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 my 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
Robert P. Pangrazi received his B.A., M.S., and Ph.D. from Washington State University. He is a Professor Emeritus at Arizona State University, where he was a Professor for 31 years in the Department of Kinesiology. He is an educational consultant giving guidance to a number of companies including Gopher Sport, Walk4Life, and the United States Tennis Association. Bob travels the country to give workshops on teaching methods and regularly conducts training sessions in schools and universities. He has served as a fifth grade teacher, elementary physical education specialist, university professor, researcher, and administrator. He has many devoted students who have gone on to teach and follow his methods.

Bob is an AAHPERD Honor Fellow and a Fellow in the American Academy of Kinesiology and Physical Education. He is a Fellow in the North American Society of Health, Physical Education, Recreation, Sport, and Dance Professionals and was honored by the National Association for Sport and Physical Education (NASPE) with the Margie Hanson Distinguished Service Award.

In addition to Dynamic Physical Education for Elementary School Children, Bob has written Dynamic Physical Education Curriculum Guide: Lesson Plans for Implementation (Benjamin Cummings) and Dynamic Physical Education for Secondary School Children with Paul W. Darst (Benjamin Cummings). He co-edited Toward a Better Understanding of Physical Fitness and Activity: Selected Topics for The President's Council on Physical Fitness and Sports with Charles Corbin, and has also written nearly 100 journal articles.

Bob is quick to point out that what he enjoys in life is teaching, regardless of the age of students. He has been quick to point out to college students that a class of first grade physical education students do not care about their teacher's academic record—what is important is being able to make learning enjoyable and exciting for them. In his spare time, Bob enjoys hiking, mountain biking, working out, and playing the guitar and piano.
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The fifteenth edition of Dynamic Physical Education for Elementary School Children (DPE) represents a major revision. New chapters have been added and others have received major revisions. Readers should know that there have been numerous changes based on the input of many reviewers and the evolving nature of the profession. Three of the new chapters represent the increasing emphasis that physical activity and health are receiving because of the national concern about childhood obesity. The third new chapter focuses on integrating academic concepts into physical education classes. In an attempt to broaden the base of activities taught in physical education, the book also provides a new focus on cooperative and lifetime activities. More information about each of these chapters is provided in the following discussion.

**GENERAL ORGANIZATION OF THE TEXT**

The 30 chapters in DPE continue to be grouped into two major parts—Instruction and Program Implementation and Teaching the Objectives of Physical Education. Part I, Instruction and Program Implementation, contains the knowledge necessary to become an effective teacher. The chapters in this part are designed to teach students how to implement a program that is based on the National Association for Sport and Physical Education (NASPE) standards.

Part I  **Instruction and Program Implementation**

**Section 1 Understanding the Need for Physical Education**
- Chapter 1 Elementary School Physical Education
- Chapter 2 Teaching Children in the Physical Education Environment

**Section 2 The Instructional Process**
- Chapter 3 Preparing a Quality Lesson
- Chapter 4 Curriculum Development
- Chapter 5 Improving Instructional Effectiveness
- Chapter 6 Management and Discipline
- Chapter 7 Children with Disabilities

**Section 3 Program Implementation**
- Chapter 8 Evaluation
- Chapter 9 Legal Liability, Supervision, and Safety
- Chapter 10 Facilities, Equipment, and Supplies
- Chapter 11 Integrating Academic Concepts

Section 1 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 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 for all students in their classes.

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 the emphasis on this revision has been to add even more activities. 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.
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 classroom teachers and physical education teachers based on the author’s experience as both a physical education and a classroom teacher. Material is written and illustrated with many examples that make it easy to understand regardless of the degree of background in physical education. 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, Fifteenth Edition, organizes the activities listed in DPE into a 36-week curriculum guide that features lesson plans for an 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. Additionally, the new NASPE content standards that guide each lesson plan have been added to the fifteenth edition. The Curriculum Guide offers three sets of plans for students at differing 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.

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. My own 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 I have identified what I believe to be eight key essential components of quality programs. This approach allows programs to maintain their uniqueness while ensuring a quality program. These essential components are listed at the start of each chapter, and the components that are particularly relevant to each chapter are highlighted, 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. The American Alliance for Health, Physical Education, Recreation, and Dance (AAHPERD) and the NASPE have done much to make physical educators aware of the need for content standards. The six 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. These standards are placed at the start of each chapter to illustrate how they guide the content and development of this text. The standards that are particularly relevant to each chapter are highlighted.

The inclusion and integration of essential components and content standards are an important feature in this text. For example, by looking at the NASPE standards on the opening page of Chapter 12, Promoting and Monitoring Physical Activity, you can see that this chapter offers activities that help students meet Standards 2–4 and 6. These features are designed to help pre-service and in-service teachers understand why they are teaching activities and to assist them in developing quality physical education programs that help children become active for life. Information and instructional activities in DPE are included only if they contribute to the standards or essential components found in Chapter 1.

NEW FEATURES

The fifteenth edition of DPE reflects a number of other 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 key changes made to this edition:

- Chapter 1 has an expanded section on justifying a physical education program. Discussion of the Child Nutrition and WIC Reauthorization Act of 2004 and how it impacts the profession is included. The revised NASPE standards replace the physical education standards that were found in the previous edition of DPE.
- Chapter 4 now focuses on developing a curriculum. This chapter is sandwiched between the lesson planning (Chapter 3) and improving instructional effectiveness (Chapter 5) chapters. This makes it easy for teachers to see how these three chapters form the basis for planning a quality physical education program.
- Chapter 6 maintains its focus on the importance of knowing how to effectively manage and discipline students. Reviewers felt the need to separate these important areas so teachers could better understand when to manage students and when to discipline students. A new section on peer mediation has been added so teachers can teach students to help each other solve some of their interpersonal problems.
- Based on reviewers’ comments, Chapter 7, Children with Disabilities, has been changed. The treatment of specific disabilities was removed. Reviewers felt such issues were better covered in an adapted physical education class. Thus, more emphasis was given to inclusion and modifying activities for greater student success.
- Chapter 11, Academic Integration, is a new chapter. This chapter focuses on showing physical education teachers how they can integrate academic concepts into physical education lessons. The need for integrating concepts is discussed and a step-by-step approach is offered. The chapter offers all new instructional activities that can be throughout the physical education curriculum.
- Chapter 12, Promoting and Monitoring Physical Activity, is a new chapter that reflects the national concern for youth obesity. One of the best antidotes for this problem is to increase the volume of activity students accumulate throughout the day. Using pedometers to monitor program accountability is discussed in detail. Developing a walking program to increase activity outside of school is also offered in this chapter.
- Chapter 14, Active and Healthy Schools, is a new chapter that shows how to change the environment of the school so students increase their activity levels and improve their nutrition and eating habits. This is important for setting a healthy foundation for students as they grow to be active adults. This chapter discusses the many components of an operational active and healthy school environment.
- Chapter 16 combines introductory activities and fundamental motor skills. Since the core of most introductory activities is based on fundamental motor skills, I present these activities together.
- Cooperative activities appeal to elementary school youngsters. Chapter 21 is virtually a new chapter with many new cooperative activities. A section on how to present the activities to students has been added as well. Parachute activities have been moved to this chapter because they demand a cooperative effort by students. Reviewers felt relays should be removed from the text due to their tendency to allow for periods of inactivity by waiting students, so they are no longer part of DPE.
For many adults, lifetime activities are the skills they use to stay active. Chapter 23 is a new chapter that offers a number of activities that can be used to maintain an active lifestyle. This activity-based chapter includes walking, orienteering, tennis, racquetball, badminton, and Frisbee units.

**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. I 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. 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, elementary school physical education resource teacher 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. Dr. Steven Hogan, director of physical education and athletics, and Deb Pangrazi, resource teacher, lead this stellar group of nearly 90 specialists. All of 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.

**SUPPLEMENTARY MATERIALS**

Available with the fifteenth edition of Dynamic Physical Education for Elementary School Children is a complete package of supplements that offer students and instructors alike an integrated and comprehensive set of learning and instructional tools.

**Dynamic Physical Education Curriculum Guide: Lesson Plans for Implementation, Fifteenth Edition** (0-8053-7909-6) has been developed concurrently with the text and offers a framework for implementing a developmentally appropriate curriculum. 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.

**Lecture and Lesson Plan Videos:** Four videos have been developed for Dynamic Physical Education for Elementary School Children. Two new 20-minute videos have been developed for this edition.

- **Pedometers and Physical Activity** (0-8053-0403-7) is a new video that features using pedometers in a physical education setting. How to use pedometers, a number of instructional activities for students, and promoting physical activity outside of the school environment are all covered in this video.

- **Active and Healthy Schools** (0-8053-0263-8) is a second brand new video that focuses on how to create an Active and Healthy School environment. This video shows the steps physical educators can implement to change the environment of an elementary school so increased physical activity and healthy eating habits are promoted. Schools that follow the illustrated steps will be able to meet the wellness plan that is mandated by the Child Nutrition and WIC Reauthorization Act of 2004.

- **Planning a Quality Lesson: How to Use the DPE Curriculum Guide** (0-8053-5708-4) shows how to plan an effective and fun lesson for your elementary school students.

- **Quality PE in the Four-Part Lesson Format** (0-8053-5709-2) shows complete lessons, taught to Developmental Level I and Developmental Level II students, modeling successful teaching techniques.

**Media Manager CD-ROM** (0-8053-7925-8) This all new ancillary includes PowerPoint lecture slides for each chapter of the book, completely updated for the Fifteenth Edition by Brett Christie of Sonoma State University, all of the art and photos from the book, video clips, and student outcomes.
The Instructor's Resource Manual (0-8053-7924-X), by Dr. Carole Casten, California State University, Dominguez Hills, is closely correlated to the text. For each chapter, it 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, by Mike Ernst, California State University, Dominguez Hills, is available in printed (0-8053-7918-5) and computerized (0-8053-8167-8) format. It offers true/false, multiple-choice, matching, and essay questions for every chapter of the book. Answers and page references are provided for all but the essay questions. The 1,500 test questions are all included in the computerized test bank. Using this cross-platform CD-ROM, instructors can create tests, edit questions, and add their own material to the existing test bank.

Transparency Acetates (0-8053-7838-3) Important figures from the text are available in an easy-to-use format for lecture presentations.

Companion Website: A Website (www.aw-bc.com/pangrazi) has been developed to complement the text. Features for instructors include PowerPoint® slides. Content for students includes learning objectives, quizzes, and Internet links.

Online Courses: In addition to offering Blackboard (0-8053-7917-7), we also offer CourseCompass (0-8053-7922-3) our nationally hosted online course management system. All CourseCompass and Blackboard courses offer pre-loaded content including testing and assessment, Web links, illustrations, and photos. To view a demonstration of any course, go to http://cms.awlonline.com.

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