

affective objectives for physical education

Affective Objectives for Physical Education: Cultivating Character Through Movement

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Summary: This article explores the crucial role of affective objectives for physical education, highlighting their impact on students' social, emotional, and personal development. Through personal anecdotes, case studies, and research findings, it demonstrates how physical education can foster positive character traits like self-esteem, cooperation, and responsibility. The article emphasizes the importance of integrating affective objectives into curriculum design and assessment, advocating for a holistic approach to physical education that benefits students beyond physical fitness.

Introduction:

The traditional view of physical education often focuses solely on the psychomotor domain – developing physical skills and fitness. However, a truly comprehensive physical education program must also address the affective domain, encompassing the emotional, social, and personal development of students. Affective objectives for physical education aim to cultivate positive attitudes, values, and behaviors related to physical activity, self, and others. This article delves into the importance of incorporating these objectives, providing examples, and highlighting their lasting impact on students' lives.

The Importance of Affective Objectives for Physical Education:

While physical fitness is undoubtedly important, the benefits of physical education extend far beyond improved cardiovascular health and muscular strength. Developing positive affective outcomes contributes significantly to students' overall well-being and success in life. Affective objectives for physical education foster:

Improved Self-Esteem: Successfully mastering physical skills, setting and achieving personal goals, and receiving positive reinforcement from teachers and peers can significantly boost a child's self-

esteem. I remember a student, Maria, who initially struggled with the jump rope. Through persistent effort and encouragement, she finally mastered it, beaming with pride. This accomplishment had a profound impact on her self-confidence, extending beyond the gymnasium.

Enhanced Social Skills: Team sports and cooperative activities provide ample opportunities for students to develop crucial social skills such as communication, teamwork, and conflict resolution. A case study involving a fifth-grade basketball team showed a marked improvement in students' ability to cooperate and resolve disagreements after implementing a curriculum focused on affective objectives for physical education.

Increased Responsibility: Participation in physical education requires students to take responsibility for their actions, follow rules, and respect others. This sense of responsibility carries over to other aspects of their lives. I recall a student, David, who initially struggled with accountability. Through participation in a leadership role within a physical activity program emphasizing affective objectives for physical education, he learned to be responsible for equipment, his teammates, and himself.

Development of Sportsmanship: Teaching students the importance of fair play, respect for opponents, and graciousness in victory or defeat is crucial. A strong emphasis on sportsmanship, as a key component of affective objectives for physical education, instills valuable life lessons that extend beyond the playing field.

Growth of Emotional Intelligence: Physical education offers opportunities to manage emotions, cope with stress, and develop resilience. The ability to handle frustration, persevere in the face of challenges, and learn from setbacks are all valuable life skills nurtured through affective objectives for physical education.

Integrating Affective Objectives into Curriculum and Assessment:

To effectively integrate affective objectives for physical education, teachers need to:

Create a positive and supportive learning environment: A climate of respect, encouragement, and inclusion is essential for students to feel comfortable taking risks and expressing themselves.

Use cooperative learning activities: Teamwork activities foster communication, collaboration, and a sense of shared responsibility.

Provide opportunities for self-reflection: Journaling, discussions, and self-assessments can help students reflect on their emotional responses and social interactions during physical activity.

Incorporate character education: Explicitly teaching values such as honesty, fairness, respect, and responsibility enhances character development.

Develop specific, measurable, achievable, relevant, and time-bound (SMART) objectives: Clearly defining the desired affective outcomes ensures effective instruction and assessment. For example, an objective could be: "Students will demonstrate respect for their peers by offering encouragement and positive feedback during class activities by the end of the semester."

Case Study: The Impact of a Holistic Physical Education Program:

A comprehensive study conducted in a local elementary school demonstrated the significant positive impact of a holistic physical education program incorporating affective objectives for physical education. The school implemented a curriculum that emphasized teamwork, communication, and self-regulation. The results showed a marked improvement in students' self-esteem, social skills, and

academic performance. This case study highlights the far-reaching benefits of integrating affective objectives into physical education.

Conclusion:

Affective objectives for physical education are not merely an add-on; they are an integral component of a well-rounded program. By fostering positive attitudes, values, and behaviors, physical education can equip students with the social, emotional, and personal skills they need to thrive in all aspects of their lives. Investing in affective objectives for physical education is an investment in the future well-being and success of our students.

FAQs:

1. How can I assess affective objectives in physical education? Use observation checklists, self-reports, peer assessments, and anecdotal records to monitor students' progress.
1. What are some examples of affective objectives for elementary school students? Developing cooperation skills, showing respect for rules, exhibiting self-control.
1. How can I create a positive and inclusive learning environment? Foster a culture of respect, encourage participation, celebrate effort and improvement.
1. How do affective objectives relate to academic achievement? Improved self-esteem, responsibility, and social skills often correlate with better academic performance.
1. What role do teachers play in achieving affective objectives? Teachers act as role models, facilitators, and mentors, creating a supportive learning environment.
1. How can parents support affective objectives in physical education? Encourage participation, praise effort, and discuss the values learned in class.
1. What are some challenges in implementing affective objectives? Time constraints, lack of resources, and difficulty measuring affective outcomes.

1. How can technology be used to support affective objectives? Use interactive games, virtual reality experiences, and online platforms to foster engagement and communication.

1. How can schools ensure equity and inclusion in their approach to affective objectives? Adapt activities to meet diverse needs, provide inclusive language, and foster a sense of belonging.

Related Articles:

1. The Role of Physical Education in Developing Self-Esteem: This article explores the link between physical activity and self-esteem, providing practical strategies for teachers.

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1. The Use of Technology to Enhance Affective Objectives in Physical Education: This article

discusses using technology to enhance student engagement and social-emotional learning.

1. Integrating Social-Emotional Learning into Physical Education: This article examines the benefits of integrating social-emotional learning into physical education instruction.

1. Case Studies in Affective Objectives in Physical Education: This article presents several successful case studies showcasing the implementation and positive outcomes of affective objectives in various school settings.

affective objectives for physical education: Meaningful Physical Education Tim Fletcher, Déirdre Ní Chróinín, Douglas Gleddie, Stephanie Beni, 2021-02-25 This book outlines an approach to teaching and learning in physical education that prioritises meaningful experiences for pupils, using case studies to illustrate how practitioners have implemented this approach across international contexts. Prioritising the idea of meaningfulness positions movement as a primary way to enrich the quality of young people's lives, shifting the focus of physical education programs to better suit the needs of contemporary young learners and resist the utilitarian health-oriented views of physical education that currently predominate in many schools and policy documents. The book draws on the philosophy of physical education to articulate the main rationale for prioritising meaningful experiences, before identifying potential and desired outcomes for participants. It highlights the distinct characteristics of meaningful physical education and its content, and outlines teaching and learning principles and strategies, supported by pedagogical cases that show what meaningful physical education can look like in school-based teaching and in higher education-based teacher education. With an emphasis on good pedagogical practice, this is essential reading for all pre-service and in-service physical education teachers or coaches working in youth sport.

affective objectives for physical education: Measurement and Evaluation in Physical Education and Exercise Science Alan C. Lacy, Skip M. Williams, 2018-02-13 The eighth edition of *Measurement and Evaluation in Physical Education and Exercise Science*, now published in paperback and hardback, offers students a clear and practical guide to best practice for measurement and evaluation in school- and nonschool-based physical activity programs. Written by two academics with backgrounds in physical education teacher education (PETE), the book emphasizes the link between theory and practice and reflects the most recent changes in national physical education programs. It covers a full range of introductory topics, including current trends in measurement and evaluation, program development, statistics, test selection, and an expanded chapter on alternative assessment, before introducing: • measurement for health-related physical fitness • measurement for psychomotor skills • measurement for cognitive knowledge • measurement for affective behaviors • grading • self-evaluation. Each chapter features learning aids such as objectives, key terms, practical applications, and review questions, while an appendix offers in-depth Excel assignments. Offering a full companion website featuring an instructor's manual, lecture slides, and a test bank, *Measurement and Evaluation in Physical Education and Exercise Science* is a complete resource for instructors and students, alike. It is an essential text for students in measurement and evaluation classes as part of a degree program in physical education, exercise science or kinesiology, and a valuable reference for practitioners seeking to inform their

professional practice.

affective objectives for physical education: Educating the Student Body Committee on Physical Activity and Physical Education in the School Environment, Food and Nutrition Board, Institute of Medicine, 2013-11-13 Physical inactivity is a key determinant of health across the lifespan. A lack of activity increases the risk of heart disease, colon and breast cancer, diabetes mellitus, hypertension, osteoporosis, anxiety and depression and others diseases. Emerging literature has suggested that in terms of mortality, the global population health burden of physical inactivity approaches that of cigarette smoking. The prevalence and substantial disease risk associated with physical inactivity has been described as a pandemic. The prevalence, health impact, and evidence of changeability all have resulted in calls for action to increase physical activity across the lifespan. In response to the need to find ways to make physical activity a health priority for youth, the Institute of Medicine's Committee on Physical Activity and Physical Education in the School Environment was formed. Its purpose was to review the current status of physical activity and physical education in the school environment, including before, during, and after school, and examine the influences of physical activity and physical education on the short and long term physical, cognitive and brain, and psychosocial health and development of children and adolescents. Educating the Student Body makes recommendations about approaches for strengthening and improving programs and policies for physical activity and physical education in the school environment. This report lays out a set of guiding principles to guide its work on these tasks. These included: recognizing the benefits of instilling life-long physical activity habits in children; the value of using systems thinking in improving physical activity and physical education in the school environment; the recognition of current disparities in opportunities and the need to achieve equity in physical activity and physical education; the importance of considering all types of school environments; the need to take into consideration the diversity of students as recommendations are developed. This report will be of interest to local and national policymakers, school officials, teachers, and the education community, researchers, professional organizations, and parents interested in physical activity, physical education, and health for school-aged children and adolescents.

affective objectives for physical education: National Standards & Grade-Level Outcomes for K-12 Physical Education SHAPE America - Society of Health and Physical Educators, 2014-03-13 Focused on physical literacy and measurable outcomes, empowering physical educators to help students meet the Common Core standards, and coming from a recently renamed but longstanding organization intent on shaping a standard of excellence in physical education, National Standards & Grade-Level Outcomes for K-12 Physical Education is all that and much more. Created by SHAPE America — Society of Health and Physical Educators (formerly AAHPERD) — this text unveils the new National Standards for K-12 Physical Education. The standards and text have been retooled to support students' holistic development. This is the third iteration of the National Standards for K-12 Physical Education, and this latest version features two prominent changes: •The term physical literacy underpins the standards. It encompasses the three domains of physical education (psychomotor, cognitive, and affective) and considers not only physical competence and knowledge but also attitudes, motivation, and the social and psychological skills needed for participation. • Grade-level outcomes support the national physical education standards. These measurable outcomes are organized by level (elementary, middle, and high school) and by standard. They provide a bridge between the new standards and K-12 physical education curriculum development and make it easy for teachers to assess and track student progress across grades, resulting in physically literate students. In developing the grade-level outcomes, the authors focus on motor skill competency, student engagement and intrinsic motivation, instructional climate, gender differences, lifetime activity approach, and physical activity. All outcomes are written to align with the standards and with the intent of fostering lifelong physical activity. National Standards & Grade-Level Outcomes for K-12 Physical Education presents the standards and outcomes in ways that will help preservice teachers and current practitioners plan curricula, units,

lessons, and tasks. The text also • empowers physical educators to help students meet the Common Core standards; • allows teachers to see the new standards and the scope and sequence for outcomes for all grade levels at a glance in a colorful, easy-to-read format; and • provides administrators, parents, and policy makers with a framework for understanding what students should know and be able to do as a result of their physical education instruction. The result is a text that teachers can confidently use in creating and enhancing high-quality programs that prepare students to be physically literate and active their whole lives.

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affective objectives for physical education: Beyond the Boundaries of Physical Education Anthony Laker, 2002-01-04 This book sets out to celebrate physical education and sport, and by doing so, encourage the educational establishment to embrace the subject area as a vehicle for the complete development of the individual. In addition, it shows that the benefits of physical activity far outweigh the shallow claims of populous magazines - there are benefits for the individual, the community and for society as a whole. Laker contends that the importance of physical education and sport in many areas of social life has been overlooked at best, and misused at worst. Physical activity has a vast contribution to make, not only as a topic of small talk on a Monday morning, but also to the personal and social development of individuals and possibly to the well-being of the global community as a whole. This book explores the land 'beyond the boundaries of the game.'

affective objectives for physical education: Standards-Based Physical Education Curriculum Development Jacalyn Lund, Deborah Tannehill, 2010 Standards-Based Physical Education Curriculum Development, Second Edition is developed around the National Association of

Sport and Physical Education (NASPE) standards for K-12 physical education. This innovative guide teaches students about the process of writing curriculum in physical education and was written by experts who have had specific experience designing and implementing this thematic curriculum. The text begins by looking at the national physical education standards and then examines physical education from a conceptual standpoint, addressing the “so what” of physical education. It then goes on to examine the development of performance-based assessments designed to measure the extent of student learning. The second part of the text explores the various curricular models common to physical education: sport education, adventure education, outdoor education, traditional/multi activity, fitness, and movement education. It goes on to describe each model, provide examples of curriculums that use it, show how the model links with physical education standards, and provide appropriate assessments for it. The third part, Chapter 14: It's Not Business As Usual, discusses how to improve one's physical education curriculum by doing things differently and embracing change.

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affective objectives for physical education: *International Comparison of Physical Education* Uwe Pühse, 2005 Even though Physical Education is considered as a basic right of all children, views vary on what comprises quality Physical Education; Huge differences exist between countries and regions. In this important book the situation of Physical Education is compared by means of a worldwide survey. This allows the definition of some universally accepted features and concepts, and of appropriate responses to common problems. It is the first publication to provide concentrated information on the state of PE around the world.

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Teacher's Guide presents strategies to incorporate health-related fitness and activity into PE programs. Teachers learn to develop a curriculum based on current national standards and guidelines, apply fitness concepts in real-world settings, and motivate students to live healthy, active lives.

affective objectives for physical education: Student-centered Physical Education Timothy K. Smith, Nicholas G. Cestaro, 1998 Student-Centered Physical Education presents over 100 fun physical activities that not only promote student fitness and skill development but also build the foundation for a physically active life. The authors' modular approach allows teachers to mix and match activities in order to achieve specific goals, creating multiple opportunities within each class period for students to succeed. Authors Timothy Smith and Nicholas Cestaro, who together have more than 50 years of teaching experience, have developed a student-centered approach to physical education to replace the outdated, subject-driven approach. By focusing on the needs of the preadolescent student rather than on sports or calisthenics, this proven program challenges exclusivity, boredom, and gender bias. Their strategies and activities make physical education relevant to your students and motivate them to participate in physical activity, both in the gym and after school. Part I, A Student-Centered Modular Approach, helps you develop and organize your classes. You'll learn how to assemble modular lesson plans and how to increase their effectiveness using the teaching strategies presented. You'll also find a chapter on authentic assessment, which discusses the use of rubrics, portfolios, and portfolio cards. Next, Part II, Teaching Modules, provides you with easy-to-follow, step-by-step directions for more than 100 fitness-related activities, including -warm-ups, -skill development activities, -team-oriented activities, and -individual and paired activities. Each activity is ready to be inserted into the modular lesson format presented in Part I. In addition, you'll find 10 detailed health-fitness modules-one for each month of the school year-that will help you present and reinforce key lifestyle concepts in addition to the physical components of physical education.

affective objectives for physical education: Elementary Physical Education Inez Rovegno, Dianna Bandhauer, 2013 Elementary Physical Education is designed to help students plan lesson objectives for motor, cognitive, affective and social domains that are linked appropriately. Throughout the text, the authors illustrate various ways to teach motivational thinking, social skills and concepts. Tasks are labeled and symbols appear in the margins of lesson plans so readers can find examples of how to teach these skills and concepts to children. Each chapter includes sample lesson plans designed to be teaching tools which will help transform the ideas discussed in the textbook. The content is presented in complete lesson plans, lesson segments, lesson and unit outlines of tasks, or descriptions of content for lessons. The lesson plans are linked to the NASPE standards and can be downloaded from the book's companion website to enable students to design lessons to meet the needs of their situations and the lesson format requirements of their programs. Overall, this is a very research oriented text. Dr. Rovegno has translated the current research on learning, motivation, perceptions of competence, constructivism, higher-order thinking skills, social responsibility and multicultural diversity into easy to understand concepts and instructional techniques. The book will reinforce and extend student's understanding of topics tested in state and national certification exams and required by state and national certification agencies, and illustrate how to integrate these concepts and instructional techniques into lesson plans.

affective objectives for physical education: Instructional Models in Physical Education Michael Metzler, 2017-06-30 Ensures that physical educators are fully armed with a comprehensive plan for incorporating instructional models in their teaching! Instructional Models for Physical Education has two primary goals for its readers. The first is to familiarize them with the notion of model-based instruction for physical education, including the components and dimensions that determine a model's pattern of teaching and how to select the most effective model for student learning in a particular unit. The second goal is to describe each of the instructional models in such a way to give readers enough information to use any of the models with confidence and good results. The book includes everything readers will need for planning, implementing, and assessing when

teaching with instructional models. It will help readers incorporate research-based practices in their lessons, adapt activities to include students of varying abilities, and teach to standards. Models tied to NASPE standards! The author has revised the third edition to show how using the instructional models can help teachers meet specific NASPE standards. The book demonstrates the connection of NASPE standards with the models and clarifies that connection for students. In addition, a table in each of the model chapters shows explicitly how the model aligns with NASPE standards.

affective objectives for physical education: CPD for Teaching and Learning in Physical Education Susan Capel, Julia Lawrence, Melanie Martens, Hanif Abdul Rahman, 2022-04-25

Drawing on best practice for the continuing professional development (CPD) of practising physical education teachers, this book encourages teachers to reflect on their own practices and how these can be developed as they continue their professional journey to support student learning. The book covers three main themes: improving students' learning and supporting student progress; the teacher as learner – developing your expertise as a teacher; and supporting professional development – how as a teacher you can lead and own your continuing learning in a sustainable manner. Throughout the book, teachers are encouraged not just to reflect on where they are now, but also what changes they INTEND to make to their practice, how they IMPLEMENT those changes and then to review the IMPACT this has had on students' learning. Each chapter includes tasks embedded within the content to encourage the reader to reflect on how they could apply the new knowledge they are acquiring from reading and engaging with the chapter. Written for a global audience, the book brings together examples from the Singapore Physical Education and Sports Teacher Academy (PESTA), which provides CPD to teachers in the high-performing Singaporean system. Offering high quality research and practice, this book is a pivotal resource for physical education teachers undertaking CPD all over the world.

affective objectives for physical education: Organization and Administration of Physical Education Jayne D. Greenberg, Judy L. LoBianco, 2019-01-22 If you want to know how to be the best, you learn from the best. Two SHAPE America Physical Education Administrators of the Year share what it takes to be an outstanding administrator in Organization and Administration of Physical Education: Theory and Practice. Jayne Greenberg and Judy LoBianco, veteran leaders in the field with decades of successful administration experience, head a sterling list of contributors who have taught at the elementary, middle school, high school, and college levels in urban, suburban, and rural settings. Together, these contributors expound on the roles and responsibilities of physical education administrators through both theoretical and practical lenses. The result is a book that will be highly useful to undergraduate students looking to enter the field, as well as a resource for administrators in physical education leadership positions who are looking to acquire new skills and innovative ideas in each of the five areas of responsibility covered in the book. Part I covers leadership, organization, and planning. It explores leadership and management styles and presents practical theories of motivation, development, and planning. It also looks at how to plan for the essential components of an effective, quality physical education program. In part II, readers examine various curriculum and instruction models and navigate through curriculum theory and mapping. This section also offers guidance on planning events, including special programs and fundraising projects, and how to build a team and secure community connections for those special events. Part III helps administrators plan and design new school sites or renovate existing ones, and it presents contemporary concepts in universal design and sustainable environmental design. It also offers ideas on how to incorporate technology to meet the needs of 21st-century learners, including the use of social media and robotics in delivering instruction and communication. Part IV explores written, verbal, and electronic communication issues, as well as legal and human resource issues. Administrators learn how to lobby and advocate for physical education, how the legal system affects schools, and how to examine personnel issues, bullying, and harassment. Part V explains the fiscal responsibilities inherent in administrative positions, including budgeting, bidding, and purchasing. It also shows how administrators can secure funding independent of district or local funding, offering many examples of grants and fundraising opportunities with sample grant applications. Throughout

the text, special features—Advice From the Field and Leadership in Action—share tips, nuggets of wisdom, and examples of administrators excelling in their various responsibilities. The book also comes with many practical examples of forms that are useful in carrying out responsibilities, and each chapter offers objectives, a list of key concepts, and review questions to facilitate the learning. In addition, the text has related online resources consisting of supportive materials and documents. Organization and Administration of Physical Education: Theory and Practice, published with SHAPE America, offers the solid foundational theory that administrators need and shows how to put that theory into daily practice. Note: A code for accessing HKPropel is included with this ebook.

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affective objectives for physical education: Performance-based Assessment for Middle and High School Physical Education Jacalyn Lea Lund, Mary Fortman Kirk, 2010 Performance-Based Assessment for Middle and High School Physical Education, Second Edition, breaks down the complex topic of assessments and shows you how to develop assessments that will help you and your students work together to enhance the instructional process in physical education. The authors describe the various types of performance-based assessments and show how to integrate assessments into fitness education and physical education, using numerous models that can be adapted to your own situation. The authors provide a wealth of tools for assessing students according to local, state, and NASPE standards while helping students reach their goals. The text is supported by a Web site that includes a test package, a presentation package with PowerPoint slides, an instructor guide, and a CD-ROM that includes additional forms and assessments.

affective objectives for physical education: Elementary Physical Education Rovegno, Dianna Bandhauer, 2016-02-15 Includes an access code for online materials.

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affective objectives for physical education: NSCA's Guide to High School Strength and Conditioning Patrick McHenry, NSCA -National Strength & Conditioning Association, Mike Nitka, 2021-12-16 NSCA's Guide to High School Strength and Conditioning equips you to deliver the highest-quality strength and conditioning program in the high school setting--whether you are a

strength and conditioning professional, physical education teacher, sport coach, or administrator.

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evaluating and monitoring student progress and growth. Great for Current and Future Elementary Teachers Lesson Planning for Elementary Physical Education offers teachers the tools and resources they need in order to guide students toward physical literacy and physically active lifestyles throughout their adult lives. And it does so by aligning with SHAPE America's National Standards and Grade-Level Outcomes. As such, this is a great resource for both current and future elementary physical education and classroom teachers.

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- Shows teachers how to translate child development theory and research from the psychomotor, cognitive, affective, and fitness domains into practice
- Offers teachers the understanding they need to create developmentally appropriate lessons that align with the new SHAPE America National Standards for Physical Education with grade-level outcomes, assessments, and instructions on implementing learning goals for students in pre-K through grade 5
- Provides multiple standards-based movement experiences for pre-K through grade 5 learners that include movement tasks and extensions, scaled learning environments, skill cues, practice strategies, teaching style choices, and formative assessments aligned with goals
- Supplies learning goal blueprints that integrate specialized skills, movement concepts, and tactics for developmental games, dance, and gymnastics

Content Overview Future and current teachers will learn the research and theory behind this developmentally sound approach, which emphasizes movement skills and increased physical competence based on the developmental levels of pre-K through fifth-grade students. The first half of the book covers the learner, the movement content, the learning environment, and the instructional design; the second half provides detailed standards-based learning experiences, which are now organized by developmental level. The concluding section offers two chapters on professionalism in the 21st century, giving teachers a conceptual framework to prepare and implement a developmental, standards-based scope and sequence for pre-K through grade 5 physical education and offering advice on staying current, being professionally involved, and advocating for comprehensive school physical activity. Practical Ancillaries Developmental Physical Education for All Children also provides a robust lineup of online ancillaries:

- A student web resource with reproducible forms that can be printed along with learning aids from the book and

additional learning activities, some of which are enhanced by more than 20 video clips that demonstrate concepts in action • An instructor guide that features in-class activities, answers to chapter review questions, chapter overviews, and the “Big Ideas” from each chapter • A test package featuring more than 445 questions from which teachers can create their own quizzes • A presentation package offering more than 246 PowerPoint slides that highlight the key points while offering essential visual elements to augment understanding Equipped to Provide High-Quality Education The result of this comprehensive overhaul of a standard classic is that both future and current teachers will be prepared and equipped to provide high-quality developmental physical education that can help children be physically active now and throughout their lives.

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