

TENTH EDITION

CHILDREN MOVING

A Reflective Approach to Teaching Physical Education



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Melissa Parker | Tina Hall | Kevin Patton**

TENTH EDITION

Children Moving

A REFLECTIVE APPROACH TO TEACHING PHYSICAL EDUCATION

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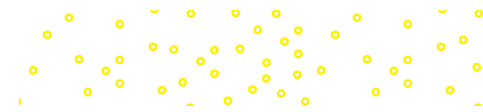
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To my wonderful family: Teresa, Nick, Tommy, Jackie, Verenda, Austin, Carter, Savanna, Lois and Natalie. I love you!

GG

For the elementary physical education teachers of New York City, in their quest for quality programs for children

SHH

For Tia Ziegler, Lizzy Ginger, Karla Drury, Nancy McNamee, and all the elementary physical education teachers in Weld County District 6 whose passion, courage, and tenacity remind me daily of what is possible!

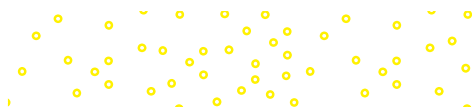
MP

For all future and current physical education specialists. Keep making a difference in the lives of children!

TH

For Andrea, Nathan, Dillon, and Brian

KP



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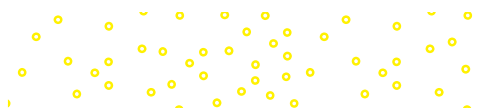
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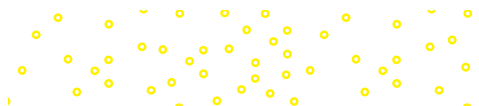
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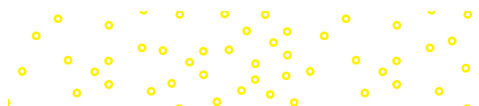
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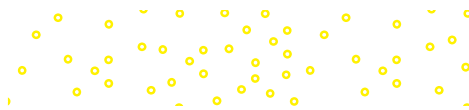
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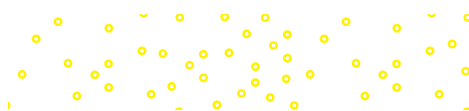
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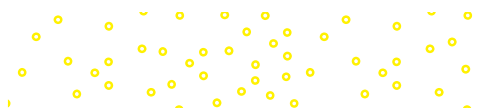
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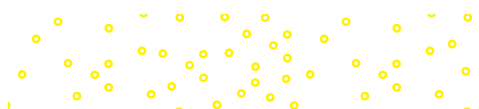
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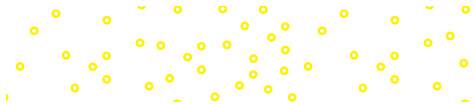
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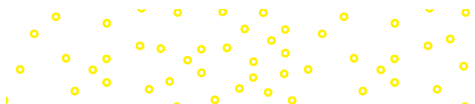
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Children! Impressionable, innocent, enthusiastic, eager to learn, and all different. In fact, if you believe that all children are identical—same interests, same abilities, same size—then *Children Moving* is not the book for you. The authors of *Children 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 10th 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 lead 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 rich progressions of field-tested learning experiences 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 tasks that can be used to develop safe and child-centered lessons for the skill themes, *Children Moving* also devotes 10 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. They also create an environment that is safe and child-centered.

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 two decades 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. It is common practice and in many states a requirement for programs of physical education to align their curricula with national or 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 more vulnerable than ever before.

Appropriate Instructional Practice Guidelines (2009), *Appropriate Instructional Practice Guidelines for Elementary School Physical Education* (third edition, 2009), and the *National Standards & Grade-Level Outcomes for K–12 Physical Education* (2014), all published by the Society of Health and Physical Educators (SHAPE America), 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 outcomes 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. 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 10th 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 edition 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. For the first time, Chapter 1 includes sample student learning indicators for movement concepts and skill themes. Chapter 2 identifies the characteristics of the skill theme approach, developmental appropriateness, and how fitness and the cognitive and affective learning domains are addressed. Chapter 3 has been updated with the 2014 *National Standards* and includes detailed discussion on the role of the grade-level outcomes in making teaching and planning decisions.

The three 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 as well as new practical suggestions for addressing large class sizes and limited equipment. 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). 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. This chapter has been rewritten to align with requirements for designing standards-based lessons. 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 active. The planning appendices that were formerly at the end of the text have been moved to the end of this chapter for ease of access.

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 7) and strategies for maintaining that environment after it has been created (Chapter 8). Chapter 7 describes the process of creating a child-centered 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 8 introduces a multitude of strategies that can be used to help all students stay on task, take responsibility for their own learning, and ensure the environment that was created initially continues throughout the year. Chapter 9 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 the various instructional approaches to specific learning experiences in the skill theme chapters. Chapter 10, "Adapting the Content for Diverse Learners," has been completely rewritten and has been moved from a later part in this book to Part 3. The authors support the philosophy of inclusion and provide teaching strategies for creating an inclusive environment as well as general implications for teaching the children who make up the diversity of our classrooms. The process of observing the children with understanding is a critical pedagogical skill in determining the lesson and program content that will be most beneficial to the children. Once again in the 10th 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). Chapter 12 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 and to provide suggestions for checking for cognitive understanding. All assessment items are aligned with the *National Standards*. The final chapter in Part 3 (Chapter 13) is designed to assist you in analyzing your teaching to better understand your effectiveness and progress as a reflective teacher and lifelong learner.

The next two parts of the book provide detailed and practical examples of the movement concepts (Part 4) and skill themes (Part 5). Chapters 14-16 are the movement concept chapters ("Space Awareness," "Effort," and "Relationships") and include connections to the 2014 *National Standards & Grade-Level Outcomes for K-12 Physical Education* as well as new learning experiences. They are followed by the skill theme chapters (Chapters 17-27), which contain hundreds of learning experiences designed to help children develop the fundamental movement skills necessary for successful participation in and enjoyment of a variety of physical activities and sports. Changes in this edition include changes to Chapter 17, "Traveling," which has been reorganized and includes attention to detail on teaching locomotor skills in isolation and in combination. Also included are new learning experiences that apply locomotor skills in dance, gymnastics, and games.

The remaining skill themes chapters in this section (Chapters 18-27) all include connections to the 2014 *National Standards*, adaptations in the progression of tasks, as well as numerous new learning experiences.

Each skill theme chapter begins with an overview of the content followed by a description of a series of tasks, the critical elements 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). Introduced in the ninth edition, many of the skill theme chapters make use of a photographic technique allowing us to provide movement sequences of many of the skill themes labeled with critical elements that are so important for children to learn the fundamental movement skills that are the building blocks for successful and enjoyable participation in sports and physical activities for a lifetime.

Part 6 includes the skill theme application chapters of: "Teaching Physical Fitness, Physical Activity, and Wellness" (Chapter 28), "Teaching Educational Dance and Rhythms" (Chapter 29), "Teaching Educational Gymnastics" (Chapter 30), and "Teaching Educational Games" (Chapter 31). Each of these chapters has been rewritten to be more user friendly to current teachers and teacher candidates.

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. The last chapter in Part 6 (Chapter 32) provides examples of how classroom and physical education teachers can work together to reinforce literacy, mathematics, science, social studies, physical education, 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.

New to This Edition

If you have read previous editions of *Children Moving*, you will see significant changes this time around. First, you have probably noticed we have added two new authors to the *Children Moving* team. We are delighted to welcome Tina Hall of Middle Tennessee State University and Kevin Patton from California State University, Chico. Tina and Kevin are long-time adopters of

Children Moving, and throughout the book, you will notice the new perspectives they bring to the writing team. Second, although no new chapters have been included, we have made major revisions in nearly every chapter. Additionally, we have reorganized the order of some of the chapters for better flow.

- A key feature of this new edition is updated content, which is reflected in the text discussions and in the references and readings.
- Sample student learning indicators for movement concepts and skill themes have been provided for the psychomotor domain (Chapter 1) and reinforced when addressing assessment (Chapter 12).
- The critical elements for each fundamental movement skill are listed within the skill theme chapters.
- Linkages of skill themes to the newly revised SHAPE America *National Standards & Grade-Level Outcomes for K–12 Physical Education* are provided for all skill themes and movement concepts.
- Included as an appendix to “Planning and Developing the Content” (Chapter 6), two sample school-year overviews based on the material in *Children Moving* have been added. This includes a two-day-a-week scope and sequence for an inexperienced class (grades K–2) and a two-day-a-week program (scope and sequence) for an experienced class (grades 3–6).
- Assessment information and examples have been enhanced in Chapter 12, including updated elementary report cards.
- New and revised learning tasks and assessment examples have been included throughout the movement concept chapters (14–16) as well as the skill theme chapters (17–27).
- “Adapting the Content for Diverse Learners” (Chapter 10) has been completely rewritten. The authors support the philosophy of inclusion and provide strategies for teaching all children who make up the diversity of our classrooms.
- “Teaching Educational Dance” (Chapter 29) has been rewritten to aid both the novice and the experienced teacher in developing the content of predesigned and child-designed dance. The chapter appendices include additional sample dance experiences.
- “Teaching Physical Fitness, Physical Activity, and Wellness” (Chapter 28) has been revised to include a detailed introduction to the Comprehensive School Physical Activity Plan (CSPAP).

Evidence-Based Support

This new edition highlights many examples of the latest research in the field, such as findings that suggest a con-

nection between ongoing physical activity and obesity and between movement and learning.

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 fundamental movement skills with developmentally appropriate learning experiences 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 health-related 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 described throughout the book.

Skill Theme Development

Our initial focus in the skill theme approach is on helping children develop and learn the fundamental movement skills. As children acquire these building blocks, they are placed into the contexts of educational dance, gymnastics, and games. Therefore, this text describes how skill themes develop from isolation to being combined with movement concepts and, finally, to being applied to dance, gymnastics, and small-sided games or sports.


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.

Critical Elements and Illustrations Skill themes are presented with a listing of the critical elements of each. These critical elements are useful in observing the particular skill, in providing individual feedback for assistance, and in the selection of appropriate learning experiences for the children performing that skill. Many of these critical elements are illustrated in sequences of photos of children actually performing the skills.

Cues Cues are brief phrases that 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.

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.

Challenges Challenges 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 checks for understanding to 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.

Supplements

Test Bank

The test bank is designed for use with McGraw-Hill Connect or 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. The test bank accommodates a wide range of question types, and instructors may add their own questions in either system. Multiple versions of the

test can be created, and tests can be exported for use with course management systems. Additional help is available at www.mheducation.com/connect.

Lesson Planning for Elementary Physical Education: Meeting the National Standards & Grade-Level Outcomes (2016) by Shirley Ann Holt/Hale and Tina Hall.

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. Lesson plans are created for the movement concepts, the fundamental movement skills, and the components and concepts of health-related fitness.



The 10th edition of *Children Moving* is now available online with Connect, McGraw-Hill Education's integrated assignment and assessment platform. Connect also offers SmartBook for the new edition, which is the first adaptive reading experience proven to improve grades and help students study more effectively. All of the title's ancillary content is available through Connect, including:

For the Instructor

- Instructor's manual
- Sample syllabi
- State curriculum guides
- Movement Framework Analysis eWheel
- Image bank
- Downloadable PowerPoint presentations
- Lesson plan Web sites
- Lecture outlines
- Links to professional resources

Assignable for Students

- State curriculum guides
- SHAPE America national standards & grade level outcomes
- Sample lesson plans

- National organizations and professional development resources
- Student success strategies
- Movement Framework Analysis eWheel
- Lesson plan template

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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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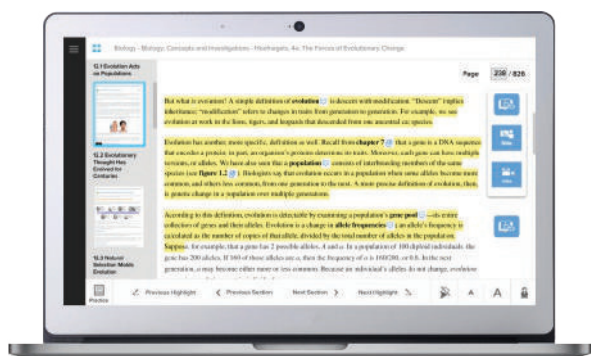
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- Jordan Cunningham,
Eastern Washington University

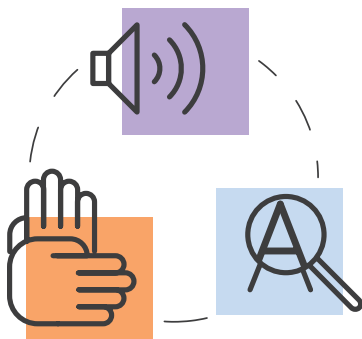
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13	14
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Chapter 13 Evidence of Evolution	Chapter 11 DNA Technology
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	Chapter 7 DNA Structure and Gene...
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A 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.

68 PART 2 Becoming a Reflective Teacher

Key Concepts

- Reflective teachers constantly plan and revise their plans as they continue to strive to provide the most productive and meaningful learning experiences for children.
- Planning is divided into four steps in this chapter.
 - The first planning step is determining what you want students to learn over the entire program; this is the scope of the curriculum.
 - The second planning step is the development of learning indicators or benchmarks that allow reflective teachers to determine if the children are learning what is being taught.
 - The third planning step is to decide what you want students to learn each year of a program and the sequencing of the content of the program across and within each grade level.
 - The final planning step is the development of daily lesson plans that are interesting and beneficial to youngsters and achieve your objectives for the lesson.
- 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.

We want to begin this important chapter with two scenarios. The first is a story one of our grandchildren told her father. Savanna, who was age eight, had just started playing organized after-school soccer. This is the conversation she had with her dad on the way to her first after-school soccer practice.

"Dad, I know how to play soccer."

Her dad responded, *"That's great. Where did you learn to play soccer?"*

Savanna answered, *"In PE."*

On the way home after her first 90-minute practice, Savanna had another conversation with her Dad who has played a lot of soccer.

"Dad, can you help me with my soccer?"

He replied, *"That would be great. But I thought you already learned to play soccer in PE?"*

She responded, *"No, Dad, we don't learn anything in PE. We just play."*

The second scenario involves children from another school with whom we work. In their photo diaries regarding physical education are two snippets about their experiences in physical education:



© Melissa Parker

"I learned that we have to shape our hands like a 'W' when catching a ball."



© Melissa Parker

"I learned that spread fingers help with dribbling."

The authors of *Children Moving* sincerely hope you are a teacher that produces results like those illustrated in the second scenario—a teacher from whom children learn, not just one who “does activities” in their physical education classes.

One of the basic premises on which *Children Moving* is based is that youngsters are learning the fundamental movement skills that provide the foundation for success in sports and physical activity. This chapter provides a detailed explanation of how teachers plan their programs so that youngsters actually leave the program having learned some, ideally many, of the fundamental movement skills. While there is not

24 CHAPTER

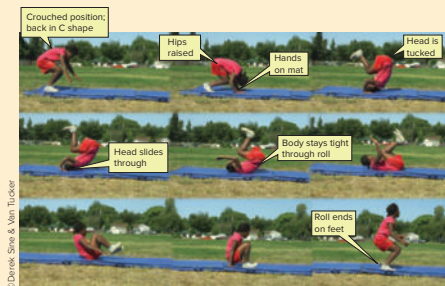
Throwing and Catching



Drawn by children at Montfort, Chaparral or Shawnee Elementary Schools, Greeley, CO.
Courtesy of Lacey Granger, 1st Grade

Box 22-2

Key Observation Points: Rolling Pattern



be round. This exploration includes rocking actions from the head to feet on the back and stomach. At this level, children are challenged when asked to perform actions such as rocking back and forth like a rocking chair or rolling in a stretched position like a log. Rocking in a ball-like position, in preparation for rolling, is also explored at this level. When a child first begins to roll, the arms and hands are of little use. The child may get over, but the whole body usually uncurls in the middle of the roll, and the child lands sitting down.

Making Curled Shapes

Setting: A mat, space on a mat, or a grassy area for each child; children positioned so they will not rock into each other (Figure 22.5)

Tasks/Challenges:

- 1 On your mat, try to find as many ways as possible to curl your body so it is round. Three different ways would be good.

Rocking on Different Body Parts

Setting: A mat, space on a mat, or a grassy area for each child; children positioned so they will not rock into each other

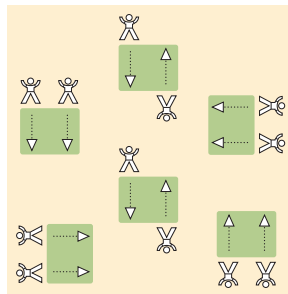


Figure 22.5 Mat positions that minimize the likelihood children will rock or roll into each other.

Illustration Program

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



Peer teaching provides the opportunity for children to analyze and teach a skill while learning to work with others.

approach, the teacher typically gives the task by asking questions. The teacher most often describes how the task will be practiced and some way to measure success, but exactly how to perform the task is left to the child to explore and interpret. For example, the teacher may say, "From your spot on the floor, try to kick the ball to the wall both in the air and on the ground." The child knows how to practice (from the spot on the floor, kick) and a little about success (to the wall, in the air, and on the ground), but the rest is left up to the child. Guided discovery really serves as an umbrella for two different types of discovery: convergent and divergent. One asks children to find a single answer to a task, whereas the other asks children to find multiple answers to a task.

Convergent Inquiry

Convergent inquiry encourages children to discover the same answer(s) to a series of questions the teacher asks. The teacher guides the children toward one or more correct answers. This approach has been successfully adapted to teaching game skills and strategies, and it is the fundamental principle underlying teaching games for understanding or the tactical approach to teaching games (Mitchell, Oslin, and Griffin 2013). Mosston and Ashworth (2008) suggested that children can discover ideas, similarities, dissimilarities, principles (governing rules), order or system, a particular physical activity or movement, how, why, limits (the dimensions of "how much," "how fast"), and other elements. When we want children to learn one of these elements, we often use the discovery approach to increase their involvement.

The following sequence illustrating Mosston and Ashworth's (2008, pp. 157–58) classic slanty rope technique is a very good example of convergent inquiry encouraging children to find ways to avoid eliminating others from activity.

- Step 1:** Ask two children to hold a rope for high jumping. Invariably they will hold the rope horizontally at a given height (for example, at hip level).
- Step 2:** Ask the group to jump over. Before they do so, you might want to ask the rope holders to decrease the height so that everybody can be successful.
- Step 3:** After everyone has cleared the height, you ask, "What shall we do now?" "Raise it!" "Raise it!" is the answer—always! (The success of the first jump motivates all to continue.)
- Step 4:** Ask the rope holders to raise the rope just a bit. The jumping is resumed.

Teaching was easy. All you did was tell them and they did it.

—Fourth grader after teaching a self-designed game to another group

Guided Discovery

The fourth instructional approach is guided discovery. Guided discovery is designed to facilitate children's critical thinking, as reflected in their movement responses, and to let them solve problems rather than copy the teacher's or another student's correct performance. Guided discovery also enhances student interest and motivation (Chen 2001). In this student-centered

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.

A young boy kicking a stone along the sidewalk as he walks home from school, a neighborhood game of kick the can, kickball on the school playground at recess, an aspiring athlete practicing the soccer (futbol) dribble, and the professional punter—all are executing a similar movement: the kick. This movement requires accuracy, body control, point of contact, force, and direction. Some children seem to perform the kick with intense concentration; others, effortlessly.

We try to give children a variety of opportunities to practice kicking so they'll develop a foundation of kicking skills they can use in different situations. For young children, the challenge is simply making contact

with the ball; at the advanced level, the challenge is participation in dynamic group activities combining the skill of kicking with other skills and movement concepts. See Box 23-1 for linkages of the skill theme of kicking and punting to the *National Standards & Grade-Level Outcomes for K-12 Physical Education* (SHAPE America 2014).

Box 23-1

Kicking and Punting in the *National Standards & Grade-Level Outcomes for K-12 Physical Education*

Kicking and punting are referenced in the *National Standards & Grade-Level Outcomes for K-12 Physical Education* (SHAPE America 2014) under Standard 1: "Demonstrates competency in a variety of motor skills and movement patterns." The intent of the standard is developing the fundamental skills needed to enjoy participation in physical activities, with the mastery of movement fundamentals as the foundation for continued skill acquisition.

Sample grade-level outcomes from the *National Standards** include:

- Kicks a stationary ball from a stationary position, demonstrating two of the five critical elements of a mature pattern (K)
- Approaches a stationary ball and kicks it forward, demonstrating two of the five critical elements of a mature pattern (I)
- Uses a continuous running approach and kicks a moving ball, demonstrating three of the five critical elements of a mature pattern (2)
- Uses a continuous running approach and intentionally performs a kick along the ground and a kick in the air, demonstrating four of the five critical elements of a mature pattern for each (3)
- Uses a continuous running approach and kicks a stationary ball for accuracy (2)
- Kicks along the ground and in the air, and punts using mature patterns (4)
- Demonstrates mature patterns of kicking and punting in small-sided practice task environments (5)

* Suggested grade-level outcomes for student learning.

Skill Theme Development Progression	
Kicking	
Proficiency Level	
Playing Cone Soccer	
Playing Alley Soccer	
Playing Soccer Keep-Away	
Playing Mini Soccer	
Kicking at a moving target	
Kicking at small stationary targets	
Utilization Level	
Playing two-on-one soccer	
Passing to a partner in general space	
Kicking to a traveling partner	
Kicking to a partner from various angles	
Dribble and kick; playing soccer golf	
Playing one-on-one soccer	
Traveling and kicking for a goal	
Performing a continuous dribble and change of direction	
Changing directions: dribble	
Control Level	
Dribble: control of ball and body	
Dribbling around stationary obstacles	
Dribble: Traveling in pathways	
Dribble: Starting and stopping	
Dribbling the ball along the ground	
Kicking/passing to a partner	
Kicking to targets	
Kicking at low targets	
Kicking a rolling ball from a running approach	
Kicking a rolling ball from a stationary position	
Kicking to a distance zone	
Kicking for distance along the ground and in the air	
Kicking in the air	
Kicking on the ground	
Precontrol Level	
Tap/dribble the ball	
Approaching a stationary ball and kicking	
Kicking a stationary ball from a stationary position	

Transferring Weight to Hands Momentarily

Setting: Large gymnastics mats and/or small mats that will not slide as children transfer weight, scattered throughout general space

Tasks/Challenges:

- 1 Transfer your weight from your feet to your hands to your feet, momentarily taking your weight on your hands only.

Wedge mats or folded or rolled mats may be easier for children just beginning to take weight on their hands and/or for those uncomfortable with transfer from standing position to mat on floor.

Transferring Weight onto and off Equipment

Setting: Low gymnastics equipment—benches, tables, balance beams, and so on—scattered throughout general space

⚠ Carefully examine all equipment to be used for gymnastics in elementary school physical education. Extended edges of gymnastics equipment and bases/supports of apparatus sometimes need extra padding to assure safety and prevention of injury for children.

Tasks/Challenges:

The focus for exploration of equipment at the precontrol level is safety—getting on and off equipment with personal safety and without creating an unsafe situation for others.

Control Level (61.5P): Learning Experiences Leading to Skill Development

Tasks at the control level are designed to help children transfer their weight to specific body parts—feet to back, to hands, to head and hands—as they balance, as they travel, and in relation to gymnastics apparatus. Control of their bodies, i.e., safety throughout the weight transfer, is the goal at the control level.

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. This way, the children can really concentrate on that cue. Once you provide feedback to the children and observe that most have learned a cue, it's time to focus on another one.

Transferring Weight from Feet to Hands to Feet

Setting: Lines marked or taped on the floor; children scattered throughout general space

Cues

Strong Muscles (Strong arms and shoulders—no collapse.)
Stretch Your Legs (Extend your legs upward—stretch to the sky.)

Tasks/Challenges:

- 1 When we were exploring transferring weight, you practiced taking your weight on your hands and bringing your feet to the floor at the same place. Practice taking your weight on your hands and bringing your feet down safely (Figure 22.1) at a new place—to the right or the left of their original place.

- 2 Now you are going to transfer your weight from your feet to your hands to travel across your line. Stand on one side of your line, transfer your weight to your hands, and bring your feet down on the other side. You will travel across the line by transferring your weight from feet to hands to feet.

You may want to begin in a squat position with your feet on the floor and your hands on the other side of the line, or relatively close to your feet. Transfer your weight to your hands and bring your feet down a short distance away—just over the line.

- 3 When you are comfortable taking your weight on your hands for a longer time and you are landing safely, kick your legs higher in the air to remain on your hands even longer.

- 4 Stand at the side of your line, in a front-back stance. Extend your arms upward. Step forward with your lead foot, and transfer your weight to your hands. Bring your feet to the floor on the opposite side of your line. If you stretch your trunk and legs as you transfer your weight to one hand and then the other, you will begin to do a cartwheel (Figure 22.1).

Transferring Weight from Feet to Back with a Rocking Action

Setting: Large or small mats that will not slide, scattered throughout general space

Cues

Rounded Back ((Curl your back and body for all rocking skills.))

Tasks/Challenges:

- 1 Transfer your weight from your feet to your back with a rocking action. Always return to your feet (Figure 22.1).

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.

level but focus on the critical elements of the skill. Learning experiences provide opportunities to learn to dribble in different places around the body and then progress to dribbling and traveling while varying both direction and pathway. In all experiences, children are encouraged to use both the preferred and nonpreferred hands.

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. This way, the children can really concentrate on that cue. Once you provide feedback to the children and observe that most have learned a cue, it's time to focus on another one.

Dribbling in Self-Space

Setting: Children scattered throughout general space, each with a ball

Cues	
Fingerpads	(Use the fingerpads, not fingertips.) (<i>Demonstrate</i>)
Knees Bent	(Bend the knees slightly.)
Push, Push	(Push to the floor, snap the wrist at the end)
Opposite Foot	(Opposite foot slightly forward; see Figure 25.10.)

Tasks/Challenges:

- 1 Dribble the ball with one hand.
- 1 Dribble the ball with the other hand.
- 2 Count the number of times you can dribble without losing control.
- 1 On the signal, begin dribbling with one hand. Continue dribbling until the signal is given to stop.



Figure 25.10 Correct hand and body position for dribbling a ball.

Have children repeat each task with their nonpreferred hand throughout all levels of the skill. The proficient dribbler is equally skilled with each hand.

Continuous Dribbling

Setting: Children scattered in general space, each with a ball (either a smaller basketball or a playground ball)

Cues	
Fingerpads	(Use the finger pads, not fingertips.)
Knees Bent	(Bend the knees slightly.)
Push, Push	(Push to the floor, snap the wrist at the end.)
Opposite Foot	(Opposite foot of the dribbling hand should be slightly forward.)

Tasks/Challenges:

- 1 Remember when you bounced a ball down so it came back up to you and then pushed it down again so the bounce continued? This continuous bounce is called a dribble. Practice dribbling now.
- 2 Practice until you can dribble the ball five times without losing control of it.
- 2 Say one letter of the alphabet for each time you dribble. Can you get to Z?

Tip: Children tend to dribble either with the whole palm or with the ends of the fingers. Besides using the term fingerpads, we have also found it useful to put chalk or tape on the fingerpads to help children learn the correct part of their fingers to use.

- 2 Point to which parts of your fingers are used for dribbling.

Student Drawing: Students are provided with a drawing of a handprint and are asked to color the portion of the hand used in mature dribbling. Students may also be asked to draw an entire person dribbling to show the overall critical elements of this movement task.

Criteria for Assessment

- a. Correctly identifies position of hand used in mature dribbling.
- b. Identifies the critical elements of dribbling.

NASPE (1995, pp. 20–21)

Dribbling at Different Levels

Setting: Children scattered throughout general space, each with a ball

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.

level of achievement. Reflective teachers are no different. As you know by now, becoming an excellent teacher takes many, many hours of hard work. Just because a teacher has 10 or 15 years of teaching experience and a master's degree does not mean he or she

has become an excellent teacher. The process of reflective teaching is no different. *Children Moving* will guide you in the process of beginning to become a reflective teacher. We hope you find your journey both enjoyable and worthwhile.

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, practice, and a commitment to lifelong learning. *Children Moving* is designed to guide you in this process.

Reading Comprehension Questions

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

- Allen, D. 1975. The future of education: Where do we go from here? *Journal of Teacher Education* 26: 41–45.
- Foster, H. L. 1974. *Ribbit, jivin' and playin' the dozens: The unrecognized dilemma of inner-city schools*. Cambridge, MA: Ballinger.
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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.

Appendix A 89

Sample Two-Day-a-Week Lesson Topics for Lower Elementary Classes (72 Days a Year)

Week	Chapter	Day
1	7	1
	7	2
2	14	1
	14	2
3	14	1
	14	2
4	28	1
	24	2
5	24	1
	17	2
6	17	1
	18	2
7	18	1
	23	2
8	23	1
	23	2
9	20	1
	28	2
10	25	1
	25	2
11	25	1
	25	2
12	15	1
	15	2
13	15	1
	7	2
14	14	1
	14	2
15	17	1
	28	2
16	26	1
	26	2
17	20	1
	20	2
18	16	1
	16	2
19	28	1
	17	2
20	16	1
	16	2
21	22	1
	22	2
22	1	1
	16	2
23	21	1
	21	2
24	1	1
	22	2
25	22	1
	22	2
26	24	1
	24	2

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Appendix

The Appendix to chapter 6 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.

Introduction and Content Overview

Drawn by children at Monfort, Chappelow or
Shawsheen Elementary Schools, Greeley, CO.
Courtesy of Lizzy Ginger, Tia Ziegler



A quality program of physical education for children is much more than simply a bunch of activities that children enjoy for 30 minutes or so several times a week. A quality program of physical education has a definite purpose and long-term goals and is developmentally and instructionally appropriate; in short, it makes a difference for children that lasts well beyond elementary school. Part 1 of *Children Moving* contains the first three chapters and documents the importance of a quality program of physical education for children and also introduces you to the skill theme approach.

Chapter 1, "The Value and Purpose of Physical Education for Children," introduces three important themes as an introduction and overview to the book. The first two respond to the need for, and the importance of, physical activity and physical education for children. The last answer provides insights into the characteristics

of a physical education program for children that is positive and guides them in the process of becoming physically active for a lifetime. As you will see, these themes are based on recent publications written by some of the leading experts in physical education and physical activity for children. Together they define a clear and unified direction providing outcomes for programs of physical education while also suggesting a process (developmentally appropriate) that is consistent with contemporary approaches for teaching children.

Chapter 2, "The Skill Theme Approach," answers many of the questions that teachers often ask when they are first exposed to the skill theme approach. Because the skill theme curriculum is organized by skills and concepts rather than by games, gymnastics, and dance, for example, some teachers initially find the approach confusing. In Chapter 2, we use a question-and-answer format to respond to these questions.

Then, Chapter 3, “Skill Themes, Movement Concepts, and the *National Standards*,” defines the skill themes and movement concepts as the foundation of elementary physical education and *Children Moving*. The Movement Analysis Framework—The Wheel—shows the interaction of skill themes and movement

concepts. Progression spirals are introduced to demonstrate the developmentally appropriate progression for each of the skill themes. Chapter 3 also shows the alignment of *Children Moving* with the National Standards & Grade-Level Outcomes (SHAPE America, 2014).



The Value and Purpose of Physical Education for Children

As the old man walked the beach at dawn, he noticed a young man ahead of him picking up starfish and flinging them into the sea. Finally catching up with the youth, he asked him why he was doing this. The answer was that the stranded starfish would die if left until the morning sun.

"But the beach goes on for miles and there are millions of starfish," countered the old man. "How can your effort make any difference?"

The young man looked at the starfish in his hand and then threw it to the safety of the waves. "It makes a difference to this one," he said.

—DONALD QUIMBY (1988)

If you don't take care of your body, where are you going to live?

—AUTHOR UNKNOWN



Drawn by children at Monfort, Chappelow or Shawshoan Elementary Schools, Greeley, CO.
Courtesy of Lizzy Ginger, Tia Ziegler

Key Concepts

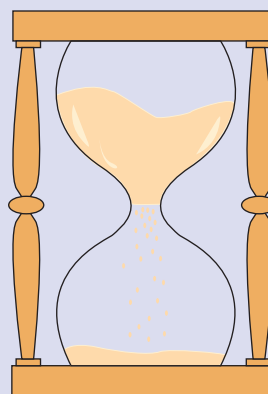
- The purpose of a quality program of physical education is to guide youngsters in the process of becoming physically active for a lifetime.
- Regular physical activity is important because it helps prevent obesity; promotes motor skill development and physical fitness; provides opportunities for setting goals, making new friends, and reducing stress; and may enhance academic performance.
- Physical activity and physical education are different: physical activity is a behavior; physical education is an educational program designed to help children learn to be physically active.
- Physical education is important because it can enhance movement skill development, self-efficacy, personal and social responsibility, cognitive development regarding skill and fitness, and leadership.
- Quality physical education is the foundation for a lifetime of physical activity and educates the whole child.
- Quality physical education programs have reasonable class sizes, a developmental and sequential curriculum, plenty of practice and movement opportunities, and adequate facilities and equipment; honor children's voices; and are clearly aligned with learning indicators.

What if you could give the children you teach a gift to help them live longer, happier, healthier lives? Of course you are thinking “Sure, I would like to do that.” You also have numerous questions. What is involved? Would this program be for every child? Would it be expensive? How long would it take? Can I really do that?

As a teacher the gift you can give the children you teach is a love and enjoyment of physical activity that leads to fun, frequent participation in physical activity as children, adolescents, and adults. *Children Moving* describes, in detail, how to develop a quality program of elementary school physical education. Many experts believe programs like this provide a foundation to developing the competence that leads to confidence and the enjoyment of physical activity for a lifetime. This book provides a complete blueprint for teachers who are interested in starting children on the path to obtain the skills, knowledge, and dispositions that lead to a physically active lifestyle.

Children, especially young children, love to move. They enjoy squirming, wriggling, crawling, running, chasing, jumping, rolling, balancing, kicking, throwing, and many other activities. For parents and teachers

While it is true that physical activity participation for children is down, the opportunity to participate in activity is greater for elementary school children than at any other time in life. These opportunities to be physically active can be depicted as an hourglass. Although mediated by socioeconomic status, neighborhood, and gender, young children generally have a lot of opportunities to be physically active. Playgrounds, parks, and even a number of fast-food chains have equipment for children to climb on, over, around, and through. Young children also are encouraged to run and chase their friends and siblings. Many communities also have soccer, basketball, and softball or baseball leagues for young children. There are also opportunities to be on a swim team and take lessons in dance or martial arts. Unfortunately, once a youngster enters middle school, many of these opportunities are reduced, even if a child joins sport teams. Too often if a middle school sponsors sport teams, only a relatively few “make the team” and today’s “traveling” teams limit participation to those who can afford it. The same is true at the high school level for sports and intramurals. If intramurals are offered, many are limited to team sports after school. In many schools it is not popular to play intramurals or have your parents drive you to a dance lesson. This reduction in opportunities to participate becomes clear when you look at the youth sport participation data. In 2016, 36,250,000 children aged 6 to 12 participated in youth sport; at the high school level, this participation dropped to 2,286,00 largely because of lack of opportunity (The Aspen Institute 2017). After high school, however, there are once again a plethora of physical activities for adults. They include weight and fitness clubs, recreation programs, and simply walking, jogging, or biking activities that were not in vogue in secondary school but are acceptable to adults.



Physical Activity Hourglass

Preschool and elementary
Multitude of opportunities

Secondary school
Limited to school sports and intramurals

Adults
Multitude of opportunities

the challenge is getting the children to stop moving—for just a few minutes. And then, at about 10 or 12 years of age, this torrent of physical activity becomes a trickle for far too many children. Why? What can be done to encourage children, all children, to continue this

enjoyment of movement into their teen and adult years? In short, what can teachers and schools do to encourage children to continue moving throughout their lifetime?

Children Moving attempts to provide answers to many of these questions. The goal of this book is to describe both a curriculum and the companion teaching skills designed to guide youngsters in the process of becoming physically active for a lifetime. There is general agreement that skillfulness, the ability to perform fundamental and sport-related movement skills, is an important prerequisite for adopting a physically active lifestyle (Clark 2007; Gallahue, Ozmun, and Goodway 2012). Our goal is also to teach children to value physical activity for all the benefits that are described later in this chapter—as well as the pure enjoyment and satisfaction that comes from successful and enjoyable participation.

Why are some adults physically active and others not? Although we do not have all the answers to this question, there is growing evidence that physically active children become physically active adolescents and adults (Barnett et al. 2008; Ennis 2011; Jaakkola and Washington 2013; Stodden, Langendorfer, and Robertson 2009). And we have a solid evidence base that physically active children, as well as adults, derive substantial benefits from being physically active (Reiner et al. 2013).

Children Moving is based on the premise that to truly enjoy many of the physical activities and sports in which adults participate, one needs a certain level of skillfulness or the development of fundamental motor/movement skills. Although the terms *fundamental motor skills* and *fundamental movement skills* can be used interchangeably, we have chosen to use *fundamental movement skills* throughout the remainder of this book. The ideal time to learn these fundamental movement skills is when children are young and they so enjoy moving in any form. One of the important characteristics of fundamental movement skills is that once they are learned, they are retained for a lifetime. Swimming and riding a bike are two good examples. While we may not be as adept at these skills if we have not done them for 20 years or so, our bodies (kinesthetic memory) don't forget. Thus the goal of *Children Moving* is to describe effective techniques and strategies to assist children in acquiring many of the fundamental movement skills that all children and adults use in sports and physical activities.

It is important to emphasize that quality programs do far more than simply provide opportunities for children to be physically active for the few minutes they are in physical education class (NASPE 2006). As will be explained throughout the book, in quality physical education programs, children are taught the fundamental movement skills used in all types of physical activities and sports—while also keeping the children physically active throughout the lesson (NASPE 2011).

It is analogous to teaching reading or mathematics; children learn the fundamental skills in elementary school and then apply them in middle school and high school—and throughout their lives. As you will learn in this book, physical education for children is far more than just playing a few games or learning a dance or two. Physical education provides learning experiences that lead to competence and confidence in physical activity and sports.

The Importance of Physical Activity

As stated earlier the goal of physical education is giving youngsters the psychomotor, cognitive, and affective skills for a lifetime of physical activity. Today, the benefits of being active and the health consequences of being physically inactive are well known. Since 1996, when the Surgeon General of the United States released his landmark report documenting the important contribution regular physical activity can make to good health (USDHHS 1996), the importance of physical activity has been recognized as never before (Box 1-1). In 2018, the U.S. Department of Health and Human Services (USDHHS) issued the newly revised *Physical Activity Guidelines for Americans*, which provide science-based recommendations to help persons age 6 or older improve their health through physical activity. The guidelines recommend that children and adolescents should have 60 minutes of moderate- or vigorous-intensity aerobic physical activity daily, muscle-strengthening activities at least three days a week, and bone strengthening activities at least three days a week (USDHHS 2018).

In 2017, the Centers for Disease Control and Prevention (CDC) outlined the following health benefits of regular physical activity:

- Controlling weight
- Reducing the risk of cardiovascular disease
- Reducing the risk for type 2 diabetes and metabolic syndrome
- Reducing the risk of some cancers
- Strengthening bones and muscles
- Improving mental health and mood
- Improving the ability to do daily activities and preventing falls for older adults
- Increasing the chances of living longer

In addition to the health benefits associated with regular physical activity listed above, there are also numerous social, psychological, and academic benefits (WHO 2018). They include:

Enhanced academic performance Movement can be used to reinforce the understanding of many subjects taught in the classroom. Kinesthetic learning

Box 1-1



Significant Seminal Surgeon Report Linking Physical Activity and Health Benefits

Over 20 years ago, in 1996, the Surgeon General of the United States published a significant report that documented, for the first time, the relationship between regular physical activity and health. Here are some of the research-based observations in the report (USDHHS 1996). These findings have also been supported in the recently released document *Physical Activity Guidelines for Americans* (USDHHS 2018).

- Significant health benefits can be obtained by including a moderate amount of physical activity (e.g., 30 minutes of brisk walking or raking leaves, 15 minutes of running, or 45 minutes of volleyball) on most, if not all, days of the week. Through a modest increase in daily activity, most Americans can improve their health and quality of life (4).
- Additional health benefits can be gained through greater amounts of physical activity. People who can maintain a regular regimen of activity that is of longer duration or of more vigorous intensity are likely to derive greater benefit (4).
- Consistent influences on physical activity patterns among adults and young people include confidence in one's ability to engage in regular physical activity (e.g., self-efficacy), enjoyment of physical activity, support from others, positive beliefs concerning the benefits of physical activity, and lack of perceived barriers to physical activity (249).
- Physical activity appears to improve health-related quality of life by enhancing psychological well-being and by improving physical functioning in persons compromised by poor health (8).

of other subject content helps children grasp concepts in language arts, science, and math that they might struggle with in a more inactive classroom environment. In addition there is a growing body of evidence indicating that physical activity and fitness can benefit both health and academic performance for children (Pellicer-Chenoll et al. 2015). For example, physical activity can have both immediate and long-term benefits on academic performance. Almost immediately after engaging in physical activity, children are better able to concentrate on classroom tasks, which can enhance learning. Regular participation in physical activity and higher levels of physical fitness have been linked to improved academic performance and brain functions, such as attention and memory. These brain functions are the foundation for learning. Long-term studies have demonstrated that increases in physical activity,

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It is estimated that 70 percent of U.S. adults are overweight or obese.

resulting from greater time spent in physical education, were related to improved academic performance. Even single sessions of physical activity have been associated with better scores on academic tests, improved concentration, and more efficient transfers of information from short- to long-term memory (Castelli et al. 2015, p. 4).

Girls who do not participate in sports before the age of 10 have less than a 10 percent chance of doing so at age 25.

—DONNA LOPIANO, Women's Sports Foundation

Stress reduction Physical activity helps ease stress, tension, depression, and anxiety and may result in better attention in the classroom.

Social development Sports and physical activity are excellent ways to meet and make new friends. Confidence in one's physical abilities encourages youngsters, and later adults, to socialize more easily and fit into a variety of situations.

Adoption of other healthy behaviors Physical activity can increase the likelihood of other health-enhancing behaviors such as avoidance of tobacco, alcohol, and drug use.

The Importance of Physical Education

Clearly, the accumulated evidence suggests that youngsters who develop physically active lifestyles stand to gain enormous health, social, and emotional benefits, and yes, physical education does contribute to the recommended 60 minutes or more of daily physical education. So how does physical education relate to

physical activity? Although some may incorrectly use the terms *physical activity* and *physical education* interchangeably, they are different in some very important ways. Physical activity is a behavior that involves bodily movement of any type and may include a variety of recreational, sport, and fitness activities. In contrast, physical education is an instructional program taught by teachers with professional credentials in physical education with the specific intent to develop physically literate individuals who have the knowledge, skills, and confidence to enjoy a lifetime of healthful physical activity (SHAPE America 2014). Put another way, physical education is a setting where students learn to be physically active, and physical activity programs provide opportunities for students to practice what they learn in physical education. Physical education is also guided by educational policy, has a structured and sequential curriculum, is developmentally and instructionally appropriate, and is driven by student assessment (Ballard et al. 2005). Physical activity participation provides an important component of physical education, as well as a means of achieving a healthy fitness

level (NASPE 2009). By thoughtfully examining the difference between the two, an understanding as to why both contribute to the development of healthy, active children can be achieved. In short, physical education programs are carefully planned with a focus on student learning and executed by teachers who hold themselves and students accountable for learning. Physical education programs provide for:

Skill development In physical education, children learn fundamental movement and sports skills that enable them to develop the competence that creates confidence and leads to safe and successful participation in a wide range of physical activities as adults.

Opportunities to develop health-related fitness In physical education, children are encouraged to improve their muscular and cardiovascular endurance, strength, and flexibility.

Personal and social responsibility Lessons provide students opportunities to develop and accept responsibility for their personal movement skill and health-related fitness development.

Appropriate Instructional Practice Guidelines for Elementary School Physical Education.

Over 25 years ago, the National Association for the Education of Young Children (NAEYC) published a series of articles and documents describing developmentally appropriate educational experiences for young children. The ideas in these documents were extremely popular with educators and parents and have now become common in all K–12 educational environments; physical education is no exception. *Appropriate Instructional Practice Guidelines for Elementary School Physical Education* describes developmentally and instructionally appropriate elementary school physical education experiences for children (NASPE 2009). This document, and the related middle and high school physical education guidelines (MASSPEC 2001, 2004), can be downloaded from the publications section of the SHAPE America Web site:

<https://www.shapeamerica.org/upload/Appropriate-Instructional-Practice-Guidelines-K-12.pdf>

Quality physical education is both developmentally and instructionally suitable for the specific children being served. Developmentally appropriate practices in physical education are those that recognize children's changing capacities to move and those that promote such change. A developmentally appropriate physical education program accommodates a variety of individual characteristics, such as developmental status, previous movement experiences, fitness and skill levels, body size, and age. Instructionally appropriate physical education incorporates the best-known practices, derived

from both research and experiences teaching children, into a program that maximizes opportunities for learning and success for all children (NASPE 2009, p. 3).

In addition to defining instructionally appropriate practices, these documents describe in easy-to-follow, straightforward terms the tenets of physical education that have evolved over the past three decades. They emphasize, for example, that:

- Children develop at different rates, and therefore educators should recognize these variances by designing experiences that allow for individual differences in abilities.
- For learning to occur, youngsters need lots of opportunities to practice a skill or movement at high rates of success.
- It is inappropriate to use exercise as punishment.
- The physical education curriculum should have a clear scope and sequence, with observable outcomes that can be assessed.
- Allowing captains to pick teams, overemphasizing competition, and giving fitness tests to one student at a time while the rest of the class watches are inappropriate educational practices.

These documents clearly make the point that physical education curricula that consist solely of large-group games, often played with one ball, are both developmentally and instructionally inappropriate.

Box 1-2



The Physically Uneducated Adult

The physically uneducated adult may find themselves feeling uncomfortable and uncertain in physical activity settings. For example they may:

- Be overweight partly as a result of physical inactivity
- Have painful memories of being picked last when teams were chosen
- Remember being laughed at because they couldn't catch a softball or were afraid of a volleyball
- Recall being last whenever they ran laps
- Dread the memory of never being able to do even one pull-up on the physical fitness test
- Be uncomfortable starting and maintaining an exercise program
- Feel like a klutz and make excuses to avoid physical activity
- Believe that athletes were born that way
- Not understand there are virtually hundreds of ways to exercise and they would enjoy some of them

Goal setting School-based physical education provides a laboratory for helping youngsters understand the process of setting and achieving goals, especially health-related fitness goals.

Leadership and cooperation Physical education offers learning experiences that require students to work in groups or as a team to solve problems.

These opportunities are an excellent laboratory for developing both leadership and cooperation skills.

Enhanced self-efficacy Physical education is a learning environment that leads to positive feelings of self-esteem.

Quality Physical Education and Children Moving

At this point in the chapter you may be asking how *Children Moving* relates to all that has been described? *Children Moving* introduces you to the skill theme approach designed for every child, from the least skilled child in a class to the highly skilled. The book explains the ways you can guide all children in positive directions, enabling them to develop the competence that leads to confidence in their physical abilities. This competence and confidence eventually culminate in a desire to regularly participate in physical activity because it has become an enjoyable and important part of their lives as children, as teens, and later as adults. *Children Moving* is about providing a blueprint, or road map, for developing a quality program of physical education. It is based on the literature, expert opinion, and more than 175 years of combined teaching experience by the authors. Quality programs of elementary physical education do not “just happen.” So what is a quality physical education program?

Quality elementary physical education programs are designed to introduce youngsters to the fundamental movement skills that are the building blocks of enjoyable participation in physical activity and sport (Logan et al. 2017). In a quality physical education

Children enjoy seeing how they can take their weight on their hands on beautiful sunny day outside.



©Lars A. Niki

program, the teacher is actually *teaching*—providing learning tasks that are developmentally appropriate, assisting children to improve their skills by providing feedback and encouragement, and developing a sequential progression of learning experiences that results in progress and improvement. In short, a quality program teaches the skills, knowledge, and dispositions to be physically active for a lifetime.

In contrast, a substandard physical education program is one in which no actual teaching is occurring (i.e., there is no feedback, no demonstrations, and no episodes of instruction). Days and weeks are not connected in a second-rate program of physical education. Teachers focus on keeping children “busy, happy and good” (Placek 1983) and on students “doing” activities. Children in these programs see no connection between physical education in schools and physical activity outside of school (Parker et al. 2017). There is no intent for the students to learn! In a program like this, a teacher might tell you “the children love it.” And some children do enjoy these programs, especially if they already possess the skills necessary to be successful in physical activity. However, children would also enjoy having pizza and ice cream for dinner every night; they might “love” the diet, but it certainly wouldn’t be in their best interests.

Once again, we look to SHAPE America and Voices for Healthy Kids (2016) to expand on the brief definition of a quality physical education program and also guidelines developed by the USDHHS (2017) in its *School Health Index*. Some of the characteristics of a positive, or quality, program of physical education are straightforward and require little or no explanation. Others are lengthier because they are not as obvious or easily understood. The characteristics are bulleted, rather than numbered, because they are all important parts of a positive physical education program that leads to student learning of skills, knowledge, and dispositions to be physically active for a lifetime.

- **Time** Ideally children have physical education for at least 150 minutes each week (USDHHS 2017). This is especially important if they are to develop the fundamental movement skills that are so necessary for successful and enjoyable participation in sports and physical activities in later years (van der Mars 2006). SHAPE America recommends 150 minutes per week in elementary school and 225 minutes for middle and high school.
- **Class size** The number of children in a physical education class should be the same number as in the classroom.
- **Clear learning intentions** Teachers follow a carefully planned curriculum scope and sequence (pacing guide) based on standards or designed curricula

that progressively build on past experiences and incorporate new experiences when children are developmentally ready. See Box 1-3 for SHAPE America’s standards for what students should know and be able to do as a result of a quality physical education program. (The Appendix included in Chapter 6 provides examples of curricular pacing guides based on the content in this book.)

- **Minimum of 50 percent MVPA** Physical education is a moving experience. In quality physical education programs, teachers find ways to actively engage all children in moderate to vigorous physical activity (MVPA) for the majority of every lesson while they are also learning movement and sports skills (USDHHS 2017).

Box 1-3



National Physical Education Standards

SHAPE America’s *National Standards & Grade-Level Outcomes for K-12 Physical Education* define what a student should know and be able to do as a result of a highly effective physical education program. States and local school districts across the country use the *National Standards* to develop or revise existing standards, frameworks, and curricula.

- | | |
|--------------------|---|
| Standard 1: | The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. |
| Standard 2: | The physically literate individual applies knowledge of concepts, principles, strategies, and tactics related to movement and performance. |
| Standard 3: | The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. |
| Standard 4: | The physically literate individual exhibits responsible personal and social behavior that respects self and others. |
| Standard 5: | The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. |

Source: [SHAPE America] Society of Health and Physical Educators. 2014. *National standards & grade-level outcomes for K-12 physical education*. Champaign, IL: Human Kinetics, p. 12. With permission from the Society of Health and Physical Educators (SHAPE America), 1900 Association Drive, Reston, VA 20191.

The 60-Second One-Ball Test

Principals and parents typically do not have time to spend hours observing a physical education class to determine if it is a quality program. A rough estimate can be made in a short amount of time, however, by using the 60-second one-ball test. Here are the directions.

When you walk (or drive) by a physical education lesson, observe how many balls are in use (obviously this applies only to lessons in which balls are being used). If there is only one ball for an entire class of 20 youngsters or more, make a mental note. This typically takes less than 60 seconds, as the intent is not to observe an entire lesson. As you notice more lessons, keep track of the number of balls being used.

After observing five or more lessons, you will have an idea of the amount of practice opportunities children are getting in their physical education classes. If all the lessons use only one ball, then you know the amount of practice is severely limited, just as if a reading class was using only one book for an entire class. In contrast, if every child had a ball in the lessons you observed, then you know the teacher is attempting to maximize practice opportunities for children. Although this is hardly a scientific approach, it does provide one generalized indicator about the quality of a program.

- **Plenty of practice opportunities** In addition to being actively engaged, children also need plenty of opportunities to practice the skill or concept being taught that day (Rink 2003). Quality programs provide many practice opportunities (opportunities to learn) for children to develop their movement skills, sometimes alone, sometimes with a partner, and sometimes in small-sided games or with groups.
- **High rates of success** In addition to copious practice opportunities, teachers also design lessons so that youngsters of all abilities have high rates of success (Chapter 10) (Rink 2014). When youngsters, especially the unskilled, experience success, they are more likely to continue practicing and working to improve than when they fail continually. This is especially important in physical education because success and failure are so readily observable. For this reason, many programs have switched to the skill theme approach as described in *Children Moving*. Thus the highly skilled youngsters, all too often boys, are no longer allowed to dominate (Portman 1995), and physical education is for every youngster, especially the poorly coordinated, overweight, or awkward children who stand to benefit the most from a quality program of physical education.
- **Positive emotional environment** Quality physical education classes, in addition to promoting



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Children derive lifetime benefits from becoming physically active.

successful learning experiences, are also emotionally warm, nurturing environments in which children are encouraged to practice learning new fundamental movement skills and improve their physical fitness without feeling embarrassed or humiliated by the teacher or their peers.

- **Honors children's voices** Quality teachers listen to their students, recognizing the importance of honoring student voices when designing strategies to increase their participation and engagement (Cothran 2010; Graham 1995; Parker et al. 2017). This learner-centered approach does not mean that whatever students suggest is acceptable. Rather, teachers should focus on what students know, believe, can do, and bring to the learning situation and on how children understand, interpret, think, and feel about the content presented. Your choices as a teacher should be informed by students' perspectives because they are important for not only how curricula are managed and taught but also for understanding broader questions in relation to



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Catching is a skill used in many sports and physical activities.

movement choice and children's health (Macdonald et al. 2005).

- **Educates the whole child** While much of our emphasis to this point might have seemed to focus on learning physical skills, a quality physical education emphasizes learning with "the head, hands, and heart," or the cognitive, psychomotor, and affective domains. Physical education provides numerous opportunities for social and emotional learning experiences. A quality program equips children with the skills, knowledge, and dispositions to be physically active for a lifetime.
- **Teacher background.** The authors of *Children Moving* strongly support elementary physical education taught by specialist teachers who have an extensive background in the content and pedagogy of physical education for young children.
- **Realistic expectations** Teachers with an extensive background in children's physical education are able to develop realistic programs when their time is less than the recommended 150 minutes per week or if they have limited equipment. The emphasis is on "developing basic motor skills that allow participation in a variety of physical activities" (NCCD-PHP 1997, p. 209).

- **Adequate equipment and facilities** Ideally, every program has both an indoor and outdoor facility and a wide variety of equipment so children do not have to wait for turns to use equipment.
- **Meaningful** Quality physical education classes are also meaningful. Meaningful experiences are those that hold "personal significance" (Kretchmar 2007, p. 382). Children should see the relevance of physical education and enjoy and look forward to coming to class. In a recent review of literature examining meaningful experiences in physical education and youth sport, Beni, Fletcher, and Ní Chróinín (2016) identified five themes as central influences to young people's meaningful experiences in physical education and sport: social interaction, fun, challenge, motor competence, and personally relevant learning.
- **Focus on student learning** An important characteristic of quality physical education, and some would argue the most important characteristic, is that students are, in fact, learning (i.e., there are clear indicators that the students, parents, and teachers can observe). Just as reading and math teachers have clear, observable outcomes, so too do physical educators who are teaching for learning—as opposed to simply trying to keep children physically active.

Although there are a number of simple ways to assess student learning, one relatively straightforward way to judge what students have learned is through simple assessment tasks that ask children to do exactly what it is that you hope they have learned. We have chosen to call these student learning indicators. These student learning indicators can be used to determine if your students are actually learning a skill and can demonstrate their learning through quality movement. For example, if you were teaching a class to jump rope, you might say, "Let's see if you can jump your rope 10 times in a row without a miss. Ready, go." Quickly the teacher would know if most of the students were able to accomplish this challenge or if they needed to continue practicing the task because most of them could only jump two or three times in a row. Student learning indicators also let the teacher know which critical elements to focus on to guide students in becoming more skillful. In short, if children cannot accomplish the task, regardless of whether you taught it or not, go back and teach it again, with a clear focus on the cues designed to elicit the critical elements.

We have designed some sample student learning indicators unique to *Children Moving* and the skill theme approach (see Box 1-4). These would ideally be used at the end of the control level to determine if children were ready to progress to the use of a skill at the utilization level (see Chapter 5 for generic levels of skill

Box 1-4



Sample Student Learning Indicators for Movement Concept and Skill Themes:

Psychomotor Domain Only

Chapter	Title	Indicators
13	Space Awareness	<ul style="list-style-type: none"> Skip, hop, or gallop in a clockwise direction. Repeat in a counterclockwise direction. Walk or run in a straight, curved, and zig-zag pathway. Travel in general space while maintaining self-space (e.g., do not run into others).
14	Effort	<ul style="list-style-type: none"> Walk or run contrasting fast and slow speeds. Throw a ball to the wall two times using a light/soft force and then two times with a strong/hard force.
15	Relationships	<ul style="list-style-type: none"> Demonstrate four different body shapes (wide, narrow, rounded, and twisted). Make a nonsymmetrical shape matching the shape of a partner; make a nonsymmetrical shape mirroring the shape of a partner.
16	Traveling	<ul style="list-style-type: none"> Run, hop, skip, gallop, and slide traveling in general space demonstrating correct technique. Travel forward, backward, and sideways using a different locomotor pattern with each change of direction.
17	Chasing, Fleeing, and Dodging	<ul style="list-style-type: none"> Demonstrate at least two strategies to avoiding being tagged (speed, fake, dart, vary pathways).
18	Bending, Stretching, Curling, and Twisting	<ul style="list-style-type: none"> Demonstrate the four actions of bending, stretching, curling, and twisting. Demonstrate at least one of the following actions: stretching to catch a ball, twisting to strike a ball with a bat, or a bending or curling action to transition between two balances.
19	Jumping and Landing	<ul style="list-style-type: none"> Demonstrate the five different jump patterns. Jump once for height and once for distance demonstrating three critical elements. Jump a self-turned rope for at least 10 jumps without missing.
20	Balancing	<ul style="list-style-type: none"> Demonstrate dynamic balance by traveling forward and backward on a low beam, bench, or 2-by-4-inch plank on the floor without stepping off. Demonstrate at least five different balances (vary the base of support, level, or body shape) holding each balance still for 3 or more seconds. Demonstrate at least one inverted balance holding the balance still for 3 or more seconds.
21	Transferring Weight and Rolling	<ul style="list-style-type: none"> Demonstrate at least two different rolling actions (forward shoulder roll, forward roll, backward shoulder roll, egg roll, or log roll). Transfer weight from feet to hands to feet in a cartwheel or round-off-like action.
22	Kicking and Punting	<ul style="list-style-type: none"> Kick a stationary ball with a running approach so that the ball travels at least 20 feet in the air three out of five times. Dribble a ball with feet in general space without losing control (avoids contact with other balls and students while continuing the dribble) for at least 1 minute. Punt a ball with a step approach so that the ball travels at least 20 feet in the air three out of five times.
23	Throwing and Catching	<ul style="list-style-type: none"> Throw a ball against a wall (from 15 feet away) with force and catch the rebound in the air or after one bounce three out of five times. Overhand throw as far as you can demonstrating three critical elements.
24	Volleying and Dribbling	<ul style="list-style-type: none"> Dribble a ball with preferred hand in general space without losing control (maintains dribble and avoids contact with others) for at least 1 minute. Overhead or underhand volley a ball to a wall at least five times in a row.

Box 1-4 (continued)

Chapter	Title	Indicators
25	Striking with Rackets and Paddles	<ul style="list-style-type: none"> Strike a ball with an underhand or forehand stroke against a wall for at least five consecutive hits.
26	Striking with Long Handled Implements	<ul style="list-style-type: none"> Bat a ball from a tee so that the ball travels at least 20 feet in the air three out of five times. Strike a ball (or puck) with a golf club, hockey stick, or pillow polo stick between two cones (positioned 6 feet apart) from 10 feet away, three out of five times. Using a hockey stick, dribble a ball (or puck) in general space demonstrating control (avoids contact with other balls/pucks and students while continuing the dribble) for at least 1 minute.

proficiency). These indicators are not designed to replace the *National Standards* (SHAPE America 2014), but instead serve as progress markers (indicators) of student learning toward some of those identified outcomes. The indicators we designed only convey psychomotor learning; we are very conscious that cognitive and affective learning are equally important.

While we have provided a variety of sample indicators, student learning indicators are context specific. Some of these indicators will meet your needs as a teacher. Others will be too easy, too hard, or not a skill on which you have time to focus in your program. We would encourage you to create your own indicators of what you want your students to learn that are representative of the unique characteristics of your school and students; these may, and we would say should, also represent achievement in affective and cognitive domains (see Figure 12.1 for an example one school district developed). Additionally, the use of student learning indicators provides a convenient technique for informally and quickly assessing the progress children are making in your program (other, more detailed ideas for assessment are included in Chapter 12). These student learning indicators can also be shared with parents and administrators to document the progress your students are making.

We hope this chapter has helped you to understand why a quality physical education program can be so important in a youngster's life, especially for a child who is inclined not to be a physically active adolescent or adult. This chapter also provides an overview of the components of a quality, or positive, physical education.

The next two chapters describe in detail the components of the skill theme approach designed to maintain the love of movement that is so characteristic of young children into the middle and high school years.

Quality Physical Education Web Sites

Throughout the 10th edition of *Children Moving*, we will be referring to a variety of documents that can be accessed directly via the Internet. Three Internet sites that might be useful are PE Central, supportREALteachers, and SHAPE America. They are comprehensive Web sites for K–12 physical educators. Virtually all the documents referred to in this edition can be located through one of these sites. In addition there are links to the appropriate instructional practice documents, the Surgeon General's report, and the *National Standards & Grade-Level Outcomes for K-12 Physical Education* (SHAPE 2014). These sites also provide numerous developmentally appropriate lessons, assessment ideas, descriptions of best practices, conference and job announcements, kids' quotes, and links to many other Web sites. The Web address, or URL, for PE Central is www.pecentral.org; for supportREALteachers, it is www.support-realteachers.org; and for SHAPE America, it is www.shapeamerica.org. You will also find easy-to-use forms for sharing your lesson and assessment ideas with other physical educators. There are also multiple other sites. With any site, use due diligence to determine if the information is developmentally appropriate and aids in the development of skill themes.

Summary

Quality physical education programs for children have never been more important than they are today. The three overarching questions in this chapter provide an introduction to the program and teaching process described in the text. The responses to the questions taken from the recent literature (1) summarize the importance of physical activity, (2) establish the

importance of physical education, and (3) define a quality physical education program for children as one that is developmentally and instructionally appropriate and results in learning the skills, knowledge, and dispositions that enable enjoyable participation in physical activity and sports.

Reading Comprehension Questions

1. Describe the difference between physical activity and physical education. Name at least three distinct differences.
2. The Physical Activity Hourglass suggests that opportunities for many youngsters are reduced once they enter secondary school. Analyze the opportunities for middle school and high school youth to be physically active in your community. Contrast the opportunities with those provided for young children. Describe what your community might do to create more environmental invitations to become physically active, especially for the youngsters who are not on athletic teams.
3. The purpose of a quality physical education program is described in this chapter. Explain your reasons for agreeing or disagreeing with the purpose.
4. A list of reasons children need quality physical education was provided. Which of those reasons do you think are most important? Least important? Explain your reasons.
5. Chapter 1 describes the characteristics of a quality physical education program. Make a three-column table listing these characteristics in the left-hand column. In the second column, grade your elementary school program on each of these characteristics from A to F. In the third column, explain your reason for each grade. If you did not have an elementary school physical education program, analyze your middle or high school physical education program.
6. Assume that someone asks you why youngsters need physical education. Prepare an argument using the information from this chapter to convince the person that physical education is as important as many other subjects in school.
7. It is recommended that children be physically active for 60 minutes or more most days of the week. Physical education classes are often 30 minutes in length. What would you recommend to a class of third graders about how they could acquire the recommended physical activity minutes on days they do not have physical education? Make five fun and interesting recommendations.

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The Skill Theme Approach

Motor skills do not develop miraculously from one day to the next or through maturation; they must be nurtured, promoted, and practiced. Physical education must promote both physical activity and motor skill development. If we want students to become physically active for life, we need to help them acquire the motor skills that will allow them to participate in a wide range of physical activities.

—JANE CLARK



Drawn by children at Monfort, Chappelow or Shawsheen Elementary Schools, Greeley, CO.
Courtesy of Lizzy Ginger, Tia Ziegler

Key Concepts

- The skill theme approach describes both the content and pedagogy for physical education.
- The skill theme approach is based on developmentally appropriate principles that recognize children have different interests, abilities, and motor skills.
- The development of fundamental movement skills and their application to a variety of physical activities and sports create the basis for the skill theme approach.
- The Curriculum Diamond suggests the content to be taught in elementary school, middle school, and high school physical education programs.
- Children's abilities and interests as opposed to age or grade level are used to guide the selection of content in the skill theme approach.
- Skill themes are initially practiced in isolation; as children develop their movement skills, they practice them in games, gymnastics, dance, and sports contexts.
- Skill themes are revisited throughout the year rather than in units of several weeks.
- Cognitive, affective, and psychomotor concepts are interwoven throughout the skill theme approach rather than taught as isolated units.

Chapter 1 answered questions that provided important insights into why physical education is so important in children's lives today, followed by an overview of the characteristics of a quality, or positive, physical education program. This chapter also answers a question: What is the skill theme approach to children's physical education?

Over the years we have observed many elementary school teachers whose curriculum consists solely of games. Each day the children play a game or two. In these programs the teacher's role is to explain the game, provide the equipment, keep score, and referee. The teacher pays no attention to the development of movement skills. The highly skilled students in the classes are happy because they typically dominate the games. The poorly skilled children survive from day to day—devoid of both enjoyment and learning. The skill theme approach offers an alternative for teachers who want to make a difference in all children's lives by helping them become skillful movers who enjoy physical activities and sports.

The skill theme approach describes both the content (what to teach) of children's physical education (Parts 3 and 4 of *Children Moving* detail the curriculum) and the

teaching process, or pedagogy (how to teach, which is described in Part 2). A question-and-answer format will help you understand the characteristics of the skill theme approach. You will discover how it differs from traditional games programs, and how dance, games, gymnastics, and physical fitness are incorporated in it.

What Are Skill Themes?

Skill themes are initially the fundamental movements that form the foundation for success in physical activities and sports in later years. Reflective teachers, as will be explained throughout the text, adapt the skill themes to match the ability level of the students in a class. Initially we focus on one skill at a time; in later grades as children become more skillful, skills are combined and used in more complex settings, such as those in dance, games, and gymnastics. The intent is to help children develop the building blocks for a variety of locomotor, nonmanipulative, and manipulative skills that provide the foundation to enjoyably and confidently play a sport, for example, or perform a dance consisting of an intricate set of movements. If you watch college or professional athletes practicing their sport, you will observe the skill themes in their most advanced stage, for example, throwing to a batter in baseball, striking a tennis ball, dancing with a partner, or diving and rolling in volleyball.

What Are the Characteristics of the Skill Theme Approach?

Four characteristics of the skill theme approach (content and pedagogy combined) clearly distinguish it from the games curriculum described earlier.

Characteristic 1

A major purpose of the skill theme approach is competence in performing a variety of locomotor, nonmanipulative, and manipulative movement skills. The skill theme approach links directly with National Standard 1 through the development of mature patterns/competency of fundamental movement skills. A skill theme curriculum is designed to develop skills competency and is not simply an introduction to a skill (Holt/Hale 2015).

Think of a sport or physical activity you know well. If you were asked to write a progression (a series of tasks) starting with novices (beginners) up to highly skilled athletes, you would be able to develop a series of tasks that would, over a period of years and with a