

Introduction to

Eighth Edition

Physical Education, Fitness & Sport



Daryl Siedentop | Hans van der Mars

Introduction to Physical Education, Fitness, and Sport

EIGHTH EDITION

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INTRODUCTION TO PHYSICAL EDUCATION, FITNESS & SPORT, EIGHTH EDITION

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Again, to B.J.—the best thing that ever happened to me.

—D. Sidentop

To Joanne and Katelyn who keep me grounded

—H. van der Mars

Preface

Concerns about the levels of overweight and obesity among the population has elevated the need for increased physical activity for children, youth, young adults, adults, and the elderly. Addressing these concerns is a primary responsibility for the professionals of physical education, fitness, and sport. Most students who use this text share an important kind of knowledge about physical education, fitness, and sport—you have experienced them! Experiencing physical activity as a participant is important, but it is just the beginning of eventually becoming a professional who provides high-quality physical activity programs.

The eighth edition of *Introduction to Physical Education, Fitness, and Sport* will help you better understand the issues that you must address as a professional and is intended to help you to make decisions about what kind of professional service most appeals to you. The text is meant to emphasize quality services provided by physical activity professionals: physical education teachers, fitness trainers, athletic trainers, coaches, and athletic administrators. The primary emphasis for each type of service is professionalism in developing and sustaining high-quality programs and by becoming active to ensure that programs become more widely available to those who need them.

We have made every effort to inform you of the programs in physical education, fitness, and sport that can achieve these goals, the educational path to service in those professions, and the significant problems that are current in the professional practice of these various areas. We want you to understand the problems, to recognize and confront the problems, and to respect divergent points of view.

The quality and availability of physical education, fitness, and sport has the capacity to affect the nature of our common cultural life and the health of the nation. If physical education, fitness, and sport are to become positive forces in the near future, it will be because a new generation of professionals will provide positive solutions to the many problems that exist in those fields.

The text is divided into five parts, starting with a thorough understanding of the health issues related to physical inactivity described in Part One. Parts Two, Three, and Four describe what is being done in physical education, fitness, and sport to provide better programs that not only focus on effective approaches to physical activity but also influence boys and girls, women and men to become and stay physically active because they have come to enjoy it for its own sake and to understand how important it is for their health and well-being. Part Five describes the foundational subdisciplines in Kinesiology that provide the up-to-date knowledge of how to provide high-quality physical activity programs that are specifically developed to service a particular group; e.g., young children, physical education, fitness programs that are age-specific, and sport programs geared to young children all the way up to senior citizens.

FEATURES OF THE EIGHTH EDITION

The eighth edition includes updated information about and expanded coverage of the major developments in physical education, fitness, and sport. Special emphasis is given to issues, problems, and programmatic solutions that are of major importance in achieving national goals for healthy lifestyles and lifetime physical activity (PA). Here are some examples of the new material and updates discussed:

- The first three chapters are devoted to describing the importance of physical activity for healthy lifestyles.
 - The first chapter describes the current movement toward healthy lifestyles with particular focus on lifespan PA, the overall goals for the National Plan for PA, the new settings for PA, and the importance of the early years.
 - The second chapter describes the evolution of PA throughout history with special focus on why PA was important (e.g., war, work, etc.). The chapter describes the historical development of PA in physical education, fitness, and sport, including the important influences that led to more or less focus on the importance of PA.
 - The third chapter describes the infrastructure that is developing to support lifetime PA, including the specific goals for the 2010 National Plan for Physical Activity, the goals of the education sector of the national plan, national and state-level organizations and programs to develop and sustain PA and the crucial themes that define our present and future efforts to develop and sustain PA throughout the lifespan.
- Another change is to rearrange the three-chapter groupings with Physical Education first, then fitness, and finally sport. This was done because most students who use the book are in Physical Education programs; many students, however, are also interested in working in the fitness industries; and sport was placed third because many Physical Education teachers also coach sport programs in schools and in the community. We believe this revised structure puts the focus where it needs to be—on why PA is so important, what PA for health and well-being means, and the many different ways that children, youth, and adults can become and stay committed to having PA as a significant part of their daily lives.
- The fitness and sport chapters were mostly upgraded in terms of the current directions in fitness both in the kinds of fitness programs provided and the professional opportunities within the fitness professions. The sport chapters were primarily upgraded with more current information on sport at all levels.
- New information related to the incidence of obesity and overweight.
- New information on, and examples of, lifetime involvement in physical activity.
- New and revised discussions of trends and issues in physical education, fitness, and sport.
- New information on the role of school physical education within the recently unveiled National Plan for Physical Activity.
- Thoroughly revised physical education chapters adding new discussions of philosophical roots of Physical Education curricula.

- New information on an expanded mission of school physical education programs, and updated information regarding the position responsibilities of a school's Physical Activity Director.
- Latest national physical activity guidelines and recommendations, and national health objectives.
- New information on the status of physical education and what constitutes quality physical education.
- Inclusion of new exemplary physical education programs.
- Changes in physical education programs to meet public health goals.
- Updated information on the latest trends in federal and state policy initiatives to develop and sustain infrastructures to support healthy lifestyles and physical activity.
- New examples of programs at the national, state, and local levels to achieve those policy initiatives.
- New information on the public support for school physical education.
- New information differentiating physical education from physical activity behavior.
- Updated information on how technology can be infused in physical education.
- Updated information on National Board Certification for Physical Education professionals.
- Updated information on preparation for careers in a number of physical education, fitness, and sport professions.
- Updated information on the various barriers to delivering quality physical education.
- Changing views on what constitutes fitness and how it is related to healthy lifestyles.

As fields progress, the problems that arise change, sometimes subtly and sometimes quite markedly. The text deals with problems in the ways that reflect the latest information from the various fields. We often state our views but not to the exclusion of other views and always in a way that encourages young professionals to develop their own views on the basis of sound evidence and information.

Finally, the *Introduction to Physical Education, Fitness, and Sport* Online Learning Center (www.mhhe.com/siedentop8e) includes a wide range of tools for instructors. Instructors will be able to download chapter-specific PowerPoint presentations and an Instructor's Manual.

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Daryl Siedentop:

My professional life and work have been influenced by a number of bright and caring people who took the time to share their insights and experiences with me and who respected me enough to offer their honest and sincere criticisms. My brother, Larry Siedentop, D.Phil., CBE, a Fellow of Keble College, Oxford University, is a

world-class scholar in political theory; his commitment to quality scholarship has influenced me greatly. Ken Weller, past president of Central College, was my first mentor. Russ DeVette and Gord Brewer helped me understand and care about sport. Larry Locke, Charles Mand, Don Hellison, and George Graham have been close professional colleagues from whom I have learned in many different ways. The many years I worked on a day-to-day basis with Mary O'Sullivan, Deborah Tannehill, and Sandy Stroot were the best and happiest of my professional life.

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Hans van der Mars:

The opportunities and successes I have had over the years are all a consequence of the privilege I have had to be surrounded by outstanding mentors, colleagues, and friends within the profession. Most notable is my co-author, Daryl Siedentop, who has provided more professional support than anyone could ever hope for. Victor Mancini, professor at Ithaca College, who was my first mentor in the United States, also believed in me. There are too many colleagues to mention all of them. However, being surrounded by wonderful role models such as Deborah Tannehill, Thom McKenzie, Mary O'Sullivan, Chuck Corbin, Barbara Cusimano, Larry Locke, Judy Rink, Mike Metzler, Patt Dodds, and many others continues to be a source of energy, inspiration, and pride. My co-workers Pam and Connie continue to make coming to work something to which I look forward.

Back in 1983, I never envisioned getting into the business of working with doctoral students. However, it has become an integral and invigorating aspect of my day-to-day work. Finally, I have had the good fortune to work with many outstanding K–12 colleagues such as Lynn Barry, Meg Greiner, Dave Gable, Leslie Hicks, Dani Blackwell, Jon Lambros, and Rand Runco. They continue to show bottomless energy, dedication, and professionalism. They are the consummate physical educators! Thank you!

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