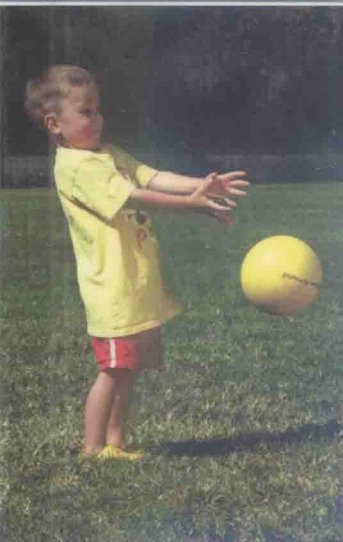
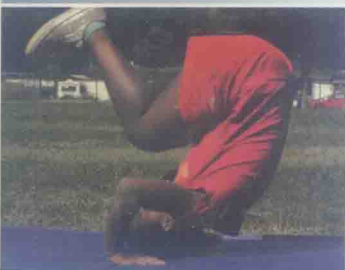


Ninth Edition



# CHILDREN *Moving*

*A Reflective Approach  
to Teaching Physical Education*



**George Graham  
Shirley Ann Holt/Hale  
Melissa Parker**



NINTH EDITION

# Children Moving

A REFLECTIVE APPROACH TO TEACHING PHYSICAL EDUCATION

**George Graham**

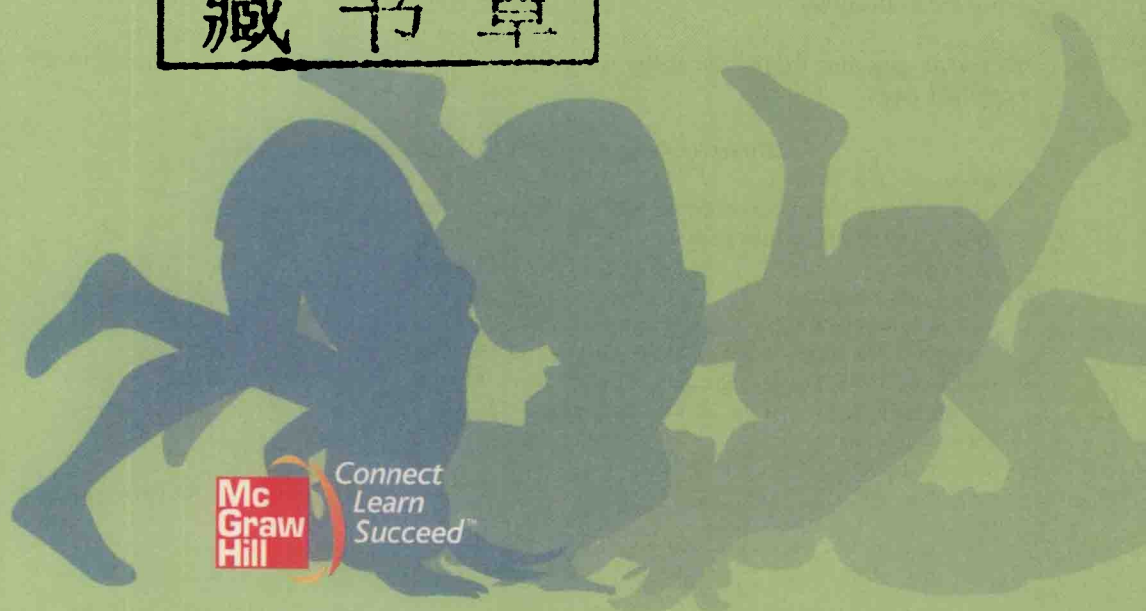
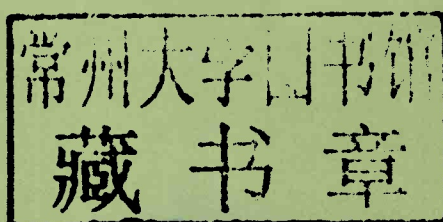
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## CHILDREN MOVING: A REFLECTIVE APPROACH TO TEACHING PHYSICAL EDUCATION

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*To Austin, Carter, Savanna, and Lois*

GG

*To the staff at Linden Elementary School*

SHH

*To my family and colleagues who have both inspired my  
thinking and endured my distractions*

MP



Children! Impressionable, innocent, enthusiastic, eager to learn, and all different. In fact, if you believe that all children are identical—same interests, same abilities, same size—then *Children Moving* is not the book for you. The authors of *Children Moving* recognize that each child is unique and different. One size does not fit all! The purpose of *Children Moving* is to guide you in the process of learning to teach a curriculum that is differentiated for a range of skill abilities and fitness levels. If all children were the same, we would be able to “package” a curriculum—the same games, gymnastic stunts, and dances you would do with all of the children as if they were identical. *Children Moving* will introduce you to a process of teaching—the reflective approach—that will provide the background for you to adapt, adjust, and modify lessons so they are interesting and worthwhile for all of the children you teach—from the lowest to the highest skill and fitness levels. The ultimate goal, of course, is to guide youngsters in the process of becoming physically active for a lifetime.

The importance of physical activity for one's health is recognized today as never before. As we write this ninth edition, virtually no one questions the value of participating in 60 minutes, or more, of physical activity each day. *Children Moving* focuses on building the competence and confidence in children that leads to a lifetime of physical activity. It's easy to recommend that children, and adults, become and remain physically active. As you may know it's much harder to do it.

*Children Moving* is not simply a description of games and activities for kids. Instead it emphasizes the importance of children actually learning to move by focusing on skill themes that are used in virtually all sports and physical activities. This text contains a variety of rich, tested lesson ideas that have the potential to assist children in becoming good movers. Competent movers typically enjoy physical activity and are eager participants. In contrast, incompetent movers who are poorly skilled are far more likely to avoid physical activity. Each logical, developmentally appropriate skill theme progression is described with word-for-word examples of what teachers actually say to the children during the lessons. This is especially valuable for novice teachers and those with little experience teaching by skill themes.

In addition to providing detailed examples of lessons for each of the skill themes, *Children Moving* also

devotes nine chapters to the process of teaching (Parts 2 and 3). These pedagogical skills are based in the research literature and also years and years of teaching experience. If you want to become a good teacher, you understand effective teachers do a lot more than just keep kids “busy, happy and good.” They develop logical skill progressions that are the foundation of sports skills and physical activities and then they provide copious amounts of encouraging feedback that lets the children know how they are doing—and what they need to work on.

*Children Moving* is far more than a collection of fun, unrelated physical activities for children. If you wanted to be a popular parent, you might let your children eat nothing but desserts. Yet you know that doing so would be terrible for the health of your children. The authors of *Children Moving* feel the same about physical education. Simply playing a bunch of unrelated games with no progression or feedback is not in the children's best interest. For this reason the authors of *Children Moving* have built on the literature about teaching, and children, to develop a solid, experience-tested, evidence-based approach to teaching children physical education. We hope you enjoy reading and implementing the skill theme approach. We also believe the children you teach will benefit enormously.

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 outlined in this book. We have blended the literature on effective teaching with research on physical activity and teacher preparation into a practical format designed to help you understand, and successfully implement, the skill theme approach with children—an approach that provides a program of physical education appropriate for all children, not just the athletically gifted or physically fit youngsters.

In 1980 the research documenting the benefits of physical activity and the importance of physical education in the school curricula was nonexistent, as 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.



It has now been more than a decade since the Surgeon General's report on physical activity and the first edition of the *National Standards for Physical Education* were published. Today they are landmark documents. Increasingly quality programs of physical education are aligning their curricula with national and state standards with clear and obvious goals. In this era of increased accountability and testing, state legislatures and school districts are mandating that teachers document what students have and have not learned, often through high-stakes testing with highly publicized results. Physical education programs that do not have sound educational goals and practices guiding their instruction are now more vulnerable than ever before.

*Developmentally Appropriate Physical Education Practices for Children* (1992, 2000) and *Appropriate Practices for Elementary School Physical Education* (third edition, 2009), all published by the National Association for Sport and Physical Education (NASPE), offer counsel 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 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. This edition includes literally hundreds of practical learning experiences and assessments for reaching the goals and objectives outlined in the combined editions of the *National Standards* and various state standards.


In this edition we have continued to expand, clarify, and update the content and teaching process suggested in the documents of the mid-1990s. Our goal, however, is to keep the book both informal and practical. What we wrote in the preface to the first edition remains true today: "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 with you we can help others to enrich the lives of children."

At the outset of the ninth edition, we want to thank those professors and instructors who have used *Children Moving* in the past. We think you will be pleased to see the major changes we have made to this edition. For students and teachers who are reading this text for the first time, you will be pleased to know that this edition is easier to understand, and use, than past editions. We have also continued to stay abreast of recent developments in our profession and, as you will see, these changes are reflected throughout this edition.



In this section of the Preface, we want to highlight some of the specific changes we have made to this edi-

tion of *Children Moving*. The Introduction to the skill theme approach (Part 1) now contains revised chapters. Chapter 1 highlights the benefits of physical activity for children as well as the components of a quality physical education program for children. Chapters 2 and 3 define the skill theme approach.

The four chapters in Part 2 of this edition focus specifically on the process of becoming a reflective teacher. Chapter 4 defines and gives examples of reflective teaching. One of the tenets of reflective teaching is that we base our lessons on the skills, abilities and interests of the children. Chapter 5 describes our system for determining the content the children are ready to learn based on their developmental needs and interests—an alternative to organizing the content by grade levels or age (generic levels of skill proficiency). Our new Chapter 6 is an extremely important one as it conveys a four-part process describing how reflective teachers plan their lessons and programs to maximize the benefit for children. As you will read in this chapter, planning in the skill theme approach involves a lot more than just finding games or activities that will keep the children "busy, happy, and good" for 30 minutes or so. The last chapter in Part 2 is designed to assist you in analyzing your teaching to better understand your effectiveness and progress as a reflective teacher. It provides a number of practical examples to provide you with feedback about your teaching.

Part 3 of *Children Moving* also focuses on the teaching skills (pedagogy) of effective teaching. The first two chapters describe the process of creating a positive learning environment with your classes (Chapter 8) and strategies for maintaining that environment after it has been created (Chapter 9). Chapter 8 describes the process of creating an atmosphere conducive to learning and includes sections on safety and legal liability. In this chapter we introduce the safety icon  as an alert for a strong emphasis on safety in a given situation. Chapter 9 introduces a multitude of strategies that can be used to help all students stay on task and ensure the environment that was created initially continues throughout the year. If you don't know it now, you will when you start teaching—these are two very important chapters to read, understand, and refer to as a teacher. Chapter 10 describes a variety of instructional approaches teachers use to heighten children's ability to gradually become independent learners. An analysis is provided that allows teachers to determine how any given approach may be more or less appropriate than others based on the students' needs and the teacher's pedagogical skills. This chapter provides links of various instructional approaches to specific learning tasks in the skill theme chapters. The process of observing the children with understanding is a critical pedagogical skill to determining



the lesson and program content that will be most beneficial to the children. Once again in the ninth edition, we have devoted an entire chapter to the observation process because we believe it is so important to becoming an effective reflective teacher (Chapter 11). The final chapter in Part 3 provides a plethora of practical ideas you can use to answer questions such as, Are the children I am teaching improving? Are they grasping the important concepts? Assessment icons  are used throughout the text to indicate performance assessments that are explained in detail in Chapter 12—and assist you in answering these two questions. In addition suggestions for checking for cognitive understanding are indicated with the icon . All assessment items are aligned with the *National Standards*.

The next two parts of the book provide detailed and practical examples of the movement concepts (Part 4) and skill themes (Part 5). The movement concept chapters (Chapters 13–15) describe how the concepts of space awareness, effort, and relationships are taught in the skill theme approach and include references to both editions of the *National Standards* for content and assessment ideas. They are followed by the skill theme chapters (Chapters 16–26), which contain hundreds of learning experiences designed to help children develop the motor skills 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 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 (Chapter 12). Many of the skill theme chapters also take advantage of a new photographic technique allowing us to provide movement sequences of many of the skill themes labeled with the cues (critical elements) that are so important for children to learn the fundamental motor and sport skills that are the building blocks for successful and enjoyable participation in sports and physical activities for a lifetime.

Part 6 begins with a chapter focusing on teaching children important concepts related to physical activity and wellness (Chapter 27). It also describes a process for using physical fitness tests in developmentally appropriate ways that are designed to motivate all of the children in a program—not only the youngsters who are already physically fit. The next three chapters describe how the skill themes and movement concepts are applied to dance, gymnastics, and games (Chapters 28, 29, and 30). These chapters describe predesigned and child-

designed learning experiences, with a focus on teachers guiding children to develop their own games, gymnastic sequences, and dances. Chapter 31 focuses on teaching children with special needs and addressing the diversity within our gymnasiums and classrooms. The last chapter in Part 6 (Chapter 32) provides examples of how classroom and physical education teachers can work together to reinforce the literacy, mathematics, science, social studies, and other concepts that are taught in the classroom, in the gymnasium, and on the playground.

The final part of *Children Moving* (Part 7) contains two chapters. Chapter 33 describes some of the ways physical educators can garner support for their program for various constituents that are critical for the development of a thriving, contemporary program of physical education. Chapter 34 contains our dreams for the future. You may want to read this chapter any time. We think it says a great deal about the authors of *Children Moving* and our vision of the future.

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## New to This Edition

If you have read previous editions of *Children Moving*, you will see that we have reorganized some chapters, combined several, and written a new chapter. We will describe these changes in more detail in the next part of the Preface, but here is a brief list of the major changes.

- We divided the book into seven related parts. We did this to emphasize even more than in the past the process of becoming a reflective teacher (Part 2).
- To better explain the relationship between movement concepts, skill themes, and what we have termed *content areas*—physical fitness, games, gymnastics and dance—we have created a new section (Part 6) that explains this relationship after, not before, the movement concept and skill theme chapters.
- We have revised the content development and planning chapters into a single chapter that better explains the process of reflective teaching.
- The movement analysis framework (the wheel) has been revised to make it easier to understand and use. Now each part of the wheel corresponds to one of the movement concept or skill theme chapters.
- In the spirit of making the skill theme approach easier to understand, we have a new chapter entitled “Bending, Stretching, Curling, and Twisting” (Chapter 18).
- We have color-coded the skill theme and movement concept chapters to correspond with the colors on the wheel to make it easier to understand and use.
- Last, but certainly not least, we have taken advantage of a new photography process called stromotion that



allows us to include action photographs, labeled with cues, that will make it much easier to analyze the movement of the children when you are teaching.

### Evidence-Based Support

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

Whenever possible we have cited research evidence to support the skill theme approach. These citations are noted throughout the chapters, and complete references are included at the end of many chapters. In some instances you will see research cited that may be a number of years old. In these instances the research cited is relevant today, even though it was done some time ago. In other instances there are no recent relevant studies of which the authors are aware.

## Successful Features

### The 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 both the content and teaching process 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 relationship 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. Virtually every movement concept and skill theme activity avoids asking the children to wait in lines or wait for turns.

### Promotion of Inclusion


The idea of inclusion is central to *Children Moving*. Examples of how all individuals can be included in high-quality physical education are found throughout this text. In essence this is the foundation of the reflective teaching process that is described throughout the book.


### Small-Sided Games

Demonstrating the value of small-sided games in the skill theme approach, this book offers examples of how to design such games and make them a valuable part of your physical education program. It discusses ideas about developing versatile games players who understand strategies and skills for playing well.

### Pedagogical Aids


**Key Concepts** Each chapter 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.


**Safety** Throughout the text discussions, the 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—such as “Heads Up” or “Light on Your Feet”—is presented at the beginning of each series of tasks for skill themes and movement concepts. The teacher can select a cue that is appropriate to help children perform the skill correctly. Many of these cues are illustrated in sequences of photos of children actually performing the skills.

**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. Teachers can either use the challenges listed along with the tasks or create ones that seem appropriate for the children with whom they are working. Challenges allow the reflective teacher to avoid making tasks too difficult before the children are ready.

**Assessment Ideas** 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 part of a lesson (formative) rather than as a separate entity at the end of the unit (summative). These assessment ideas include an array of options, from exit (or entrance) slips that can be used to quickly assess cognitive and affective learning, to teacher observation checklists and digital analysis to verify psychomotor skills.

**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 that will allow you to test your understanding of the content. These questions also offer a means of reviewing and analyzing the material.

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

**Appendix** The Appendix to this book offers two sample school-year overviews based on the material in *Children Moving*. It includes a two-day-a-week scope and sequence for an inexperienced class (grades K–2) and a five-day-a-week program (scope and sequence) for an experienced (grades 3–6) class. These overviews can be followed exactly as presented or used as a model for developing individualized programs.

## Supplements

### Computerized Test Bank

The test bank is designed for use with McGraw-Hill’s EZ Test computerized testing software. EZ Test is a flexible and easy-to-use electronic testing program that allows instructors to create tests from book-specific items. It accommodates a wide range of question types, and instructors may add their own questions. Multiple versions of the test can be created, and any test can be exported for use with course management systems such as WebCT or BlackBoard. Additional help is available at [www.mhhe.com/eztest](http://www.mhhe.com/eztest).

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

These lesson plans are 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 are (1) instructional objectives attainable within a single lesson; (2) content development with a focus on a skill rather than on 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 and designed for the recess or playground environment, with a focus on physical activities with minimum instruction and maximum participation for all students. Also included is a discussion of curriculum mapping with a skill theme approach and a sample curriculum plan to assist teachers in the process of planning by mapping. Tasks within the lesson plan book that are directly from *Children Moving* are highlighted in a different font to provide an easy reference to *Children Moving*. New to the ninth edition: Lesson plans are coded to show the direct reference to the chapters in *Children Moving* from which the lesson plan evolved.

### Children Moving Web site

[www.mhhe.com/graham9e](http://www.mhhe.com/graham9e)

The Web site to accompany this text offers resources for both students and instructors. Visit this Web site to find useful materials such as:



### For the Instructor

- Instructor's Manual
- Sample syllabi
- State curriculum guides
- The wheel and activities
- Downloadable PowerPoint presentations
- Lesson plan Web sites
- Lecture outlines
- Links to professional resources

### For the Student

- State curriculum guides
- NASPE curriculum standards
- Sample lesson plan
- National organizations
- Student success strategies
- Lesson Plan Web sites
- eWheel
- Quizzes
- Self-scoring chapter quizzes
- Lesson plan template
- Fitness and nutrition journal
- Videos

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### Electronic Textbook Option

This text is offered through CourseSmart for both instructors and students. CourseSmart is an online resource where students can purchase the complete text online at almost half the cost of a traditional text. Purchasing the eTextbook allows students to take advantage of CourseSmart's Web tools for learning, which

include full text search, notes and highlighting, and email tools for sharing notes between classmates. To learn more about CourseSmart options, contact your sales representative or visit [www.CourseSmart.com](http://www.CourseSmart.com).

### Acknowledgments

*Children Moving* continues to be a work in progress. Over the past 30 plus years, we have been fortunate to work with a number of dedicated professionals who have assisted and inspired us to continue to improve each edition. We would like to acknowledge many of the people who assisted us with this edition and previous ones. We are grateful for their efforts to work with us to continue to improve *Children Moving*.

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Students, are you looking for practical teaching techniques? Working hard to develop the skill theme approach with children? Trying to improve your grade? The features in *Children Moving* will help you do this and more! Take a look.

## Key Concepts

Each chapter, or each part in the skills theme chapters, begins with a list of key concepts to help you focus your attention on the main topics as you begin studying each chapter. This learning tool also offers an accessible and practical method of review.

66 PART 2 Becoming a Reflective Teacher

### Key Concepts

- Reflective teachers plan and revise their plans over the course of a career as they continue to strive to provide the most productive and enjoyable learning experiences for children.
- Planning is divided into four steps in this chapter.
- The first planning step is the development of a curriculum scope that outlines the content to be taught for several years.
- The second planning step is to decide how many lessons will be devoted to each of the skill themes and movement and fitness concepts during a year.
- The third planning step is the development of benchmarks or assessments that allow the reflective teacher to determine if the children are learning what is being taught.
- The final planning step is the development of daily lesson plans that are interesting and beneficial to youngsters.
- Ideally, lessons encourage students to be physically active during the majority of the lesson. Typically this occurs when children are able to be successful and consider the lesson fun.
- Just because a lesson is fun does not mean that it is a productive learning experience for children.

Reflective teachers are planners. Any good program begins with a good plan. Failure to plan appropriately can lead to disastrous lessons. Disorganization and spending an excessive amount of time on management characterize the lessons of the teacher who hasn't planned effectively.

Inappropriate planning can also have long-term implications. One important task of physical education is to provide a variety of learning experiences that give children a broad foundation of movement abilities (Stodden et al. 2008). Children who are skillful in only a few activities, typically games, may be the products of programs characterized by inefficient planning. Instructors who don't plan are likely to teach only what they know well and what the children enjoy, which often results in an unbalanced program over the years.

Because planning is typically done during the teacher's own time rather than during school time, there are strong temptations to avoid it. It can be much more pleasant to watch television, go to a ball game, or just go to bed early. But planning, even though you may consider it as onerous as homework, is necessary.

The benefits of effective planning include classes that run more smoothly with less interruption and

confusion; tasks that are interesting, enjoyable, and worthwhile; and, in some instances, less off-task behavior. In short, well-planned classes assist children to learn the concepts and skills being taught.

### Reflective Planning

If all schools, all children, all facilities, all teachers, all communities, and all equipment were the same, we could simply provide you with a book of prepackaged lesson plans that would be successful with every class you teach, no matter the situation. As you know, however, that isn't the case. Reflective teachers plan lessons—and entire programs—that consider the various unique characteristics of their teaching situation (Graham et al. 1993; Housner and Griffey 1985).

The reflective planner considers many factors when trying to devise the best lessons possible under the circumstances. Planning can't be reduced to an exact formula, but certain factors will always influence lesson effectiveness. Each factor is important, and all interact to determine the teaching environment for which the reflective teacher must plan. As we described in Chapter 4, reflective teachers consider class size, frequency of class meetings, available equipment and facilities,



Effective teachers use many resources to plan successful lessons.

23

CHAPTER

## Throwing and Catching



34

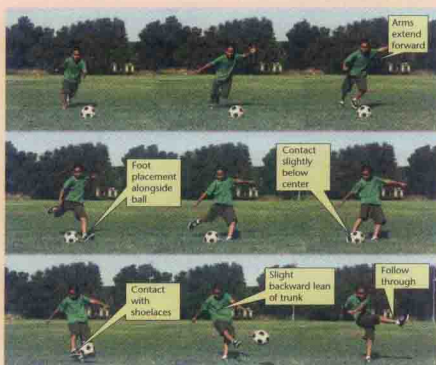
### Online Learning Center Resources

Want a better grade? This address appears throughout to remind you about the study aids and other resources available at our Online Learning Center.



## Box 22-2

Key Observation Points: Kicking a Stationary Ball in the Air



successful physical activity within and beyond the school day. The skills of the tap/dribble and all its combinations are in the sport of soccer from beginning to advanced levels. The punt increases in accuracy, distance, and placement as the youngster advances from mastery of the skill to punting in football and soccer. The entire spectrum of kicking experiences, from precontrol through proficiency, is represented in our progression spiral on page 407. The tasks are stated in terms that imply a direct approach (see Chapter 10), but teachers are encouraged to vary the approach according to the purpose of the lesson and the characteristics of the class.

## Precontrol Level (OLBP) Guidelines for Exploration of Kicking

At the precontrol level children are challenged to make contact with a stationary ball and with the gentle tap/tap of kicking a ball from foot to foot.

## Kicking a Stationary Ball from a Stationary Position

**Setting:** A variety of plastic, foam, and rubber balls for kicking, placed around the gymnasium approximately 10 feet from the wall.

## Tasks/Challenges:

- 1 Stand behind a kicking ball. Kick the ball really hard so it travels to the wall.
- 2 Practice until you can kick the ball three times in a row to the wall.
- 3 Practice kicking with one foot and then with the other foot.
- 4 Practice kicking the ball, making it go sometimes along the ground, sometimes in the air.
- 5 What determines whether the ball travels along the ground or in the air?

## Illustration Program

Instructional full-color illustrations and photographs throughout the book enhance learning with an exciting visual appeal.



Dribbling a ball past a defender into a goal is a dynamic game-like skill experience.

experiences don't occur in every lesson; they are only a part of the total physical education program.

We have divided games playing experiences into pre-designed experiences and child-designed experiences. Each has its own inherent strengths and weaknesses.

## Predesigned Games-Playing Experiences

There are three types of predesigned games-playing experiences: ready-made, modified ready-made, and teacher designed.

**Ready-Made Games** Ready-made games are those described in textbooks or learned in methods classes and taught to children without modification. The textbooks imply that such games will be appropriate, as well as interesting, for children. Brownies and Fairies; Duck, Duck, Goose; Red Rover; Four Square; and Steal the Bacon are well-known ready-made games.

Ready-made games are easy to teach because they require little preparation or teaching skill. The teacher selects a game and explains it to the children. When the children understand the game, they start to play, and the game continues until the lesson ends or the teacher changes the activity.

It has been our experience that few ready-made games are appropriate for all the children in a class. A few skilled children often dominate such games, whereas others are minimally involved, both physically and emotionally. Some (Belka 2004b) say these games should be discarded. However, you may occasionally encounter a situation in which a particular ready-made game is appropriate for a class or group of children. Usually, though, you'll find that although

many of the ideas in a ready-made game are worthwhile, you have to extensively modify the structure of the game to the abilities and interests of different children (Belka 2004b).

Nettie Wilson (1976) conducted a study to determine the number of throwing, catching, and kicking opportunities in the game of kickball as played by third- and fourth-grade children under the direction of a classroom teacher. Her findings include the following:

- Less than half of the game was actually spent using the criterion skills.
- The average number of catches attempted in the kickball games was slightly more than two—35 percent of the children never caught the ball. Of the children who didn't catch the ball, 83 percent were girls.
- The average number of throws made in the kickball games, excluding those made by the pitcher and catcher, was slightly more than one—52 percent of the children never threw the ball at all during the entire game, and 67 percent of those who never threw the ball were girls.

When I first started teaching, I was looking for games that were recommended for first-grade children and did not require a great deal of game skill. Brownies and Fairies, a simple running and chasing game, was prescribed in one text as appropriate for six-year-olds. The first time the game was played, two children fell down and bloodied their knees when they tried to run in a crowd of children. They could run by themselves without falling. But when they were placed in a dynamic situation that involved both running and dodging, they were unsuccessful. They probably forgot that experience many years ago—once their knees healed. I haven't.

**Modified Ready-Made Games** Modifying ready-made games requires greater planning and organizing ability. Yet by modifying a ready-made game, you can do much to make the game more appropriate for a particular class.

Both Rink (2010) and Stiehl, Morris, and Sinclair (2008) provide useful ideas for modifying ready-made games. The teacher can change the rules (e.g., allow two tries instead of only one); the equipment used (e.g., larger and lighter); the number of players involved (generally, it's best to decrease the number); the playing area (e.g., larger or smaller); or the skills involved (e.g., throwing instead of striking). Many teachers modify

## Vignettes and Quotations

The authors and seasoned teachers provide real examples of experiences with students that relate to the topics discussed, for more insight into the dynamics of teaching.

## Tasks/Challenges

The skill theme and movement concept chapters feature a suggested progression of tasks for children. Each task is worded in a conversational style that can be used to give instructions to the children about how to perform the task. Challenges are designed to maintain the children's interest in a particular task. Teachers can either use the challenges listed along with the tasks or create ones that seem appropriate for the children with whom they are working.

**T** As you're stretching to catch, don't forget to keep trying to catch in different places. So the task should be like this: Stretch and reach to catch in different places around your body.

*The child's success with the previous task depends a great deal on the child's ability to throw so she or he must stretch. It helps to practice stretching without the throw or simply throwing away from the body. If the students aren't catching on as you think they should, see if the reason is the throw.*

### Throwing Overhand at a High Stationary Target

**Setting:** Targets about 5 or 6 feet high on the wall, one for each student (paper plates with pictures on them make good targets), a spot for each child (to help maintain their spacing); a ball for each child.

*When drawing targets for children to throw at, we do not draw faces on the targets. Putting faces on targets subtly reinforces the idea of throwing at people, a violent concept we do not support in physical education programs.*

### More Targets for Throwing

Two student teachers came up with a great target for Throwing Overhand at a Stationary Target. They partially filled self-sealing plastic kitchen trash bags with old aluminum cans. On the outside of each bag they drew a target and then inserted a coat hanger in the top of each bag, closed it, taped it for reinforcement, and hung each one from various things in the gym. The children loved it—the targets were big and made noise when they were hit. The cleanup was much simpler than with plates, more than one child could work at a target, and the targets were reusable.

Throwing at a large target challenges youngsters at the control level.

### Cues

Eyes on Target

(Your eyes should be on the target all the time.) (Don't forget the cues for throwing—always use them.)

Side, Arm, Step, Follow

### Tasks/Challenges:

**T** This time you're going to throw at targets. You'll have to keep your eyes on the target. Each of you has a target in your own space. See how often you can hit it.

**T** When you can hit your target three times in a row, take a giant step backward and try from that distance.

*This same task can be changed for underhand throwing by lowering the targets to 2 to 3 feet from the floor. The second cue would change from Side to Face, Arm, Step, Follow.*

### Assessment Example

From the National Standards for Physical Education

### Peer Observation

Using an appropriate size ball, students practice throwing at a target on the wall, alternating with a partner in five-throw turns. The students should be instructed to concentrate on the critical elements of throwing as taught by the instructor (i.e., ready position, arm preparation, opposite side to the target, step with leg opposite the throwing arm, follow-through, accuracy of throw). After each bout of five throws the partner gives feedback on one of the critical elements by drawing a smiley face on a score sheet each time the element was employed as instructed. Note changes in performance with subsequent five-throw bouts.



### Skill Theme Development Progression

## Throwing and Catching

### Proficiency Level

Throwing and catching while using simple offense and defense in a small-sided invasion game  
Throwing, catching, and dribbling in a small-sided invasion game  
Throwing and catching with a football in a small-sided invasion game  
Throwing and catching with a flying disc in a small-sided invasion game  
Throwing and catching in a small-sided keep-away type invasion game  
Throwing at a stationary object while being defended  
Throwing and catching in a small-sided invasion game  
Throwing to avoid a defender  
Throwing and catching in a field, run, and score game-like situation  
Throwing and catching a flying disc in different places around the body with a partner

### Utilization Level

Throwing while in the air  
Catching to throw quickly to a target  
Catching to throw quickly to a partner  
Throwing flying discs at targets  
Throwing at a target from different distances  
Throwing for distance and accuracy  
Throwing to a moving target  
Throwing to make a partner move to catch  
Throwing on the move  
Throwing and catching while traveling  
Moving to catch

### Control Level

Catching off a bounce  
Throwing and catching over a net with a partner  
Throwing and catching with a partner  
Throwing for distance  
Throwing a ball against a wall and catching the rebound  
Catching off the fly  
Catching with a scoop  
Throwing a flying disc  
Throwing backward to a target  
Throwing to high targets  
Throwing underhand to targets: hoops  
Throwing underhand to targets: jugs  
Throwing overhand at a low stationary target  
Throwing overhand at a high stationary target  
Catching in different places around the body  
Throwing an object to different levels and catching it  
Bouncing a ball to self and catching it  
All three throwing patterns: over, under, and side  
Throwing sidarm  
Throwing overhand  
Throwing underhand

### Precontrol Level

Tossing to self and catching  
Drop-Catch  
Catching from a skilled thrower  
Catching a rolling ball  
Throwing at a large target  
Throwing a yarn ball against the wall

## Skill Theme Development Sequences

The skill theme chapters contain hundreds of learning experiences designed to help children learn. Motor skills are organized according to the generic levels of skill proficiency in a spiral progression from beginning to advanced.



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## Cues

Cues can be used to help children perform a skill more efficiently. A selection of cues is presented at the beginning of each series of tasks. The teacher can choose a cue that is appropriate for a particular child to make the task easier for that child to perform. Many of the cues are illustrated in color photographic sequences to allow the child to perform the skill correctly.

## Assessment Ideas

Assessment tools are designed to see what students have learned in relation to the goals set by the teacher. These assessment ideas include an array of options from exit (or entrance) slips that can be used to quickly assess cognitive and affective learning to teacher observation checklists and digital analysis to verify psychomotor skills.

## 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 you to test your understanding of the content. This tool offers a means of reviewing and analyzing the material.

they are continually self-analyzing their teaching in order to improve. They don't teach the same lessons over and over, year after year. They change their lessons from class to class, day to day, and year to year based on their reflections about how and what might be improved.

We wish that simply reading and understanding *Children Moving* would be enough to become a reflective teacher. It's not! If you have become a good athlete, an excellent musician or artist, or made the dean's list every semester, you know how much time

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## Summary

Six major variables necessitate the need for reflective teaching, or differentiated instruction: the values of the teacher, class size, the number of class sessions per week, facilities and equipment, student behavior, and the context of the school. The reflective teacher considers the characteristics of each class and the abilities of the individual students. A reflective teacher doesn't expect all children to respond in the same way or to achieve the same level of skill. Reflective teachers continually observe and analyze, a process that enables them to revise their expectations and adapt all

the components of the program, thereby constantly improving the program's effectiveness. The reflective approach requires that teachers constantly and accurately monitor their teaching as they attempt to design and implement a physical education program for a given school. Reflective teachers also have a wealth of content knowledge that allows them to adapt and modify tasks for individuals of varying abilities. The process of becoming a reflective teacher takes time and practice. *Children Moving* is designed to guide you in this process.

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1. What is reflective teaching? What are its basic characteristics?
2. What does a linear approach to teaching mean? What is a prepackaged curriculum? How is it different from the skill theme approach?
3. Provide three examples of how class size influences the way a teacher teaches a lesson.
4. Provide an example of a teacher who rolls out the ball. Contrast that teacher with a reflective teacher.

What do they do differently in their planning, teaching, and assessment of their teaching?

5. In the previous two chapters you have learned about skill themes and movement concepts. Explain the difference(s) between skill themes and games like Duck, Duck, Goose or elimination dodgeball.
6. In your own words, explain the major implication of reflective teaching, or differentiated instruction.

## References/Suggested Readings

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## References/Suggested Readings

At the end of each chapter are references that support the text discussion and additional sources for study and exploration.

Sample Two-Day-a-Week Lesson Topics for Primary Grade Classes (72 Days a Year)

Week	Chapter	Day	
1	8	1	Establishing an Environment for Learning (pgs. 99-125)
2	9	2	Establishing an Environment for Learning (cont.) (pgs. 99-125)
3	13	1	Exploring Self-Space (p. 213)
4	13	2	Exploring General Space (p. 214)
5	13	3	Traveling in Different Directions (p. 217)
6	13	4	Traveling and Freezing at Different Levels (p. 218)
7	27	1	Teaching Physical Fitness, Physical Activity, and Wellness (p. 561)
8	23	2	Throwing at a Large Target (p. 439)
9	23	3	Catching a Rolling Ball (p. 440); Catching from a Skilled Thrower (p. 440)
10	16	1	Traveling with Different Locomotor Patterns (p. 271); Sliding; Galloping; Hopping; Skipping (p. 274)
11	16	2	Performing Locomotor Sequences (p. 276)
12	17	2	Traveling to Free (p. 295); Flaring from a Partner (p. 296)
13	22	1	Traveling to Dodge (p. 295); Dodging the Obstacles (p. 296)
14	22	2	Kicking a Stationary Ball from a Stationary Position (p. 406)
15	22	3	Approaching a Stationary Ball and Kicking (p. 406); Kicking in the Air (p. 410)
16	22	4	Dropping, Bouncing, and Kicking Lightweight Balls (p. 425); Dropping and Punting (p. 425)
17	19	1	Jumping and Landing: Basic Patterns (p. 309)
18	27	2	Teaching Physical Fitness, Physical Activity, and Wellness (p. 561)
19	24	1	Volleying Balloons in the Air (p. 499)
20	24	2	Volleying a Ball Upward (Underhand Pattern) (p. 499)
21	24	3	Bouncing a Ball Down (Overhand Pattern) (p. 499)
22	24	4	Dribbling and Walking (p. 483)
23	12	1	Exploring Time (p. 228)
24	12	2	Exploring Force (p. 234)
25	14	1	Traveling and Changing Force Qualities (p. 234)
26	8	2	Establishing an Environment for Learning (p. 101)
27	13	1	Exploring Pathways (p. 218)
28	13	2	Exploring Extensions (p. 223)
29	16	1	Moving to Rhythms (p. 270)
30	27	2	Teaching Physical Fitness, Physical Activity, and Wellness (p. 561)
31	25	1	Striking Down; Striking Up (pgs. 504, 505)
32	25	2	Striking Up and Down (p. 506)
33	17	1	Jumping over Low Obstacles: Hurdles (p. 329); Jumping over Low Obstacles: Hurdles (p. 329)
34	19	2	Jumping a Turned Rope (p. 309); Jumping a Ball-Turned Rope (p. 301)
35	15	1	Identifying Body Parts (p. 244); Balancing on Matching and Nonmatching Parts (p. 245)
36	15	2	Traveling and Freezing in Different Body Shapes (p. 247)
37	27	1	Teaching Physical Fitness, Physical Activity, and Wellness (p. 561)
38	16	2	Leaping (p. 288)
39	15	1	Over, Under, Around, in Front Of, and Behind Concepts (p. 252)
40	16	2	Locomotion and Rhythm: The Follow-Me Dance (p. 283)
41	21	1	Rolling on Different Body Parts (p. 365); Rolling to Match a Partner (p. 367)
42	21	2	Rolling Sideways (p. 367); Rolling Forward (p. 368)
43	15	1	Special Event
44	15	2	Matching (p. 256); Mirroring (p. 257); Matching and Mirroring (p. 257)
45	20	1	Balancing on Different Bases of Support (pgs. 345, 346)
46	20	2	Balancing in Different Body Shapes (pgs. 345, 346)
47	21	1	Rolling in a Long, Narrow Position (Long Roll) (p. 367)
48	21	2	Rolling Backward (p. 365); Rolling Backward over the Shoulders (p. 367)
49	21	3	Transferring Weight to Hands Momentarily (p. 373)
50	21	4	Transferring Weight to Hands Apically (p. 371)
51	23	1	Throwing Overhand (p. 441); Throwing Underhand (p. 441); Throwing Sidearm (p. 442)
52	23	2	Throwing a Ball Against a Wall and Catching the Rebound (p. 448)

(continued)

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## Appendix

The Appendix to this book offers two sample school-year overviews (scopes and sequences) based on the material in *Children Moving*. These overviews can be followed exactly as presented or used as a model for developing your own quality physical education program.



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Appendix Sample School-Year Overviews (Scope and Sequence) A-1

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