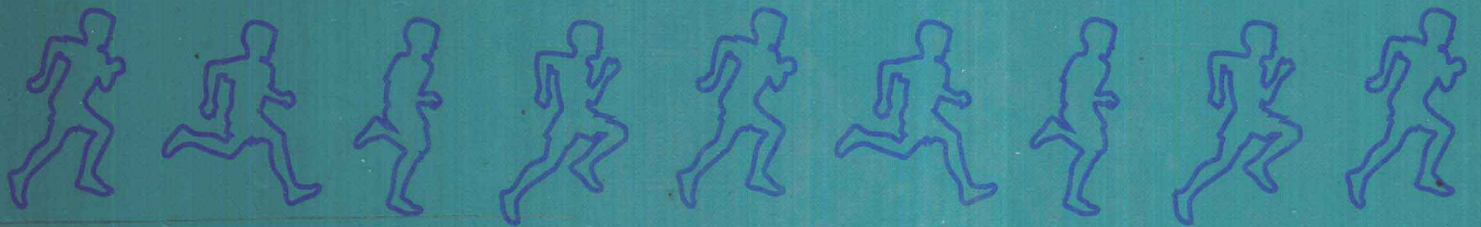


Children Moving

A Reflective Approach to Teaching Physical Education

FOURTH EDITION



George Graham

Shirley Ann Holt/Hale

Melissa Parker

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A Reflective Approach to Teaching Physical Education

George Graham

Virginia Polytechnic Institute and State University

Shirley Ann Holt/Hale

Linden Elementary School, Oak Ridge, Tennessee



Mayfield Publishing Company
Mountain View, California
London • Toronto

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Library of Congress Cataloging-in-Publication Data

Graham, George

Children moving: a reflective approach to teaching physical education / George Graham, Shirley Ann Holt/Hale, Melissa Parker. — 4th ed.

p. cm.

Includes bibliographical references and index.

ISBN 1-55934-921-2

1. Physical education for children—Study and teaching—United States.

2. Physical education for children—United States—Curricula. 3. Movement education—United States. I. Holt/Hale, Shirley Ann. II. Parker, Melissa.

III. Title.

GV443.G73 1998

372.86'044—dc21

97-51688

CIP

Manufactured in the United States of America

10 9 8 7 6 5 4 3 2

Mayfield Publishing Company

1280 Villa Street

Mountain View, California 94041

Sponsoring editor, Serina Beuparlant; production editor, Carla L. White; manuscript editor, Beverley DeWitt; text designer, Anne Flanagan; design manager, Jean Mailander; art manager, Robin Mouat; manufacturing manager, Randy Hurst. The text was set in 9.5/12 Stone Serif by AC & G and printed on 50# Quebecor Opaque by Quebecor Printing Book Group, Kingsport.

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Preface

When the first edition of *Children Moving* was published eighteen years ago, we could barely find solid evidence documenting why physical education should be included as an important part of school curriculums. In 1998 this has changed drastically! Today, for the first time ever, we have national research and consensus reports that solidly document the important contributions physical activity can make to one's health and well-being and also straightforward recommendations about what should be included in quality programs of physical education for children—and how that content should be taught. More than ever before, this fourth edition of *Children Moving* clearly defines and explains how teachers can start to “guide youngsters in the process of becoming physically active for a lifetime”—and heavily relies on these recent national documents to do so.

This edition frequently references three landmark national documents that were published after the third edition—the *Surgeon General's Report on Physical Activity*, published in 1996; the consensus report on physical activity sponsored by the National Center for Chronic Disease Prevention and Health Promotion, which was also published in 1996; and the *National Standards for Physical Education*, published by the National Association for Sport and Physical Education (NASPE) in 1995. These three documents, in addition to NASPE's *Developmentally Appropriate Guidelines for Children's Physical Education*, provide direction and guidance as to how a quality physical education program needs to be structured, along with suggested content for such programs.




George Graham was one of the co-authors of the *Developmentally Appropriate* document and also the NASPE Outcomes Project, the forerunner to the *National Standards*. Shirley Ann Holt/Hale was a co-author of the *National Standards for Physical Education*. Involvement in these national projects is one of the key reasons for the match between *Children Moving* and the recent national advances that have been made in substantiating the importance of physical activity and the translation of the research and con-

sensus reports into meaningful and worthwhile experiences for children. The fourth edition relies on these documents to be consistent with the national, state, and local directions to define the standards for what students should be learning in schools—and includes literally hundreds of practical learning experiences and assessments for reaching the goals and objectives outlined in the *National Standards*.



While recent information from the national documents is new, 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 in this fourth edition: “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.”

So we begin the fourth edition of *Children Moving* by describing the “Value and Purpose of Physical Education for Children,” which highlights many of the recommendations made in the recent national documents. This chapter is the first one in Part One, entitled “Introduction and Overview,” which gives an overview of the skill theme approach. Chapters 2 and 3 define the skill theme approach, which is what the program suggested in *Children Moving* has come to be termed since we originally wrote about it in 1980. These two chapters also illustrate the connections between the skill theme approach and the *National Standards*. Chapter 4 has been expanded to include wellness as it relates to elementary physical education along with physical fitness as a product of a quality physical education program. Chapter 5 makes the case that schools are different from one another and that quality programs reflect those differences. The final chapter in Part One provides an overview of disabilities, the philosophy of inclusion in physical education, and our role in providing quality physical education for children with special needs.

Part Two, “Teaching Skills,” contains nine chapters (7–15) that focus on the teaching process (also referred

to as pedagogy), while Parts Three and Four focus on the actual content of the skill theme approach. Part Two begins with a chapter describing our “system” for determining the content children are ready to learn based on their developmental levels and interests (generic levels of skill proficiency) rather than on age or grade level. A revised chapter on planning (8) follows. The chapter has been revised and simplified from previous editions, and the analogy of planning for a trip is described in four steps. The next two chapters focus on practical ideas for developing a positive learning environment in which children can learn in a safe and enjoyable atmosphere (Chapter 9) while also providing practical techniques for children who may need extra help in learning how to function appropriately in a physical activity setting (Chapter 10). Because *Children Moving* describes a “child-centered,” as opposed to “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 some of the observation techniques used by reflective teachers, while Chapter 12 describes how teachers organize content into meaningful learning experiences by developing a logical progression of tasks (learning experiences), cues (critical elements), and challenges designed to truly make physical education classes a learning experience. In this edition of *Children Moving*, based on student and reviewer comments, we have replaced the term *extension* with *task*, *refinement* with *cue* (critical elements), and *application* with *challenge*. We think this will make it easier for the reader to understand the process of content development. Chapter 13 describes a variety of instructional approaches used by teachers to heighten the children’s understanding and enjoyment of the lessons. Chapter 14, on assessment, has been substantially revised and includes a number of alternative assessment examples based on the authors’ teaching and also the *National Standards*. Assessment icons  are used throughout the text to indicate performance assessments. In addition, the tool check for cognitive understanding is indicated with the icon . The third icon you will find in the text  is an alert for strong emphasis on safety in a given situation. The final chapter (15) in Part Two includes a variety of practical ways 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.

The next two parts of *Children Moving* focus on the content of the skill theme approach. Chapters 16–18 describe how the concepts of space awareness, effort, and relationships are taught in the skill theme

approach. These revised chapters include references to the *National Standards* for both content and assessment ideas. They are followed by the skill theme chapters (19–31), which contain hundreds of learning experiences designed to help children learn the motor skills that are necessary for successful participation 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 element(s) or cues that are necessary to succeed at these tasks, and challenges  designed to maintain the children’s interest in learning the tasks. The tasks are organized according to the Generic Levels of Skill Proficiency in a spiral progression from beginner to advanced.

Another change in the fourth edition has been to move the chapters on Skill Themes in Dance (20), Skill Themes in Gymnastics (25), and Skill Themes in Games (31) into Part Four. In past editions these three chapters had followed the skill theme chapters in a separate section. We made this decision based on our reviewers’ recommendation, and they are now placed more clearly near the content that precedes the development of the skill themes. Chapter 20, “Skill Themes in Dance,” follows the chapters on the movement concepts and “Traveling” (19). Chapter 25, “Skill Themes in Gymnastics,” follows the chapters on “Jumping and Landing” (22) “Balancing” (23), and “Transferring Weight and Rolling” (24). Skill theme chapters on “Kicking and Punting” (26), “Throwing and Catching” (27), “Volleying and Dribbling” (28), “Striking with Rackets and Paddles” (29), and “Striking with Long Handled Implements” (30) immediately precede Chapter 31, “Skill Themes in Games.” Although technically Chapters 20, 25, and 31 are not skill theme chapters, we have referred to them as such to make it easier for the reader. This placement provides a much stronger link between skill themes and the three content areas of elementary physical education.

Two chapters make up the final part, “The Future,” in this fourth edition of *Children Moving*. The first describes some of the techniques teachers have successfully used to build support for their programs (Chapter 32). Chapter 33, the final chapter, once again includes our dreams for children’s physical education as we enter the 21st century.

As with the past two editions, Shirley Ann Holt/Hale has revised the lesson plans designed to accompany *Children Moving* in her book, *On the Move* (4th Edition) based on her twenty-four years of teaching children at Linden Elementary School in Oak Ridge, Tennessee. And based on the recommendation of our reviewers and a number of other teacher educa-

tors, there is now an *Instructor's Manual to Accompany Children Moving*. Each chapter in the manual begins with an overview of the chapter content and includes key points for classroom lectures and discussions with overhead transparency masters, active learning experiences for both the classroom and the gym, computer lab assignments and other assignments to be completed outside of class, along with worksheets and test questions for each chapter. The *Instructor's Manual* was developed by Eloise Elliott, Ph.D., who has used previous editions of *Children Moving* in her classes for future physical education and classroom teachers at Concord College in Athens, West Virginia. In preparation for the development of the *Instructor's Manual to Accompany Children Moving*, Dr. Elliott also “sat in” on a semester-long course taught by George Graham that used *Children Moving* as the required text.

Acknowledgments

Needless to say, we are grateful to a number of people for assisting us in the process of revising *Children Moving*. Although we can't name everyone, we are especially grateful for the assistance of the following individuals:

- Dolly Lambdin, University of Texas, for her excellent and helpful reviews of this and previous editions of *Children Moving*.
- Casey Jones, formerly of Margaret Beeks Elementary School and now of Kipps Elementary School in Blacksburg, Virginia, for his excellent work with children, for his collaborative efforts with Virginia Tech, for allowing George Graham to do his spring teaching each year at his school, and most important for keeping quiet about George's theories that wobbled when he tried to put them into practice.
- The children at Linden Elementary School in Oak Ridge, Tennessee, who create as well as follow our dreams of physical education for children.
- The children, teachers, and principals of St. Mary's Elementary School in Grand Forks, North Dakota, for allowing Melissa Parker three years of teaching opportunities.
- Mexican Hat, Montezuma Creek, and Bluff Elementary Schools (San Juan County Schools, Utah) for accepting a stranger, Dr. Parker, with open arms and providing the teaching experience of a lifetime.
- To Rosa Edwards, Alanton Elementary School in Virginia Beach, Virginia; John Pomeroy, Roland E. Cook, and Fort Lewis Elementary Schools in Roanoke County, Virginia; and Larry Satchwell, Shiloh Elementary School in Lawrenceville, Georgia, for being such inspirations and wonderful role models for both beginning and veteran teachers.
- Clay Thurston, for his ability to capture children's movement through photography.
- The professionals at Mayfield Publishing for their patience and gentle prodding: Michelle Sordi and Serina Beauparlant, Sponsoring Editors; Carla White, Production Editor; Marty Granahan, Permissions Editor; Robin Mouat, Art Manager; and Beverley DeWitt for her attention to the many details of the editing process.
- Finally we want to thank the countless teachers and students who have made so many positive and helpful comments since the first edition of *Children Moving* was published. Your support and encouragement continues to be most appreciated.

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