



Children Moving: A Reflective Approach to Teaching Physical Education, 10th Edition

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Chapter Changes

Chapter 1

- Updated box feature on instructional practice guidelines for elementary school physical education
- Updated box feature on national physical education standards
- New table showing sample student learning indicators for movement concept and skill themes (psychomotor domain)

Chapter 2

- Updated information about applying the skill theme approach

Chapter 3

- Updated information about and sample outcomes for national physical education standards, including how the skill theme approach is aligned with national standards and outcomes

Chapter 4

- Updated information about how class size affects physical education teachers and students and how to combat potential negative consequences of large class sizes
- New information about ideal class period lengths
- New suggestions for how to accommodate facility and equipment limitations
- New table with suggested questions for reflective teachers to ask when contemplating and analyzing teaching practices
- New table with characteristics of reflective teachers

Chapter 5

- Updated information on how to adjust tasks to meet the developmental needs of a child or group of children

Chapter 6

- Updated information on a four-step reflective planning process, called “backward design” or “design down,” which starts with identifying what students should achieve as a result of the program, then works down to what children should learn in daily lessons
- New box feature on important terms and definitions in physical education instruction

Chapter 7

- Updated information on how to decorate a gym to be inviting for everyone and not just for certain groups of people
- New box feature on the use of music in physical education
- New information about using the “five figure contract” to encourage student responsibility
- New information about teaching with “critical demandingness”
- New information about the importance of keeping records of safety protocols followed in the classroom

Chapter 8

- New box feature on alternatives to physical activity as punishment
- New information on addressing inappropriate behavior by having students work independently away from the rest of the class
- New information on the “Three T’s” strategy for conflict resolution.

Chapter 9

- Updated section on instructional approaches
- New section on how to choose the “right” instructional approach

Chapter 10

- Rewritten with updated information about adapting content for diverse learners

Chapter 11

- Updated sections on making observations about safety, on-task behaviors, class movement patterns, and individual movement patterns
- Updated guidance on how to observe in the classroom

Chapter 12

- Updated guidance for successful assessments
- New guidance on using technology to perform assessments, including using cell phones to make recordings in a physical education class

Chapter 13

- Updated guidance for teachers to reflect on the circumstances of their teaching environment, including a new section on assisted observation techniques

Chapter 14

- Updated guidance on teaching the component of self space
- New assessment examples

Chapter 15

- New assessment examples

Chapter 16

- New assessment examples

Chapter 17

- New learning experiences and assessment examples

Chapter 18

- New learning experiences and assessment examples

Chapter 19

- New learning experiences and assessment examples

Chapter 20

- New learning experiences and assessment examples

Chapter 21

- New learning experiences and assessment examples

Chapter 22

- New learning experiences and assessment examples

Chapter 23

- New learning experiences and assessment examples

Chapter 24

- New learning experiences and assessment examples

Chapter 25

- New learning experiences and assessment examples

Chapter 26

- New learning experiences and assessment examples

Chapter 27

- New learning experiences and assessment examples

Chapter 28

- Rewritten with new information on teaching physical fitness, physical activity, and wellness, including guidance for assessing health-related fitness and guidance for creating a comprehensive school physical activity program (CSPAP)

Chapter 29

- Rewritten with new information about teaching educational dance, including the purpose of dance in elementary school, cultural dances, and how to teach dance
- Section on how to use technology to provide children opportunities to refine and apply the skill themes associated with dance in after- or before-school programs, in-school activity breaks, or at home

Chapter 30

- Rewritten with new information about teaching education gymnastics, including creating a safe learning environment

Chapter 31

- Updated information about how to define “games” in a physical education context and how to incorporate game skills into a physical education curriculum

Chapter 32

- Updated research about benefits of physical activity on academic performance

Chapter 33

- New information, including new research and policies, about how to cultivate support for a physical education program
- New resources to use to advocate for physical education programs.