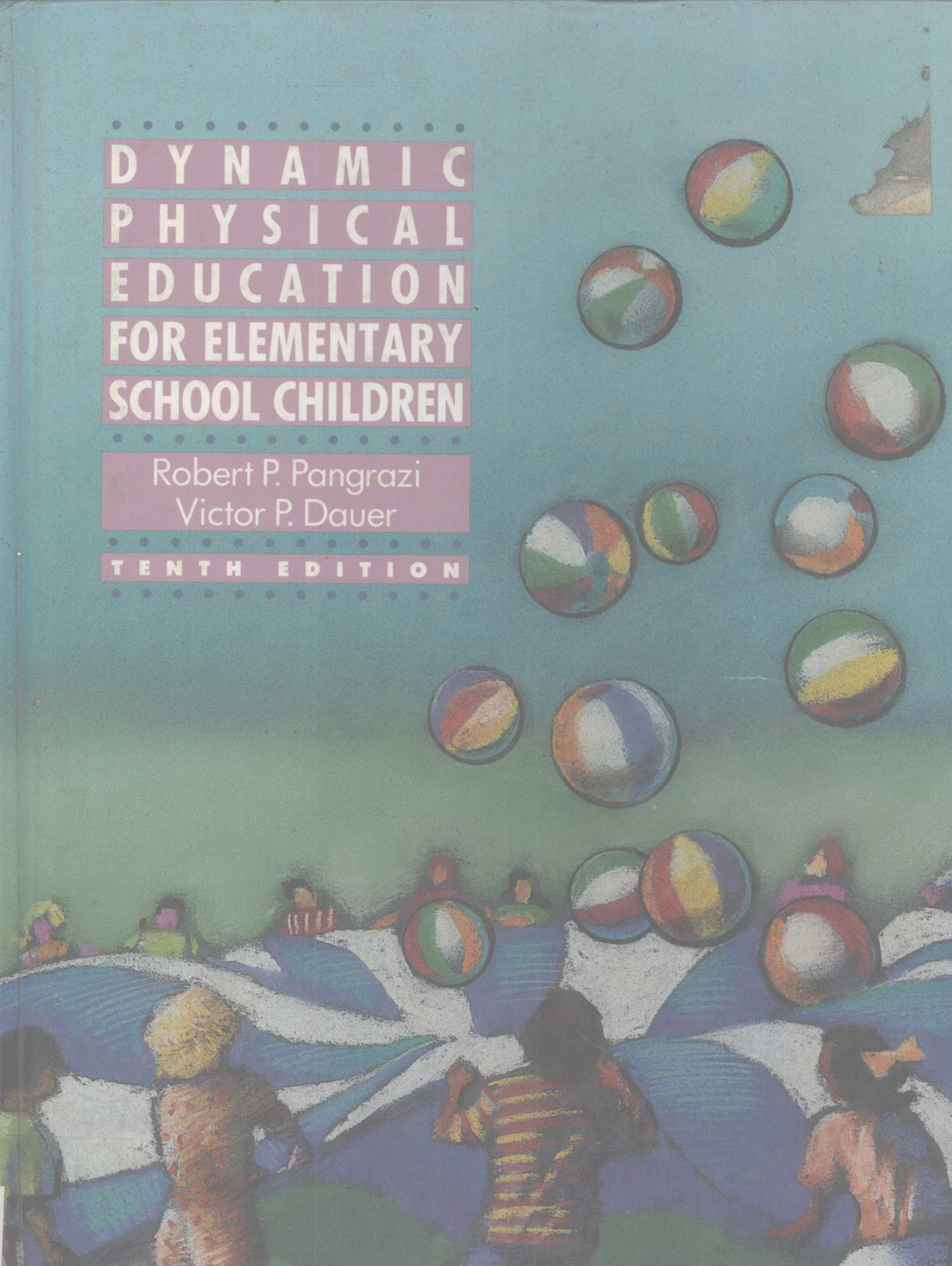


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D Y N A M I C
P H Y S I C A L
E D U C A T I O N
F O R E L E M E N T A R Y
S C H O O L C H I L D R E N
.....

Robert P. Pangrazi
Victor P. Dauer

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T E N T H E D I T I O N
.....



DYNAMIC



P H Y S I C A L
E D U C A T I O N
FOR ELEMENTARY
SCHOOL CHILDREN

Robert P. Pangrazi



State University

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*Professor Emeritus
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This book is dedicated with love and respect to my wife, Debbie. She is not only a valued professional colleague, but a special friend.

Robert P. Pangrazi

To my wife, Alice, whose help, inspiration, and encouragement have been of inestimable value in the writing of this book and its revisions.

Victor P. Dauer

PREFACE

The tenth edition of *Dynamic Physical Education for Elementary School Children (DPE)* represents an effort to refine and improve the quality and continuity of information. The text has always enjoyed success due to its large number of sequenced activities and sport lead-up games. New activities were added to help children achieve the objectives of physical education. This revision emphasizes enhancing the effectiveness of instruction while increasing the number of skill-based activities. Sections on planning, establishing, and maintaining an environment for learning will help classroom teachers and physical education majors teach effectively.

All activities in the text are listed in progression (order of difficulty). This enables teachers to plan a lesson that incorporates proper sequencing of skills. The accompanying text, *Lesson Plans for Dynamic Physical Education for Elementary School Children*, 10th edition, incorporates all the activities listed in *DPE* and organizes them into a sequential set of lesson plans for an academic year. *DPE* and *Lesson Plans* are used in a large number of school districts throughout the United States to form the core of their school curriculum guide. Many districts also use *DPE* to guide basic instruction which is supplemented by materials and activities that meet local desires and needs.

TENTH EDITION REVISIONS AND IMPROVEMENTS

A number of chapters in the text have been completely rewritten. Text is more concise and redundancy of concepts has been eliminated. The length of the textbook has been maintained, but the number of activities, games, and skills has been increased. Chapters have been rewritten in a sequential fashion to assure that both students and instructors find a better flow of material.

National concern about the lack of physical fitness in children continues, necessitating that physical educators meet the challenge. *DPE* focuses on fitness for children and offers a comprehensive set of fitness activities and routines that make it the leader in its field. In addition, fitness instruction focuses on the process of active participation rather than on the product of fitness which features awards for elite performers only. This approach offers the physical educator an opportunity to develop

fitness habits that will endure for a lifetime. All fitness routines have been rewritten to incorporate time rather than repetition and distance as overload factors. Using time allows students to individualize their work load within the given time period rather than forcing them to do the same amount of fitness activity regardless of their ability and body type.

Children should participate in a broad selection of activities in order to cultivate an extensive and varied base of physical skills. *DPE* continues to offer a wider selection of skill development activities than any competing text. This focus on skill development through varied activity leaves children with requisite tools necessary for maintaining an active life-style in the future.

The Relationship of Curriculum and Methodology

This edition of *DPE* reflects a commitment to ensure that teachers perform their duties in a manner that is technically correct and in line with current methodology. The strong focus on methodology emphasizes that proper teaching techniques be incorporated into the instructional process while allowing varying and personal teaching styles to surface.

An understanding of how curriculum is designed and organized is covered in a step-by-step manner in Chapter 4. Teachers need to understand how a sequential program is organized and presented. A well-planned curriculum will help teachers achieve parity with teachers in other academic disciplines. Chapter 5 places strong emphasis on planning for success through lesson, unit, and yearly planning. Practical strategies are offered to help both the beginning and the experienced teacher organize meaningful and sequential learning experiences. Hunter's essential elements of instruction are explained and related to specific situations in physical education. Also included are a number of practical methods to ensure that students learn in the cognitive and affective domains.

Chapter 6 focuses on how content is presented to students. Augmenting curriculum content with effective communication skills assures the program will be well received by students, parents, and administrators. A variety of teaching styles is covered in detail so teachers can vary

their methods and better meet the learning needs of all students. Important facets of teaching are presented, such as the development of instructional cues and the demonstration, observation, and maintenance of class performance. A large section of this chapter is devoted to helping teachers adapt instructional tasks to individual needs.

Chapter 7 is filled with activities and techniques for managing and disciplining children effectively. This area is often a major concern of teachers and parents, yet is seldom covered in detail in physical education textbooks. Teachers are shown how to teach management skills through activity and better understand how children function in a class setting. This chapter deals with the reinforcement of desired behavior and the development of a positive, yet assertive, discipline style. Behavior games for difficult classes are included along with guidelines for modifying difficult behavior. Punishment, although discouraged, is discussed, and guidelines for its humane use are presented.

Sequencing Tasks by Developmental Levels

The many skills and activities throughout the text have been organized based on the developmental levels of children. It has long been recognized that the skeletal maturity range of children in a typical classroom is 3 to 6 years. Expecting an entire classroom of youngsters to progress at the same rate is sure to bore some and frustrate others. *DPE* objectives and activities are organized into three major developmental levels. Using developmental levels allows progression for learning to be based on the maturation and experience of students rather than on age alone. Effective teachers have always allowed children to progress at different rates; this edition of *DPE* places greater emphasis on assuring that teachers and youngsters are not restricted by the structure of the curriculum. Developmental levels can help teachers understand that age and grade levels are only rough indicators of a child's maturity and experience.

Focusing on the Process of Physical Fitness

Two major trends have influenced physical fitness for children: the public concern for the fitness of youngsters and a new focus on the process of participating in fitness activity rather than achieving product awards. *DPE* has long advocated the importance of fitness, presenting it as an integral part of a balanced physical education program. Chapter 13 presents an increased number of fitness activities, including the *Fitnessgram* and *AAHPERD Physical Best* health-related fitness programs. A two-pronged ap-

proach to fitness is encouraged: developing fitness and teaching children *how* to evaluate and understand the importance of their personal fitness levels.

In addition to physical fitness, continued emphasis is placed on wellness. Physical fitness is viewed as a component of wellness. The wellness emphasis (Chapter 11) offers concepts and strategies for teaching children the how and why of maintaining a lifetime of optimum health.

Increased Breadth of Skill-Development Activities

This edition of *DPE* continues a tradition unmatched by any competing text; activities, skill-development techniques, drills, and lead-up games are offered in greater number than before. *DPE* has always been valued for its wealth of practical and effective activities (Chapters 14–23), and this edition is no exception. The sport chapters (Chapters 25–31) focus on skills, drill, and lead-up games. This approach emphasizes teaching fundamental sport skills, practicing the skills under a number of different conditions through drills, and learning to compete successfully in lead-up games. The activities and lead-up games are listed by developmental levels so teachers can match activities to ability levels of students.

Improvement of the Rhythms and Games Chapters

New rhythmic activities have been added and all dances have been rewritten. Specific teaching cues are offered for all dances, making it easier for new teachers to verbally cue students. A number of games have been rewritten and the formation for each game has been placed with the description. This reorganization makes it easier to use and facilitate rapid learning of games and rhythms. Additionally, both the rhythms and the games chapters now have an alphabetical listing of activities by developmental level. This will allow the user to quickly find a dance or game activity.

Ongoing Field Testing

A tradition that continues in this edition of *DPE* is to include only activities that have been field-tested with children. Dr. Pangrazi continues to teach elementary school children and evaluate new activities based in part on student reception and instructional effectiveness. A

number of experts have been involved, ensuring that the content of *DPE* is accurate and on the cutting edge. Chapter 16, "Rhythmic Movement," was reviewed by Mr. Jerry Poppen, supervisor of physical education for the Tacoma public schools; Mr. Bob Ruff, Wagon Wheel Records; and Ms. Debbie Pangrazi, physical education resource teacher for the Mesa public schools. Chapter 20 on stunts and tumbling was evaluated and updated by Mr. John Spini, current coach of the Women's Gymnastic Team at Arizona State University. Dr. Carole Casten, University of California, Dominguez Hills, contributed most of the material for the section on rhythmic gymnastics. Dr. Virginia Atkins Chadwick, Fresno State University, and Dr. Julian Stein, George Mason University, evaluated and contributed to Chapter 8, "Children with Disabilities."

In addition, the authors are indebted to the Mesa School District elementary school physical education specialists in Mesa, Arizona, who have field-tested all activities and offered numerous suggestions and ideas for improvement. This stellar group of nearly 70 specialists is led by Dr. Gene Petersen, supervisor, and Debbie Pangrazi. Both of these individuals have unselfishly contributed their energies and insights to assure that quality activities and teaching strategies are part of this textbook. The result of this continued field-testing is a book filled with activities, strategies, and techniques that work.

..... **ORGANIZATION OF THE TEXT**

The text has been reorganized to facilitate a logical instructional presentation. The opening chapter has been rewritten to include an in-depth discussion of the objectives of physical education, a recent history of elementary school physical education, and important trends and issues that have affected physical education. Following chapters deal with the impact of activity on youngsters and the essentials of movement learning, so that the basis and need for a comprehensive physical education program is clearly established.

Chapters 4 through 7 focus on developing a physical education curriculum, planning for quality instruction, and establishing an effective instructional delivery system. Later chapters proffer information needed for teaching children with disabilities; understanding liability, instructional evaluation, and teaching for wellness. With this requisite knowledge at hand, future teachers should be ready to practice instructing children. The remaining

chapters are filled with activities that can be used during actual instruction.

..... **SUPPLEMENTARY MATERIALS**

The tenth edition of *Lesson Plans for Dynamic Physical Education* has been developed concurrently with the text. The new plans offer a broader range of activities and objectives. The lesson plans are presented in three developmental levels, allowing for a greater range of activity and ensuring that presentations are closely aligned to the maturity and experience of students. The plans are filled with activities and instructional objectives to enable teachers to plan and understand *why* various activities are being taught. Offering a framework for planning comprehensive lessons rather than serving to preempt teachers from planning duties is the major reason for utilizing accompanying lesson plans. There is no substitute for planning, and this should always be done by the teacher prior to the actual presentation of the lesson.

A new, expanded edition of the *Instructional Resource Materials Package* accompanies the text and is available to adopters. Test questions have been expanded and the overhead transparency masters have been revised so they are easier to use.

Other available materials are a videotape that illustrates various concepts described in *DPE* and a videotape that covers two lectures and two sample lessons with children. In addition, computer software for evaluating health-related physical fitness, wellness, and instructional effectiveness is available. This package of supplementary materials offers university and college instructors an integrated and comprehensive set of instructional tools. It is available to college instructors who have adopted the *DPE* textbook for use in their classes. It can be ordered through Macmillan Publishing Company representatives.

Useful textbooks are the result of cohesive teamwork among the publishing company, reviewers, and the authors. Special thanks go to the following reviewers who helped guide the authors' efforts: Shan Bumgarner, The Ohio State University; Mary Lou LeCompte, The University of Texas at Austin; Kathleen Manning, John Carroll University; Clayre Petray, California State University, Long Beach; Gillian Rattray, Pennsylvania State University; and Jayne White, Drury College. We are indebted to the professional group at Macmillan Publishing Company. A special note of thanks goes to Robert Miller for his consistent guidance and concern for quality.

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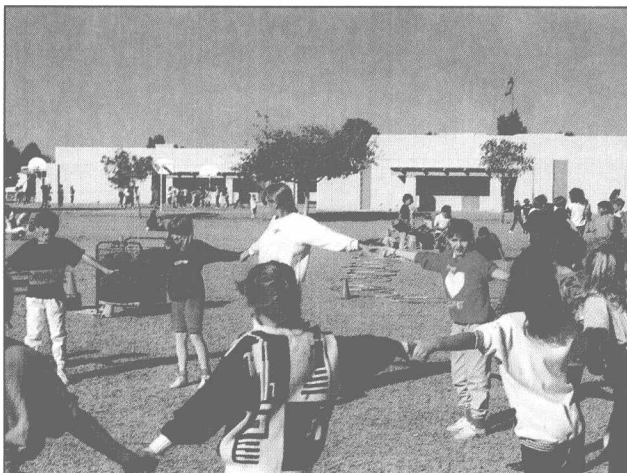
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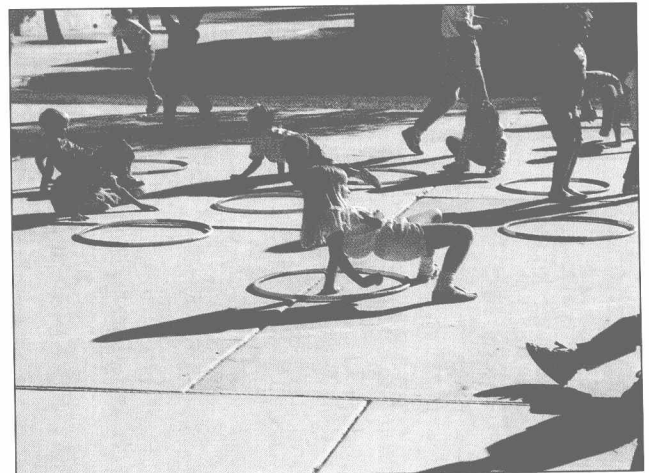


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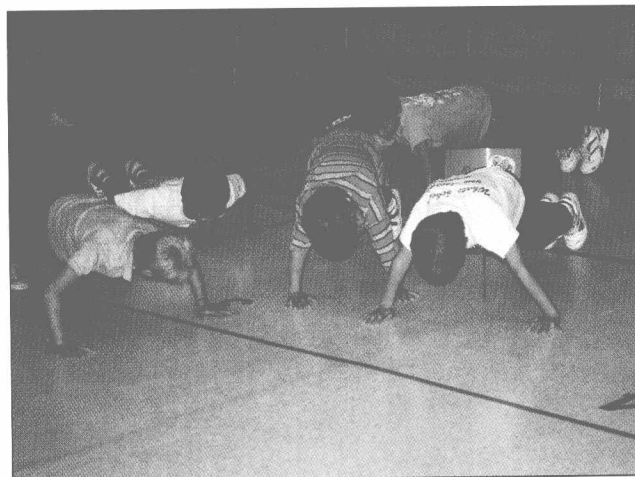
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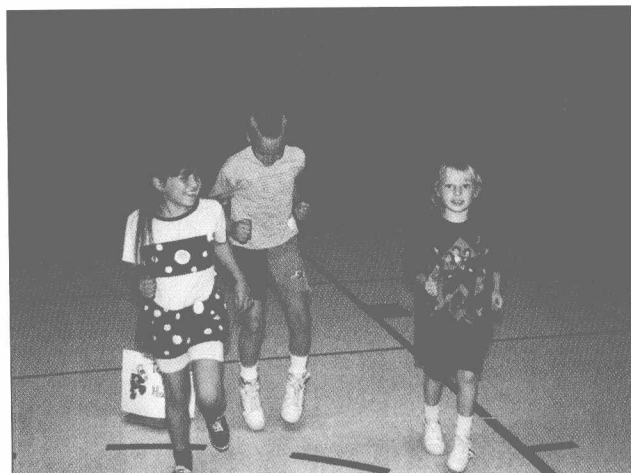
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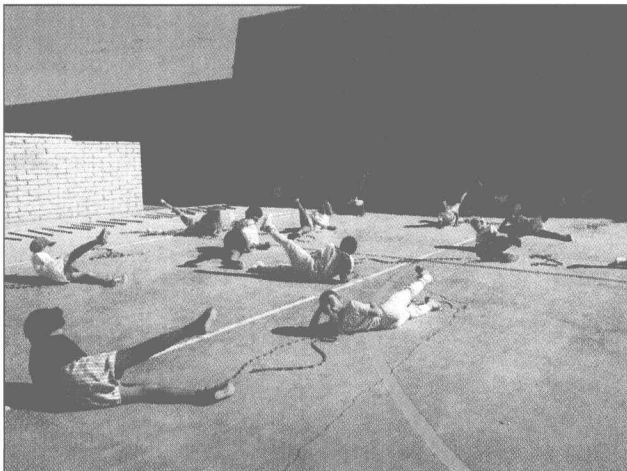


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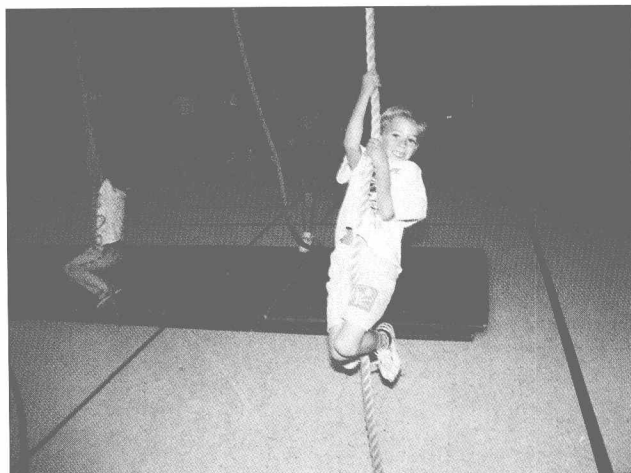
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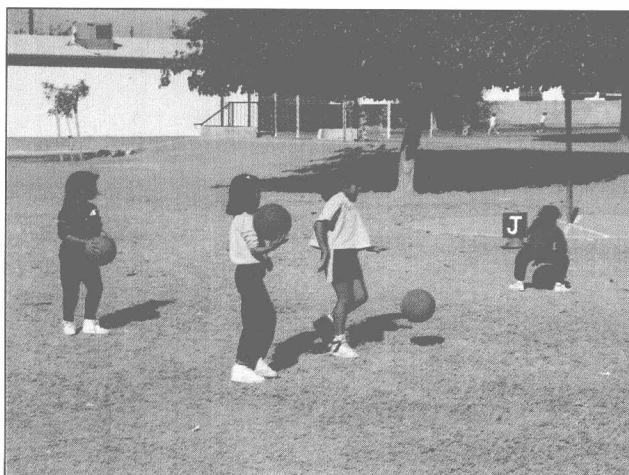
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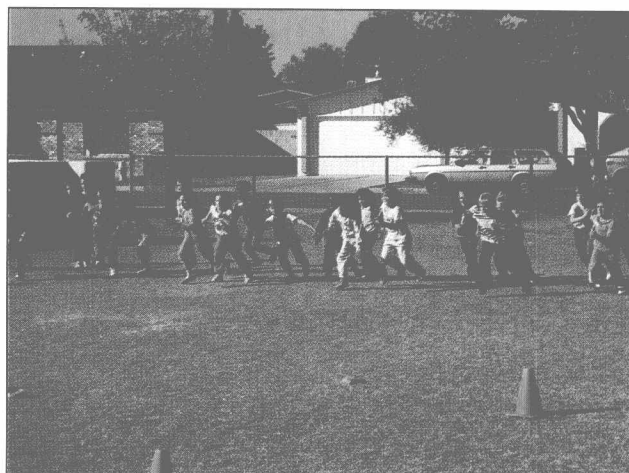
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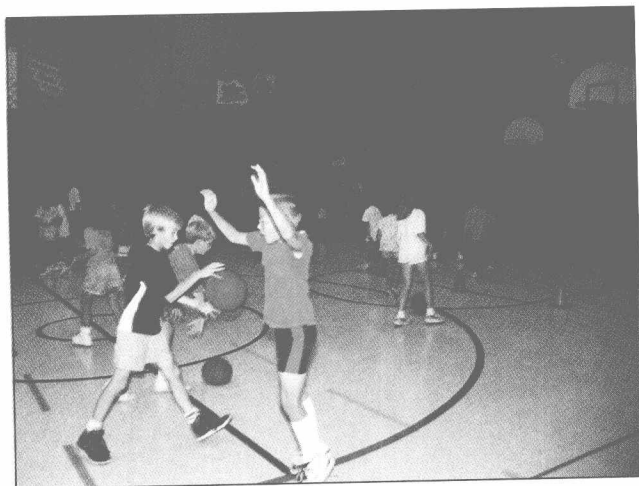
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