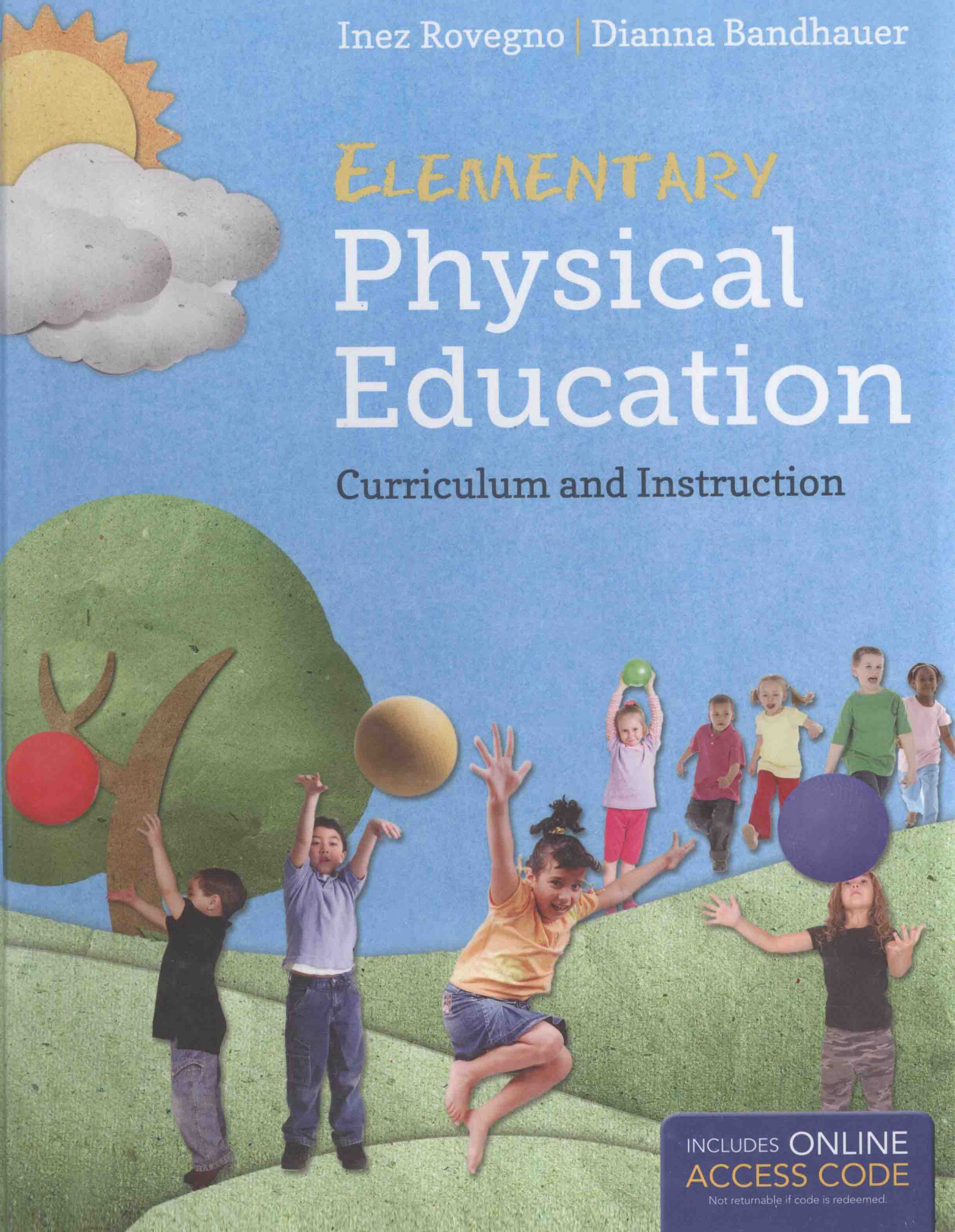


Inez Rovegno | Dianna Bandhauer

ELEMENTARY Physical Education

Curriculum and Instruction



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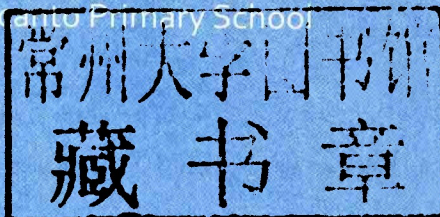
Curriculum and Instruction

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We dedicate this text to Dr. Kate Ross Barrett, who committed her career to improving the quality of education for children, university students, and teachers. She has been, in our opinion, the leading and most influential scholar on children's physical education. We are grateful for what we have learned from her.

Foreword

inez Rovegno and Dianna Bandhauer have produced a comprehensive and thoughtful text that provides all of the information needed to deliver a quality physical education for elementary students. *Elementary Physical Education: Curriculum and Instruction* brings together a number of important developments in elementary physical education over the past several decades and integrates them into a coherent framework that includes movement concepts, skills and educational games, gymnastics, and dance.

A key feature of this text focuses on how physical education teachers can teach tactics that allow students to participate successfully in game-like activities and in modified games for the upper elementary grades. While the teaching of *skills* is a primary focus for any activity, the teaching of *tactics* related to those activities is typically given less attention, with the result that student participation in the game or activity is less successful and, therefore, less enjoyable. This text shows teachers and teachers-in-training how to teach *skills and tactics* in an appropriate progression that leads to success in the activity.

Elementary Physical Education: Curriculum and Instruction also uses research on motivation for participation in physical activity to provide teachers with a clear format that can be used to develop a mastery-oriented climate, a growth mindset, increased student sense of competence, tasks that challenge students yet ensure success, higher-order thinking skills related to the activity, and cooperative group work.

The approach to teaching includes a significant section on how to use inquiry-oriented teaching strategies to develop tasks that require problem solving, critical thinking and exploration, decision making, and self-regulation as well as asking questions. The text also provides clear examples of how inquiry-oriented techniques are linked to specific content in the physical education curriculum.

This text successfully re-conceptualizes the movement-skill theme approach by integrating research developed over the past two decades that provides the concepts and instructional techniques for teaching that have been shown to increase learning. *Elementary Physical Education: Curriculum and Instruction* is an up-to-date, high-quality text for students preparing to teach physical education and for elementary physical educators already in the work force.

—Daryl Siedentop, Professor Emeritus,
The Ohio State University

Preface

Elementary Physical Education: Curriculum and Instruction is a movement approach for the twenty-first century that is firmly rooted in terms of both curriculum and instruction in a long line of movement approach texts dating back to Rudolf Laban's original work on dance (1948), including the seminal works of Preston-Dunlop (1963/1980); Mauldon and Redfern (1969); Morrison (1969); Stanley (1969); and Logsdon, Barrett, Ammons, Broer, Halverson, McGee, and Robertson (1977/1984).

Since the 1980s, however, there has been an explosion of research and theory on children's learning, construction of knowledge, motivation, situated complex movement and cognition, multicultural diversity, social responsibility, emotional development, and the importance of effective teaching of higher-order thinking skills such as creative and critical thinking, problem solving, and decision making. In addition, research has proliferated on the development of children's tactical game play and research and theory on *Teaching Games for Understanding*, a curricular approach developed initially for secondary schools.

One major goal in writing this text was to use recent research and theory to update the movement approach for elementary school physical education. For example, we translate the current research on learning, motivation, higher-order thinking skills, and social responsibility into easy-to-understand concepts and instructional techniques. In a summary framework at the start of Chapter 9, we organize these concepts and techniques in three levels and show how these are connected to the three-level content progressions in educational games and educational gymnastics and to the two-level content progression in dance. This easy-to-use framework helps undergraduates and practicing teachers design lessons that include appropriate motivation, higher-order thinking skills, and social responsibility objectives. Throughout the lesson segments in the content chapters, we illustrate various ways to teach motivational, cognitive, and social skills and concepts.

Other examples include chapters summarizing current research on multicultural diversity and culturally relevant pedagogy, the application of constructivist learning theory in physical education, and current motor development theories including dynamical systems, constraints theory, and ecological perspectives. In other chapters, we summarize current research and information on the role of physical activity in children's health and nutrition and health-related fitness concepts appropriate for elementary age children. We provide information about game tactics, skill performance techniques, and basic choreographic concepts to help teachers understand more about the content they teach and assess. We also include ways to integrate classroom content in physical education, in particular, integrating literacy in dance lessons. Based on our field testing, we found that, after undergraduates teach or participate in the text dance lessons using children's literature, they are

able to select a children's book and successfully design their own dance lesson plans.

The content throughout this text aligns with the National Standards for Physical Education and the National Association for Sport and Physical Education's guidelines for appropriate practices. We offer many sample tools for assessing children's learning and maintaining program accountability.

The goal of the movement approach has always been to teach *all* children skills, movements, and concepts that provide a foundation for lifelong participation and enjoyment of a range of healthy, meaningful physical activities. We are committed to this goal, and, throughout this text, we show ways to differentiate instruction so children with different ability levels, motivations, and interests can learn, enjoy, and be successful participating in physical activities.

In addition to updating the approach, we aimed to simplify the organization of the content by integrating skills; movement concepts; and educational games, gymnastics, and dance. We did this to solve two common problems. First, many students and teachers have problems understanding how the movement concepts from the Laban framework (e.g., levels, pathways, force, speed) connect to skills and to educational games, gymnastics, and dance. Second, in some curricular approaches, the movement concepts are described as cognitive content and those lessons are not linked to learning skills. We believe skill learning is a critical goal.

To solve these problems, we divide all of the content into four content areas: educational games, educational gymnastics, educational dance, and health-related physical activity. Each content area has a relevant and appropriate progression of content. For example, the progression for the games content area begins with developing fundamental skills, then developing fundamental skills into tactical game skills, and then learning to use tactical game skills in modified gameplay. The progression for dance begins with body, effort, space, and relationship themes, then spirals around to body, effort, space, and relationship themes at more complex levels. We integrate the movement concepts (e.g., pathways, levels) into motor skill tasks and lessons (e.g., dribbling on different pathways, catching balls at different levels) across the entire progression for each content area.

To maintain consistency across the text, we present three Laban-based frameworks each comprising skills and movement concepts relevant for the respective games, dance, and gymnastics content areas. For example, game tactics are on only the games framework and gestures are on only the dance framework.

Elementary Physical Education: Curriculum and Instruction is comprehensive and can be used across several courses including elementary physical education curriculum and instruction, educational gymnastics, educational dance, educational games, and movement foundations courses. It also is a reference tool for field experience courses and student teaching.

About the Authors

Inez Rovegno has taught elementary physical education methods in both small colleges and major research universities for 25 years. She continues to teach the approach used in this text in public schools to field test new lessons and demonstrate lessons for undergraduates and teachers. She has conducted research for 25 years on how undergraduates learn the approach, how expert teachers use the approach, and how children learn and respond to lessons based on the approach. She studied the approach in England at Chelsea College of Physical Education and at the Laban Art of Movement Studio under Lisa Ullmann, a student of Rudolf Laban. She has published more than 50 papers and chapters. She has given keynote addresses on the approach in Canada, France, Australia, Korea, Japan, and the United States, as well as more than 80 presentations in conferences. She was inducted into the National Academy of Kinesiology in 2007 and received the 2010 Honor Award from the Curriculum and Instruction Academy of AAHPERD; the Senior Scholar Award and the Exemplary Research Award from the Research on Learning and Instruction in Physical Education Special Interest Group of the American Educational Research Association; and the Distinguished Alumni Award from the University of North Carolina at Greensboro, North Carolina, School of Health and Human Performance. She also gave the 23rd Distinguished Peter V. Karpovich Lecture at Springfield College, Springfield, Massachusetts.

Dianna Bandhauer has taught elementary physical education in Maryland, Connecticut, Hawai'i, and Florida. She was on the standards writing committee for the National Board of Professional Teaching Standards for Physical Education. She has been on the Editorial Boards of Teaching Elementary Physical Education and the FAHPERD Journal. She has given more than 50 conference presentations about elementary school physical education. She has presented at AAHPERD National Conventions and state conventions in Hawai'i, Florida, Georgia, Arkansas, North Carolina, North Dakota, South Carolina, Ohio, and New Hampshire. She was the Florida FAHPERD Elementary Physical Education Teacher of the Year and the Lecanto Primary School Teacher of the Year. Her program was a Florida Department of Education (DOE) Demonstration School. She has supervised student teachers and also is a certified peer teacher in the Florida Performance Management System and a Florida DOE Associate Master Teacher. She was on the Citrus County School District Curriculum Guide writing team and served on the Florida DOE Phase I, II, and III initial teacher certification and recertification examination test writing committee. She was on the Florida DOE validation committee for the state teacher exam in physical education and steering committee for physical education for handicapped students. She served Citrus County's Gender Equity Committee and Lecanto Primary School and Lecanto High School Advisory Committees. She was awarded numerous grants totaling more than \$25,000, which include a grant from the American Heart Association for her "Tar Wars: Teaching the Next Generation," an afterschool program to promote fitness with an anti-tobacco message; a National Diffusion Network Grant "Every Child a Winner" for daily physical

education with assistance of classroom teachers; a grant for developing aerobics videos for teachers to use when they must teach physical education in classroom spaces; and a grant to create a school garden with a micro-irrigation system.

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No text can be written without the help of reviewers. We thank Drs. Kate Barrett, Pam Hodges Kulinna, Kim Oliver, Judy Rink, Margaret Stran, and Rabbi Sari Laufer, who all offered critical advice on various chapters. In addition, we are grateful for the many teachers and undergraduate students who field-tested all the lessons, especially Donna Stewart, Jon Beaser, Tammie Griffin, Tasha Gradalupe, and Karen Hatto, who read chapters and offered invaluable advice.

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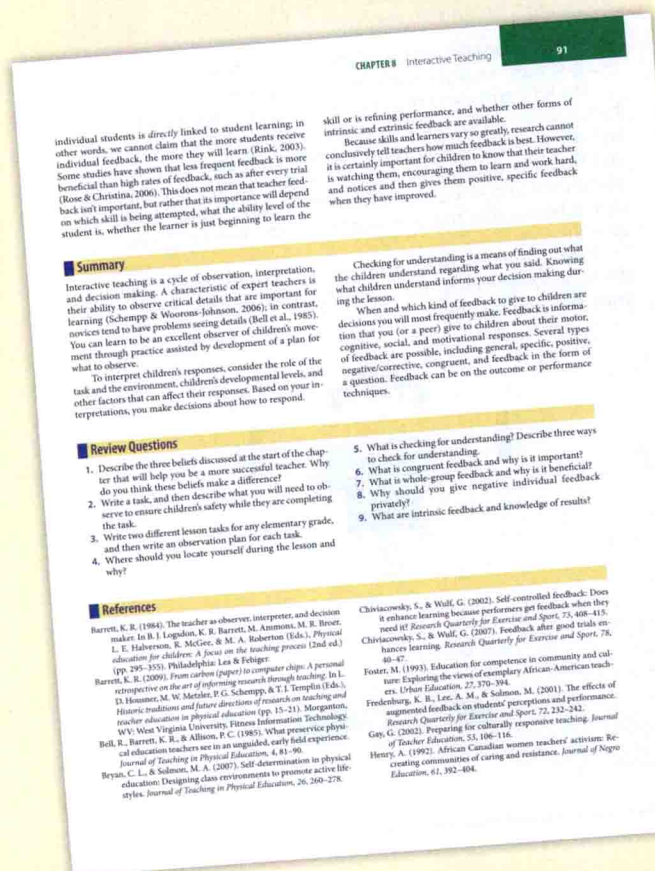
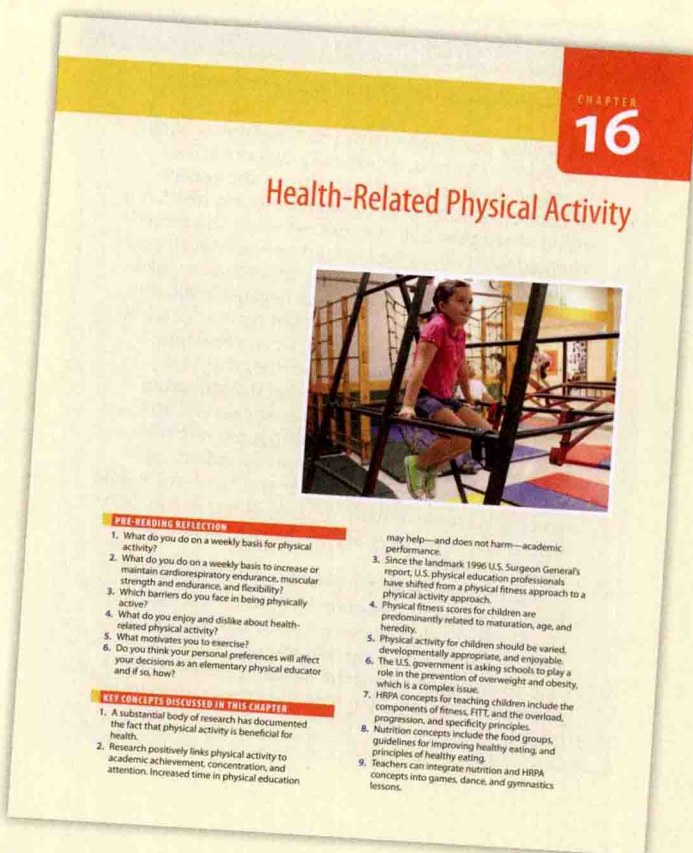
We thank Gopher Sport for providing us physical education equipment.

We want to pay tribute to the many teachers who inspired us and taught us the movement approach, especially the faculty at Chelsea College of Physical Education, Martha Owens, Susan Rockett, Delores Curtis, Kate Barrett, and Jane Young, who brought us together in 1989.

A final and most important thanks goes to the people who matter most to us in this world: our families, friends, and husbands, John Dolly and Bill Bandhauer.

Features of This Text

Elementary Physical Education: Curriculum and Instruction incorporates a number of engaging pedagogical features to aid in the student's understanding and retention of the material. Each chapter starts with **Pre-reading Reflection** questions, which ask students to consider their prior experiences, opinions, and questions about the chapter content, as well as **Key Concepts Discussed in This Chapter**, which highlights the critical points of each chapter.



At the end of each chapter, a **Summary** reviews key ideas and helps students remember the different concepts discussed in the chapter and how the concepts interact. **Review Questions** are designed to help students assess what they have learned and to further enhance their understanding of the content in the chapter.

Experienced Teachers Talk

Learning About a Developmental Perspective

In my early years when I was teaching high school, one student, Maryrose Kalenesky, was not skilled in volleyball. When we played games, she was so unhappy, she just hated it, and it broke my heart. She could not get the ball over the net when she served. I helped her learn as best I could and she developed a serve that was almost a throw rather than a strike. It was technically an illegal serve because it did not quite match the mature movement pattern required by the rules. I didn't recognize it as an immature pattern or as a problem with the rules that I set.

But she never missed even using the immature pattern. I looked at her face when she served and she smiled as the ball sailed over the net into play. She stood up to serve and she was confident. Her classmates were confident in her and knew she would never miss (some of them missed). Never in a million years could I ever have blown the whistle and called her serve illegal.

This was when I first learned that the rules and boundary lines of the adult versions of sport can be developmentally inappropriate for some students, even in high school, and that my job as a teacher was to find ways to put the needs of students first. I learned more from Maryrose than she learned from me.

Teaching Tip boxes describe how concepts and teaching techniques from theory and research on motor learning, cognitive learning, motivation, higher-order thinking skills, cooperative learning, social responsibility, and multicultural diversity work in practice.

What the Research Says

Critical Thinking

There has been considerable interest in critical thinking in physical education with researchers studying how expert teachers teach critical thinking to children (Chen, 2001; Chen & Cone, 2003; Cleland & Pearse, 1995). It appears that teachers teach critical thinking explicitly and scaffold critical thinking skills. In scaffolding, teachers provide temporary guidance and prompts. The research also shows that when teachers teach critical thinking and use tasks that promote this thinking skill, children learn more and improve their critical thinking skills.

What the Research Says boxes provide brief summaries that support the curriculum and instruction discussed in this text to further demonstrate how the material is evidence based. **Experienced Teachers Talk** features include engaging write-ups from teachers in the field that cover an array of topics that future teachers are likely to encounter in the real world.

TEACHING TIP

The Difference Between Straight Arms and Strong Arms

Children can get confused about the difference between "straight arms" and "strong arms."

Straight arms are critical for all steplike actions and handstands. It takes less strength to support the body's weight in steplike actions with straight arms because children do not have to hold their weight off the ground using their arm muscles; instead, the weight is supported by the bones, and the arm muscles simply keep the arm straight.

Strong arms are bent arms used to hold the weight off the head while rolling. We teach children strong arms by imitating a weight lifter.



Strong arms

For every major motor skill and tactic, the **Skills Box** feature includes the typical immature movement patterns students can expect to see, descriptions of the mature performance techniques, and potential performance cues to teach, arranged from the most basic techniques to teach to the more advanced techniques once children have mastered the basic techniques.

SKILLS BOX 4.1

Using Developmental Sequences to Guide Teaching: An Example with Running

Teaching the Leg Action Component

Summary of the Immature Leg Action Components You Will See

Step 1: Flat-footed run, minimal flight, short stride, toed out.

Related Tasks and Performance Techniques to Teach to Help Children Progress to the Mature Pattern

- Keep it straight: Make your feet and knees face forward. Don't toe in or out.
- Bottom kicks: Jog in place, trying to kick your bottom.
- High knees: Hold your hands in front of you and jog in place, trying to raise your knees as high as your hands and swinging your thighs parallel to the ground. If this is too difficult for you in the beginning, try marching in place lifting your knees. As you gain experience, try to do it faster until you can jog in place with high knee lifts. Then try keeping your knees high while jogging down the physical education space.

Summary of the Immature Leg Action Components You Will See

Step 2: Flat footed, limited range of motion, lateral movements, crossover swing, shuffling.

Related Tasks and Performance Techniques to Teach to Help Children Progress to the Mature Pattern

- Run lightly: Try to run lightly; don't pound or land heavily on a flat foot.
- Lift feet quickly: Jog in place trying to lift your feet off the ground quickly. Then try it running. Remember, to be fast, your feet have to pop off the ground.
- Bounding skipping: Skip about the space, springing off by extending your ankles and knees bounding as high as you can.

Teaching the Arm Swing Component

Summary of the Immature Arm Action Components You Will See

Step 1: High guard, little motion. (Looks like Spiderman climbing a wall.) Middle guard, little motion. (Looks like a drummer hitting a drum.)

Related Tasks and Performance Techniques to Teach to Help Children Progress to the Mature Pattern

- "Shoulder pocket" is the performance cue I will use to help you remember how to swing your arms when you run. Let's try it first while jogging in place. Swing your hand to shoulder height in the front. When your arm swings back, your hand points all the way down to your pocket. Our shorthand cue will be "shoulder pocket."

Summary of the Immature Arm Action Components You Will See

Step 2: Spinal rotation swings arms (see Figure 4.3). (Arm action looks like a washing machine or chicken wings swinging with the elbows out.)

Related Tasks and Performance Techniques to Teach to Help Children Progress to the Mature Pattern

- Keep it straight: Swing your arms forward and back. Don't swing your arms across your body or out to the side.

Summary of the Immature Arm Action Components You Will See

Step 3: Spinal rotation swings arms, elbows flex forward, extend back obliquely outward (see Figure 4.4). (Arms whip down and back.)

Related Tasks and Performance Techniques to Teach to Help Children Progress to the Mature Pattern

- Elbows bent in an "L," swing from the shoulder. Keep a 90-degree elbow bend the whole time. The arm swing comes from the shoulder joint (not from twisting the torso).



Figure 21.2 Self-tossing a variety of balls

Young children need to explore catching a variety of balls (see Figure 21.2). Give them many opportunities to practice with different types of balls and objects (e.g., beanbag creatures), from large to small, with different shapes and textures. In the process of exploration, they will learn how the size, shape, and texture affect how they grasp the ball with their fingers and hands and how far apart to adjust their hands. Focus on catching a variety of balls and objects begins to build the variability and adaptability needed in levels 2 and 3, when the children must perform skills in a variety of ways to meet the demands of game situations.

If children appear hesitant or lacking in confidence, soft foam balls, beanbags, and yarn balls eliminate the fear of a ball hitting the child in the face. They also are easiest to grasp. As children's catching skills develop, your goal is to teach them to catch with their hands without trapping the ball with their arms or against the chest. There is a difference, however, between the immature pattern of trapping the ball and the practice of catching the ball with the hands and then trapping it because of the task or environment (see Figure 21.3). For



Figure 21.3 Catching with an immature pattern, in part elicited by the size of the ball

example, the task to catch a very large ball will elicit trapping the ball against the chest, which in this task is not an immature movement pattern. Catching balls thrown at a low level or from behind (e.g., catching a football just before it hits the ground) will also bring out the movement pattern to catch with the hands and then trap the ball against the chest.

■ Passing with the Hands

A pass with the hands is a throw. To prevent confusion between an overhand throw for force, we will call all passes "tosses." The movement pattern of the toss depends on the amount of force required by the task and environmental constraints. For example, the size and shape of the object, the available space, and the distance of the toss all require changes in the movement pattern due to the changes in force needed to account for these variables. In an overhand throw for force, children need to start with their side facing the target, step on the opposite foot, and generate force using the entire body, as in throwing footballs or throws needed in field games. Passes in invasion games often need far less force than a throw in softball-type



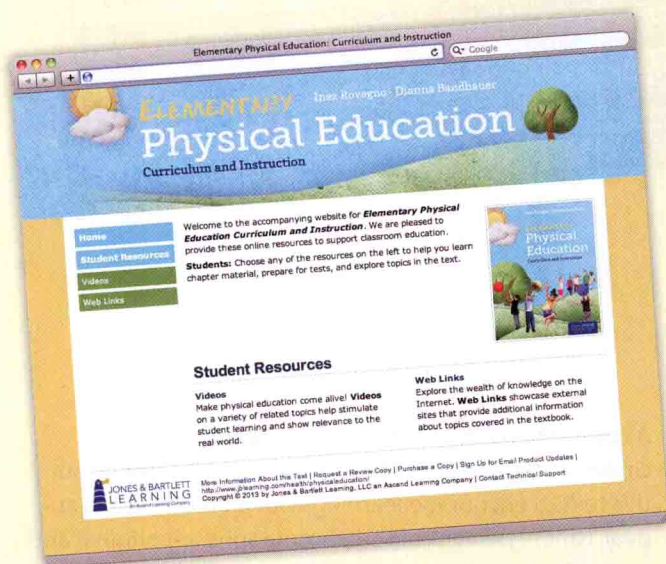
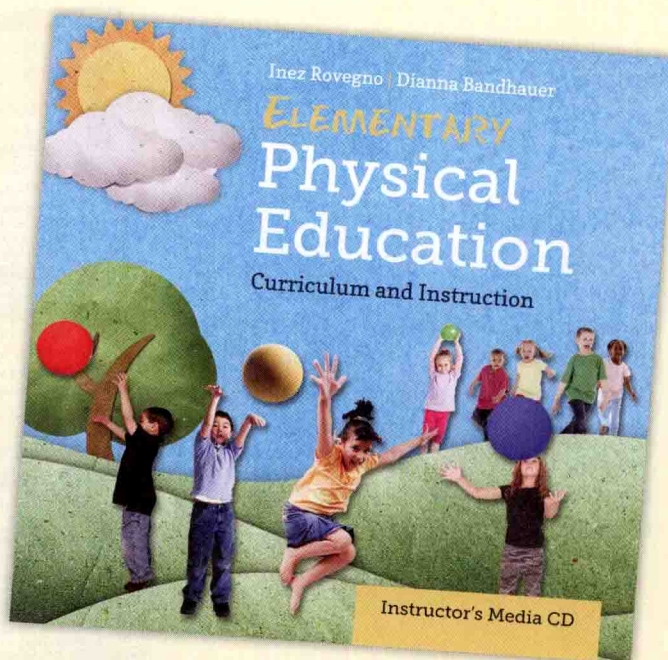
Figure 21.4 Learning to "give" to absorb force when catching

A comprehensive and instructional **art package** includes color photographs and illustrations throughout this text to encourage learning with a unique visual appeal. Ninety percent of the photographs are original and were taken in school settings during actual lessons to reflect the emotional and physical responses of children in real-world settings.

The **Instructor's Media CD** is a comprehensive teaching resource available to adopters of the book. It includes:

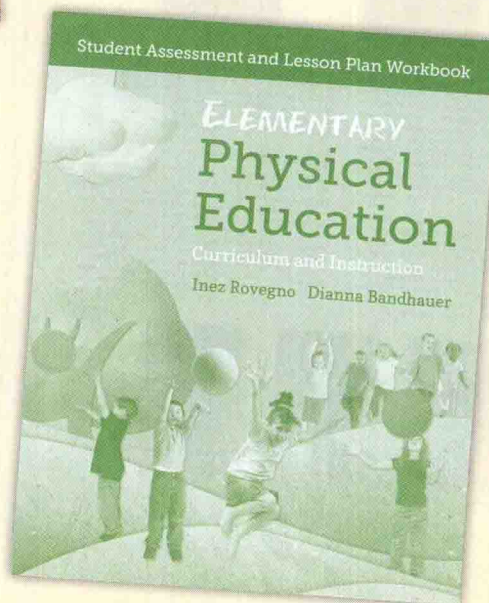
- PowerPoint Lecture Presentation Slides
- Image and Table Bank, which provides art and tables that can be imported into PowerPoints and tests or used to create transparencies

Instructor resources, including a Test Bank and Instructor's Manual, are available for download. Contact your Physical Education Representative at <http://www.jblearning.com>.



The **Student Assessment and Lesson Plan Workbook** includes additional resources to complement the contents of the main text. Students will benefit from additional assessment tools to evaluate and improve their teaching. In addition, students are provided with more than 30 lesson plans and learning experiences to build their teaching repertoire.

The **companion website** for *Elementary Physical Education: Curriculum and Instruction*, go.jblearning.com/rovegno, offers students and instructors an unprecedented degree of integration between their text and the online world through many useful study tools, activities, and supplementary information. This interactive and informative website is accessible to students through the redeemable access code provided in every new text.



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