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# Children Moving

A Reflective Approach to Teaching Physical Education

7th Edition



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**A REFLECTIVE APPROACH TO TEACHING PHYSICAL EDUCATION**

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The McGraw-Hill Companies



**Higher Education**

CHILDREN MOVING: A REFLECTIVE APPROACH TO TEACHING PHYSICAL EDUCATION

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*We dedicate this edition of Children Moving:*

*To the teachers who guide children to a love  
of physical activity*

*To undergraduate students who have chosen to invest  
their professional careers in making physical education  
meaningful for all children*

*To children—our most valuable resource*



Welcome to the seventh edition of *Children Moving!* Once again we are delighted to be able to share insights gained from our experiences teaching children, undergraduates, and teachers with you—the classroom or physical education teacher or future teacher—in this revised edition. We have blended the literature on effective teaching with research about physical activity and teacher preparation into a practical format designed to help you to understand, and successfully implement, the skill theme approach with children.

In *Children Moving* the pedagogy (teaching process) and content (what is taught) are woven together into a unified “system” that has come to be known as the skill theme approach. It is based on developmentally appropriate principles and guidelines that provide the foundation of a program that is designed for all children, not only the athletically gifted or physically fit youngsters.

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 that are outlined in this book. Another thing that was different then than now 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.

*Children Moving* describes a process designed to ensure that the love of physical activity children are born with remains alive throughout adolescence and adulthood. As you read throughout the 34 chapters in the seventh edition, you will discover that we view the purpose of physical education as “guiding youngsters in the process of becoming physically active for a lifetime.” The pages that follow describe in detail how we go about attempting to do so.

It has now been a decade since the Surgeon General’s report on physical activity and the first edition of *National Standards for Physical Education* were published. Today, they have become landmark documents, and a second edition of *National Standards for Physical Education* (2004) has been published. It is clear that our task is no longer to simply understand the intent of standards, but to show how to align programs so that they meet

the guidelines suggested in these documents. Physical educators can no longer justify programs that simply keep youngsters “busy, happy, and good,” thereby providing classroom teachers a planning period. In this era of increased accountability and testing, state legislatures and school districts are mandating that teachers document what youngsters have and have not learned, often through high-stakes testing with highly publicized results. Now, physical education programs that do not have sound educational goals and practices guiding their instruction are more vulnerable than ever before.


This edition frequently references several national documents that have provided direction, guidance, and support for physical education in schools by translating research and consensus reports into meaningful and worthwhile experiences for children. The Surgeon General’s report on physical activity and the consensus report on physical activity sponsored by the National Center for Chronic Disease Prevention and Health Promotion, both published in 1996, clearly documented the value of physical activity. They also recommended that more time be allocated for physical education programs that are designed to build the foundation for youngsters to become physically active for a lifetime. The *National Standards for Physical Education*, first published by the National Association for Sport and Physical Education (NASPE) in 1995 with a second edition in 2004, provides guidance for the content and goals of physical education programs. NASPE’s *Developmentally Appropriate Guidelines for Children’s Physical Education Practices for Children* (1992) and *Appropriate Practices for Elementary School Physical Education* (2000) 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.


While we have expanded and clarified the information from the documents of the mid-1990s, much remains from previous editions, especially our goal to



keep the text both informal and practical. What we wrote in the preface to the first edition remains true: “We are teachers of children first. And writers second. Individual insights gained during years of teaching experience and ideas to enhance teacher success are sprinkled throughout the text. We hope that by sharing these experiences we can help others to enrich the lives of children.”

We begin the seventh edition of *Children Moving* by describing the value and purpose of physical education. Part 1, “Introduction and Content Overview,” provides an overview of the skill theme approach, the name by which the program suggested in *Children Moving* has come to be known, and ties it to our beliefs and values about children’s physical education. Chapter 1 highlights the benefits of physical activity for children as well as the components of a quality physical education program for children. It also links the skill theme approach to not only the School Health Index, but also Dietary Guidelines and NASPE physical activity guidelines. Chapters 2 and 3 define the skill theme approach. Chapter 2 includes an overview of motor development principles as they apply to the skill theme approach. Chapter 4 describes the importance of physical fitness for children, how it is interwoven into the skill theme approach, and appropriate fitness practices for elementary school children. It also includes examples of linking wellness into physical education lessons. Chapter 5 includes a much expanded definition of reflective teaching as well as insights into how one develops into a reflective teacher. A completely revised Chapter 6, “Teaching Diverse Learners,” concludes Part 1. This chapter provides multiple strategies that allow teachers to meaningfully engage *all* children in physical education. Inclusion becomes a proactive concept, not limited to children with disabilities, but addressing the needs of every child regardless of skill, fitness, language, gender, religion, class, or physical characteristics.

Part 2, “Teaching Skills,” contains Chapters 7 to 15, which focus on the process, or pedagogy, of teaching, beginning with a chapter describing our system for determining the content children are ready to learn based on their developmental needs and interests (generic levels of skill proficiency) as opposed to their age or grade level. Chapter 8 outlines planning in a four-step process with examples of how lessons can be linked to national or state standards. Taken together Chapters 9, 10, and 11 illustrate how to develop a classroom environment conducive to student learning. Chapter 9 describes the process of creating an atmosphere that is conducive to learning. It includes an expanded section 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 10 also addresses strategies for youngsters who may need extra help in learning how to function appropriately in a physical education environment. Because *Children Moving* describes a child-centered rather than a subject-centered approach to teaching, it is important that teachers constantly observe children to determine the progress they are making so that lessons can be adjusted for individual differences. Chapter 11 describes how teachers organize content into meaningful experiences by developing a logical progression of tasks (learning experiences), cues (critical elements), and challenges designed to make physical education classes a true learning experience. These ideas are presented in a user-friendly manner designed for easy understanding, and they link directly to the planning chapter. Chapter 12 provides examples of ways teachers can observe student responses to determine the potential for learning. Chapter 13, which describes a variety of instructional approaches used by teachers to heighten children’s enjoyment and understanding of the lessons, includes a section on cooperative learning and provides an analysis of when each approach may be appropriate based on the needs of the students and the pedagogical skills of the teacher. Chapter 14, on assessment, describes current assessment trends. It contains a variety of assessment examples based on our teaching experiences as well as the first edition of the *National Standards*. Assessment icons are then used throughout the text to indicate performance assessments that are explained in detail in Chapter 14. In addition, the assessment tool of checks for cognitive understanding is indicated with the icon . Chapter 15 includes a variety of practical ways that teachers can assess their own teaching to determine if, and how, they are using the techniques employed by effective teachers of children’s physical education.

Parts 3 and 4 of *Children Moving* focus on the content of the skill theme approach. Chapters 16 to 18 describe how the concepts of space awareness, effort, and relationships are taught in the skill theme approach. These chapters include references to both editions of the *National Standards* for both content and assessment ideas. They are followed by the skill theme chapters (19 to 28), which contain hundreds of learning experiences designed to help children learn the motor skills that are 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. Part 5 includes chapters on dance, gymnastics, and games in the skill theme approach and a chapter on interdisciplinary learning. Chapters 29, 30, and 31 present ideas for the application of combined skill and movement concepts into dance, gymnastics, and games settings. Chapter 29 links the teaching of dance to the skill theme and movement concept chapters. It describes the various types of dance for children and provides information about how ethnic/folk dance can be incorporated with skill themes. Chapter 30 links the skill theme and movement concept chapters to gymnastics and provides examples of developmentally appropriate gymnastics for children. It also includes a renewed emphasis on safety and self-responsibility in children. Chapter 31, on games, provides examples of how games are used in the skill theme approach. It contains ideas for designing appropriate game and gamelike experiences for children and clarifies the competition/cooperation aspect of children's games. The final chapter in Part 5 describes how the skill theme approach can be integrated with topics typically taught in the classroom, such as mathematics and reading. It provides examples of ways classroom teachers can use movement to enhance the children's interest in subjects they are teaching in the classroom and also ways that physical education teachers and classroom teachers can work together to create interesting and relevant learning experiences for youngsters.

Chapters 33 and 34 make up the final part, "The Future," in this seventh edition of *Children Moving*. The first describes some of the changes teachers have successfully used to build support for their programs and includes references to research that can be used to support physical education programs. Chapter 34 is our favorite and includes our continued dreams for children's physical education as we enter the second half of the first decade of the new millennium.

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## New to This Edition

### An All-New Design

The seventh edition has a completely new full-color design. This exciting new design includes aesthetic features created with the intent of making the book attractive and pleasing to the eye. The children's artwork, photographs, and other features come to new life in color. A new color scheme, new icons, redesigned

boxes, and a new presentation of the basic concept headers are just a few redesigned features.

### The Wheel

This edition of *Children Moving* features a full-color, three-dimensional cardboard **Wheel** ("movement analysis framework" in the text). For many years, many of us have made wheels so that students could more fully understand the relationships between and possibility for skill themes and movement concepts. The Wheel enhances students' understanding of the book's themes and concepts; it can also be used as a handy reference tool in the classroom.

### Updated Content

A key feature of this new edition is updated content, which is reflected in the text discussions and in the references and readings. Of special note is the updated information from the second edition of the *National Standards for Physical Education*. Another example is the emphasis on teaching diverse learners and the expanded concept of diversity. The idea of observing student responses (Chapter 12) is clearly linked with the notion of student learning in physical education, and the notion of analyzing our teaching (Chapter 15) is linked with those teacher practices known to facilitate student learning.

### New Research

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, 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.

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## Successful Features

### 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 one's teaching style 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 relation 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.

### 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.


### Small Sided Games

Demonstrating the value of small sided games in physical education, this book offers examples of how to design such games and make them a valuable part of any physical education program. It discusses ideas about developing versatile game 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.

**Cautions** 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 is presented at the beginning of each series of tasks for skill themes and movement concepts. The teacher can choose a cue that is appropriate for the children to make the task easier for them to perform.

**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. The teacher can either use the challenges listed along with the tasks or create ones that seem appropriate for the children with whom he or she is working.

**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 daily teaching rather than as a separate entity at the end of the unit. 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.

**Appendix** The appendix to this book offers four sample school-year overviews based on the material in *Children Moving*. It includes (1) a two-day-a-week program for an inexperienced class, (2) a five-day-a-week program for an inexperienced class, (3) a two-day-a-week program for an experienced class, and (4) a five-day-a-week program for an experienced class. These overviews can be followed exactly as presented or used as a model for developing individualized programs.

**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 students to test their understanding of the content. This tool offers a means of reviewing and analyzing the material.

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

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## Supplements

### Instructor's Resource DVD

This DVD contains key teaching points for each chapter, along with learning activities for the classroom and the gym.

### Computerized Test Bank

The test bank is available on the Instructor's Resource DVD as Word files and with EZ Test computerized testing software. McGraw-Hill's EZ Test is a flexible and easy-to-use electronic testing program. The program 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, BlackBoard, or PageOut. EZ Test Online is a new service and gives you a place to easily administer your EZ Test-created exams and quizzes online. The program is available for Windows and Macintosh environments. The EZ Test CD is packaged with Quick Start Guide; once the program is installed, users have access to the complete user's manual, including multiple Flash tutorials. Additional help is available at [www.mhhe.com/eztest](http://www.mhhe.com/eztest).

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

These online 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 that are attainable within a single lesson, (2) content development with a focus on skill rather than 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. Features include 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.

### Classroom Performance Systems (CPS)

The Classroom Performance System is a revolutionary system that brings ultimate interactivity to the lecture hall or classroom. CPS is a wireless response system that gives you immediate feedback from every student in the class. CPS units include easy-to-use software for creating and delivering questions and assessments to your class. With CPS, you can ask subjective and objective questions. Students respond with their individual wireless response pads, providing instant results. CPS is the perfect tool for engaging students while gathering important assessment data. Benefits include:

- Better interactivity—receive instant feedback on what students have learned.
- Increased class discussion—anonymous opinion pools can be used to generate debate.
- Improved attendance by “alert” students.
- Automatically graded testing.
- Simple installation, setup, and use.
- Low cost.
- Reliable technical support.

### Online Learning Center [www.mhhe.com/graham7e](http://www.mhhe.com/graham7e)

The Online Learning Center to accompany this text offers a number of additional resources for both students and instructors. Visit this Web site to find useful materials such as:

#### For the Instructor

- Instructor's Manual
- Sample syllabus
- State curriculum guide
- The Wheel and activities
- Downloadable PowerPoint presentations

- Lesson plan websites
- Lecture outlines
- Links to professional resources

### For the Student

- Self-scoring chapter quizzes
- Flash cards for learning key terms and their definitions
- *On the Move* lesson plans
- Lesson plan template
- Fitness and nutrition journal
- Videos

### Classroom Performance Systems

These files are formatted for use with Classroom Performance System, a wireless response system used to increase student engagement in the classroom. The files are questions that can be used to create class quizzes, or as impromptu questions during lecture.

### Course Management Systems

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

Now instructors can combine their McGraw-Hill Online Learning Center with today's most popular course-management systems. Our Instructor Advantage program offers customers access to a complete online teaching website called the Knowledge Gateway, with prepaid, toll-free phone support and unlimited e-mail support directly from WebCT and Blackboard. Instructors who use 500 or more copies of a McGraw-Hill textbook can enroll in our Instructor Advantage Plus program, which provides on-campus, hands-on training from a certified platform specialist. Consult your McGraw-Hill sales representative to learn what other course management systems are easily used with McGraw-Hill online materials.

### PageOut: The Course Web Site Development Center

[www.pageout.net](http://www.pageout.net)

PageOut, free to instructors who use a McGraw-Hill textbook, is an online program you can use to create your own course Web site. PageOut offers the following features:

- A course home page
- An instructor home page
- A syllabus (interactive and customizable, including quizzes, instructor notes, and links to the text's Online Learning Center)
- Web links
- Discussions (multiple discussion areas per class)

- An online gradebook
- Links to student Web pages

Contact your McGraw-Hill sales representative to obtain a password.

### Primis Online

[www.mhhe.com/primis/online](http://www.mhhe.com/primis/online)

Primis Online is a database-driven publishing system that allows instructors to create content-rich textbooks, lab manuals, or readers for their courses directly from the Primis Web site. The customized text can be delivered in print or electronic (eBook) form. A Primis eBook is a digital version of the customized text (sold directly to students as a file downloadable to their computer or accessed online by a password).

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## Acknowledgments

*Children Moving* continues to be a work in progress. Over the past 25 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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- Kevin Patton, of the University of Northern Colorado, for developing the PowerPoint presentation to accompany the seventh edition of *Children Moving*.
- Linda Sharp, J.D., of the University of Northern Colorado, for her ongoing expert advice related to the legal aspects of teaching physical education.



# A GUIDED TOUR OF CHILDREN MOVING

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.

4 PART 1 Introduction and Content Overview

### Key Concepts

- The purpose of a quality program of physical education is to guide youngsters in the process of becoming physically active for a lifetime.
- Regular physical activity helps prevent obesity, promotes motor skill development and physical fitness, and provides opportunities for goal setting, making new friends, and stress reduction.
- The health benefits associated with being physically active include a reduction in premature mortality, heart disease, colon cancer, diabetes mellitus, and drug and alcohol addiction.
- Positive, or quality, physical education programs have reasonable class sizes, a developmental and sequential curriculum, plenty of practice and movement opportunities, and adequate facilities and equipment.
- Positive physical education programs emphasize learning in all three domains: psychomotor, cognitive, and affective.

Young children are a torrent of physical activity! Unfortunately, for far too many youngsters this torrent of physical activity becomes a trickle by the time they enter adolescence. As a teacher, or future teacher, you can make a significant contribution to the lives of your students by helping to keep their love of movement and physical activity alive so that it lasts a lifetime. Over 60 percent of adults are overweight and for many of them exercise has become a negative term associated with pain, frustration, and embarrassment. Positive physical education programs emphasize enjoyable participation in physical activity and "help students develop the knowledge, attitudes, motor skills, behavioral skills, and confidence needed to adopt and maintain physically active lifestyles" (National Center for Chronic Disease Prevention and Health Promotion [NCCDPHP], 1997, p. 205). Our goal is to keep the love of movement (exercise) alive in youngsters so that they associate exercise with enjoyment and fun!

The importance of physical activity in the lives of children, and adults, is becoming more and more evident. The 2005 Dietary Guidelines for Americans recommends that "children and adolescents engage in at least 60 minutes of physical activity on most, preferably all, days of the week" (www.health.gov/dietary-guidelines/dga2005/document). In fact the 2005 revision of the food pyramid includes a figure climbing stairs to visually represent the importance of physical



www.mhhe.com/graham7e

activity in our lives (www.pyramid.gov). You will also find information on this Web site designed specifically for children ages 6–11 in the "for kids" section.

Physical activity and physical education are not synonymous. **Physical activity** is a behavior—for example, walking or biking to school, playing a sport, or swimming. **Physical education** is the school curriculum that leads to remaining physically active for a lifetime. Thus the goal, or purpose, of a quality physical education program is to guide youngsters in the process of becoming physically active for a lifetime. This chapter answers three questions.

1. Why do children need quality programs of physical education?
2. What health benefits are associated with a lifetime of physical activity?
3. What components of a physical education program encourage youngsters to maintain physically active lifestyles?

### Why Children Need Physical Education

Why do youngsters need a quality program of physical education? The simple answer is so that they will remain physically active throughout their lifetime and reap the benefits of doing so, especially the health benefits that are detailed in the next section. Numerous other benefits have been summarized by the National Association for Sport and Physical Education (NASPE, 2002, p. 7) and are adapted here. They include:

**Regular, healthful physical activity:** An increasing number of youngsters are overweight and obese. Regular physical activity, as well as an appropriate diet, is the best antidote to eliminate the current obesity epidemic and also provide a positive alternative to "screen time" (both television and computers).

**Skill development:** In a quality program of physical education, children learn the fundamental motor

5

CHAPTER

## Reflective Teaching

The good teacher must relate his teaching to the world of his students as it is, not as he would like it to be.

—Henriett Fossitt

A search for rigid prescriptions of the right way to teach has largely been replaced with the search for propositional rules and principles to guide practice.

—Joan E. Rowe



## 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.

- John Pomeroy, Liz Harkrader, Shawn Fortner, Rosa Edwards, Larry Satchwell, Becky Robinson, Sharn Nicholson and so many other children's physical education teachers—for your inspiration, dedication to children, and example in serving as role models for countless other teachers and thousands of children.
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- The children at Linden Elementary School in Oak Ridge, Tennessee, who create as well as follow our dreams of physical education for children.
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- Lans Hayes of Mayfield Publishing Company, who, in 1977, took a huge risk on four unknown authors with a radical idea.
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Children try to match their partner as they make "one part, non-symmetrical balances."



Children try to match each other's rocking motion.

mirror, your mother putting on her makeup, or your father shaving. Practice your story until you can do it the same way three times in a row. Then we'll have the class try to guess what you're saying.

#### Traveling Alongside/Following

**Setting:** Traveling in general space with a partner

#### Tasks/Challenges:

Though we haven't really discussed it, often you were practicing another type of relationship when you followed your partner around the space: *leading and following*. So far you've always followed from behind the other person. Let's try it differently this time, with you traveling alongside or next to your partner as you follow. One person is still the leader and the other the follower, but you both move as if you were a team of horses: beside each other. Each of you should take five turns leading and then switch places. This activity is harder, so you have to watch very closely what your partner does. Start out with very easy moves.

Now try to speed it up a little. Watch carefully. Try to follow exactly.

*The leader must be aware of the follower's capabilities so that the leader challenges the partner but doesn't frustrate the partner with movements that are too difficult.*

#### Following with a Group

**Setting:** Traveling in general space with a group

#### Tasks/Challenges:

This time, you're going to try another type of following: from behind, with four or five of you in group. The first person in line is the first leader and leads the group all over the room. Then on the signal, the first person goes to the end of the line, and the second person becomes the leader; this continues until everyone has had a chance to lead. The secret is to stay far enough apart so that you can see. The activity is just like follow the leader.

This time you're going to make the activity a little more challenging. I'm *not* going to give you the

### Illustration Program

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

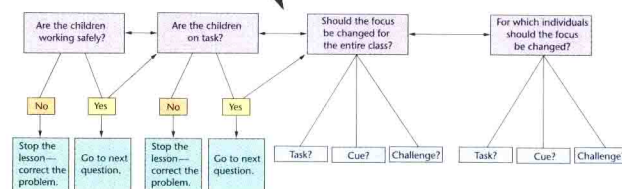


Figure 12.2 Questions reflective teachers use to guide observation.

We encourage teachers to focus initially on the entire class using the scanning technique described in the next section of this chapter. By working with individuals (intratask variation) too early, the teacher may lose focus on the entire class. We've seen this happen frequently with beginning teachers. The teacher becomes so involved helping an individual child that he or she loses focus on the entire class and may suddenly look up to find that a number of children are off task or that an unsafe condition has developed. This is not to suggest that teachers shouldn't work with children individually—we certainly should and do. But teachers must make sure that they don't become so involved with one child that they forget to concentrate on the whole class. As Locke's vignette at the beginning of the chapter suggests, doing so is a real challenge.

*Recently I observed a teacher attempting to teach a child how to run and kick a stationary ball. The child was unable to adjust her run to enable her to arrive at the ball in a proper kicking position. After each unsuccessful attempt (the ball barely moved), the child appeared almost to step on the ball rather than kick it; the teacher would say to the child, "No, that's not it!" The child knew she had failed as she watched the ball erratically dribble away from her foot, and yet the teacher offered no prescription for improvement. Rather than stating results the student can readily observe, the successful instructor offers a prescription for practice, that is, a cue.*

When we work with individuals, we essentially use the same process we use for the entire class. We vary the task for different children, or we provide challenges (intratask variation). If you ever have an opportunity to watch a master teacher, you'll see that this teacher is

constantly using intratask variation as he or she travels from child to child while remaining conscious of the entire class, safety, and on-task behavior. Now you can better understand why it's so important to spend time establishing a learning environment at the beginning of the year.

When presented separately, the four aspects or categories of observation—safety, on-task behavior, class movement patterns, and individual movement patterns—seem quite simple and rather easy to follow. When teaching, however, a teacher is rarely able to focus on any one aspect at a time. As Locke's vignette suggests, the teacher must concentrate simultaneously on the four aspects. To aid in your observation, Figure 12.2 provides a flow chart of the questions we use to guide our observation of classes. Note that the arrows between the questions go both ways, indicating that the observation focus isn't linear but that there's a constant interplay between the questions. And, this observation may all happen within 60 seconds!

#### How to Observe

Once you have decided what it is that you want and need to observe, the next step is actually observing so that you see. As we indicated earlier, observation is a learned skill and one that can improve with practice. Bird watching provides an apt analogy here. Non-bird watchers who see a bird might think, "There is a big bird." Novice bird watchers will say, "There is a big bird with a white head and dark body." Intermediate bird-watchers, with binoculars, might note a large bird with a dark body, white head, and white on the tail. An expert, with binoculars, will identify the bird as a bald eagle. It takes practice to become an expert observer, but the result is rich and detailed information about what you have seen and hence where to proceed. Three

### 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.



#### Skill Theme Development Sequence

### Throwing and Catching

#### Proficiency Level

Throwing and catching while using simple offense and defense in a small sided invasion game  
 Throwing and catching with a team handball in a small sided invasion game  
 Throwing and catching with a football in a small sided invasion game  
 Throwing and catching with a Frisbee in a small sided invasion game  
 Throwing and catching in a small sided basketball-type 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, score game-like situation  
 Throwing and catching 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  
 Playing Frisbee Golf  
 Target backaway  
 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

Bench Bounce Catch  
 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  
 Flying Beanbag Catch  
 Catching with a scoop  
 Throwing a Frisbee  
 Throwing backhand to a target  
 Throwing to high targets  
 Throwing underhand to hoops  
 Bowling for targets  
 Hit the Can  
 Throwing overhand at a 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  
 Overs, Unders, and Sides  
 Throwing sidearm  
 Throwing underhand  
 Throwing overhand

#### 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.

### Tasks/Challenges

The skill theme and movement concept chapters feature a suggested progression of tasks, or extensions, 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. The teacher can either use the challenges listed along with the tasks or create ones that seem appropriate for the children with whom he or she is working.

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#### Tasks/Challenges:

- T In your groups of three, you are going to take turns jumping over a swinging rope. Two of you will gently swing the rope while the third person jumps. After five jumps, trade places.
- C Practice for 10 jumps without a mistake.

- T Using a series of running steps to approach your rope, take off on one foot and land on the opposite foot on the other side of your rope. Taking off on one foot and landing on the opposite foot is called a leap.
- T Change the shape of your rope from a straight line to a circle, rectangle, or triangle. Standing just outside the rope shape, take off on one foot and jump inside your shape, landing on the same

#### Control Level: Learning Experiences Leading to Skill Development

At the control level, we encourage children to practice both long and high jumps until their landings are balanced and controlled. We also provide opportunities for exploring variations in the flight phase of the jump and jumping in relation to different rhythms.

*A note about cues:* Although several cues are listed for many of the learning experiences, it's important to focus on only one cue at a time. That way, the children can really concentrate on that cue. Once you provide feedback to the children and observe that most have learned a cue, then it's time to focus on another one.

#### Jumping and Landing: Basic Patterns

**Setting:** Ropes (one per child) placed around the edge of the teaching area

**Cue**  
**Squash** (Bend your knees to absorb the force and maintain balance when you land.)

#### Tasks/Challenges:

- T When we first worked on jumping, you explored different ways to jump over your rope—just for fun. Place your rope in a straight line on the floor; choose three of your favorites from those different types of jumps and practice jumping over your rope, landing each time in a balanced position without falling down. Bend your knees when you land so that your landings are very quiet.
- T Jump over your rope, taking off on two feet and landing on two feet.
- T Position yourself approximately 10 feet from your rope. Approach your rope with a series of running steps; jump over your rope, taking off on one foot and landing on two feet.



Running and jumping combine skill and spatial awareness.

### 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 him or her to perform.

### 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.

#### Assessment Example

From the National Standards edition

#### Peer Observation

Students are given a task of throw at a target with a partner and the size of ball, (enough distance to produce and the height of the target by marking a score sheet for throws. Partners change roles many turns as time allows.

#### Criteria for Assessment

- a. Chooses appropriate ball for personal competence.
- b. Records partner's performance honestly.
- c. Assists partner by speaking turns.
- d. Assumes personal responsibility for the activity.

NASPE (1995, p. 27)

#### Throwing to High Targets

**Setting:** Partners, with a beanbag or ball for each pair; ropes with hoops attached strung across the space (Figure 25.2) at different heights at targets (one at

Arm Way across Body

be facing the target.) (Instead of bringing it to the back, bring the arm you throw with way across your body.) (This is one of the few

Step with Same Foot



## 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.

## References/Suggested Readings

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

### Summary

An instructional approach can be defined as the way in which a teacher presents lesson content to a class. One of the myriad of questions that a teacher must answer is which instructional approach to use. The answer depends on a number of factors; the primary one is the teacher's goal for a particular lesson or series of lessons. Six instructional approaches (summarized in Table 13.1) can be used to deliver the lesson content to students.

The direct instructional approach is effective when students are to learn a specific skill technique. A task-teaching approach is helpful when having students practice a skill they have already learned. The guided discovery approaches stimulate thinking and students' involvement on a cognitive level. Peer teaching fosters cooperation and provides repeated practice and feedback for children. Cooperative learning develops

group-relation skills, as well as stimulating cognitive involvement. Child-designed approaches encourage creativity and inventiveness; they involve children in creating their own learning experiences.

Each approach has its strengths, and each requires different student and teacher skills. Which strategy to select depends on the teacher's goals. One of the challenges reflective teachers face is analyzing both their students' and their own needs and skills and matching them with the goals of the lesson. Ideally, over a period of weeks, both the teacher and the children learn to work effectively, no matter which instructional strategy is selected.

Regardless of the approach used, the progression of the learning experience is always based on the students' response to the task they were given. Thus, the ability of the teacher to observe (Chapter 12) is critical.

### Reading Comprehension Questions

1. What is the implication of the quote from Kate Barrett on the opening page of the chapter? How does it relate to the content of this chapter?
2. What is an instructional approach? How does it differ from teaching style? Explain the differences among the six instructional approaches presented in this chapter.
3. What criteria might the teacher use in selecting a particular instructional approach for use with a class?
4. Using the skill of punting, give examples of convergent and divergent inquiry, written in the actual form in which they would be stated.
5. Select a skill theme from one of the skill theme chapters (Chapters 19 through 28) and develop a task sheet similar to the one in Figure 13.2. Include at least six different tasks, ranging from precontrol through utilization levels.
6. Why do we say that a direct instructional approach may not be the best for children who are not developmentally ready?
7. Using the skills of throwing and catching against a defense, design a task sequence using the jigsaw cooperative learning strategy.
8. What strategies can a teacher employ to begin to use child-designed approaches for instruction? Give an example of how one strategy might be developed for a group of 11- or 12-year-olds.
9. How can different instructional approaches be used to help students meet various national standards for physical education?

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### APPENDIX Sample School-Year Overviews

Two-Day-a-Week Program for an Inexperienced Class (72 Days a Year)

Week	Chapter	Day	
1	9	1	Establishing an Environment for Learning (p. 129)
	9	2	Establishing an Environment for Learning (cont.) (p. 129)
2	16	1	Exploring Self-Space (p. 254)
	16	2	Exploring General Space (p. 256)
3	16	1	Traveling in Different Directions (p. 258)
	16	2	Traveling and Freezing at Different Levels (p. 260)
4	4	1	Physical Fitness and Wellness for Children (p. 39)
	25	2	Throwing at a Large Target (p. 479)
5	25	1	Catching a Rolling Ball; Catching from a Skilled Thrower (p. 479)
	19	2	Traveling in General Space: Sliding; Galloping; Hopping; Skipping (pp. 316, 317)
6	19	1	Performing Locomotor Sequences (p. 319)
	20	2	Traveling to Flea; Fleeting from a Partner (pp. 338, 339)
7	20	1	Traveling to Dodge; Dodging the Obstacles (pp. 338, 339)
	24	2	Kicking a Stationary Ball from a Stationary Position (p. 443)
8	24	1	Approaching a Stationary Ball and Kicking; Kicking in the Air (pp. 444, 446)
	24	2	Dropping, Bouncing, and Kicking Lightweight Balls; Dropping and Punting (pp. 459, 459)
9	21	1	Jumping and Landing: Basic Patterns (p. 358)
	4	2	Physical Fitness and Wellness for Children (p. 39)
10	26	1	Striking Balloons in the Air (p. 505)
	26	2	Striking a Ball Upward (Underhand Pattern) (p. 507)
11	26	1	Bouncing a Ball Down (Dribbling) Continuously (p. 524)
	26	2	Dribbling and Walking (p. 524)
12	17	1	Exploring Time (p. 271)
	17	2	Exploring Force (p. 276)
13	17	1	Traveling and Changing Force Qualities (p. 276)
	9	2	Establishing an Environment for Learning (p. 129)
14	16	1	Exploring Pathways (p. 261)
	16	2	Exploring Extensions (p. 265)
15	19	1	Moving to Rhythms (p. 319)
	4	2	Physical Fitness and Wellness for Children (p. 39)
16	27	1	Downs; Ups (pp. 546, 547)
	27	2	Ups and Downs (p. 547)
17	21	1	Jumping over Low Obstacles; Hoops; Jumping over Low Obstacles; Hurdles (p. 360)
	21	2	Jumping a Turned Rope; Jumping a Self-Turned Rope (p. 362)
18	18	1	Identifying Body Parts; Balancing on Matching and Nonmatching Parts (pp. 285, 287)
	18	2	Traveling and Freezing in Different Body Shapes (p. 290)
19	4	1	Physical Fitness and Wellness for Children (p. 39)
	19	2	Leaping (p. 317)
20	18	1	Over, Under, Around, In Front Of, and Behind Concepts (p. 294)
	19	2	The Follow-Me Dance (p. 322)
21	23	1	The Rocking Horse, Twin Rockers (p. 419)
	23	2	Rolling Sideways; Rolling Forward (pp. 429, 421)
22		1	Special Event
	18	2	Matching, Mirroring, Matching and Mirroring (p. 299)
23	22	1	Balancing on Different Bases of Support (p. 376)
	22	2	Balancing in Different Body Shapes (p. 377)
24	23	1	Log Roll (p. 420)
	23	2	Back Rocker, Back Touch (pp. 421, 423)
25	23	1	Transferring Weight from Feet to Back (pp. 401-402)
	23	2	Transferring Weight from Feet to Hands (pp. 402, 407, 413)
26	25	1	Throwing Overhand, Throwing Underhand, Throwing Sidearm (pp. 480, 481)
	25	2	Throwing a Ball against a Wall and Catching the Rebound (p. 487)
27	22	1	Traveling on Low Gymnastics Equipment: Stationary Balances on Equipment (pp. 378, 388)
	22	2	Balancing Sequence (p. 388)

(continued)

## Appendix

The appendix to this book offers four sample school-year overviews based on the material in *Children Moving*. These overviews can be followed exactly as presented or used as a model for developing individualized programs.

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