schools, highlights the link between interdisciplinary learning and the national curriculum standards, and addresses the development of successful integrated lesson ideas.

Updated Content

A key feature of this new edition is updated content, which is reflected in the text discussions and in the references and readings. Of special note is the updated information based on the guidelines outlined in the Developmentally Appropriate Education publication and the NASPE standards. Another example is the emphasis on the connection between physical fitness and physical activity, as shown in the revisions to the chapter, "Physical Fitness and Wellness for Children" (Chapter 4), which includes an updated discussion on developmentally appropriate physical fitness for children. "Teaching Children with Special Needs" (Chapter 6) presents the role of the physical educator as part of the multidisciplinary team and includes an expanded discussion of inclusion to reflect new trends in this area. "Skill Themes in Dance" (Chapter 29) shows the progression from teacher-designed dance to child-designed dance.

New Research

This new edition highlights many examples of the latest research in the field, such as findings that suggest a connection between movement and learning, the use of heart rate monitors and pedometers in learning more about movement, and safety and liability issues that need to be addressed.

Key Concepts

Each chapter now begins with a list of Key Concepts to help students focus their attention on the main topics as they begin studying the chapter. This learning tool also offers an accessible and practical method of review.

New or Expanded Topics

Each chapter in this edition of *Children Moving* includes topics that strengthen this text's content and applicability. The following is a sampling of topics that are either new to this edition or are covered in greater depth than in the previous edition:

Chapter 1 The Value and Purpose of Physical Education for Children

- Expanded rationale describing need for quality physical education for children
- Updated health benefits associated with physical activity
- Revised characteristics describing components of quality physical education
- Skill theme approach linked to *School Health Index*

Chapter 2 "The Skill Theme Approach"

- Expanded section on developmentally appropriate physical education
- Increased overview of motor development principles as applied to the skill theme approach
- Clarification of how skill themes apply to games, dance, and gymnastics
- New figures to illustrate application of skill themes to various movement forms

Chapter 3 "Skill Themes, Movement Concepts, and the *National Standards*"

- Revised explanation of link between skill themes and sports
- Added references for state and national standards

Chapter 4 "Physical Fitness and Wellness for Children"

- Evolution of physical fitness leading to physical activity
- Attainment of fitness through physical activity versus formal exercises
- Appropriate fitness for elementary school children

Chapter 5 "Reflective Teaching"

- Expanded definition of reflective teaching
- Additional insights into the process of becoming a reflective teacher
- Reflective teaching linked directly to other chapters

Chapter 6 "Teaching Children with Special Needs"

- Role of physical education specialists on the multi-disciplinary team
- Expanded overview of disabilities and implications for physical education
- Definitive statement on importance of physical activity and fitness for children with disabilities
- Clarification of inclusion in physical education

Chapter 7 "Determining Generic Levels of Skill Proficiency"

- New examples of relationship between generic levels and sports
- Enhanced definition of the term *generic*
- Expanded rationale for using GLSP in the skill theme approach

Chapter 8 "Planning"

- Planning process linked to both national and state standards
- Illustration of using handheld computers in planning

Chapter 9 "Establishing an Environment for Learning"

- Expanded emphasis on creating an atmosphere conducive to learning and responsibility

- Specific suggestions for the development of gymnasium routines
- New section on safety and legal liability

Chapter 10 "Maintaining Appropriate Behavior"

- Heightened emphasis on specific teaching skills helpful to maintaining a positive, productive environment
- Increased attention to empowering children to take responsibility for their own behavior
- Distinct statement regarding punishment and physical activity

Chapter 11 "Observation Techniques"

- Focused teacher observation
- Updated references/readings

Chapter 12 "Developing the Content"

- Clearer explanation of interaction between content development and generic levels of skill proficiency
- Enhanced connection between planning and content development

Chapter 13 "Instructional Approaches"

- Sharpened focus on relationship between the instructional approach used and class climate
- Addition of specific teaching techniques for implementing each instructional approach

Chapter 14 "Assessing Student Learning"

- Scoring and assessment
- Assessing students with disabilities
- Individually designed report cards for class or grade
- Difference between assessment and grading
- Assessment programs designed for use with handheld computer

Chapter 15 "Understanding Your Teaching"

- Renewed and expanded emphasis on the importance of reflection
- Enhanced connection between collection of data and reflection on teaching

Chapter 16 "Space Awareness"

- Clarification of functional understanding of movement concepts
- Suggestions for selection of concepts content
- Increased checks for understanding
- Linkage to On the Move lesson plans

Chapter 17 "Effort"

- Clarification of movement concepts within curriculum—understanding and application
- Increased checks for understanding

Chapter 18 "Relationships"

- Additional tips for teaching the concept of relationships interspersed throughout chapter
- Expanded section on competition for children

Chapter 19 "Traveling"

- Clarification of study of rhythms for learning versus performance
- Interpretation of use of cues at the proficiency level

Chapter 20 "Chasing, Fleeing, and Dodging"

- Definitive statement about appropriateness of dodgeball
- Increased checks for understanding
- Interpretation of use of cues at proficiency and utilization levels

Chapter 21 "Jumping and Landing"

- Expanded relationship of jumping/landing to sports skills
- Interpretation of use of cues at the proficiency level

Chapter 22 "Balancing"

- Increased emphasis on safety in gymnastics
- Interpretation of use of cues at the proficiency level

Chapter 23 "Transferring Weight and Rolling"

- Heightened focus on body position for forward rolls
- Increased checks for understanding
- Interpretation of use of cues at proficiency and utilization levels

Chapter 24 "Kicking and Punting"

- Increased activities for kicking indoors
- Interpretation of use of cues at the proficiency level

Chapter 25 "Throwing and Catching"

- Clarification of the concept of "games" at the proficiency level
- Increased checks for understanding
- Interpretation of use of cues at proficiency and utilization levels

Chapter 26 "Volleying and Dribbling"

- Additional activities for dribbling
- Increased checks for understanding
- Interpretation of use of cues at proficiency and utilization levels

Chapter 27 "Striking with Rackets and Paddles"

- New equipment suggestions for early striking activities
- Increased checks for understanding

- Interpretation of use of cues at proficiency and utilization levels

Chapter 28 "Striking with Long-Handled Implements"

- New cues for striking in a horizontal plane
- Suggestions for making gamelike activities at the proficiency level more appropriate
- Increased checks for understanding
- Interpretation of use of cues at proficiency and utilization levels

Chapter 29 "Skill Themes in Dance"

- Linkage of dance to skill theme and concept chapters
- Clarification of ethnic and folk dance as performance versus as a study of dance
- Expanded information sources for ethnic and folk dance
- Clarification on types of dance for children and purposes of each

Chapter 30 "Skill Themes in Gymnastics"

- Linkage of educational gymnastics to skill theme and concept chapters
- Renewed emphasis on safety and self-responsibility in children

Chapter 31 "Skill Themes in Games"

- Additional focus on appropriate game experiences for children
- Expanded suggestions for how to modify "games" for children
- Clarification of the competition/cooperation aspect of children's games

Chapter 32 "Integrating the Skill Theme Approach across the Curriculum"

- Use of interdisciplinary learning experiences to link physical education concepts and skills with those of other subject areas
- Connecting the cognitive and psychomotor learning domains
- Three integration approaches appropriate for physical education
- Recent research connecting physical activity and academic performance

Chapter 33 "Building Support for Your Program"

- Additional ideas on use of bulletin boards
- New references on research that can be used to support physical education

Chapter 34 "Physical Education for Tomorrow's Children"

- New suggestions for use of technology in physical education
- Expanded discussion of ideal conditions for physical education programs

Successful Features

Skill Theme Approach

The skill theme focus of this book guides teachers in helping children develop their motor skills with developmentally appropriate activities that are directed toward their skill level rather than their grade level. Designed for both classroom teachers and physical education teachers, the skill theme approach highlights practical ways of teaching physical education to children.

Basic Teaching Skills

This book emphasizes the foundation for teaching skills with topics such as planning, organizing, assessing, and evaluating. It offers a strong background in educationally sound theory and explains how to apply that knowledge to become an effective teacher. The focus is on reflective teaching, which involves adjusting one's teaching style to match the needs of students.

Classroom Conversations

The scripted format of the skill theme chapters offers new teachers examples of real conversations that take place in the classroom or gymnasium. In this way teachers can learn how to participate in the different dialogues that are instrumental to child-centered education.

Advocacy of Physical Education

This text focuses on physical education and its relation to physical fitness. Recognizing the value of physical education as a part of total fitness, this book incorporates the concepts of fitness and wellness throughout all chapters.


Promotion of Inclusion


The idea of inclusion is central to *Children Moving*. Examples of how individuals with disabilities can be included in high-quality physical education are found throughout this text.

Cooperative Games


Demonstrating the value of cooperative games in physical education, this book offers examples of how to design such games and make them a valuable part of any physical education program. It discusses ideas about developing versatile game players who understand strategies and skills for playing well.

Pedagogical Aids

Cautions Throughout the text discussions, this symbol  indicates a safety alert for a particular situation. This tool keeps the new teacher attuned to making safety a basic element in physical education activities and helps avoid accidents.


Tasks The skill theme and movement concept chapters feature a suggested progression of tasks, or extensions, for children. Highlighted by the symbol , each task is worded in a conversational style that can be used to give instructions to the children about how to perform the task.

Cues Cues, or refinements, can be used to help the children perform a skill more efficiently. A selection of cues is presented at the beginning of each series of tasks for skill themes and movement concepts. The teacher can choose a cue that is appropriate for the children to make the task easier for them to perform.

Challenges Challenges, or applications, are indicated by the symbol  in the skill theme and movement concept chapters. They are designed to maintain the children's interest in a particular task. The teacher can either use the challenges listed along with the tasks or create ones that seem appropriate for the children with whom he or she is working.

Exit (or Entrance) Slips These tools are short written pieces designed to assess cognitive (thinking) and affective (personal-social) goals. Exit slips are used to assess learning outcomes specific to the lesson just taught. They often contain two or three questions or ask the student to write about specific learning cues or affective goals for the lesson.

Teacher Observation The most common form of assessment used in physical education classes, teacher observation is usually employed to assess psychomotor performance. However, it can also be applied to the affective domain. Teacher check lists are appropriate for assessing the acquisition of critical elements of skill that together form a mature motor pattern.

Assessments Assessment tools are designed to see what students have learned in relation to the goals set by the teacher. The symbol  identifies suggested assessments that can be used as a part of daily teaching rather than as a separate entity at the end of a unit. The assessments can also be used as a starting point for creating different options for individual situations.

Appendix The appendix to this book offers four sample school-year overviews based on the material in *Children Moving*. It includes (1) a two-day-a-week pro-

gram for an inexperienced class, (2) a five-day-a-week program for an inexperienced class, (3) a two-day-a-week program for an experienced class, and (4) a five-day-a-week program for an experienced class. These overviews can be followed exactly as presented or used as a model for developing individualized programs.

Summaries The chapter summaries highlight the major topics and concepts discussed in the chapter. They can be used for clarification or for review for examinations.

Reading Comprehension Questions A set of questions appears at the end of each chapter to allow students to test their understanding of the content. This tool offers a means of reviewing and analyzing the material.

References/Suggested Readings This list at the end of each chapter includes the references that support the text discussion and additional sources for study and exploration.

Supplements

Instructor's Guide CD-ROM

This CD-ROM contains key teaching points for each chapter, along with learning activities for classroom and the gym.

Computerized Test Bank CD-ROM

Brownstone's Computerized Testing is the most flexible, powerful, easy-to-use electronic testing program available in higher education. The Diploma system (for Windows users) allows the test maker to create a print version, an online version (to be delivered to a computer lab), or an Internet version of each test. Diploma includes a built-in instructor gradebook, into which student rosters and files can be imported. The CD-ROM includes a separate testing program, Exam VI, for Macintosh users.

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On the Move: Lesson Plans to Accompany *Children Moving*, Sixth Edition, by Shirley Ann Holt/Hale

This lesson plan book is designed to offer learning experiences for children that assist them in developing a broad base of movement skills coupled with an enjoyment of physical activity that will translate into a physically active, healthy lifestyle for a lifetime. Some of the highlights of this supplement are (1) instructional objectives that are attainable within a single lesson, (2) content development with a focus on skill rather

than broad exploration, (3) maximum practice of the focus skill, (4) concentration on one cue at a time, (5) challenges throughout the lessons, and (6) both cognitive and performance assessments. Special features include a series of physical fitness concept lesson plans, sample lessons for integrated discipline activities, and a separate section devoted to *Children Moving* challenges written for the classroom teacher, designed for the recess or playground environment, with a focus on physical activities with minimum instruction and maximum participation for all students. ISBN: 0-07-292113-7

Health and Human Performance Website www.mhhe.com/hhp

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Online Learning Center www.mhhe.com/graham6e

The Online Learning Center to accompany this text offers a number of additional resources for both students and instructors. Visit this website to find useful materials such as:

For the instructor:

- Instructor's Manual
- Downloadable PowerPoint presentations
- Interactive Web links activities
- Lecture outlines
- Links to professional resources

For the student:

- Self-scoring chapter quizzes
- Flash cards for learning key terms and their definitions
- Lesson plans
- Lesson plan template
- Web links for study and exploration of topics in the text

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www.dushkin.com/online

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Acknowledgments

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