

Preface

Vision and Goals

Preservice elementary classroom teachers across the country take a course designed to educate them about the teaching of physical education. Our book, *Elementary Classroom Teachers as Movement Educators*, is a textbook for that course. We believe the most important objective of the course is to convince elementary classroom teachers that their students need (1) quality, daily physical education, (2) movement experiences in the classroom throughout the school day, and (3) quality recess time. In addition, the course should focus on teaching elementary classroom teachers how to include movement in their classrooms, how to turn students on to participating in physical activities, and how to become comfortable teaching physical activities.

Our goal in writing this book is to create a text written directly to the elementary classroom teacher who has no formal training in physical education. Most elementary physical education textbooks talk to physical educators, not to elementary classroom teachers. Thus the books assume the reader has formal education in physical education. (And, indeed, that formal education is necessary to fully understand the concepts discussed.) Our book is designed to inform elementary classroom teachers about the discipline of physical education and the key role they play in producing physically active children who are also skilled movers. We hope that preservice elementary classroom teachers will be more willing to study the material and put it into practice if it is addressed directly to them. Our book has information and tools that reflect the variety of situations in which elementary classroom teachers may find themselves with respect to the physical education time of their students, from supporting a physical education specialist with classroom activities to managing physical education lessons independently for their students. It provides a strong introduction to fundamental physical education concepts as well as hundreds of sample activities and lessons.

Content

Elementary Classroom Teachers as Movement Educators covers the traditional knowledge bases of physical education curriculum and assessment, motor development,

motor learning, exercise physiology and fitness, movement concepts and skill development, legal issues, and managing and teaching physical education lessons. In addition, our book includes unique coverage designed especially for elementary classroom teachers:

- We address the need for elementary classroom teachers to include more movement in their regular classroom activities and lessons. Many of the books currently available for elementary physical education courses talk about and give examples for integrating math, science, reading, and so on, from the classroom into the physical education lesson—and we do that also. But in addition, we integrate movement and exercise knowledge and practice into the regular classroom (Chapter 8).
- We also address the need for physical educators and elementary classroom teachers to consider recess time as important movement time. The guidelines of the National Association for Sport and Physical Education (NASPE) recommend that elementary school children accumulate between 60 and 120 minutes of physical activity every day. We believe school recess time can be profitably used to help children meet those guidelines, and we discuss how to make that happen (Chapter 12).
- Because we believe classroom teachers play such an important role in motivating and socializing children to be physically active, we include chapters on how to create an environment that stimulates children to be active (Chapter 9) and how to manage the current sociological issues involved in children moving (Chapter 10).
- This book contains a special emphasis on children with special needs. An in-depth chapter is provided on planning for children with diverse and special needs (Chapter 5). In addition, activities and issues related to special populations are integrated throughout the text, and specific suggestions for including all students are provided in lessons and activities.

Organization

The overall organization of the book reflects the courses we teach, but we have designed it to be flexible. Each chapter stands by itself, so users may cover

chapters in whatever order best suits their course and way of teaching. The following descriptions of the chapter contents will be helpful in planning the order in which to cover various topics.

Chapter 1, “What Is Physical Education?” introduces the movement needs of elementary school children, the importance of physical education in meeting those movement needs, the NASPE content standards, the role of the classroom teacher as a movement educator, and the role of recess in the school curriculum.

Chapter 2, “Motor Development and Motor Learning for Children,” introduces the process of motor development through which children progress as well as principles of motor learning from which developmentally appropriate teaching practices are based. Instructional strategies to facilitate learning are covered, and commonly seen inappropriate practices are discussed. Students are encouraged to reflect on the role physical activity plays in the development of children.

Chapter 3, “Movement Components and Skill Development,” introduces the movement map to identify the underlying components of movement. Movement components are concepts that can be applied to any movement form. Movement components include ways the body moves (body movements), what the body can do (body awareness), where the body moves (space awareness), how the body moves (qualities of movement), and how the body relates (relationships). Descriptions of basic locomotor skills, nonlocomotor movements, and manipulative skills are included and accompanied with activities that can be used to develop these skills.

Chapter 4, “Exercise Concepts and Fitness Education,” describes the role of the classroom teacher as a fitness educator and how to implement fitness education in the classroom. Health risk factors are identified, and the physiology of movement and exercise is covered (cardiorespiratory system, musculoskeletal system, and body composition). NASPE guidelines on intermittent activity bursts are also addressed. This chapter includes many Quick Lessons for use in the classroom.

Chapter 5, “Planning for Children with Diverse and Special Needs,” describes children who have special needs (Reality Tours), in order to deepen the teacher’s understanding of various disabilities, and details the role classroom teachers play in educating children with special needs. The book presents disability as one aspect of diversity and suggests ways teachers may reach all children. Specific physical, mental, and emotional disabilities are identified, and the impact of those disabilities on the physical skills of children

is discussed. Movement modifications and safety recommendations are identified that allow children with special needs to participate fully in movement lessons.

Chapter 6, “Physical Education Curriculum,” identifies the characteristics of a quality elementary physical education program and discusses who is responsible for producing such a program. Physical education curriculum content (scope and sequence) is included as well as a framework for and examples of writing objectives for the physical education lesson. Assessment theory and practice is covered in depth.

Chapter 7, “Managing and Teaching the Physical Education Lesson,” presents the mechanics of teaching physical education lessons—teaching methods, organizing the lesson and the students, class management techniques and discipline strategies that help children choose responsible behavior, and guidelines for providing effective feedback to students.

Chapter 8, “Curriculum Integration in the Classroom,” discusses how integrating movement with other curricular subject areas may benefit elementary school students. The role movement plays in learning is substantiated by citing brain-based research, and its implications for teachers are discussed. Examples of ready-to-use movement activities and games that can be integrated into various subject areas are listed and described.

Chapter 9, “Motivating Children to Be Physically Active,” presents ideas and information useful to motivate children to be physically active now and throughout their lifetime. Ideas include instilling feelings of motor skill competency, building intrinsic motivation to be active, involving students in the teaching-learning process, and teachers being role models.

Chapter 10, “Sociological Aspects of Children Moving,” describes the socialization process as it applies to children in their role of being physically active and examines movement as a socializing agent. Teaching and assessing the social skills of sportsmanship, fair play, responsibility, and respect are covered. Inclusion is discussed as a socialization issue, and diversity issues (cultural, ethnic, gender, and disability) are identified relative to the movement setting.

Chapter 11, “Creating a Physically Safe Movement Environment,” identifies the unique safety concerns and legal issues relevant in situations where children are involved in physical activities. Current “best practices” in selecting curriculum content and implementing instruction are discussed with specific recommendations for conducting physical activity in a safe manner. How to maintain safe indoor and outdoor movement environments is covered.

Chapter 12, “Recess as Quality Movement Time,” discusses the role and benefits of recess in the educational process. The primary emphasis of the chapter is how to help children construct their own quality recess time and still allow recess to be free play.

The book concludes with four units of lesson plans and six appendixes, which are described in detail in the section “Pedagogical Features and Learning Aids.”

New to the Third Edition

Key changes to the third edition include the following:

- *Updated government regulations:* Coverage has been added throughout the text regarding the Child Nutrition and WIC Reauthorization Act of 2004, established by Congress, which requires school districts with federally funded, school-meals programs to implement wellness policies that address nutrition and physical activity for children in the school.
- *Thoroughly revised chapters:* Chapter 1 makes the case for having physical activity in the schools and adds new information on state physical activity standards that impact the classroom teacher. Chapter 2 includes expanded coverage of modifications that can be made to games that have traditionally been considered inappropriate due to elements of elimination or minimal physical activity. Chapter 3 contains revised rubrics which more thoroughly describe the performance levels of students. Chapter 5 introduces a great fitness activity (snowshoeing) that allows *all* students to participate actively (no snow required), and outlines a series of questions movement educators can ask themselves to identify ways to modify or change activities to help students be successful. Chapter 9 is now organized to emphasize the two major functions of the classroom teacher in terms of motivating students to be physically active (i.e., stimulating student motivation and promoting physical activity). Chapter 10 is more tightly focused on classroom teachers as they operate in the classroom and as they direct physical activity. Appendix A, “Progressive Activities for Motor Skill Development,” contains additional activities (within each motor skill list) that reinforce rhythmic development.
- *Updated coverage of key topics:* Updated topics include the OMNI picture scale of perceived exertion for children; the MyPyramid especially

designed for “kids”; new research showing positive links between movement and academics; new cultural integration resources in the Passport to Play curriculum; more clearly defined movement forms; and new and expanded information on the theory and term MVPA (moderate to vigorous physical activity), safety issues (medicine use, air quality and humidity, dangerous activities, and first aid kit contents), gender equity, Hellison’s responsibility model, parental influence on a child’s activity, and handling bullying in the classroom and during recess.

- *Design changes:* The third edition features a new chapter opening design. We have also addressed the reviewers’ concerns about the difficulty in distinguishing the various pedagogical features by giving them each a more distinctive look. In addition, a video icon has been added to highlight areas in the text where video clips of sample activities are available.

The instructor and student supplements, described in detail later in the preface, have also been expanded and updated.

Pedagogical Features and Learning Aids

The book provides many helpful pedagogical features and learning aids.



Video clips of sample activities from the text, taught by a master teacher, are available on the Instructor’s Resource DVD-ROM for presentation during lecture and in a lower-resolution format on the Online Learning Center (www.mhhe.com/kovar3e) for individual viewing by students. A video guide, complete with discussion questions and instructor notes, is included in the Instructor’s Manual.



COMPLETE LESSON PLANS

At the end of the book, four units of physical education lesson plans with progressive lessons for specific grade levels are included. These lesson plans are complete and include NASPE standards, objectives, activity descriptions (introductory activities, lesson focus activities, physical fitness activities, ending activities), and assessments. Each lesson also has a classroom movement activity that corresponds to the objectives and content of the physical education lesson. This combination demonstrates how classroom

and physical education activities can work together to achieve movement objectives. Experienced physical education specialists, in conjunction with the authors, created these lesson plan units.



INSTANT ACTIVITY BOXES

Each chapter includes one or more Instant Activities that classroom teachers can use immediately with their students in the classroom. They are flexible and include enough activities to fill 10–30 minutes of activity time (depending on the time available to the teacher). These appear in boxes throughout the chapters and are designed so the classroom teacher can simply read the activity description and teach the activity immediately, without much additional planning and preparation time. In some cases, the activity may require that you obtain equipment from the physical educator or reorganize the desks in the classroom to create an activity space.

QUICK LESSONS, CLASSROOM LEARNING STATIONS, AND SPECIAL EVENTS

Each chapter ends with the following three types of lessons and activities:



Quick Lessons: One or more Quick Lessons appear at the end of each chapter, with lesson content that relates to chapter topics.

Quick Lessons are designed primarily for use in the classroom and contain student objectives, activities, and assessments that guide classroom teachers in their lesson preparation and implementation. They provide future classroom teachers with ready-to-use movement lessons. Quick Lessons are more in-depth than Instant Activities but less so than the fully developed physical education lessons presented at the end of the text. Quick Lessons indicate the NASPE standard the activity is designed to meet, as well as include hints on how to adapt the activities so that all students can be successful and on how to integrate the activities into subject areas such as math, science, and reading.



Classroom Learning Stations: At least one Classroom Learning Station plan appears at the end of each chapter. Each Learning Station is tied to the specific content of the

chapter and describes a learning area relating to physical education that can be set up in a corner of the classroom. These Learning Station plans provide ready-to-use physical education content materials and

physical activities that can be integrated into the classroom. The station may remain set up and usable for several weeks until each student or groups of students have the free time to complete the specified activities.



Special Events: A plan for a Special Event—an event that can be hosted by the elementary classroom teacher (for just one classroom or for several classrooms) that celebrates something related to physical education—appears at the end of each chapter.

ADDITIONAL LEARNING AIDS

Each chapter opens with a purpose statement, a list of objectives, and a scenario featuring a classroom teacher in a movement education setting. Each chapter concludes with a summary and a list of suggested chapter activities. These activities include projects that can help preservice elementary classroom teachers put key concepts from the chapter into action. We firmly believe that just presenting information to pre-service teachers is not sufficient; they must become involved in using that information in order to actually provide appropriate movement for their students.

HELPFUL APPENDIXES

The six appendixes provide important resource materials:

- Appendix A, “Progressive Activities for Motor Skill Development,” includes dozens of activities designed to reinforce key components of the movement map.
- Appendix B, “Rubrics for Locomotor and Manipulative Skills,” provides 19 ready-to-use rubrics for assessing basic skills performance.
- Appendix C, “Recess Games and Activities,” includes a variety of quality recess games and activities for elementary school children that can help build basic motor skills.
- Appendix D, “Lesson Plan Resource Materials,” provides materials for selected lessons that appear in the text—including such items as animal movement cards, physical education bingo pieces, and carpet square activity cards.
- Appendix E, “Content Included in Each Movement Form,” contains a more in-depth listing than that provided in Chapter 6 of physical activities included in each movement form.
- Appendix F, “Activity Listings by Grade Level, Movement Form, and Integration Area,” contains an

overall index of all the activities and lessons in the book, organized by grade level, movement form, and integration area, for easy future reference. This appendix is also available from the book's Online Learning Center as a downloadable Excel file; the activity listings can be sorted electronically by any category, including grade level, movement form, NASPE standard, activity location (classroom, playground, gymnasium), knowledge content, and integration area.

Supplements

A comprehensive package of supplementary materials designed to enhance teaching and learning is available with *Elementary Classroom Teachers as Movement Educators*.

INSTRUCTOR'S RESOURCE DVD-ROM

The Instructor's Resource DVD-ROM presents key teaching resources in an easy-to-use format. It is organized by chapter and works in both Windows and Macintosh environments. It includes the following teaching tools:

- *Instructor's Manual* with a sample syllabus, student objectives, key terms, chapter summaries, chapter outlines, suggested classroom learning activities and student assessment activities, and recommended readings.
- *PowerPoint slides* with key lecture points.
- *Image bank* with photos and illustrations from the text in digital format.
- *Test bank* with true/false, multiple-choice, and short-answer questions; for the third edition, the test bank was prepared by Glenn Hushman, University of New Mexico.
- *Video clips* of sample activities from the text, taught by a master teacher; the videos are accompanied by instructor notes and discussion questions.

The test bank is also available on the Instructor's Resource DVD-ROM with the *EZ Test computerized testing software*. EZ Test provides a powerful, easy-to-use test maker to create printed quizzes and exams. For secure online testing, exams created in EZ Test can be exported to WebCT, Blackboard, PageOut, and EZ Test Online. EZ Test comes with a Quick Start Guide, and once the program is installed, users have access to a User's Manual and Flash tutorials. Additional help is available at www.mhhe.com/eztest.

ONLINE LEARNING CENTER www.mhhe.com/kovar3e

The Online Learning Center provides additional resources for both instructors and students. Instructor tools include downloadable versions of the Instructor's Manual, PowerPoint slides, image bank, and video guides. There are also links to professional resources.

For students, the Online Learning Center includes resources to help them succeed in the course and in their teaching experiences:

- *Learning objectives, self-quizzes, and glossary flashcards* for review of key concepts and exam preparation.
- *Suggested portfolio activities and extensive links* to help students expand their personal collection of teaching resources and experiences.
- *Video clips of sample activities* from the text, taught by a master teacher, which provide models of excellence and many teaching tips to help students become better movement educators.

PRIMIS ONLINE www.mhhe.com/primis

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

MOVING INTO THE FUTURE: NATIONAL STANDARDS FOR PHYSICAL EDUCATION (ISBN 0-8831-4909-5)

A copy of *Moving into the Future*, the physical education content standards developed by NASPE, is packaged free with each new copy of the textbook. These standards clearly identify what elementary school students should know and be able to do as a result of a quality physical education program. *Moving into the Future* also includes performance benchmarks and a variety of assessment techniques appropriate for assessing student achievement.

Additional supplements and packaging options are available; check with your local sales representative for more information.

Acknowledgments

We have many special people (including children) to whom we owe much gratitude for the completion of this book. Without them this book would be ordinary, but with them, it has become extraordinary. First, a heartfelt thank you to the students in USD 373 (Newton, Kansas), who allowed us to take their photographs. These students spent three full Saturdays with us as we managed to take 400 photos of them moving. And to their parents, how can we adequately thank you for your willingness to bring your children to and from the photo shoots and entrust us with their care for three days? Parents, you are truly very special people! Second, to the photographer, a special thanks, as you and your equipment survived the three all-day photo shoots. Steve Stephens provided us with quality digital photos as well as a cooperative spirit and congenial atmosphere during the photo sessions. Third, to the authors of the lesson plans—Cindy Chrisman, Virginia Hammersmith, Rebecca Nicholas, and Susan Oldfather—thanks for working with us to produce tried-and-true units of instruction in physical education. These units will come in handy when classroom teachers begin their careers and teach movement activities for the first time to their own students.

Finally, to the many people who reviewed the text in its many stages of development, we can only imagine the number of hours you must have spent in providing us with such in-depth and useful information and questions. Although we sometimes hated to read those comments and suggestions—as they entailed much work on our part to implement—we know the book is much better because of your input. Thanks so much for sharing your knowledge with us!

Reviewers of the Second Edition

Roberta E. Faust, *Eastern Michigan University*
 Deborah A. Garrahy, *Illinois State University*
 Bill R. Gordon, Jr., *Oral Roberts University*
 Christine P. Heusser, *California State University, Fullerton*
 Beatrice W. Katz, *Cleveland State University*
 Clay P. Sherman, *California State University, Fullerton*
 Donald F. Staffo, *Stillman College*
 Nannette Wolford, *Missouri Western State College*
 Bill Yongue, *Florida International University*

Reviewers of the Third Edition

Judy Chandler, *Central Michigan University*
 Carol Conley, *University of Oklahoma—Norman*
 Lena-Marie Cool, *Kalamazoo Valley Community College*
 Lorri Engstrom, *Kutztown University of Pennsylvania*
 Heather Erwin, *University of Kentucky*
 Dana Espinosa, *East Carolina University*
 Nadene Davidson, *University of Northern Iowa*
 Carol Girdler, *University of Iowa—Iowa City*
 Monica Magner, *Morehead State University*
 Lori Peterson, *University of Wisconsin—La Crosse*
 Virginia Trummer, *University of Texas San Antonio*
 Mark Urtel, *Indiana University-Purdue University Indianapolis*