

The background of the cover features three elementary school children in a gymnasium. On the left, a boy in a white polo shirt and black shorts is leaning forward. In the center, a girl in a yellow polo shirt and red shorts is stepping over an orange cone. On the right, a boy in a light blue t-shirt and black shorts is running. Several other orange cones are scattered on the light-colored wooden floor. The background wall is made of light-colored tiles.

DynamicPhysical Education

for Elementary
School Children

EIGHTEENTH EDITION

ROBERT P. PANGRAZI
AARON BEIGHLE

ESSENTIAL COMPONENTS OF QUALITY PROGRAMS

- I. Organized around content standards
- II. Student-centered and developmentally appropriate
- III. Physical activity and motor skill development form the core of the program
- IV. Teaches management skills and self-discipline
- V. Promotes inclusion of all students
- VI. Focuses on process over product
- VII. Promotes lifetime personal health and wellness
- VIII. Teaches cooperation and responsibility and promotes sensitivity to diversity



2013 NATIONAL STANDARDS FOR PHYSICAL EDUCATION

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.



Tools and Techniques

in Teaching Physical Education for the Next Generation of Physical Education Teachers



Dynamic Media for the Next Generation of Physical Education Teachers

Hospital Tag

Every player is a tagger. Any player who is tagged must cover with one hand the body area that was touched. Students may be tagged twice but must be able to hold both tagged spots and keep moving. A student who is tagged three times must freeze. Restart the game when most of the students are frozen.

Curl and Around

Half of the class is scattered. Each child is in a curled position, face down. The other half of the class moves around these children (FIGURE 16.9). On signal, reverse the groups quickly. Instead of being curled, challenge the students to form arches or bridges, with the moving children going around them. Try having the children on the floor alternate between curled and bridge positions; if a moving child goes around the curled position, the floor child changes immediately to a bridge. Another challenge: Ask the moving half of the class to move backward and sideways using different locomotor movements.



FIGURE 16.9 Curl and around.

Living Obstacles

This activity is similar to Group Over and Around, except the children on the floor are in a bridged position and moving slowly. The children moving over and around must move quickly, as the obstacles are moving. Change positions after a designated time.

Popcorn

Half the class is scattered throughout the area and assumes the push-up position. The other half moves and “pops the popcorn.” This is done by moving over and around the students who are in push-up position. When a student moves around a child doing a push-up, that child lowers to the floor. When a student moves over a child lying on the floor, that child raises to the push-up position. Moving students change places with those on the floor after a designated time.

Pyramid Power

Students move throughout the area. On signal, they find a partner and build a simple pyramid or partner stand. Examples are the hip-shoulder stand, double-crab stand, double-dog stand, and shoulder stand. Remind students to select a partner of similar size and to stand on the proper points of support.

Bridges by Threes

Three children in a group can set up an interesting movement sequence using bridges. Two of the children make bridges, and the third child goes under both bridges and sets up a bridge. Each child in turn goes under the bridges of the other two. Teachers can specify different kinds of bridges, and arrange the bridges so that a change in direction is made. An over-and-under sequence also is interesting. The child vaults or jumps over the first bridge and then goes under the next bridge before setting up the third bridge.

Rubber Band

Students gather around the teacher in the center of the area. On signal, students move away from the teacher with a specific movement such as run, hop sideways, skip backward, double-lame dog, or grapevine step. On signal, they sprint back to the central point, jump, and shout.

SEE IT Watch students play Rubber Band.



NEW!

38 HOPSports videos are now available, illustrating common classroom activities and playground games. The videos tie to the descriptions of the activities in the book, showing as well as telling. Access the videos online using the access code provided with each book.

UPDATED!

Additional technology content describes the most common technology currently available, such as new digital pedometers, and provides ideas for use in the classroom. The assessment chapter includes tips on using cameras and tablets for assessment, as well as information on a number of newly developed assessment apps.



Make the Connections between Theory and the Classroom

NEW!


Case study features emphasize real-life situations and help spark discussion in the classroom. The case study features bring to life issues often faced by new teachers and show that while there are no easy answers to some dilemmas, they can be successfully addressed.

AFFORDABLE!

The Curriculum Guide: Lesson Plans for Implementation is packaged with *Dynamic Physical Education for Elementary School Children*, Eighteenth Edition at no additional charge and is integrated closely into the chapter text through in-text callouts and references to the numbered Lesson Plans

The Curriculum Guide gives future elementary school teachers three complete sets of lesson plans, each covering a full year of movement experiences and skills. The sets cover Developmental Levels I, II, and III, for grades K-2, 3-4, and 5-6, and also include ideas for integrating academic content into daily lessons.

Case Study
A Written Lesson Plan Protects You!



TEACHERS OFTEN LOOK AT LESSON planning as a less important task than instructing students. Experienced teachers feel that there is no need to plan because, "I have taught this unit many times and I know what I am doing." Other teachers will suggest that a lesson plan prevents them from taking advantage of the teachable moment. Then there are teachers who just say it takes too much time to write down what I already have planned in my head. So, it raises the question, Is it really necessary to write lesson plans?

Let's ponder some scenarios that might help you see the need for planning your lesson:

- You arrive at school on Monday morning only to find that the principal has called an emergency meeting. You haven't planned

your lesson, aren't sure what equipment you need and then find that another teacher has your equipment. You aren't sure what and how to teach so you decide, "I'll just let them play kickball." Think this is a professional approach?

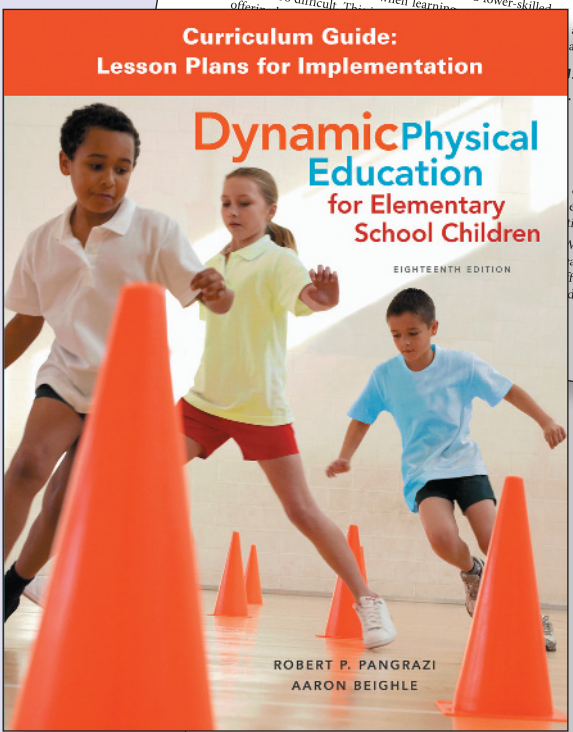
- You come down ill on Sunday afternoon and have to call in sick. Monday morning your substitute arrives and looks for your lesson plans so they know what to teach. Unfortunately, none are available, so the substitute decides to roll out a few balls and let students play. When the substitute teacher is finished, she goes to the principal and complains about the lack of lesson plans and uncooperative students. What kind of impression did you make with the principal?
- You are teaching a lesson without plans. Unfortunately, a student is badly hurt. The student is in the hospital and it is a number of weeks before a lawyer for the student's parents arrives on campus to investigate the accident. The lawyer wants to know the skills you taught and in what order they were taught. The lawyer wants to examine your lesson plan to see exactly what the student was doing when the injury occurred. A number of weeks has passed since the injury and you are finding it difficult to remember exactly what you were teaching and how the student was injured. When the lawyer asks you to show evidence that these activities were appropriate for your students, what do you say? When the lawyer asks if the activities were taught in proper progression, what proof do you offer? Do you think a written lesson plan would have helped your defense?

The direct teaching style creates a controlled class environment that is safe for students. Effective use of the direct style minimizes the time children spend passively watching, listening to a lecture-demonstration, or waiting in line. Offering activities that meet all students' needs can be a challenge when using this style. Higher- and lower-skilled students may be hindered when learning offers.

focuses on visiting learning stations and interacting with students who need help. Less time is spent directing and managing the group as a whole. This approach requires more preparation time for planning and designing tasks. Adequate facilities, equipment, and instructional signs are necessary to keep students productive and working on appropriate tasks. Some guidelines for selecting, writing, and presenting tasks follow:

- Select tasks that cover the activity's basic skills.
- Create tasks that are developmentally appropriate. Tasks should challenge the most skilled students and help the less skilled students succeed.
- Avoid tasks that carry a high safety risk.
- Tape task cards on the wall, strap them to boundary cones, or place them on the floor. Alternatively, give each student a task sheet to carry from station to station and take home for practice after school.
- Write tasks so they are easy to understand. Use teaching cues or phrases that students already know.
- Effective task descriptions explain what the skill is and how to do it (FIGURE 3.2). Periodically check that

Curriculum Guide: Lesson Plans for Implementation



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Toe Touch LP 40 LP 81

Grip the wand with the hands about shoulder width apart. Bend forward, reaching down as far as possible without bending the knees. The movement is slow and controlled. Try the same activity while sitting.

Over the Toes LP 40 LP 81

Sit down, flex the knees, pass the wand over the toes, and rest it against the middle of the arch on the bottoms of the feet. Grip the stick with the fingers at the outside edge of the feet. Slowly extend the legs forward, pushing against the stick and trying to fully extend the legs.

LESSON PLANS LP 2 LP 19 LP 30 LP 40 LP 81

- Manipulative Skills Using Hoops
- Sliding, Galloping, Hoops, and Movement Combinations
- Activity Using Hoops
- Manipulative Skills Using Wands & Hoops

ACTIVITIES WITH HOOPS

Most hoops made in the United States are plastic, but Europeans sometimes use wooden ones. Plastic hoops are less durable but more versatile. Extra hoops are needed because some breakage will occur. The standard hoop is 42 inches in diameter, but smaller hoops (36 inches) work better with primary-grade children.

FIGURE 17.21

Essential Tools for Both Inside and Outside the Classroom

For Instructors ▼

Instructor's Manual and Test Bank

For each chapter of the text, the Instructor's Manual provides a chapter summary, desired student outcomes, a discussion of the main concepts of the chapter, ideas for presenting the content, general discussion topics, discussion questions based on the videos, suggested written assignments and a cooperative learning project. The Test Bank portion features multiple question types for all 30 chapters of the book.

Instructor Resource DVD

This DVD features

- PowerPoint Lecture Outlines
- Quiz Show game for each section of the text
- Computerized Test Bank in TestGen
- Electronic files of the Instructor's Manual and Test Bank
- Seventeen full-screen closed-captioned management and activity videos and the complete set of HOPSports videos

For Students ▼

A Full Companion Website

www.pearsonhighered.com/pangrazi

The website organization makes learning to teach PE easy for students. Organized in the four categories, the website enables students to explore content and discover new activities that will help them succeed.

- **See It:** Contains 38 new HOPSports videos showing students sample activities they can implement in their own classrooms.
- **Read It:** Includes learning objectives drawn from the main text plus updated Web links.
- **Review It:** Contains quizzes, glossary, and flashcards (which can be downloaded onto students mobile phones for easy and quick review).
- **Do It:** Contains Activity Cards to help students learn quick and fun activities to share with children. Lesson Plan samples of each developmental level taken from the **Curriculum Guide** are also available online for students.





Dynamic Physical Education

**FOR ELEMENTARY
SCHOOL CHILDREN**

EIGHTEENTH EDITION

ROBERT P. PANGRAZI
ARIZONA STATE UNIVERSITY

AARON BEIGHLE
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Library of Congress Cataloging-in-Publication Data

Pangrazi, Robert P.

Dynamic physical education for elementary school children/Robert P. Pangrazi, Arizona State University, Aaron Beighle, University of Kentucky.—Eighteenth edition.

pages cm.—(Dynamic Physical Education for Elementary School Children)

Includes bibliographical references and index.

ISBN 978-0-321-93495-6 (alk. paper)—ISBN 0-321-93495-4 (alk. paper)

1. Physical education and training—Curricula—United States. 2. Physical education and training—Study and teaching (Elementary)—United States. 3. Physical education and training—Curricula—Canada. 4. Physical education and training—Study and teaching (Elementary)—Canada. I. Beighle, Aaron, 1972- II. Title.

GV365.P36 2015

372'.86—dc23

2014018753

1 2 3 4 5 6 7 8 9 10—V382—18 17 16 15 14

ISBN 10: 0-321-93495-4 (Student edition)

ISBN 13: 978-0-321-93495-6

ISBN 10: 0-13-402381-1 (Instructor's Review Copy)

ISBN 13: 978-0-13-402381-6

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DEDICATION

To my wife Deb, whom I love and respect.

She is not only a valued professional colleague, but a special friend and companion who has enriched my life.

I regard Deb as a silent author who has contributed much to this textbook.

To our son and daughter, Charles and Connie,
and their wonderful families.

I appreciate the joy and love they deliver on a regular basis.

To Dr. Victor P. Dauer, my late co-author, who taught and mentored me throughout my career and continues to guide my thinking and writing efforts.

ROBERT P. PANGRAZI

To my girls Heather, Faith, Libby, Hope and Emily.
Your unwavering love, caring heart, humor, spunkiness,
and zest for life make me better.

To my parents, Ted and Sheila Beighle. Their love
and devotion to family is truly inspirational.

I am fortunate to call them
Mom and Dad.

AARON BEIGHLE

ABOUT THE AUTHORS



ROBERT P. PANGRAZI, PH.D., taught for 31 years at Arizona State University, Tempe, in the Department of Exercise Science and Physical Education, and is now Professor Emeritus. An AAHPERD Honor Fellow and a Fellow in the Academy of Kinesiology and Physical Education, he was honored by the National Association for Sport and Physical Education (NASPE) with the Margie Hanson Distinguished Service Award. He is a best-selling author of numerous books and texts, including multiple editions of *Dynamic Physical Education for Elementary School Children* and *Dynamic Physical Education for Secondary School Students*, with Paul W. Darst (Pearson). He is a co-author of *Promoting Physical Activity and Health in the Classroom* (Pearson, 2009). In addition to numerous other books and texts, he has written over 100 journal articles and scholarly papers for publication, and currently tours and lectures on a national level.



AARON BEIGHLE, PH.D., is a university instructor in Physical Education and Physical Activity for Youth courses. In addition to numerous scholarly articles and academic materials, including chapter contributions to a number of widely used texts including previous editions of *Dynamic Physical Education for Elementary School Children*; he coauthored *Pedometer Power* (2nd ed., 2007, Human Kinetics), *Physical Activity for Children: A Statement of Guidelines for Children Ages 5–12* (2nd ed., 2004, NASPE), and *Promoting Physical Activity and Health in the Classroom* (Pearson Benjamin Cummings, 2009). His areas of research include physical activity promotion, specifically examining school-based physical activity programs, and the use of pedometers to encourage activity in young people. He is currently an Associate Professor at the University of Kentucky, Lexington in the department of Kinesiology and Health Promotion.

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PREFACE

The eighteenth edition of *Dynamic Physical Education for Elementary School Children (DPE)* retains a strong emphasis on physical education for professional physical educators. Additionally, material has been added to make the text more useful for classroom teachers. This edition retains its strong emphasis on skill development, activity promotion, and physical fitness behaviors. We want teachers who use this text to be able to teach students to live a life defined by physical activity and healthy eating. The concern for unhealthy youth and their sedentary life styles makes physical education a critical component of the school curriculum. Physical educators must be willing to become active and healthy school coordinators. In addition to teaching physical skills and fitness, they must become physical activity promotion agents. Life style and environmental changes must become a focus of physical education programs. This text is designed to broaden the role and preparation of future and existing physical educators.

NEW TO THIS EDITION

This revision received an overall update including new references, instructional instruments, and terminology. Some of the more significant updates and changes include:

- **New case study features:** These new stories emphasize real-life situations and are aimed at sparking discussion. These case study features bring to life issues often faced by new teachers and show that while there are no easy answers to some dilemmas, they can be successfully addressed.
- **Additional assessment content:** New text describes how to self-evaluate, how to design evaluation forms and how to choose which elements of a lesson to evaluate. The text discusses commonly-used assessment techniques, comparing benefits and drawbacks for each technique.
- **Additional technology content:** Schools are slowly adopting technology such as digital whiteboards, and this new edition of the text describes technology such as new digital pedometers that instantly upload data, electronic tablets, digital cameras, and a wide variety of applications. The assessment section includes tips for using cameras and tablets for assessment and a number of apps newly-developed for assessment.
- **HOPSports® videos:** This new edition includes 38 additional videos illustrating common classroom activities and playground games. The videos tie to the descriptions of the activities in the book, showing as well as telling.

GENERAL ORGANIZATION OF THE TEXT

The 30 chapters in *DPE* are grouped into two major parts—Instruction and Program Implementation and Teaching the Objectives of Physical Education. Part I, Instruction and Program Implementation, contains the theory and requisite knowledge a teacher needs to develop a comprehensive program. The chapters in **PART I** are separated into three sections that help students understand the need for quality physical education programs in schools, how to be a quality instructor, and school procedures, including the need for integrating academic content. When combined with the Internet websites included at the end of each chapter, the companion website, the instructional videos, and the Pearson eText, instructors have a rich tool chest for helping pre-service and in-service teachers think, reflect, and improve the act of teaching.

Section 1 (Chapters 1 and 2) offers a brief history of the profession and sets the framework for the entire text by listing and explaining the NASPE standards. Chapter 2 helps teachers understand children and their needs in a physical education setting.

Section 2 (Chapters 3–7) focuses on successful instruction. This section shows how to plan a quality lesson, view the importance of a curriculum, and teach it effectively. Management and discipline are always the constructs under which teachers will succeed or fail, and Chapter 6 offers much practical information for successfully teaching youngsters in an activity setting. Chapter 7 shows teachers how to adapt and modify activities to ensure inclusion and purpose for all students in their classes.

The focus of **Section 3** (Chapters 8–11) is on examining ways to successfully implement a physical education program, including the challenges faced in evaluating students, addressing safety issues, and folding academic content into physical education activities.

PART II, Teaching the Objectives of Physical Education, is filled with instructional activities. No text on the market offers teachers a greater variety of evidence-based activities, and even more activities have been added to this edition. This portion of the text is separated into four sections that are filled with activities and strategies designed to help teachers accomplish the NASPE standards that define a quality physical education program.

Section 4 (Chapters 12–14) contains many activities and techniques for teaching personal health skills, including methods for teaching students how to develop and maintain an active and healthy life style. This section includes chapters on the need to promote physical activity among students and how to create an active and healthy school environment.

Section 5 (Chapters 15–18) brings together methods and activities for teaching fundamental motor skills. Movement concepts, fundamental motor skills, and body management skills encompass the majority of content in this section. Now pre-service and in-service teachers can identify activities and strategies that will improve student competencies in this important skill area.

Section 6 (Chapters 19–22) is designed to improve specialized motor skills among students of diverse backgrounds. Chapters on manipulative skills, rhythmic movement skills, gymnastic skills, cooperative skills, and game skills offer in-depth coverage for the development of a personalized set of specialized skills.

Finally, **Section 7** (Chapters 23–30) focuses on developing sport skills including skills for lifetime activities. These chapters contain many skills, drills, and lead-up activities. These chapters use the paradigm of teaching the skill properly, practicing it in a drill, and applying the skill in a lead-up game that assures success.

As an added organizational aid, each section is color-coded for ease of reference. Each chapter in a section contains a tab in the outside margin that shows the chapter number and corresponds with the color code for that section. This makes it easy to find a desired section or chapter quickly.

DPE is written for both physical education and classroom teachers. Material is written and illustrated with many examples that make it easy to understand. All activities in the text are listed in progression from the easiest activity to the most difficult. This enables teachers to plan a lesson that incorporates proper sequencing of skills. The accompanying lesson plan book, *Dynamic Physical Education Curriculum Guide: Lesson Plans for Implementation*, 18th edition, organizes the activities listed in *DPE* into a curriculum guide that features lesson plans for the academic year. The *Curriculum Guide* offers a section that identifies academic concepts that can be taught within a physical education lesson. This makes it easy for the physical educator to show classroom teachers and administrators how physical activities contribute to academic outcomes of the school. The NASPE content standards that are covered in each part of the lesson plans are included in the 18th edition. The *Curriculum Guide* offers three full sets of plans for students at three developmental levels. *DPE* and the *DPE Curriculum Guide* are used in a large number of schools as the foundation for a curriculum that is supplemented with local district materials and activities.

The *Curriculum Guide: Lesson Plans for Implementation* ties closely in with the text. The Lesson Plans within the *Curriculum Guide* have been numbered (1–119); these numbers appear within this textbook with relevant activities. Student can read through the book, see the Lesson Plan number, and turn to the numbered Lesson

Plan in the *Curriculum Guide* to more fully understand how that activity is included in a full lesson plan.

In addition to highlighting the Lesson Plan cross-references, this 18th edition includes a feature that calls attention to relevant full Lesson Plans (by developmental level) as well as to some additional activities included in the *Curriculum Guide*, which do not appear in this textbook.

The close tie-in of these two resources will help students immediately begin to understand how the lesson plan theory and activities they are learning or using relate back to full physical education curriculum planning.

ESSENTIAL COMPONENTS OF QUALITY PROGRAMS AND NASPE NATIONAL STANDARDS FOR PHYSICAL EDUCATION

Across the country, a wide variety of differing areas of instructional emphasis characterize physical education programs. Some view these differences as an outcome of diverse and differing points of view while others think all programs should follow one model. Our point of view is that difference is part of the American culture. However, even when large differences exist, similarities mark quality programs. Therefore, in Chapter 1 we have identified eight key **essential components of quality programs**. Including these components allows programs to maintain their uniqueness while ensuring a quality program. These essential components are printed inside the front cover of the book, and the components that are particularly relevant to each chapter are listed at the end of each chapter so it is possible to see how they contribute to a comprehensive physical education program.

With the age of accountability upon education, it has become vitally important to determine what should be taught and what youngsters should know when they leave the school environment. SHAPE America and NASPE have done much to make physical educators aware of the need for content standards. The five **NASPE national standards for physical education** identified in Chapter 1 reflect the development of a program that stresses lifetime activity, competency in a wide variety of physical skills, the need for strong social and personal responsibility skills, and the knowledge needed to maintain personal wellness. Applicable standards are placed at the end of each chapter to illustrate how they guide the content and development of this text. The full list of standards is also printed inside the front cover of the book.

The inclusion and integration of essential components and content standards are an important feature in this text. These features are designed to help pre-service and in-service

teachers understand why they are teaching various skills and activities. Information and instructional activities in *DPE* are included only if they contribute to the standards or essential components found in Chapter 1.

ADDITIONAL CHAPTER UPDATES

The entire text has been edited to make it more concise and easier to understand. References, terminology, and some figures have been updated. Current topics have been added to many chapters; these topics are current events that can be used to stimulate thinking about current issues in physical education.

The 18th edition of *DPE* reflects a number of significant changes based on feedback from peer reviewers and users of *DPE* and changes in the field of physical education. This edition of *Dynamic Physical Education for Elementary School Children* provides teachers with a sound foundation for establishing a well-rounded, comprehensive physical education program. What follows is a highlight of additional key changes and important chapter concepts in this edition:

- **Chapter 4** focuses on developing a curriculum. This chapter is sandwiched between lesson planning (Chapter 3) and improving instructional effectiveness (Chapter 5). This makes it easy for teachers to see how these three chapters form the basis for planning and implementing a quality physical education program.
- **Chapter 6** maintains the focus on the importance of knowing how to effectively manage and discipline students. This chapter helps teachers understand the difference between management strategies and the use of discipline when needed. A section on how to deliver corrective feedback without negative emotion is emphasized. Peer mediation is covered so students can help each other solve some of their interpersonal problems.
- **Chapter 7** makes use of the STEPS model (space, task, equipment, people, safety) of modifying activities for inclusion. Continued emphasis has been placed on modifying activities to assure success for all students. In addition, a comprehensive table has been added to help teachers be more effective with specific needs. Common characteristics and physical education implications for many special needs will help teachers modify their lessons to assure inclusion of all students.
- **Chapter 8** contains sections on student logs, peer assessment, and authentic written tests. A new section on program accountability and the NASPE standards has been added to help teachers understand the need for evaluating standards that are student achievable. The second half of the chapter focuses on instructional analysis that can be performed by practicing teachers for self-improvement.
- **Chapter 12** is designed to help teachers learn how to combat student inactivity. Using pedometers to motivate students and monitor program outcomes is discussed in detail. A new section has been added on alternative methods of evaluating the activity levels of students.
- **Chapter 13** on physical fitness includes activities for students such as Pilates and yoga. Evaluating the fitness levels of students with disabilities is also included in this edition. In addition, a new section on how to use fitness tests effectively has been added with special emphasis on self-testing and a personal fitness record sheet. Both the FITNESSGRAM and The President's Challenge fitness tests are included in this chapter.
- **Chapter 14**, Active and Healthy Schools, shows how to change the environment of the school so students increase their activity levels and improve their nutrition and eating habits. Sun safety skills are also emphasized in this chapter since the incidence of skin cancer continues to increase.
- Cooperative activities appeal to elementary school youngsters. **Chapter 21** explains how to present these activities to students.
- For many adults, lifetime activities are the skills they use to stay active. **Chapter 23** offers a number of activities that can be used to maintain an active life style. This activity-based chapter includes walking, orienteering, tennis, bowling, badminton, and Frisbee units. The coverage of tennis includes many games that can be taught in the gym. Bowling offers another opportunity for students to learn about an activity that is popular throughout the lifespan.

SUPPLEMENTARY MATERIALS

Offered with the 18th edition of *Dynamic Physical Education for Elementary School Children* is a complete package of supplements that offers an integrated and comprehensive set of learning and instructional tools.

The *Physical Education Curriculum Guide: Lesson Plans for Implementation*, 18th edition (2016) has been developed concurrently with the text and offers a framework for implementing a developmentally appropriate curriculum. For this edition, the *Curriculum Guide* is included with the purchase of each new main text at no additional charge to students. The lesson plans are presented in three developmental levels, allowing for a greater range of activity and ensuring that presentations are closely aligned to the maturity and experience of students. The plans are filled with activities and outcomes that enable teachers to plan and understand why various activities are being taught. The lesson plans offer a framework for planning comprehensive lessons rather than preempting teachers from planning duties. As mentioned above, the curriculum guide offers sections on academic integration and content

standards for each of the more than 110 individual lesson plans. The Lesson Plans have also been numbered consecutively in this revision for ease of reference between *DPE* and the *Curriculum Guide*.

There are currently 17 **lecture and lesson plan videos** available that have been developed for *Dynamic Physical Education for Elementary School Children*. The titles of videos most relevant to a chapter have been listed with the end-of-chapter content. Twelve of the available videos demonstrate how to integrate physical activity in the classroom setting. The longer videos include helpful content such as:

- **Using Pedometers in Physical Education:** Features how to use pedometers in a physical education setting, a number of instructional activities for students, and how the pedometer can be used to increase program accountability
- **Teaching a Four-Part Lesson and Analyzing a Four-Part Lesson:** Two four-part lessons taught by a male and a female master teacher (so students have more than one model to emulate). Emphasis is placed on illustrating effective management techniques and quality instructional practices
- **Management and Discipline Strategies for Physical Educators:** Shows teachers effective ways to manage and group students through physical activity. Effective management strategies can increase the amount of activity students accumulate in physical education classes. Discipline without negative emotion is also discussed and illustrated in this video.

HOPSports is an international leader in creating classroom activity breaks for educators. These videos are commonly referred to as Brain Breaks because activity in the classroom setting has been shown to improve academic performance. The videos illustrate basic movements, playground activities, and classroom games. Each video is indicated within the text by an icon, showing students when a video is available to demonstrate the activity. In addition some of the videos deal with topics on classroom management and bullying. This adds up to 35 new videos for student and practicing teachers.

The **Instructor Resource DVD** (2016) includes PowerPoint lecture outlines for each chapter, showing art and photos from the book and video clips with discussion questions. A Quiz Show game is provided for each section of the text (1–7), as are JPEGs of all photos and illustrations from the book. All of the videos described above are included, with optional closed-captioning, as is the Instructor's Manual and Test Bank.

The **Instructor's Manual and Test Bank** (2016) is correlated to the text. For each chapter, the Instructor's Manual provides a chapter summary, desired student outcomes, a discussion of the main concepts of the chapter, ideas for

presenting the content, discussion topics, suggested written assignments, and a cooperative learning project. The Test Bank, also available in a computerized format through TestGen, offers true/false, multiple-choice, and short essay questions for every chapter. Answers and page references are provided. Using the 1,500 test questions in the test bank, instructors can create tests, edit questions, and add their own material.

Online content for students at the **companion website** (www.pearsonhighered.com/pangrazi) offers students videos, learning objectives, quizzes, critical thinking questions based on videos and photos, weblinks, sample lesson plans covering all developmental levels, activity cards and a glossary with flashcards. Access to password-protected content is available by registering with the code provided in the front of the book.

QUALITY CONTROL AND FIELD TESTING

A tradition that continues in this edition of *DPE* is to assure that all activities have been field-tested with children. We continue to teach elementary school children and evaluate new activities based in part on student reception and instructional effectiveness. A number of experts have been involved in evaluating and helping with this text to ensure the content is accurate and on the cutting edge. Bill Jones and the physical education staff at The University School in Cleveland, OH have provided feedback on a variety of activities and developing responsible behavior. Don Hicks, St. Francis Episcopal Day School in Houston, has offered continuing feedback and evaluation of activities on a regular basis. Chapter 19, Rhythmic Movement Skills, was enhanced by Jerry Poppen, an expert physical educator; Paul James, Wagon Wheel Records; Dr. Barbara Cusimano, Oregon State University; and Deb Pangrazi, Supervisor of elementary school physical education for the Mesa, Arizona, Public Schools. John Spini, current coach of the women's gymnastics team at Arizona State University, evaluated and contributed to Chapter 20, Gymnastic Skills. Dr. Carole Casten, California State University, Dominguez Hills, contributed the material for the section on rhythmic gymnastics. Dr. Virginia Atkins Chadwick, Fresno State University, and Dr. Julian Stein, George Mason University, evaluated and contributed to Chapter 7, Children with Disabilities. Jim Roberts, a Mesa, Arizona, physical education specialist, field-tested the materials for developing responsible behavior. In addition, the authors are indebted to the Mesa School District elementary school physical education specialists in Mesa, Arizona, who have field-tested the activities and offered numerous suggestions and ideas for improvement. Deb Pangrazi, Mesa Schools Supervisor of Elementary School Physical Education, leads this stellar group of nearly 100 specialists. We would also like to

thank Billy and Monica Noble and other physical education teachers in Fayette County Public Schools (Lexington, KY) for their willingness to test new activities and offer suggestions for the textbook and lesson plans. All these individuals have unselfishly contributed their energies and insights to assure that quality activities and teaching strategies are part of this textbook. The result of this continued field testing is a book filled with activities, strategies, and techniques that work.

ACKNOWLEDGMENTS

Useful textbooks are the result of cohesive teamwork among the publishing company, reviewers, and the authors. We appreciate the professional group at Pearson for their major contributions to this text. We thank Sandy Lindelof, Executive Editor, for her ongoing support and encouragement.

We also appreciate the efficiency and competency of Alverne Ball, Project Manager, and all the others at Integra did a wonderful job handling the production of the text. To these and many other individuals at Pearson who go unnamed, please accept a hearty thank you.

Dr. Heather Erwin, University of Kentucky, was indispensable in this edition for her work on the supplementary

materials (updating the PowerPoint resources and the Instructor's Manual and Test Bank).

A sincere note of thanks goes to the following reviewers who provided valuable feedback that helped guide the author's efforts throughout the project: Tim Meyler, Coastal Carolina University; Wendy Cowan, Athens State University; David Pusey, Buena Vista University; Sandra Cravens, Texas Women's University; Judy Gentry, Tennessee State University; Donna Cucunato, Chapman University; and Sally Hope, Purdue University. We would also like to thank the following reviewers who offered us additional feedback as we were in the process of revising:

Carole DeHaven, Purdue University; Dr. Jamie F. Harvey, University of Tennessee at Chattanooga; Arthur W. Miller, University of Montana; Nate Mitchell, Athens State University; Dr. Johann Murray, Peru State College; Jen Neubauer, Coe College; Mary Trinidad, University of Texas Pan-American; Virginia Trummer, University of Texas at San Antonio; Vanessa Anton, Northeastern State University; Wendy Cowan, Athens State University; David Daum, University of Southern Indiana; Mark Jenks, University of Arizona; Todd Pennington, Brigham Young University—Provo; Mark Urtel, Indiana University-Purdue University Indianapolis.

Elementary School Physical Education

LEARNING OBJECTIVES

After studying this chapter, you should be able to:

- Justify the need for a quality physical education program in elementary schools based on the health benefits it can offer children.
- Cite the NASPE national standards for physical education.
- List program objectives and recognize the distinctive contributions of physical education.
- Describe the educational reasons for including physical education as part of the elementary school curriculum.
- Define physical education and its role in the elementary school experience.
- Explain how various pedagogical influences have changed the course of elementary school physical education programs.
- Identify essential components of a quality physical education program.
- Describe how various societal influences and federal mandates have influenced elementary school physical education.

Physical education programs are a crucial element of the school curriculum. If the paradigm of “healthy mind, healthy body” is the path to each child’s total growth and development, then physical education must be included to assure that healthy body outcomes are reached. Systematic and properly taught physical education can help achieve major content standards including movement competence, maintaining physical fitness, learning personal health and wellness skills, applying movement concepts and skill mechanics, developing lifetime activity skills, and demonstrating positive social skills. Cultural and educational factors have influenced modern physical education programs with a common theme being the need for physical activity. Physical educators now see the importance of focusing physical education on physical activity promotion. This entails maintaining quality standard-based physical education programs (i.e. quality instruction and quality curriculum) coupled with efforts to promote physical activity beyond the gymnasium.



WHAT IS PHYSICAL EDUCATION?

Perspectives on the definition and purpose of physical education vary greatly. Physical education professionals often describe it as essential subject matter providing students with the skills, knowledge, and attitudes necessary to remain active throughout the lifespan. Some equate physical education with athletics or competitive sports while others see it as recess or free-time play. In short, some people view it as a worthwhile component of school curriculum while others see it as an unnecessary use of educational time.

Physical education is part of the total educational program that contributes, primarily through physical activity, to the total growth and development of all children. In most instructional programs it is the only component that addresses all learning domains: psychomotor, cognitive, and affective. Further, no other area of the curriculum is designed to help children learn how to maintain an active lifestyle. It is insufficient to educate children academically; they must also graduate from school with wellness skills that will serve them throughout life. If students, particularly the inactive and unskilled, receive low-quality instruction in physical education, they will most likely mature into inactive and overweight adults. For many children, physical education may be the only part of the school curriculum that offers an opportunity to learn active skills they will use for a lifetime. Thus, a strong physical education program emphasizes helping all children succeed—regardless of ability or skill level.

Physical education teachers must do more than teach skills and physical fitness. They must also keep in mind the public health implications of quality physical education. With the current state of public health, the importance of healthy eating habits, stress reduction, substance abuse, sun safety, weight management, and active life styles are outcomes that need to be taught to today's students. No longer is it acceptable for physical educators to be viewed as close cousins of sport coaches. No longer can they isolate themselves in the gymnasium and be satisfied teaching exclusively skills, fitness, and sports. If the profession is to thrive, modern physical educators must be an integral and important part of the total school environment. They must immerse themselves in school-wide initiatives and be viewed by other teachers as teammates and contributors to academic goals.

THE EVOLUTION OF ELEMENTARY SCHOOL PHYSICAL EDUCATION

Various educational policies, public health concerns, historical events, and pedagogical influences have significantly affected elementary school physical education programs. Often these programs are created or modified as a reaction to events publicized by the press and other interested

parties. Certainly, professionals and curriculum must evolve and in fact, an evolving field is advocated. However, as you read the following influences, keep in mind that evolutionary changes can be both positive and negative. They are positive if they result in long-term change that offers positive identity to the profession. They are negative if they are emphasized for a few years and then discarded in favor of a focus on the next popular topic. Too often, many of the influences listed in this section have been implemented without adequate research, thought, and planning. But rather are selected in an attempt to validate the profession. Years after implementation, research has shown that the program changes had little or no positive impact on student outcomes. Another negative aspect of implementing ineffective trends is that it leaves the general public (parents and students alike) wondering what physical education is and what is to be learned in a physical education class. Consider that most program trends only last 5–7 years. This makes it difficult for non-professionals to understand what constitutes a quality physical education program. In sum, constant changing is an attempt to validate the profession, however, more often is serves to marginalize the profession, confuses others about its purpose, and leaves the public wondering, “What is physical education?”

THE GERMAN AND SWEDISH INFLUENCE

During the 19th century German and Swedish immigrants to the United States introduced physical education that focused on body development. The German system favored a gymnastics approach, which required a lot of equipment and special teachers. The Swedish system incorporated an exercise program into activity presentations. The physical education program in many of the schools that adopted these approaches consisted of a series of structured exercises that children could perform in the classroom. The need for equipment and gymnasiums posed problems for the schools that followed these systems, and many economy-minded citizens questioned the programs. As a result of these concerns, a combination of games and calisthenics evolved and became the first scheduled physical education activity offered in some U.S. schools.

THE EMPHASIS ON GAMES AND SPORTS

When about one-third of the American men drafted in World War I were rejected as physically unfit for military service, a new demand emerged for physical education and fitness in the schools. (Little improvement in health status has occurred since that time however; in 2009, more than 35% of American men were rejected by the military for physical health reasons.) In many states, laws requiring minimum weekly physical activity time resulted in physical education as part of the school curriculum. The laws were strictly quantitative, however, and paid little attention to program quality.

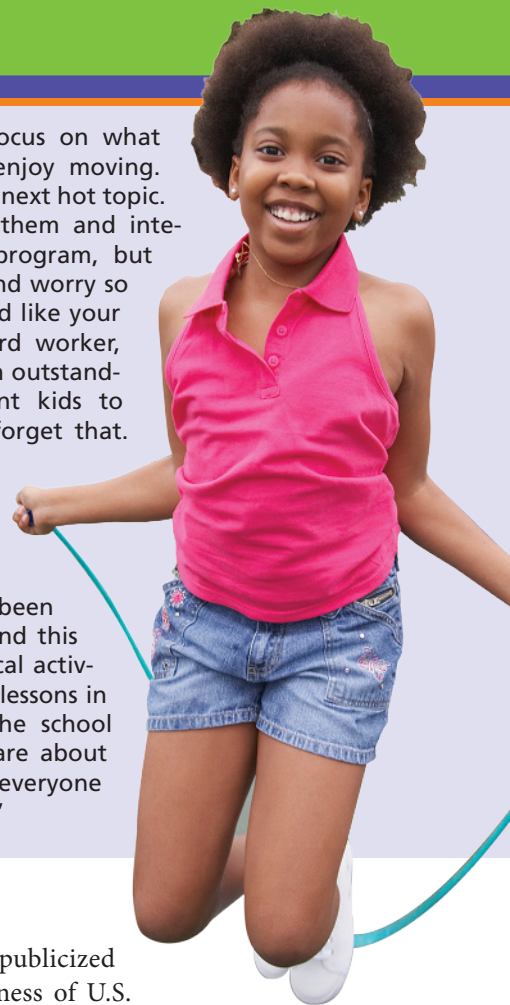
“WHO ARE WE?” ASKED THEA, A SECOND YEAR TEACHER. In her two years of teaching and undergraduate work, she had read and learned about several different approaches to physical education.

“What do you mean? I sense some frustration” replied Jim, her teaching partner with 25 years of physical education teaching experience.

“Should we focus on skills? If so, which ones: sport skills or fundamental skills? Should we focus on fitness? Are fit kids a sign of good P.E.? What about the gymnastics skills they used to teach when P.E. started? Should I integrate math content in my lessons? I read all of this stuff as I’ve been teaching and I just can’t figure it out.”

Jim listened and then calmly replied, “Listen, I’ve been doing this as long as you have been alive. And I have seen lots of approaches come and go, and come and go. Throughout your career you are going to see this same phenomenon. One thing I’ve learned is that, regardless of the approach, the common thread is always physical activity. From the German-Swedish influence you learned about in your coursework, to the new physical literacy push, the bottom line is that we need to get kids to *want* to be active. So, in my opinion, your approach to teaching, the model you use, and the teaching style

you use, should all focus on what will get children to enjoy moving. Don’t worry about the next hot topic. Keep up to date on them and integrate them in your program, but don’t get consumed and worry so much. I probably sound like your dad, but you’re a hard worker, you are going to be an outstanding teacher. You want kids to love to move. Don’t forget that. This renewed focus on physical activity leaders in schools is perfect for you. Again, physical activity has always really been what we are about, and this role lets us take physical activity promotion beyond lessons in the gym and show the school community that we care about kids’ health and want everyone to get and stay active.”



Training programs designed for soldiers during World War I emphasized games and sports and proved more effective than calisthenics alone. Therefore, school programs using games and sports for physical development soon followed. John Dewey, professor of philosophy at Columbia University, profoundly influenced educational theory in the mid-20th century. Interestingly, two of Dewey’s cardinal aims of education stressed physical activities and gave impetus to the teaching of games and sports in schools. With the influence of Dewey and military training, games and sports were valued and became part of the school curriculum.

Programs stressing sports and games started in secondary schools and filtered down to elementary physical education. Physical education was often described by answering the question, “What game are we going to play today?” During the Great Depression, when equipment was difficult to obtain and physical education teachers were almost nonexistent, physical education was relegated to a minor role, and many schools eliminated it entirely.

NATIONAL CONCERN ABOUT PHYSICAL FITNESS

A renewed emphasis on fitness occurred in the 1950s, after the publication of comparative studies (based on the Kraus-Weber tests) of fitness levels of U.S. and European children. Kraus and Hirschland, (1954) compared the strength and flexibility of 4,000 New York-area school children with a comparable sample of Central European

children. The press publicized the comparative weakness of U.S. children, which led to the birth of the fitness movement. The President’s Council on Physical Fitness and Sports was established to promote physical fitness among school children and citizens of all ages. Currently, the council (now known as the President’s Council on Fitness, Sports & Nutrition) is increasing the emphasis placed on children’s physical activity and nutrition. These changes are a result of research revealing an ever-increasing number of overweight and obese children and adults. In turn, this concern fuelled a renewed focus on fitness and physical activity in physical education.

PEDAGOGICAL INFLUENCES

Teachers and professionals, who identify a need for different instructional methods and physical education programs, are often motivated by dissatisfaction with the status quo and a desire to make physical education a more necessary part of the school curriculum. The following are some approaches that have influenced the course of elementary school physical education.

Movement Education

Movement education originated in England and was incorporated into U.S. programs in the late 1960s. To some degree, it was a revolt against structured fitness programs, which included calisthenics done in a formal, regimented,

military style. The demanding fitness standards advocated by the President's Council led some teachers to teach for fitness outcomes rather than presenting a balanced physical education program that included skills and concepts. This practice created a backlash among some physical educators, who felt that creativity, exploration, and cognition should also be focal points of teaching.

Movement education methodology featured problem solving and exploration, thus shifting some of the responsibility for learning to the children. Adopting movement education led to the rejection of physical-fitness-oriented activities, especially calisthenics, which were labelled *training* and not education. Controversy arose over applying movement principles to the teaching of specific skills, particularly athletic skills. Schools tended to apply the exploration methodology to all phases of instruction without examining its effectiveness. Nevertheless, movement education resulted in better teaching methodologies and increased emphasis on instruction focused on the individual. Movement education also offered an opportunity for diversity of movement through creative instructional methods and allowed students of all ability levels to succeed.

Perceptual–Motor Programs

The focus of perceptual–motor programs was to remedy learning difficulties attributed to a breakdown in perceptual–motor development. Theorists held that children progressed in an orderly way through growth and developmental stages from head to foot (cephalocaudally) and from the center of the body outward (proximodistally). When disruptions, lags, or omissions occurred in this process, certain underlying perceptual–motor bases failed to develop fully and impaired the child's ability to function correctly in both physical and academic settings.

Perceptual–motor programs flourished due to concern for *slow* (or *delayed*) academic learners. Some children, who were identified as academically challenged, demonstrated motor problems involving coordination, balance and postural control, and relationships involving time and space. Perceptual–motor programs attempted to remediate these shortcomings and gave physical education teachers hope that their profession would be viewed as integral to a child's academic success. However, when researchers examined the effectiveness of such programs, they discovered that perceptual–motor activities did *not* improve academic achievement. Today, few perceptual–motor-based physical education programs still exist, but they continue to contribute to today's programs with the integration of perceptual–motor principles into skill-learning sequences, such as using both sides of the body, practicing balance skills, and so forth.

Conceptual Learning

Conceptual understanding (i.e., applying abstract ideas drawn from experience) plays an important part in physical

education. In the process of movement, children learn to distinguish between near and far, strong and weak, light and heavy, and high and low. Physical education gives children the opportunity to understand and experiment with such movement concepts.

The *Fitness for Life* program (Corbin and Lindsey, 2007) takes a conceptual approach to physical education. Students receive information associated with physical activity and health in a lecture and then use the information on themselves or on peers in a laboratory (i.e., physical education) setting. This program emphasizes information, appraisal procedures, and program planning. Students are expected to understand the “how, what, and why” of physical activity and exercise. They learn to use diagnostic tests in areas such as cardiovascular endurance, muscular strength and endurance, flexibility, body composition, and motor ability.

Some teachers believe that taking an academic approach focused solely on knowledge and cognitive growth instead of physical skills and activity will place physical education on par with other academic disciplines. Others believe that increasing student knowledge changes students' attitudes and behavior, thus encouraging them to incorporate physical activity into their life styles. However, research supports neither of these beliefs. Increasing a person's knowledge does not ensure a change in behavior. Most individuals who smoke know that smoking is detrimental to one's health, yet still smoke. Students must experience and learn physical skills and understand their conceptual components. Because it is the only place in the curriculum where physical skills are taught and learned, physical activity is—and must remain—the core component of physical education.

FEDERAL MANDATES

Occasionally, legislation is passed that affects physical education curriculum and instruction. The following legislative mandates, in particular, continue to influence physical education programs throughout the United States.

Title IX: Equal Opportunity for the Sexes

Title IX of the Educational Amendments Act of 1972 has significantly affected most secondary school physical education programs. This federal law has less effect on elementary school physical education because most programs at this level have long been coeducational. Title IX rules out separation of the sexes and requires all offerings to be coeducational. The law is based on the principle that school activities and programs are of equal value for both sexes and that students should not be denied access to participation on the basis of gender. The legal ramifications of Title IX have forced schools to provide equal access to physical education activities for boys and girls. Organizing separate competitions for the sexes is permissible, provided

that mixed participation in an activity would be hazardous. In principle, the law also dictates that the most qualified teacher—regardless of gender—provides instruction.

Title IX also tries to eliminate sexism and sex-role typing. Human needs and opportunities must prevail over traditional sexual stereotypes of masculinity and femininity. Segregating children by sex in elementary school physical education classes is indefensible because it eliminates the opportunity for children to learn at an early age that gender differences are negligible when it comes to the desire to perform well athletically.

PL 94–142: Equal Rights for Students with Disabilities

Public Law 94–142 mandates that all children have the right to a free and public education and that they must be educated in the least restrictive educational environment possible. No longer can the 3.5 to 4 million U.S. children with disabilities be assigned to segregated classes or schools unless a separate environment is determined by due process to be in the child's best interest. A 1990 amendment, Public Law 101–476 (also known as IDEA—Individuals with Disabilities Education Act), continues with the objective of providing handicapped individuals with the least restrictive environment in the school setting.

Inclusion (mainstreaming) is the term used for the practice of placing children with unique needs into regular classroom settings. These laws have allowed many children with unique needs (special needs) to participate in regular physical education classes. PL 101–476 often necessitates changing the school's structure and educational procedures as well as the viewpoints and attitudes of its personnel. Many teachers lack the educational background, experience, or inclination to handle children with disabilities. The answer is not to ignore the problem, but to provide teachers with the knowledge and constructive approaches that allow them to successfully teach children with all levels of ability.

Besides the inclusion of students with unique needs into regular education classes, PL 101–476 also mandates that each such student receive a specific learning program, called an *individualized educational program* (IEP). Establishing the child's due process committee, developing the IEP, and monitoring the program to ensure it is in the student's best interest is a considerable challenge. IEPs, which help make education more personal and individual, can be used for able children as well.

Child Nutrition and WIC Reauthorization Act of 2004

Nationally, widespread concern exists about the health status of American, particularly physical activity and nutrition. The number of overweight Americans has increased rapidly in the past 15 years. Today, more than 65% of

Americans are overweight or obese (National Center for Health Statistics, 2011). Much of this increase is attributed to a decrease in physical activity and an increase in the number of calories consumed.

Physical education programs must focus on improving students' health status, particularly their eating habits and physical activity. The Child Nutrition and WIC (Women, Infants, and Children) Reauthorization Act of 2004 required that all school districts with a federally funded school meal program develop and implement wellness policies addressing nutrition and physical activity. This act offers physical educators an excellent opportunity to provide physical activity and eating behavior programs in their classes. In doing so, this becomes an opportunity to change the entire school environment rather than merely implement a minor curriculum change. Changing the school environment requires the efforts of the entire school community—namely, parents, classroom teachers, administrators, and students. Some hope exists that, if implemented correctly, this mandate could elevate physical education programs and physical educators to a prominent role in the total school curriculum and school environment.

CONTEMPORARY SOCIAL INFLUENCES A Nationwide Concern for Health and Physical Activity

Every decade, the United States sets goals and objectives with 10-year targets designed to guide national health promotion and disease prevention to improve the health of Americans.

The most recent document *Healthy People 2020* (U.S. Department of Health and Human Services, 2010) emphasizes a commitment that all people live long and healthy lives. Four major goals are listed in this document: (1) attain high quality, longer lives free of preventable disease, disability, injury, and premature death; (2) achieve health equity, eliminate disparities, and improve the health of all groups; (3) create social and physical environments that promote good health for all; and (4) promote quality of life, healthy development,

and healthy behaviors across all life stages. The *Healthy People* document is massive and includes many topics of particular relevance to health and physical educators.

Some topics of interest include adolescent health, early and middle childhood health, nutrition and weight control, physical activity, and social determinants of health. This document can be an excellent resource for teachers who want to design a program that will help meet the 2020 goals.



The problem of weight control merits special attention in elementary school. Unless their lifestyle changes at an early age, obese children usually become obese adults. Activity levels track into adulthood—active children become active adults, whereas inactive children become inactive adults (Raitakari et al., 1994).

Human wellness for children is most effectively enhanced when classroom teachers, physical education specialists, parents, administrators, and the entire community work together. Identifying wellness as a common goal for all school children makes physical education an integral part of the total school curriculum. Wellness instruction teaches concepts that help students develop and maintain an active lifestyle. Understanding the importance of daily physical activity and providing students an environment conducive to physical activity increases the odds that students will stay active throughout their lives (Dale, Corbin, & Cuddihy, 1998).

The Surgeon General's report on *Physical Activity and Health* (USDHHS, 1996) clearly outlined the health and wellness benefits of physical activity for all ages. As a result, efforts are underway to promote physical activity among all segments of the population. Today's educators are increasingly focused on integrating physical activity into a healthful lifestyle. This focus is pushing physical educators to develop programs that teach more than fitness, skill activities, and games.

THE CURRENT STATUS OF PHYSICAL EDUCATION IN THE UNITED STATES

Physical education has changed its instructional focus so often that teachers, parents, and students wonder what a quality program should deliver to students. The changes are usually trends that last 5 to 7 years and then, when interest wanes, a new trend replaces it. For example, there has been a fitness push three times in the last 50 years. When this effort to justify physical education was not found effective, programs disappeared and focused on the next topic that could potentially justify the existence of physical education. Physical education's focus has changed so often that many people are unsure what physical education represents. When you say you are a physical education teacher, most people ask, "What sport do you coach?" Colleges and universities have compounded the problem by renaming their physical education departments kinesiology, exercise science, sport studies, movement education, and so on. Despite these barriers, we believe that promoting physical activity and healthy eating are outcomes that really matter for our inactive, overweight society. To this end, physical education can have a strong impact on the public health of our society. It's time for the profession

to stop being a moving target and to encourage others to see the value of a quality physical education program that improves the health and welfare of students and ultimately mature citizens.

On the other hand, it is important to acknowledge that outside influences impact what we do in physical education. In recent years, legislation emphasizing the use of standardized testing to measure student academic achievement and thus school effectiveness has impacted physical education. Responding to a perceived decline in academic performance, many school curricula focus heavily, if not entirely, on teaching students math and reading. To increase academic time in these areas, less time is allocated to special areas, including physical education. The demand for uninterrupted academic time often makes it difficult to schedule physical education time for children beyond one, or maybe two, days per week. In some regions, so-called "back to basic" schools eliminated all curricular content not focused on math and reading.

According to the School Health Policies and Practices Study (SHPPS) 2006 report, the number of students receiving physical education declines from about 50% in grades 1–5 to about 20% in grade 12 (Lee et al., 2007). Because many states and schools allow exemptions from physical education classes, the actual percentage of students receiving instruction is even lower. Only about 4% of elementary schools provide daily physical education all year for their students (Lee et al., 2007). When physical education is provided at these grade levels, a "specialist" often teaches it—though many people with this title lack valid credentials.

In most schools, children receive about 25 hours of overall instruction weekly. Physical education may be scheduled for 30–60 minutes a week in a school that cares about physical education, meaning that only 2–4% of the total instructional time is devoted to the health and wellness of students. How can we expect children to value physical activity if physical education does not receive adequate time for instruction? Instruction may be carried out by a classroom teacher or paraprofessional with little concern for the quality of the experience. Often, up to four classrooms are sent to physical education at one time, so the student–teacher ratio is 120 to 1 (sometimes one or two paraprofessionals are available to help). When class sizes are large, more time is spent on management and discipline making the experience less than satisfactory. Often, for young children, *how* they are taught is more important than *what* they are taught. Physical education teachers deserve the same respect and class sizes as classroom teachers. While these facts seem to paint a dim picture of physical education, we believe the future of physical education is bright and these barriers can be overcome to allow physical education to prosper.

THE NEED FOR PHYSICAL EDUCATION PROGRAMS

In the past decade, interest in the benefits of an active lifestyle has spawned a wide assortment of health clubs and exercise and fitness books and magazines, a weekly smorgasbord of distance runs and triathlons, streamlined exercise equipment, and apparel for virtually any type of physical activity. Unfortunately, most of this interest and lifestyle change has occurred among middle- and upper-class Americans. Little change in activity patterns has occurred in lower-middle- and lower-class families.

A 2010 national survey of children, sponsored by the Kaiser Family Foundation, showed that on average 8- to 18-year-olds spent 7 hours and 38 minutes using media daily (Kaiser Family Foundation, 2010). Further, excessive screen time in youth has been associated with numerous cardiovascular risk factors in young adulthood. Early research in this area, found children who watched 4 or more hours of television per day had significantly higher body mass index (BMI) than children who watched less than 2 hours per day (Anderson et al., 1998).

Health goals for the nation for the year 2020 (USDHHS, 2010) are based on increasing daily levels of physical activity. Many of the goals directly target schools or programs that can take place within the school setting. These goals emphasize reducing inactivity and increasing light to moderate physical activity. How, then, can implementing a quality physical education program teach students how to live an active and healthy lifestyle?

1. The prevalence of obesity among children 6 to 11 years of age has increased from 7% in 1980 to 18% in 2010 (Ogden et al., 2012). Increased obesity is a function of children consuming more calories through their diet than they are expending through physical activity. The school environment typically discourages physical activity. Everywhere they go, students are ordered to move slowly, sit still, and walk rather than run, resulting in decreased energy expenditure. A 30-minute physical education class can offer 1,200 to 2,000 steps of moderate to vigorous physical activity to counteract the effects of an inactive day (Beighle & Pangrazi, 2000; Morgan, Pangrazi, & Beighle, 2003). Thus, for a student who averages 8,000 steps a day, a quality physical education class could increase the total number of steps by 25% and the accumulated steps to 10,000—a substantial increase in physical activity
2. A positive experience in physical education encourages children to be active as adults. In a survey sponsored

by the Sporting Goods Manufacturers Association (2000), 60% of respondents ages 18 to 34 reported that a positive experience in physical education classes encouraged them to be active later in life. On the other hand, of those respondents who said they were sedentary, only 10% said their physical education classes encouraged them to be active. Other surveys have found that simply having physical education and having physical education more frequently is an avenue for physical activity in adulthood (Physical Activity Council, 2012).

3. Obese youth are more likely than youth of normal weight to become overweight or obese adults and therefore more at risk for associated adult health problems, including heart disease, type 2 diabetes, stroke, several types of cancer, and osteoarthritis (Dixon, 2010). Thus, we must address obesity in elementary school—before the problem becomes more difficult to rectify.



4. A quality physical education program educates students physically and can contribute to academic learning. It has long been argued that spending time on physical education and recess lowers the academic performance of students because they have less time to study and learn. A review of research examining the relationship between physical activity in school and academic performance found that increasing time during the school day for physical activity does not negatively impact school performance and in fact can improve student academic performance.
5. Physical education gives students the skills they need to be active as adults. Adults rarely learn new physical activities because they are too busy and are unwilling to start as beginners. Instead, they often practice and use skills they learned in childhood. Since many adults like to participate in activities having a requisite skill level (e.g., golf, tennis, and racquetball), learning such skills during their school years makes them more likely to feel competent enough to participate in these activities later in life.
6. It has been thought for quite some time that physical activity (most often during physical education classes) gives children immediate and long-term health benefits (Bar-Or, 1995). For obese children, increased physical activity reduces the percentage of body fat. For high health-risk children, increased activity reduces blood pressure and improves their blood lipid profiles. Finally, evidence shows that weight-bearing

activities performed during the school years offer bone mineral density benefits (i.e., the prevention of osteoporosis) that carry over into adulthood (Bailey, Faulkner, & McKay, 1996).

7. Active children are more likely to become active adults. Telama et al. (1997) looked at retrospective and longitudinal tracking studies and concluded that the results “indicate that physical activity and sport participation in childhood and adolescence represent a significant prediction for physical activity in adulthood.” Raitakari et al. (1994) showed how strongly inactivity patterns track. In that study, the probability of an inactive 12-year-old remaining sedentary at age 18 was 51 to 63% for girls and 54 to 61% for boys. Thus, an inactive family and school environment contributes to new generations of inactive adults.

PHYSICAL EDUCATORS PROMOTING PHYSICAL ACTIVITY

Despite the many acknowledged benefits of physical education and a national call for more physical education (Institute of Medicine, 2012), the field continues to be marginalized. To combat this trend, physical education programs must demonstrate that they are instructional, of high quality, and contribute uniquely to the school curriculum and environment. Since 2007, many national programs and organizations—the most recent being Let’s Move Active Schools (www.letsmoveschools.org)—have charged physical educators and schools to take on a larger role in physical education (Pate et al, 2006; NASPE, 2008; National Physical Activity Plan for the United States, 2010). Some have questioned this approach as abandoning the basis of physical education and see it as a threat to the field of physical education. We feel this approach is essential. First, all the approaches used throughout the history of physical education continue to have one common denominator, physical activity. While new trends come and go, at the root of these approaches is to provide physical activity for youth. Second, to maintain the profession’s existence, it is essential that the field of physical education evolve to meet the desires and needs of society. Taking on a focus of physical education allows us to address what we know is a major public health concern, physical inactivity. This does not suggest physical educators discard current curricular models and approaches to teaching, nor does it suggest that skills, fitness, and knowledge no longer be taught. We must continue to incorporate quality instruction in physical education. However, we must place more focus and emphasis on the public health concern of physical activity promotion.

To meet this goal of establishing physical education as a tool for improving public health, physical educators must take on a larger, more prominent role in schools. Serving as

a school-based physical activity champion allows the physical educator to maintain relevance and position themselves as an essential part of the school. The following section describes more in-depth what this role might look like for a physical educator.

THE CHANGING FACE OF THE PHYSICAL EDUCATION TEACHER

Due to many factors physical activity and other healthy behaviors in school settings are often restricted. More time is being devoted to core content while time for physical education and other “frill” subjects is often reduced. Schools can serve as a cost-effective resource for battling poor health and physical inactivity of Americans. Unfortunately, schools and teachers do not deem that a priority and are not trained or equipped to carry out such a task. The physical educator in the school is the most appropriate and qualified person to lead this charge. Potential responsibilities of the physical activity leader include organizing staff wellness programs, providing nutrition education, coordinating with food service directors, and helping teachers integrate physical activity and health in the classroom. For the physical activity leader to work most effectively, a shift in job responsibility must occur. Aside from planning and other duties as assigned (e.g., bus duty), most physical educators teach 100% of their time in the schools. Within this “shift,” schools need to allocate time for collaboration with others in the school and in the community to advocate for healthier behaviors for the entire school community.

The physical activity leader spearheads environmental change, thus positively influencing the physical environment of the school by working with staff to post bulletin boards as well as point-of-decision prompts promoting physical activity and healthy behavior. These serve as reminders to make good food selections at lunch, wash hands in the restroom, and invite a friend to participate in a recess game. The physical activity leader can promote these behaviors by addressing them during physical education lessons.

The notion of a fitness room or health club is another possibility for promoting healthy behavior with students and teachers. Providing physical activity DVDs, resistance bands, stability balls, and other equipment in a classroom or unused stage creates a place for staff to be active after school, and the teachers can use that space as a reward for student effort in academic work during the school day.

To make favorable changes to the social environment of the school, classroom teachers can be trained to provide activity breaks for their students throughout the day. Another classroom policy that can be endorsed is to limit the amount of “sit time” teachers allow their students. For example, teachers should be encouraged to get their students up and moving at least once every hour, which may be prompted by a school-wide announcement or signal

over the intercom. The physical activity leader may present stress relief breaks for staff during faculty meetings or provide informational health-related sessions during lunchtime in the faculty lounge.

THE CONTENT OF PHYSICAL EDUCATION

Following agreed-upon guidelines or standards that have been proven to ensure children obtain a quality education are just as important for physical education as they are for traditional academic classes. Content standards are the framework of any program because they determine the focus and direction of instruction. Standards specify what students should know and be able to do before advancing to the next developmental level. Established standards can significantly contribute to the overall goal of school and U.S. society—namely, to develop well-rounded individuals capable of contributing to society. Quality programs are driven by standards that motivate children toward high-level achievement.

Physical education content standards are taught nowhere else in the school curriculum. If these standards are not achieved in physical education classes, children will leave school without a well-developed set of physical skills. The National Association for Sport and Physical Education (NASPE, 2013) has identified five major content standards for physical education. The NASPE website (www.aahperd.org/naspe/index.cfm) also provides a series of assessment publications that offer a wide range of strategies for identifying student progress toward the standards. The assessment series recommends a range of strategies, including teacher observations, written tests, student logs, student projects, student journals, class projects, and portfolios. Assessment strategies offer teachers examples of many assessment styles, with the expectation that teachers will modify and select assessment tools appropriate to their own setting.

To conform to the concepts of standards-based education, this text presents fundamental content standards that must be accomplished in physical education. Content standards are presented in measurable terms so teachers and schools can be held accountable for helping students reach a predetermined level of achievement. Though accountability is important, abuse can occur when teachers are rewarded based solely on student achievement levels. Some teachers may turn to memorization, drill, and rote learning and may encourage practice solely in areas where students will be tested. In physical education, this often means teaching only fitness test activities so students score well on a mandated physical fitness test. This approach can result in a program that satisfies the school's accountability concerns but does little to give students a well-rounded physical education.

NASPE CONTENT STANDARDS FOR PHYSICAL EDUCATION

This section reviews each of the five NASPE national standards and refers to the chapters that offer instructional activities and strategies designed to reach these standards. Each chapter in this text also ends with a table showing how activities in the chapter contribute to the desired standards. A detailed discussion of what teachers can expect students to learn follows each standard. Also included are two levels of outcomes for each standard: a set for children at Developmental Level I (see pages 11–16 for an in-depth discussion of developmental levels) and a set for youth at Developmental Levels II and III (grades 3–6).

The 2013 NASPE standards include the term “physically literate individuals.” Physical literacy refers to the disposition that enables an individual to be active as a way of life (Whitehead, 2001). A physically literate individual is one who is motivated to be active and has the physical competence to engage in physical activity throughout life. In essence, this new terminology does not change the focus of physical education, that is, to provide students with the skills, knowledge, and attitude to be active for a lifetime. The most significant change in the new standards is the combination of the physical activity and fitness standards.

STANDARD 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Standard 1 focuses on skill competency. All people want to be skilled and competent performers. The elementary school years are an excellent time to teach motor skills because children have the time and predisposition to learn them. The range of skills presented in physical education should be unlimited; children need to encounter and learn as many different physical skills as possible. Because children vary in genetic endowment and interest, they should have the opportunity to learn about their personal abilities in many types of skills and settings.

Movement Concepts Skills

The classification of movement concepts (Chapter 15) includes body and space awareness, qualities of movement, and relationships. Learning the skills is insufficient; children need to explore them in a variety of settings, too. This standard ensures children will be taught how movement concepts are classified and is designed to give children an increased awareness and understanding of the body as a vehicle for movement while acquiring a personal vocabulary of movement skills.