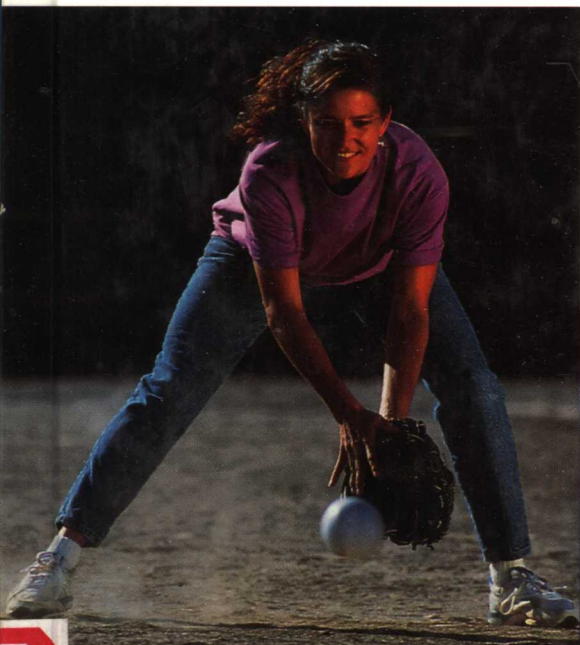


Introduction to Physical Education, Fitness, and Sport

THIRD EDITION

Daryl Siedentop



Introduction to Physical Education, Fitness, and Sport

Third Edition

Daryl Siedentop
The Ohio State University



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Preface

Most of the readers of this text already share an important kind of knowledge about sport, fitness, and physical education—they have experienced them. Although those experiences are different, they provide the starting point from which the material and issues in this text are addressed. On the basis of these experiences, readers will bring a point of view to the issues raised in the text.

Introduction to Physical Education, Fitness, and Sport will help students to acquire new perspectives and to test the points of view they bring to the subject matter. The text covers the history, ideas, events, people, and programs that have led to the current status of these fields. The best of current knowledge and programs is presented, as well as the issues and problems that confront the fields today and perhaps into the future. Readers are introduced to career possibilities and given information about preparing for professional service in all areas of physical education, kinesiology, and exercise science—in careers as diverse as fitness leaders, sport managers, physical-education teachers, coaches, and biomechanists.

Throughout, this text emphasizes activism and professionalism. Both the ability to think critically about sport, fitness, and physical education and the will to act decisively are hallmarks of competent professional practice. Every effort has been made to encourage readers to reflect critically on important issues, to recognize and confront the problems that exist in the various fields, to understand the facts related to those problems and to seek further information to shed light on possible solutions, to weigh the merits of alternative solutions, and to respect divergent points of view. No single answer to any issue is presented as the only answer. On the contrary, because there are likely to be multiple solutions to problems, the discussion questions at the end of each chapter were chosen specifically to spark debate.

Sport, fitness, and physical education have the potential not only to touch the lives of individuals but also to positively affect the nature of our common cultural life. Cultures evolve, but they do not necessarily always “progress.” The responsibility for securing a positive future for sport, fitness, and physical education is in the hands of the professionals who are now in those fields and of those who are preparing to enter those fields. This is an important responsibility, not to be taken lightly. Our goal is for sport, fitness, and physical education to become an inclusive, positive, life-affirming force in the culture of the twenty-first century. The major responsibility for achieving this lofty goal rests with sport, fitness, and physical-education professionals, particularly those who are now preparing to enter the workforce. The problems are numerous. They will not be solved without knowledge, skill, and perseverance.

Organization of the Text

The third edition of *Introduction to Physical Education, Fitness, and Sport* is divided into six parts. Part 1 provides the foundation for understanding the current status of the various fields and the important issues within each of them. The emphasis in this part, and throughout the text, is on the desirability and possibility of ensuring a physically active lifestyle for all persons. Part 1 examines the extraordinary time we live in related to those fields, examines the important influences that have led to this historic period of our professions, and presents the philosophical positions that have supported the past and current development of the professions.

Parts 2, 3, and 4 present detailed information about the fields of sport, fitness, and physical education, respectively. Each part begins with a chapter that examines the basic concepts of one of these fields and its current stage of development. This chapter is followed by one describing current programming efforts within the field and the qualifications for professionals who work within the field. Each part concludes with a provocative look at the major issues and problems that confront the field.

Part 5 focuses on the scientific and scholarly disciplines that support the sport, fitness, and physical-education professions. These chapters describe the development of the disciplinary fields and the new knowledge the fields have developed. Each of the seven chapters describes the research and scholarship carried out in a particular discipline and the qualifications for entry into that discipline, as well as the current issues being discussed within the discipline.

Part 6 includes two chapters, one of which examines the allied fields of health, recreation, and dance. The final chapter identifies and discusses themes that are crucial to influencing the future of sport, fitness, and physical education as we move into the twenty-first century.

Features of the Third Edition

The third edition appears at a particularly active time in the sport, fitness, and physical-education professions, and cataloging and explaining this activity is the major change from the second edition. A number of initiatives of historic proportions have occurred since the writing of the second edition and are fully included within the third edition—among them are

- The U.S. Surgeon General's report on physical activity and health
- The Centers for Disease Control recommendations on reducing sedentary lifestyles among children and adolescents
- New and compelling evidence on the health benefits of physical activity
- New standards for the physically educated person
- New standards for the preparation of physical-education teachers
- New standards and initiatives related to the preparation of coaches

- New initiatives in adapted physical education, particularly related to inclusion
- Continuing concerns for and initiatives related to equity

In addition to these important initiatives, it has also become clear that sport, fitness, and physical education are rushing into the information-technology age. Throughout the text, information has been added about the impact of technology on the various professional fields. Addresses for important websites and listservs have been included so that students can utilize the information superhighway to further explore their interests.

Close to 100 new references have been added, nearly all them dated 1994 or later. This suggests that the text contains the most up-to-date information available. With the additional emphasis on information technology and the inclusion in the text of online sources of information, students and professors will be able to participate fully in the most current debates in sport, fitness, and physical education.

Acknowledgments

My professional life and work have been influenced by a number of bright and caring people who took the time to share with me their own insights and experiences, and who cared enough about me to offer me their honest and sincere criticisms. Ken Weller was my first mentor. Russ DeVette and Gord Brewer helped me to understand and care about sport. Larry Locke, Charlie Mand, Don Hellison, and George Graham have collaborated with me and also provided me with honest criticism of my work. For the past decade, I have had the privilege of sharing my professional life with Mary O'Sullivan, Deborah Tannehill, and Sandy Stroot, who together have provided me with a collegial criticism and support system that has made going to work a pleasure.

The doctoral students with whom I have worked have been a constant source of pride and inspiration. That many of them have gone on to important professional careers of their own is my greatest source of pride in my professional life. In addition, my relationship with teachers in central Ohio has always been a fundamental source of knowledge and inspiration to me, particularly Chris, Gary, Bobbie, Molly, Jane, Bob, and Carol, as well as all the other members of the Franklin County Academy of Physical Educators.

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