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GUIDE FOR TEACHING PHYSICAL EDUCATION, GRADES 1-6.

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SOUTH CAROLINA STATE DEPT. OF EDUCATION, COLUMBIA

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DESCRIPTORS- \*PHYSICAL EDUCATION, \*PROGRAM GUIDES, \*ELEMENTARY GRADES, PHYSICAL EDUCATION FACILITIES, \*ELEMENTARY SCHOOL STUDENTS, STUDENT CHARACTERISTICS, PHYSICAL ACTIVITIES, GAMES, PHYSICAL HEALTH, PHYSICAL DEVELOPMENT, PROGRAM DESIGN, PROGRAM EVALUATION, PLAYGROUNDS, \*PHYSICAL RECREATION PROGRAMS,

THE INTRODUCTORY CHAPTER OF THIS GUIDE CONSISTS OF A DISCUSSION OF THE HISTORICAL DEVELOPMENT OF PHYSICAL EDUCATION AND OF THE BASIC PRINCIPLES WHICH SERVE AS THE FOUNDATION FOR PHYSICAL EDUCATION IN THE PUBLIC SCHOOLS. THE SUCCEEDING CHAPTER IS CONCERNED WITH (1) THE AIMS OF PHYSICAL EDUCATION, (2) THE IMPORTANCE OF INITIAL AND ONGOING HEALTH APPRAISAL OF STUDENTS, (3) THE PSYCHOLOGICAL AND PHYSIOLOGICAL GROWTH AND DEVELOPMENTAL CHARACTERISTICS OF CHILDREN, (4) METHODS OF ASSISTING CHILDREN WITH WEIGHT CONTROL PROBLEMS, AND (5) THE CARDIAC-RESPIRATORY ENDURANCE OF ELEMENTARY SCHOOL STUDENTS. SUGGESTIONS FOR PLANNING, SCHEDULING, CONDUCTING, AND EVALUATING AN ACCEPTABLE PROGRAM ARE PRESENTED IN CHAPTER 3. THE TEACHING OF BODY MOVEMENT SKILLS, POSTURE, AND SAFETY IN PHYSICAL ACTIVITIES ARE THE SUBJECTS OF CHAPTER 4. INDIVIDUAL CHAPTERS ARE DEVOTED TO EACH OF THE ELEMENTARY GRADE LEVELS (GRADES 1 TO 6) AND INCLUDE SPECIFIC DESCRIPTIONS OF (1) THE CHARACTERISTICS OF THE CHILD, (2) THE OBJECTIVES OF THE PROGRAM, (3) SUGGESTED ACTIVITIES, AND (4) CRITERIA AND TOOLS FOR THE EVALUATION OF STUDENT PERFORMANCE. APPENDIXES INCLUDE SUGGESTIONS FOR (1) REFERENCE MATERIALS, (2) ORGANIZATION OF PLAYGROUND AREAS, (3) EQUIPMENT AND SUPPLIES, (4) SELF-MADE, INEXPENSIVE MATERIALS, (5) TOURNAMENT DESIGN, AND (6) CUMULATIVE RECORDS.  
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Guide for Teaching

# Physical Education

Grades 1-6

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# GUIDE FOR TEACHING PHYSICAL EDUCATION

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## GRADES 1-6



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## Foreword

During the five years since the first publication in 1961 of the *Guide for Teaching Physical Education, Grades 1-6*, much progress has been accomplished in physical education in the elementary schools. The formative years in the life of a boy or girl are crucial for developing experiences that profoundly affect physical, social, mental, and emotional growth habits.

Several kinds of educational experiences should be provided in a child-development curriculum. As the education of young people is planned, we recognize the values of physical education in the school curriculum. Children have an inherent instinct for activity; therefore, a comprehensive program for meeting the needs of all individuals should include physical education. This is required by Section 21-416 of the South Carolina Code of Laws, 1962.

Various activities planned for children's participation in a physical education program can do as much, if not more, than any other subject toward teaching concepts and characteristics that make for good citizenship. Improved coordination and more graceful body movements will result from instruction in rhythmical activities. Physical fitness, efficient body mechanics, and generally sound body functioning will be among the results of a planned program of diversified activities.

Growing up is an important task for the elementary school child, and the physical education activities, when well taught, will provide experiences for self-discipline, self-direction, inventiveness, creativity, and group adjustment. Suggestions and recommendations made in this guide will assist teachers in meeting the responsibility of planning meaningful experiences for children in everyday living.

JESSE T. ANDERSON  
State Superintendent of Education

## Introduction

Every boy and girl of elementary school age should have an opportunity to develop fundamental skills relating to body movement, to attain a satisfying degree of physical fitness, and to build a foundation for wholesome attitudes toward, and an appreciation for, physical activity. This *Guide* is to assist the local administration in planning and conducting a physical education program that meets the needs of all children, and to aid the elementary teacher who may not always be prepared by formal training to conduct such a program.

The Heritage and Meaning of Physical Education for the American Democracy is presented in Chapter One. A summary of the historical development of physical education is important for understanding the purpose and value of a program in the modern day school.

Chapter Two states the Vital Concerns for those Who Teach Physical Education. Topics of concern in this chapter are: Aim of Physical Education, Health Appraisal, Child Development, Weight Control Problems, and Cardiac-Respiratory Endurance.

The Overview of an Acceptable Program is outlined in Chapter Three. The following topics are included in this chapter: Guiding Factors, Conducting and Planning the Program, Types of Activities, Planning the Periods, Time Allotment and Scheduling, Phases of the Program, Planning for the Exceptional Child, Facilities and Equipment, and Evaluation.

How to Teach Skills of Body Movement is presented in Chapter Four. The body movements are described as well as abilities for endurance, speed, strength, balance, flexibility, agility, power and coordination. Posture and safety suggestions complete the chapter.

Suggested activities by grade level are described in chapters five through ten. Teachers will find that some first grade activities are suitable for the third grade. Each grade level includes a section on What the Child is Like, Objectives, Activities, and Evaluation.

The appendices include suggestions for reference materials, play areas and dimensions, equipment and supplies, self-made and inexpensive materials, tournament design, cumulative rec-

ords, and the legal status of physical education in South Carolina.

Teachers and administrators initiating, developing, or improving their schools' physical education program are invited to contact the State Supervisor of Physical Education if assistance is needed in addition to this Guide.

J. CARLISLE HOLLER, *Director*  
Division of Instruction



## **Acknowledgment**

This publication replaces the 1961 edition bearing the same title. The material in this Guide was prepared under the direction of the Division of Instruction of the State Department of Education with the cooperative efforts of many individuals and groups.

We wish to express our appreciation to the publishers, as represented in the references, for some of the materials used in the Guide.

We are indebted to the committees who compiled materials, to the colleges and universities in the State for making staff members available, and to our colleagues in the State Department of Education for their time in editing, art work, and typing.

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**Chapter  
I**

**THE HERITAGE  
AND MEANING  
OF PHYSICAL  
EDUCATION FOR  
THE AMERICAN  
DEMOCRACY**

The day that man was sent from the Garden of Eden physical education became necessary for him. From that time to the present, he has been forced to use his body to get food, to make clothes, to build dwellings, to defend himself against animals, other men, injury, and disease. In more recent times he has had to use his body for recreational activities which give him diversion from the tensions of modern living.

Drawings on the walls of caves and pieces of pottery and ancient sculpture depict man running, throwing, leaping, jumping, climbing, and fighting in contests and games. Physical education is ancient in origin and continuous in nature.

Perhaps 776 B.C., the date of the first Olympic Games, is the starting point for world acclaim being given to those who excel in physical pursuits. Through the modern Olympic Games, youth of all countries still strive for acclamation in games and sports.

The values of and need for physical education have been profoundly stated by outstanding leaders in every historical era. During the Golden Age of Greece Socrates wrote, "No citizen has the right to be an amateur in the matter of physical training; it is a part of his profession as a citizen to keep himself in good

condition, ready to serve his state at a moment's notice."<sup>1</sup> Galen, the physician, wrote, "He is the best physician who is the best teacher of gymnastics (physical education)."<sup>2</sup> Aristotle wrote, ". . . the education of the body must precede that of the intellect, it clearly follows that we must surrender our children in the first instance to gymnastic and the art of the trainer (teacher) . . . Up to the age of puberty gymnastic exercises of a comparatively light nature should be applied, with a prohibition of hard diet and compulsory exercises so that there may be no impediment to the growth."<sup>3</sup> Roger Ascham (1515-68) indicated that in a liberal education one participated in some "fit exercise" for war or for pastime in peace.<sup>4</sup> Martin Luther wrote, ". . . these two exercises please me most, namely, music and gymnastics, of which the first drives away all care and melancholy from the heart, and the latter produces elasticity of the body and preserves its health."<sup>5</sup> English poet John Milton felt that in education boys "should divide their day's work into three parts—their studies, their exercises, and their diet."<sup>6</sup> John Locke's words are known far and wide: "A sound mind in a sound body is a short but full description of a happy state in this world; he that has these two has little more to wish for."<sup>7</sup>

Next to Locke's words in familiarity are those of Rousseau, "The body must needs be vigorous in order to obey the soul; a good servant ought to be robust. The weaker the body the more it commands; the stronger it is the better it obeys."<sup>8</sup>

In the vast pedagogical writings of Heinrich Pestalozzi, physical education is never separated in aims and objectives from those of general education. He emphasizes in all areas of education, physical education included, that a trained teacher is essential if the objectives are to be met.<sup>9</sup>

Dudley A. Sargent (1849-1924), holder of a Yale medical degree and a pioneer in American physical education, made this statement in 1889:

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<sup>1</sup> Rice, Emmett, John L. Hutchinson, and Mabel Lee, *A Brief History of Physical Education*. New York: The Ronald Press, 4th edition, 1958, p. 33.

<sup>2</sup> *Ibid.*, p. 35.

<sup>3</sup> *Ibid.*, p. 35.

<sup>4</sup> *Ibid.*, p. 66.

<sup>5</sup> *Ibid.*, p. 67.

<sup>6</sup> *Ibid.*, p. 71.

<sup>7</sup> *Ibid.*, p. 73.

<sup>8</sup> *Ibid.*, p. 81.

<sup>9</sup> *Ibid.*, p. 90.

"One-half the struggle for physical training has been won when a student can be induced to take a genuine interest in his bodily condition—to want to remedy his defects, and to pride himself on the purity of his skin, the firmness of his muscles, and the uprightness of his figure."<sup>10</sup>

In 1960 President John F. Kennedy said,

"All of us must consider our own responsibilities for the physical vigor of our children and of the young men and women of our community. We do not want our children to become a generation of spectators. Rather we want each of them to be a participant in the vigorous life."<sup>11</sup>

Dr. James B. Conant, leading educational critic, expressed his opinion when he said,

"That we need to have concern with the physical development of our youth goes without saying . . . I have come to believe that all public school pupils should devote a period of every school day to developing their muscles and body coordination. This means that every school needs a gymnasium of ample size. It also means, in many schools, drastic changes in the content of the physical education courses."<sup>12</sup>

The American Medical Association voiced its belief in a joint statement with the American Association for Health, Physical Education and Recreation. A part of this statement reads:

"Exercise is one of the most important factors contributing to total fitness. Active games, sports, swimming, rhythmic activities, prescribed exercises . . . all can make distinctive as well as worthwhile contributions to fitness."<sup>13</sup>

Physical education in the United States of America has been built upon concepts and principles from the past which are compatible with a democratic way of life. As various national groups came to the New World, they brought with them their folk games, dances, and recreational activities. These were absorbed and merged into new American ways.

The Puritan groups of New England were more concerned with their new-found freedom of religion and the hardships

<sup>10</sup> *Ibid.*, p. 269.

<sup>11</sup> John F. Kennedy, "The Soft American", *Sports Illustrated Magazine*, December 26, 1960.

<sup>12</sup> Conant, James B., "Athletics, the Poison Ivy in Our Schools", *Look Magazine*, January 17, 1961.

<sup>13</sup> *American Medical Association Journal*, April, 1958.

forced upon them by their geographical area than they were in play. However, their children played such games as hopscotch, leapfrog, blindman's buff, and marbles as taught them by their elders.

To the Virginia colonies the English brought their rich heritage of sport and love for the out-of-doors. Hunting, fishing, and ball games were common pastimes. Much of this heritage remains in the southern regions of this country.

The first physical education teachers to set foot on American soil were three Germans, Charles Beck (1798-1866), Charles Follen (1796-1840), and Francis Lieber (1800-1872). They brought to American schools the vigorous gymnastic or developmental exercise programs of Jahn and Guts Muth. Gymnastics still play an important part in programs of physical education in this country.

The beginning of required programs of physical education came from Denmark. Under the leadership of Franz Nachtegall (1777-1847), first secondary and then elementary schools were required to have programs under trained teachers. These events occurred shortly after the turn of the nineteenth century.

The corrective and remedial values of physical education were introduced to American programs from Sweden. Through the work of Per Henrick Ling (1776-1839), the relationship of disease and exercise was studied scientifically. Currently in this country there is a strong relationship between the medical and physical education professions. An organization, "The American Academy of Sports Medicine," grew out of their mutual interest in the medical aspects of sport.

With the winning of independence and freedom from foreign systems of government, America's need for a system of physical education became evident. On November 27, 1885, the American Association for the Advancement of Physical Education (now the American Association for Health, Physical Education and Recreation) came into being. Its first constitution stated that it existed "to bring those interested in the subject in closer relation to each other." In 1889, the AAPE held a conference to arrive at agreeable objectives for the profession. Through the efforts of the conference and later the pen of Dr. Clark Hetherington, the aims of the profession for the twentieth century were stated to be: 1) organic education for vital vigor, 2) psychomotor education for power and skill in neuro-muscular activities, 3) character education for moral, social, and spiritual powers, and 4)

intellectual education acquired through free play or development of social thinking.<sup>14</sup>

These early aims are very close to those of today as expressed by such esteemed members of the profession as Jesse Feiring Williams in his widely accepted text, *The Principles of Physical Education*. In 1964, these aims were listed by Williams: 1) development of organic vigor, 2) development of neuro-muscular skills, 3) development of interest in play and recreation, and 4) development of standard ways of behavior.<sup>15</sup>

It is the hope of the authors of this guide that those who use it will adhere to each of these old and noble objectives as they strive to educate democratic citizens through physical education.

Historically speaking, changes in the American society have caused changes in the emphasis on specific aims from time to time. Such changes in emphasis were summarized in the April, 1960, *Journal of Health, Physical Education, and Recreation*,<sup>16</sup> the official publication of the profession. From 1885-1900 was called "A Time of Affiliation and Research"; 1945-1960, "A Time of Conferences and Fitness." Since 1960, the emphasis on fitness has increased. Many new tests and norms of fitness have appeared.

The shorter work week, earlier retirement age, longer life expectancy, increased commercial amusements, development of state and federal parks, and federal aid to education of today cause great concern for education for leisure (recreation) hours. The Lifetime Sports Education Project, A.A.H.P.E.R., came into existence in 1965 to help with this new emphasis in physical education.

American citizens, just as ancient man, must learn to keep a healthy active body if he would pursue a life of service and happiness! This learning must necessarily take place through physical education, "that phase of education which is concerned, first, with the organization and leadership of children in big muscle activities, to gain the development and adjustment inherent in the activities according to social standards; and, second, with the control of health or growth conditions naturally

<sup>14</sup> Rice, op. cit., p. 295.

<sup>15</sup> Williams, Jesse Feiring, *The Principles of Physical Education*. Philadelphia, W. B. Saunders Co., 8th edition, 1964, p. 38.

<sup>16</sup> *Journal of Health, Physical Education and Recreation*, 1201 Sixteenth Street, N.W., Washington, D. C.: American Association for Health, Physical Education and Recreation, April, 1960.

associated with the leadership of the activities, so that the educational process may go on without growth handicaps."<sup>17</sup>

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<sup>17</sup> Hetherington, Clark W. *School Program in Physical Education*, New York: World Book Company. 1924, p. 45.



Chapter  
2

## VITAL CONCERNS FOR THOSE WHO TEACH PHYSICAL EDUCATION

An understanding of the nature of the growth of children and their developmental characteristics and needs is necessary for all teachers planning and conducting educationally sound and interesting physical education programs. They must realize that although no two pupils are alike, the majority can be classified as normal. The teacher needs to know the general physical, social, and mental characteristics in the different age ranges.

While most children follow the same general developmental patterns and growth cycles, it is realized that each child develops and grows in his own individual way. Each child's development should be studied in terms of his own growth pattern. However, comparisons with general norms, group averages, and common tendencies may help the teacher to understand certain developmental needs of the child.<sup>1</sup>

### AIM OF PHYSICAL EDUCATION

The basic aim of physical education is to contribute to optimum physical, mental, social, and emotional growth of each individual in order that he may take his place as an active member in a democratic society.<sup>2</sup>

<sup>1</sup> Miller, Arthur G., and Virginia Whitcomb: *Physical Education in the Elementary School and Curriculum*. Englewood Cliffs, N. J. Prentice-Hall, Inc., 2nd edition. 1963, p. 9.

<sup>2</sup> Kirchner, Glenn, *Physical Education for Elementary School Children*: Du-Buque, Iowa. Wm. C. Brown Company, Publishers, 1966, p. 6.

One of the more recent statements of the purpose of elementary education is that of the Ninth Conference on Elementary Education held at the U. S. Office of Education in 1956. The members of the conference agreed that it was the job of the elementary school to: "cooperate with the home and community to lay foundations for healthful living—physical and mental health, safety protection—in the light of the pressures and tensions which affect children."<sup>3</sup>

### HEALTH APPRAISAL

Every child should have a health appraisal. This appraisal should include: identifying pupils with correctable orthopedic and other health problems and subsequent referral to medical authorities; posture check, including foot examination; height and weight measurements; any other health appraisal and follow through that is indicated in the *Guide for Teaching Health Grades 1-12* and other State Department of Education publications. Resources of the home, supplemented by necessary and feasible school and community services, should be a part of the program. The family physician and dentist should be consulted for periodic examinations and correction of any disabilities so far as is possible.

#### Cumulative Record

A cumulative record should be maintained for each child. It should contain personal information concerning birth date and place, family names and addresses, disease and illness history, academic information, health records (see Appendix F), activity records, achievement, intelligence, and personality tests. Special physical education class records should be kept for evaluation and motivational purposes. (See Appendix F). No definite number or type of records can be recommended since they are a matter of individual preference. Each record should have an active reason for being. Information resulting from application of the measurement procedures should be filed for each individual so that progress may be judged at varying periods.<sup>4</sup>

<sup>3</sup> Humphrey, James H., Warren R. Johnson, and Virginia D. Moore: *Elementary School Health Education*, New York. Harper and Brothers, Publishers, 1962, p. 12.

<sup>4</sup> Larson, Leonard A., and Lucille F. Hill: *Physical Education In The Elementary School*. New York. Henry Holt and Company, 1957, p. 147.

## **CHILD DEVELOPMENT**

The choice of an activity, as well as the manner in which the children are motivated to learn, must be based upon their growth and developmental characteristics. Although individual variations exist in virtually all phases of growth, there are certain characteristics which are quite dominant in early, middle, and late childhood. These physiological and psychological traits are presented together with their implications for the physical education program in chart I, page 12.

### **Sex Differences and the Growth Pattern**

Until the beginning of puberty, boys and girls grow at about the same rate and girls can do readily many of the things that appeal to boys. At the onset of puberty, however, there is a change in the pattern of growth. The girls begin to broaden at the pelvis and from that time onward are never able to run as easily as the boys. At the same time the boys develop greater muscular strength. The structural changes in the adolescent girl require that her program of physical education differ from that for the boy. In these years it is not desirable for her to engage in activities involving jarring such as high jumping, in apparatus work in which the body is supported by the arms, or in body contact sports.<sup>5</sup>

### **Developmental Hazards**

The rapid growth and development of the young is attended by certain hazards. Teachers must be on the alert to recognize signs that indicate failure of the organism to maintain its soundness. If the arches of the feet are weakened, pain and disability may ensue. To prevent this condition, children must be taught the proper use of the feet in walking and the need for wearing well-fitting shoes. Weak abdominal muscles result when the individual spends too much time sitting down and too little time in exercise.

### **Effects of Muscular Exercise**

Muscular exercise affects the whole body. Exercise not only increases the circulation of blood to the parts of the body exercised but also increases circulation through the entire body.

<sup>5</sup> Van Hagen, Winefred, Genevieve Dexter, and Jesse Feiring Williams: *Elementary School*: Sacramento, Calif., California State Department of Education, 1951, p. 14.

This increased circulation speeds transfer of food to tissues, removal of wastes, and distribution of endocrine secretions, and equalizes water content and heat of the body.

Exercise is essential to keep the muscles of the alimentary canal in good condition. Exercise of the skeletal muscles strengthens the heart. However, it is imperative that the amount and kind of exercise taken by a pupil with a weak heart should be determined by a physician.

Vigorous activity of the large muscles, those covering the trunk and hip joints, is absolutely essential for the growing child. Development of these muscles, especially those of the trunk, is of great importance to health since the trunk muscles must be strong in order to maintain the upright posture necessary for the best position and functioning of the abdominal and pelvic organs.<sup>6</sup>

#### **Effects of Competition**

In the elementary schools, the character of the competitive part of the program for boys and girls should reflect the best judgment regarding the effect of strenuous programs upon young and rapidly growing children. Vigorous activity is decidedly beneficial for children, but excessive amounts of activity result in strain and emotional overstimulation. Boys and girls in the elementary school grades are insufficiently developed physically to withstand the strain of interscholastic competition. For this reason educators have consistently opposed highly organized games to determine school championships for boys and girls below the ninth grade.<sup>7</sup>

### **WEIGHT CONTROL PROBLEMS**

#### **Overweight**

Excessive accumulation of fat at the waistline, hips, and neck is the most common sign of obesity. In addition there may be a general distribution of fatty tissue over the entire body. The efforts to reduce weight must be based on an understanding of the cause of the problem. A medical examination is necessary to determine the cause of obesity. When the cause has been ascertained, treatment may be executed upon the advice of the physician.

<sup>6</sup> *Ibid.*, pp. 27-33.

<sup>7</sup> *Ibid.*, p. 14.

### **Underweight**

The general signs of undernutrition may be noted in the skin, posture, muscle development, energy level, and resistance to disease. The skin is lacking in normal color and may be rough. The posture is poor, due largely to muscle weakness and low energy levels. The muscles are not full and firm. Fatigue sets in quickly when engaging in vigorous activity.

### **Implication for Physical Education**

Overweight and underweight students will need some help in finding the basis of their problems. Frequent counseling may be needed to encourage maintaining recommended procedures. Contact with parents might be advisable.

Both types of students should be guided away from activities that they can do neither safely nor well. In each instance program planning should be influenced strongly by needs. General conditioning exercises are beneficial but in either case, it should be made clear that proper diet and other health measures are primary.

The teacher should help other class members develop favorable attitudes toward those who deviate in size, appearance, or functional ability. The teacher can do much to help these youngsters by guiding them to sources for basic treatment of their problem, by personal guidance and encouragement, and by providing the right kind of developmental experiences.

### **CARDIAC — RESPIRATORY ENDURANCE**

In early and middle childhood the heart and lungs are small in relation to height and weight. This requires that frequent relaxation and rest periods should be introduced into the activity schedule.

In later childhood the heart and lungs are more nearly in proportion to height and weight. This will permit vigorous activities of all kinds such as team games, stunts, and dances.

Endurance in early and middle childhood will be low; in later childhood, endurance will pick up and longer-lasting, more strenuous activities can be put into the program.

**CHART I**  
**Psychological and Physiological Traits**

Grade	Age	Ht.	Wt.	Interest	Posture	Skills	Implications
1	6 yrs.	46 in.	39 lbs.	Based on under-standing; Attention span short.	Muscular weakness gives rise to posture defects.	Children are high in flexibility but low in coordination and agility.	Many activities of short duration with teaching program planned to teach concepts of honesty, fair play, and taking turns.
2	7 yrs.	44-54	39-79	Enjoys vigorous play, noise making, group activities	More teased and unilateral than six-year-olds	Muscular control is improved, especially related to hand-eye movement.	Emphasize development of the large muscles through group activities. Feeling of security, success, and acceptance are provided by classroom environment for emotional development.
3	8	51	60	Keen but clamors for variety.	Poor and a slight decrease in flexibility unless P.E. prevents it.	Muscular control still increases for further development of hand-eye coordination.	Need activities of all kinds—especially those that involve the whole body. Stunts, tumbling, and self-testing activities are excellent.
4	9	51	60	Value approval of his/her age group; form gangs and clubs.	If abnormalities exist, they become more evident at this age.	Strength increases in arms and legs; reaction time and balance ability improve.	Ball handling skills can be learned efficiently. New skills of challenge can be introduced. Promote team games. Separate boys and girls for some activities.
5	10	57	79	Enjoy organization and competition; adventurous and enjoy danger in activities; lag in social growth.	Some experience growth spurt and bodies began to enlarge rapidly.	Skills have improved to a point where team games are demanded.	Boys and girls can be segregated in part and integrated in part of activities. Balance between physical, social, mental, and emotional growth of this age child is important.
6	11	69	95-100	Desire to belong and for recognition.	Girls have been in growth spurt; boys will begin this year.	Girls begin to fall behind in strength and endurance.	Expose children to wide range of activities to allow for finding a favorite for each student. Ability to organize and assume responsibility should be encouraged.

## OVERVIEW OF AN ACCEPTABLE PROGRAM

Since childhood is the time for "sampling" and for broad experiences, the elementary school should provide a balanced and varied program of directed physical activities in accordance with children's needs, abilities, and limitations. The early years bring great changes in muscles, bone growth, and glandular activity, and the emphasis during this time should be one of stimulation to organic growth and development into healthy, well-adjusted individuals.

### GUIDING FACTORS

The cooperative efforts of all school personnel are necessary for the accomplishment of a sound and comprehensive program in physical education. The program should be broad and varied enough to appeal to *all* children. Activities should be planned so that every child will be provided equal opportunities regardless of physical abilities. A diversified program should include games, sports, developmental activities, and rhythms that are suited to the capacities of those participating.

The following suggestions should be considered in planning an acceptable physical education program:

1. Provide adequate time allotment and scheduling of classes.
2. Provide adequate indoor and outdoor space for conducting activities.
3. Provide a budget for purchasing equipment and supplies.
4. Provide storage space for equipment and supplies.

5. Provide a year-round program of activities.
6. Provide necessary safety precautions in use of space, facilities, and instruction.
7. Provide suitable activities for exceptional children.
8. Provide a public relations program to interpret the aims and objectives of physical education to parents and the community.

### **CONDUCTING AND PLANNING THE PROGRAM**

The classroom teacher has the responsibility for providing planned and developmental instruction in the skills for games, rhythms, and self-testing activities. First of all, the teacher must believe that physical education makes a vital contribution to the enrichment of the lives of growing children. He must know the needs of children and make the greatest effort possible to organize instruction around the apparent needs of children with varying capacities and abilities. He must know the importance of a balanced school day—periods of concentration alternated with periods of activity—and how to plan his daily schedule to achieve this. As part of his preparation for teaching, the teacher in the primary grades particularly should have as his “stock in trade” a knowledge of rhythmic activities which are a vital part of music education; a knowledge of tagging and running games; and the basic principles of play and game skills—running, dodging, tagging, throwing, catching, and bouncing balls. Finally, he should know, in broad terms, what the outcomes should be for children at each stage of development.

Progression in teaching lead-up skills in all activities is very important. The following hints will help the teacher realize the value of this concept:

1. The program should be varied.
2. Activities should be taught from the simple to the complex.
3. Intensive practice in skills leads toward mastery.
4. Activities taught in season have more meaning.
5. Activities should be selected according to feasibility of time, facilities, and instruction for all children rather than a few.
6. Unity should be a goal in the daily lesson plan as well as in the yearly long-range plan.



A daily, weekly, and year-long program of activities should be developed by teachers, consultants, and/or supervisors, keeping in mind objectives, local conditions, facilities, equipment, materials, supplies, the seasons, and making necessary adjustments for rainy days. A sample weekly program is suggested in Table I.

Grade	Monday	Tuesday	Wednesday	Thursday	Friday
1	Rhythms	Creative Play Stunts Self testing	Rhythms	Running Games	Small Group Play
2	Creative Play Stunts Self testing	Rhythms	Small Group Play	Rhythms	Running Games
3	Rhythms	Creative Play Stunts Self testing	Running Games	Small Group Play	Rhythms
4	Team Games	Simple Games and Relays	Rhythms	Running and Tagging Games	Stunts and Self testing
5	Simple Games and Relays	Rhythms	Running and Tagging Games	Stunts and Self testing	Team Games
6	Rhythms	Stunts Self testing	Running and Tagging Games	Team Games	Team Games

### **TYPES OF ACTIVITIES**

Several factors will determine the types of activities that will be suitable for any given school. In planning activities the teacher should be concerned with the following factors: needs and characteristics of the children at various stages of growth and development, the size of the class, the facilities available, and the budget for equipment and supplies.

Every child should have experiences in the following categories of activities: (1) primary grades—rhythms (including folk and singing games), running games, small group play, creative play, and stunts and self-testing activities; (2) intermediate grades—rhythms (including folk and square dances), simple games and relays, running and tagging games, stunts and self-testing activities, and individual and team games.

The physically handicapped children should not be denied the opportunity of acquiring and perfecting skills in activities that are suited to their particular needs. The physician should cooperate with the school in adjusting the types of activities to their particular capabilities so that the handicapped will not miss educational experiences and yet will be protected from possible harm.

Physical limitations and handicaps will vary greatly and the choice of activity must be made on an individual basis. The following list may be used as suggested activities: aerial darts, archery, beanbag games, bowling, checkers, croquet, horseshoes, quoits, shuffleboard, and some types of classroom and small group activities.

In order to meet the educational potential of physical education, several kinds of activities need to be included in every grade level. Because each of these has unique contributions to make, failure to include any one or more will result in incomplete desirable experiences for the child.

**Rhythms**—The main purpose of rhythmic or dance movements is to learn to move the body to a superimposed rhythmic pattern. No other type of activity can do this. International understanding can be greatly enhanced through learning about the countries from which dances come. Social and square dances become paramount in the social life of young people.

**Aquatics**—The main purpose of aquatics is to teach safety in and about the water. This becomes increasingly important as more swimming facilities are available to more people, and as water sports increase in number and popularity. Fishing, boating, scuba diving, surfing, and water skiing now involve thousands of people in or about the water. Although few schools in this area have pools, a quick survey of the community often shows one or more pools accessible to the school. These could be used for teaching during certain hours of the day. When a school does not have a qualified water safety instructor, the local American Red Cross will secure one without charge upon request. Every school should make every attempt to include this activity.

**Sports and game skills**—Through cooperative activity children can learn to compete with effort, to play fairly, to respect teammates and opponents, and to recognize superior ability. Self-discipline can be developed through adherence to rules of play. Sports have a place in American culture and through participat-

ing in them one can become a more intelligent and appreciative spectator.

**Outdoor education**—Through outdoor education children can learn to appreciate and respect nature. They can learn skills which will make family and group camping experiences more meaningful. During the last decade state and federal campsites, and camping equipment have become increasingly popular.

**Basic Movements**—Planned teaching of skills and movements basic to all other activities is essential if the child is to be successful as his interest increases in more advanced and complicated games, sports, and dances. This area is treated in more detail in Chapter IV.

**Self-testing and combative activity**—It is very important that children learn to improve themselves and to accept their capabilities and their limitations. In self-testing activities, one competes against oneself rather than others because others are not necessary to the activity. Track and field and gymnastics are excellent examples. Children learn activities which they can do alone.

Combatives are important for boys who are nine or older. They give them the opportunity to be rough and experience the body contact they desire. Self-protection can also be learned through combatives.

**Adaptives**—This part of the program takes care of the child who is physically or mentally different from the normal. A special program is not devised for these children since such a program would tend to make them feel even more different. Good planning with the advice and approval of the medical profession allows the abnormal child to participate with normal ones. The activities are changed to fit the abilities of the particular child. This part of the program is discussed more fully in another section in this chapter, titled "Physical Education for the Exceptional Child." pp. 36-43.

## **PLANNING THE PERIODS**

Class organization should be properly planned and administered in order to accomplish a learning experience for all the children. The children should assist in the planning and evaluation of the program.

### **Class Organization and Procedure**

Cooperative planning by administrators and teachers will avoid some of the pitfalls in program planning. In working to-

ward an acceptable physical education program for the best possible results, the following suggestions should be taken into consideration :

1. Prepare yearly, unit, and daily plans for all activities.
2. Prepare the entire instruction of an activity.
3. Organize the class into squads for various group activities.
4. Have the necessary equipment available for the activity being taught.
5. Employ necessary safety precautions on the playground and in the use of equipment and supplies.
6. Start the class on time.
7. Wear clothing that is suitable and comfortable.
8. Carry a referee's whistle when on the playground.
9. Emphasize fair play and sportsmanship.
10. Know the rules of the game or a description of the activity.
11. Use pupil leadership.
12. Adapt rules of a game to your particular situation.

Teachers will find it helpful to type or write descriptions of activities on  $3 \times 5$  cards and file them alphabetically. This system helps in the preparatory and instructional processes. Several films are available for use in motivating students.

It is the responsibility of the teacher to make most efficient use of the class period.

**TABLE II**  
A Sample Schedule

<i>Time</i>	<i>Grade</i>	<i>Teachers</i>	<i>Areas</i>	<i>Optional Areas</i>
9:30-10:00	1-2	1-2-3-4	A-B-C-D	E-F
10:00-10:30	3-4	5-6-7-8	A-B-C-D	E-F
10:30-11:00	4-5	9-10-11-12	A-B-C-D	E-F
11:00-11:30	5-6	13-14-15-16	A-B-C-D	E-F

An example for using the above schedule: All instruction will take place during the time allotment. For a school with a faculty of sixteen, teachers can be numbered 1-16. For designating areas

for teaching activities, the yearly program will indicate the activities to be taught on a given day and the area assigned will be adapted to the instructional area needed. Optional areas can be used for teachers who prefer a different time to teach physical education from the one scheduled in the master plan. Teacher 1 would be assigned area A; teacher 2, area D; teacher 3, area C; and teacher 4, area B. Based upon the weekly schedule of activities, each teacher could be given an area for teaching the activity selected for the entire week. Areas E and F could be designed for restricted permanent equipment or other outdoor play spaces. (See appendix B for diagram of the outdoor area.)

Team teaching could be organized for efficient use of materials and supplies. For example: with four teachers planning activities cooperatively, one teacher in ball skills would have the use of all the balls assigned the four teachers; a second teacher of rope skipping would have the use of all the ropes; a third teacher of rhythms would have the use of all the rhythm records; and a fourth teacher in games would have the use of Indian clubs, batons, etc. The teacher with knowledge of ball skills could teach one section; other teachers would be scheduled with sections in rhythms, rope skipping, and games. The students would benefit greatly from this plan of organization.

Recess and supervised or free play periods could be scheduled in the afternoon for 15 minutes. Teachers can rotate duty in supervising the play area consistent with the morning schedule so that each teacher would have this duty only once every four days.

<i>Time</i>	<i>Grade</i>	<i>Teachers</i>
1:00-1:15	1-2	#1
1:15-1:30	3-4	#2
1:30-1:45	4-5	#3
1:45-2:00	5-6	#4

Principals should avoid scheduling recess or free-play during the last period of the day.

### **TIME ALLOTMENT AND SCHEDULING**

The instructional class periods should be *30 minutes daily* for all grades. The allotted time for physical education should be exclusive of lunch, recess or supervised or free play periods.

Many of our elementary schools have recess or supervised play periods that are used as substitutes for a well-planned, well-organized, and well-conducted physical education program. This

time of the school day can be beneficial in providing additional opportunities for boys and girls to engage in wholesome activities. Much of the playground equipment will be utilized during this period. In order to contribute to the child's health and welfare, this period must be planned, organized, and supervised.

Several factors influence the scheduling of activities. Teachers and administrators must take into consideration time allotment, number of homerooms, play space, facilities, size of classes, and equipment and supplies available. It is not usually feasible or an accepted practice to schedule all teachers for physical education class instruction at the same time. The master schedule should provide for a maximum of three or four teachers utilizing the facilities at the same time.

Certain physical education activities correlate with other educational experiences in the child's day, such as scoring and measuring distances in the broad jump, the art of listening to the rules of the game, good citizenship involving sportsmanship, music in rhythms, health, and safety.

## **PHASES OF THE PROGRAM**

Physical education may be considered to have four major phases: instruction, intramurals, extramurals, and recreation. Each complements and strengthens the others to enable every child to participate in activities which are beneficial, both developmentally and recreationally.

### **Instruction**

The physical education class should be characterized by the same purposeful teaching which a good teacher brings to any learning experience. A well-prepared lesson plan is essential. This plan should be designed to appeal to the changing interests of all children under the teacher's supervision.

This is a time to teach basic skills and to put them into practice through directed vigorous activities, keeping safety features paramount.

To provide continuity and progression, the teacher should build upon previous experiences and review basic skills, then move to more challenging activities.

These suggestions will help make the program worthwhile:

1. Remember the physical education teacher does *not* have to be an Olympic champion nor a professional athlete.
2. Organize, improvise, and supervise.

3. Be cheerful, positive, and exact.
4. Provide several extra activities for each class to substitute for activities that get poor student reaction.
5. Divide class into three or four groups with appointed student leaders.
6. Select gifted students to do demonstrations.
7. Don't spend too much time on rules. Explain basic rules, start play, and halt group when interpretation is needed.
8. Stay alert and help while game is in progress and children are awaiting turns. Compliment good play.
9. Rotate children assigned as officials often.
10. Watch for lag of interest; be ready to make immediate suggestions. For example: in softball, limit two fouls to speed up play.
11. Don't neglect the girls; utilize their abilities equally with the boys.
12. Utilize station to station teaching methods. (See below for example)
13. Keep a library of good games and activities.

#### Station to Station Teaching—Softball Skills

Group one: Play catch in two line formation

Group two: Throw ground balls to each other

Group three: Practice hitting at short distances as in game of "Pepper"

Group four: Outfield practice in hitting fly balls

Rotate groups every five or six minutes

#### Intramurals

The program should provide for as many children to participate in intramurals as practical. Activities should be utilized that have been taught in class.

Select a wide variety of activities for large groups, small groups, two pupils, and individuals so all children may find a suitable activity. When classes are large, necessitating more than one section, competition can be arranged between sections.

The principal should rotate intramural supervision assignments so as to lessen the burden of all teachers.

Ladder, pyramid, and other continuing type tournaments should be utilized. The round robin or league type of play is most desirable (See Appendix E for examples).

Keep in mind that intramural sports are those sports conducted "within the walls". A good intramural program discourages *varsity type sports* and makes supervision of grounds easier for the teachers.

A good up-to-date bulletin board should be kept. Awards will be unnecessary in a good intramural program.

To utilize student leaders and to plan activities for bus students is essential.

Start with a few activities that the children like, such as long base, newcomb, kick ball, line soccer, etc. Choose activities that accommodate large groups. Select activities suitable to facilities, space, and equipment. Prepare the schedule of activities well in advance of the game.

#### **Extramurals**

Extramural activities are those conducted with children of two or more nearby schools. Do *not* confuse this with a varsity program which has *no* place in the elementary school.

Extramurals should be in the form of play days (See page 34 for example) where school identity is of little significance. Schools should be within easy walking distance.

Further suggestions:

1. Obtain approval of parent or guardian in writing. Remember approval does not relieve possibility of a law suit in the event of injury and/or neglect.
2. Have a wide variety of events; use teachers as judges and students as helpers when practical.
3. Engage only students in grades four, five and six as helpers.
4. Be sure *all* children participating have had recent medical examinations.
5. Include several social events and don't neglect refreshments at the end of the program.
6. Use school officials *only* as supervisors.

#### **Recreation Periods**

Many informal group, dual, and individual games may be promoted. Pre-marked or semi-permanent markings of courts



for sidewalk tennis, hopscotch, four-square, shuffleboard, and deck tennis will encourage free-play at unrestricted times. Basketball goals, horseshoe areas, and other devices can be of great help.

Quick organization type games which children usually like should be practiced in class a time or two. For example, kickball could be started by a count-off of those present (odds versus evens) with late-comers joining teams alternately.

Appoint reliable older students to help arrange for procurement and return of equipment.

**PLAY DAY PLAN**

<b>Time (pm)</b>	<b>Activities</b>	<b>Teams</b>	<b>Directors</b>	<b>Groups</b>	<b>Location</b>
2:45	Meet to Draw for Team Membership	All Contestants	Mr. Jackson Asst. Charlie Jones		Auditorium
3:00	Bounce Volley-Ball * * * * * One Pitch "Soft" Softball	Red-White * * * * * Blue-Gold	Miss Murdock Asst. Sallie Smith * * * * * Mr. Howard Asst. Harold Lea	T E A M S	North Field * * * * * South Field
3:30	Bounce Volley-Ball * * * * * One Pitch "Soft" Softball	Blue-Gold * * * * * Red-White	Mrs. Jones Asst. Elrod Cheatham * * * * * Mrs. Jekle Asst. Alice Harden	A N D	North Field * * * * * South Field
4:00	One Pitch Softball * * * * * Kickball	Winners of Softball * * * * * Losers of Softball	Mr. Jackson Asst. Wallace Hunt * * * * * Mrs. Jones Asst. Randy Mills	S P E C T	North Field * * * * * South Field
4:30	Folk Dancing	All	Miss Murdock Asss. Mary Wilkes Sara Tinsley Ann Bromley	A T O R S	Gymnasium or Utility Room
5:00	Refreshments				Cafeteria

Continuing type tournaments (See Appendix E for example) are highly recommended to offer opportunity for most interesting play. Bus students can have their own tournaments where time forbids their general participation. Utilize a *lively* bulletin board.

The following suggestions will help the classroom teacher in the administration of the playground:

1. Section the playground.

If the space is too limited for each grade to have a section, one section may be assigned to first and second grades, another to third and fourth grades, and still another to fifth and sixth grades. Or the recess may be staggered. Of course, apparatus in any section should be selected to fit a particular age group.

2. Designate the play areas.

Circle and goal lines should be marked. A scale drawing of the playground should be made, showing where the various games will be played, with enough copies for each home-room to have its own. As certain activities are changed, the drawing should be changed. When playing areas are small for the numbers using them, it is essential that the area be scheduled, with plans for rotating the use of certain equipment.

3. Select the activities.

Activities should be *seasonal* and the "menu" varied, rather than everything all the time. Games requiring large areas should be allowed only when relatively few players are on the grounds.

4. Provide leadership.

Adult supervision of free play is desirable, not to teach but to be sure that safety is maintained and that pupils are guided in the direction of desirable social behavior. It should be realized, however, that *free play* is impossible unless the children have been taught a sufficient number of suitable activities for them to make a choice, and unless they have had a part in setting up certain rules and standards which will help to make a well-run community. In fact, the free play periods strongly reflect the quality of instruction that is being given in physical education.

Primary teachers will find it helpful to work out with their children a list of desirable free play activities for both indoors and outdoors, and post the lists on the bulletin boards in their classrooms.

For the intermediate grades, a representative council may be chosen, with one member from each homeroom. Play leaders should be elected by the students and teachers at regular intervals, thus giving many children an opportunity for leadership experiences. This council would work closely with the principal, homeroom teachers, and a specially designated teacher or the teacher of physical education. Duties of such leaders would include:

1. Assisting in marking off necessary boundaries.
2. Checking out equipment and returning it at the end of the period.
3. Assisting in planning the activities.
4. Knowing the activities well enough to get them started and to keep them going.

Under such an organization, each child may do what he wishes as long as he adheres to the standard behavior. No child is forced to do anything except to behave properly.

## **PHYSICAL EDUCATION FOR THE EXCEPTIONAL CHILD**

In a sense all children are exceptional or differ from the normal in one way or another. The medical examination gives a basis for determining physical or physiological differences among children. In many cases these differences do not require special attention or modifications in the physical education program. In some instances they do. In every case the teacher must work and plan carefully with the physicians of every child with physical problems to determine their needs, capacities, and limitations.

The teacher begins by studying the medical examination for each child. When deviations from normal are noted, these are screened, and the teacher should discuss the physical education program for each child with his or her medical advisor (nurse or doctor). The program should be written down and signed by both parties. This is the teacher's guide and should be followed rigidly.

In general, the teacher will be able to adapt activities to the child rather than excluding the child from the entire physical education experience. The child with a physical problem has more to gain from physical education than the normal active child. If the physically different child is excluded from this area of education, he is robbed of an experience for which he has a unique need.

Chart II presents some of the more common exceptions with which the classroom teacher will have to deal in the public school. It is as specific as possible, although it assumes medical approval of every individual case. It is presented as a guide for the teacher.

**CHART II**  
**PLANNING FOR THE EXCEPTIONAL CHILD IN PHYSICAL EDUCATION**

Exceptional Condition	Factors With Implications for Physical Education	Guides for Planning Physical Education
<p>Cardiac—May be functional (innocent) or organic (heart defect)</p>	<p>Functional cases may develop into organic cases if proper care is not taken</p>	<ol style="list-style-type: none"> <li>1. Observe closely.</li> <li>2. Have frequent medical re-examinations and reports.</li> <li>3. Secure cooperation of parents in following good rules of health—diet, rest, play, understanding, medical care, etc.</li> </ol>
<ol style="list-style-type: none"> <li>1. Active conditions</li> </ol>	<ol style="list-style-type: none"> <li>1. Frequent pain and discomfort</li> <li>2. Fever in some cases</li> <li>3. Low resistance to infections</li> <li>4. Low vitality and interest</li> </ol>	<ol style="list-style-type: none"> <li>1. Child should not be in school.</li> </ol>
<ol style="list-style-type: none"> <li>2. Convalescent state</li> </ol>	<ol style="list-style-type: none"> <li>1. Aches in joints</li> <li>2. Tires easily</li> <li>3. Shortness of breath</li> <li>4. Emotional or adjustment problems</li> </ol>	<ol style="list-style-type: none"> <li>1. Restricted activity and short school day.</li> <li>2. Frequent rest, as indicated by discomforts.</li> <li>3. Encouragement to join in play.</li> <li>4. Gradual return to normal activity.</li> </ol>
<ol style="list-style-type: none"> <li>3. Inactive state</li> </ol>	<ol style="list-style-type: none"> <li>1. Same as above, if any</li> </ol>	<ol style="list-style-type: none"> <li>1. Observe carefully; if changes seek immediate medical recommendations.</li> <li>2. Most cases can participate fully in the class activities. Adapt the activity to the child by allowing more rest periods, playing in less active positions, emphasizing accuracy in performance rather than speed and endurance.</li> <li>3. Activities recommended are balance stunts, aquatics, outdoor education, bicycling, bowling, rhythms (of short duration), games which involve throwing, kicking, or batting for accuracy, and which allow short runs with opportunity for rest.</li> <li>4. Avoid highly competitive activities.</li> </ol>

Orthopedic - These would involve missing, paralyzed, or malformed arms and/or legs	The specific area involved would determine the limitation	
1. One arm	<ol style="list-style-type: none"> <li>1. Balance is affected</li> <li>2. May have superior strength in remaining arm</li> <li>3. Where a partial limb remains, there may be irritation.</li> <li>4. Emotional involvement</li> </ol>	<ol style="list-style-type: none"> <li>1. If the child has a prosthesis (artificial limb), there may be no problem and the child participates in all activities.</li> <li>2. If recent loss, give encouragement and chance to succeed.</li> <li>3. Encourage development of balance through stunts (gymnastics).</li> <li>4. Give extra protection where safe performance demands high degree of balance as in bicycling, aquatics, apparatus (ladders, ropes, etc.), jumping, and landing.</li> <li>5. Insure protection of sensitive stump in activities where contact might occur—ball handling activities, dual stunts, pyramids, striking activities.</li> <li>6. Help classmates understand and accept the child.</li> <li>7. Activities which are particularly good are running, dodging, aquatics, rhythms, leg strength stunts, single arm throwing (for distance and accuracy), bowling.</li> </ol>
2. Both arms	<ol style="list-style-type: none"> <li>1. Balance greatly impaired</li> <li>2. 3 and 4 above</li> </ol>	<ol style="list-style-type: none"> <li>1. If prosthesis is present, limitations are decreased.</li> <li>2. See sections 2 through 6 above.</li> <li>3. Activities which are particularly good are running, dodging, leg strength stunts, rhythms, balance activities (with protection).</li> </ol>
3. One leg	<ol style="list-style-type: none"> <li>1. Restricted mobility</li> <li>2. May have superior strength in remaining leg</li> <li>3. Where partial limb remains, there may be some irritation</li> <li>4. Emotional involvement</li> <li>5. Foot balance affected</li> </ol>	<ol style="list-style-type: none"> <li>1. If prosthesis is present, there may be little limitation.</li> <li>2. Provide protection as needed (see above).</li> <li>3. Give group security (see above).</li> <li>4. Adapt activities to limitations of child by allowing someone else to run for child, placing child in position which requires less speed.</li> <li>5. Activities which are particularly good are bowling, bicycling, throwing, batting, stunts using arms and shoulders, outdoor education, aquatics, rhythms in which speed of movement is not a factor.</li> </ol>

- 4. Both legs**
1. 1, 3, 4, 5 above with greater limitations
  2. See sections 1 through 4 above.
  3. Activities which are particularly good are bowling, throwing, catching, striking stunts, gymnastics utilizing arms and shoulder strength, aquatics, outdoor education, activities of moderate speed which encourage the development of balance in the standing position.

**Visual—Partial or total limitation**  
The degree of vision will determine the limitation

1. Total loss of vision
  1. Tends to be overweight due to lack of freedom in moving about
  2. Frequent accidents, falls, bruises, abrasions, etc.
  3. Balance is affected
  4. No emotional problems unless brought on by attitude of associates
2. Partial loss of vision
  1. Same as 1 through 4 above
  2. Great need for vigorous activities and diet.
  3. Provide protection where needed.
  4. Help classmates accept child.
  5. In teaching, move body parts manually to give the child the "feel" of the correct way to perform skills.
  6. Indicate direction by use of sounds on targets.
  7. Activities which are particularly good are track and field, aquatics, outdoor education, bowling, stationary stunts, rhythms, ball-handling activities using balls with bells inside, strength stunts and skills.

3. Partial loss of vision
  1. Same as above.
  2. If glasses are worn, require plastic guards at all times.
  3. Additional activities would include those in which stationary or slow-moving targets are involved or where the game can be adapted to the child's limitation.

- Hearing—This may be total or partial**
1. Balance is impaired
  2. Emotional problems are frequent
  3. Child may appear to be uncooperative or careless
1. Need activities which develop balance.
  2. Help classmates understand and accept child.
  3. Use patience at all times.
  4. If hearing aid is used, encourage constant use and give protection as needed.
  5. Give directions when child is facing teacher and in normal head-upright position.
  6. Use visual aids frequently.
  7. Give child responsibilities.
  8. Activities which are particularly good are balance stunts and no limitations in others.



**Malnutrition—This may be overweight or underweight**      **Overweight is far more serious than underweight.**

**1. Underweight**

1. Tires easily
  2. May be irritable
  3. Susceptible to infections
1. Seek medical advice on cause of condition.
  2. Seek home cooperation in attacking cause.
  3. Secure cooperation of parents in promoting good health habits—rest, diet, play.
  4. Needs frequent rest.
  5. Needs to be taught how to relax to conserve strength.
  6. Protect from infections.
  7. No limitations in activities except as previously indicated.

**2. Overweight**

1. Tires easily
  2. Younger children usually have happy disposition, but older ones may develop social problems
  3. Lacking in speed, agility, and endurance
  4. Appears to have strength but cannot use it due to bulk
1. Medical advice is urgently needed.
  2. Factor causing overweight must be removed.
  3. If there is no organic factor involved, weight can be controlled by proper balance between food intake and work output or exercise.
  4. Help child gain an understanding of how his abilities are limited by his weight.
  5. Encourage vigorous physical activity at school and at home.

**Hay Fever and Asthma**

These are treated together because they involve breathing problems.

**1. Discomfort**

1. Discomfort
  2. Difficulty in getting breath
  3. Cause may or may not be known
  4. Often increased by emotional tensions
1. Discontinue play when it causes discomfort.
  2. Give frequent rest periods.
  3. If cause is known and can be controlled, as in the case of dust or pollens, use a mask or play in less affected area.
  4. Avoid highly competitive situations.
  5. With a few exceptions, such cases can participate in normal activities.

### **Epilepsy**

There are several types of epilepsy. These may range from a mild twitching to a severe seizure or unconsciousness.

1. Read medical report carefully and ask for information relative to severity and frequency of attacks, prescribed medication, and cause.
2. Know first aid necessary. Keep victim lying on back; do not restrain movements; put soft object in mouth to protect tongue; keep child quiet after attack.
3. Avoid situations which tend to cause attacks.
4. Avoid activities which involve climbing and moving apparatus.
5. Avoid contact activities.
6. Avoid highly emotional or competitive situations.
7. Except as indicated in 4, 5, 6 the normal activities can be performed.

### **Diabetes**

1. Frequent mental and physical fatigue
2. Frequent weight changes
3. Nervous
4. Subject to infections
5. Insulin shock and coma may occur
6. Needs exercise to help reduce insulin need

Posture—This may be organic (malformed bones) or it may be functional (habit-caused)

#### **1. Organic**

1. Medical advice is necessary.
2. Follow prescribed exercises with extreme care.
3. Avoid activities which aggravate or increase deviation.

#### **2. Functional**

1. Have medical classification as functional.
2. Request medically prescribed corrective exercises and follow them carefully.
3. Use activities which stretch shortened muscles and which strengthen stretched or elongated muscles. Strive for a balance in the length and strength of paired muscles.
4. Emphasize the relationship of proper body position (posture) to physical performance.

### Low Motor (Physical Ability)

At every grade level, there are children who seem to have lower ability to perform physical skills than the normal. These children may be innately endowed with less physical ability or may have had less opportunity than others. Since it is difficult, if not impossible, to know the cause, the teacher must try to help improve the child.

1. Teach skills which should have been learned at a lower age.
2. Give much encouragement and praise.
3. If a child is not strong but is flexible, encourage him to use his flexibility; if he is not fast but is strong, encourage him to excel in strength activities.
4. In team activities place the child in positions which utilize his best skills and which infrequently use his weak skills.
5. Teach child his limitations and strengths and how to select recreational activities in the light of this knowledge. For example: a. A child who is slow-moving would do better in bowling, bicycling, aquatics, some rhythms, and outdoor education; b. A child with strength in his legs but little in his arms and little speed would be successful in jumping events, stunts which require leg strength, aquatics, kicking for distance, and rhythms.

Mental ability as physical ability differs with children. The child whose mind will not retain long lists of rules or directions, or whose mind cannot work fast will have difficulty in physical education.

1. Keep rules to a minimum.
2. Give directions slowly and repeat them.
3. Teach small parts, one at a time.
4. Review frequently.
5. Place the child in positions which allow time for deciding what to do.
6. Avoid tense situations.
7. Such children will have more success in individual and dual activities such as field events, social (couple) dance, bowling, aquatics, outdoor education, bicycling, small group games, and games with few rules.

## **FACILITIES AND EQUIPMENT**

A sufficient quantity of instructional materials is needed for productive teaching and to maintain pupil interest. When ball skills are being taught, for instance, one ball should be provided for every four or five students. A lack of supplies usually results in the skills being practiced in large groups, which causes half-hearted participation since a player's turn does not come very often and opportunity for learning or just *playing a game* is limited.

When supplies and facilities are limited, the physical education classes should be arranged so as to allow the use of the same equipment by more than one group.

Schools will find it to their advantage to keep the major portion of all game supplies in a centrally located cabinet or supply box which should be kept locked and made accessible only to teachers, squad leaders, or other authorized persons. Immediately after use, all supplies should be accounted for and returned to their proper places. An up-to-date inventory of all equipment and supplies should be available at all times.

Equipment and supplies will last much longer if used properly by students and stored carefully. Student assistance in the distribution and care of supplies should be encouraged, and they should participate in planning about such responsibilities.

The class schedule should be staggered so equipment and supplies can be used by several groups of teachers. Care of the equipment and supplies is a responsibility that can be delegated to squad leaders under the supervision of the teacher.

### **Outdoor Play Areas**

Schools without a gym or adequate indoor space should put forth every effort to develop outdoor play areas. There are certain general principles which should be followed in the improvement and development of playground facilities.

1. Adequate space should be provided for the wide variety of activities.
2. Playgrounds should be developed to allow for efficient supervision. Those areas requiring the most supervision—the apparatus area and the multiple-use paved area—should be near the building.
3. Careful planning will provide a properly graded and drained play area.

4. Playgrounds should provide maximum safety.
  - a. Grounds should be free of holes and ruts, poison ivy or poison oak, debris, rocks, broken glass, and other hazards which may lead to accidents.
  - b. A fence is necessary to prevent trespassing and to prevent children from running into the streets. Woven wire, eleven gauge fencing of chain link, minimum thickness, is recommended. It should be mounted on rust-resistant pipe or steel frame. When boundary line fences along thoroughfares are necessary, it is desirable that they be set at least ten feet inside the property or sidewalk line to provide for a planting area outside the fence. This will serve as a buffer against noise and create a park-like appearance.
  - c. Primary grades should have individual play areas which are set apart from those provided for the older boys and girls.
  - d. Spaces for field games should be away from the building area but easily accessible to it.
  - e. Bicycle racks should be placed near the entrance to school grounds rather than adjacent to the building or near the play areas.
5. All playgrounds should contain the following basic areas:
  - a. An apparatus area approximately 25' × 100' set apart for such equipment as chinning bars, horizontal ladders, etc., for the larger children, and jungle gyms for the smaller ones. (See-saws have little value and merry-go-rounds have no place at all on a school playground.) This space should be located near one side of the playground to eliminate cross traffic through the area. All upright posts should be planted in concrete which does not protrude above the ground. Galvanized iron, not wood, should be used for posts.
  - b. A multiple-use paved area for basketball (with outdoor-type permanent backboards), volleyball, captain ball, deck tennis, and various games of low organization. The best surfacing for this area is resilient-type bituminous. Abrasive materials such as cinders, crushed rock, and granite chips are to be avoided. Hard surfaced play areas should not be used for parking. For a hard-top surface some authorities recommend a grade of one to two per-

cent; others say that surface grades on paved areas should be pitched three-eighths to five-eighths of one percent. Local engineers should be consulted.

- c. A game area for soccer, touch football, softball, track and field, surfaced with turf or natural or stabilized soil. This area should be unobstructed and free from objects which endanger the safety of children. Turf is the best type of surfacing but is not always practical for intensive year-round use. Natural soil, one that is fairly porous, is the next best. A stabilized soil is soil that has been treated with a binding material, thereby making it a firm surface which is less expensive than grass. All of these surfaces require adequate drainage and proper grading plus periodic maintenance. Unpaved areas should have a three percent grade. Any slope less than one percent is too flat, while any grade in excess of three percent tends to cause erosion.

## **EVALUATING THE PROGRAM**

The method of evaluating in physical education is the same as that for other teaching areas. Each child is evaluated in terms of the degree to which he meets the objectives set forth for him. In the case of physical education, the general objectives of knowledge, understanding, and skill in the use of the body form the basis for evaluating the child.

The tools for measuring level of achievement in physical education are written tests to determine knowledge and understanding, skills tests to determine performance and body control, fitness tests to determine body condition, and teacher checklists to determine attitudes and changes in behavior.

One should keep in mind that in physical education, as in other areas of education, some children have exceptional ability and others do not. This does not affect the evaluation process in physical education any more than it does in other areas.

**Chapter  
4**

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**HOW TO TEACH  
SKILLS OF BODY  
MOVEMENT**

Children in the elementary school need activity. The program should be planned and presented in such a way that every child has an opportunity to develop in many ways. Every physical activity should have the essential ingredient of purposeful self-movement. The acquisition of skills and knowledge of all basic locomotor and non-locomotor movement and their various combinations are basic to moving about with ease for modern living.

**BODY MOVEMENTS**

Engaging in rhythms gives children opportunities to express thoughts and feelings through movement, to develop a sense of rhythm, to create dance patterns, and to exercise the body in varying degrees of vigor. Common to all forms of rhythm is movement. There are two forms of movement, locomotor and non-locomotor.

Locomotor movements are those that involve moving the body from one place to another, such as, forward, backward, sideward, upward, downward, and around. Even, smooth locomotor movements are used in walking, running, leaping, jumping, hopping, and others. The uneven bumpy beat of locomotor movements are found in sliding, skipping, galloping, and others.

Non-locomotor movements are those that involve moving different parts of the body in place. These movements are used in bending and stretching, swinging and swaying, pushing and pulling, rising and falling, reaching and turning, clapping and

stamping, bouncing and springing, striking and dodging, sitting, curling, rocking, lifting, kicking, and others.

Children should be encouraged to experiment with combining or alternating body movements. Imaginative activities involving stilting and stereotyping should be avoided. It is desirable to use exaggerated big muscle movements.

### **Locomotor Movement Skills**

Walking with good posture can be taught by having children move forward, backward, and in circles. The teacher can stimulate students through the media of imagination or such questions as: Can you bring me an eraser? The teacher will note movement, as some children may use running, skipping, or hopping methods of taking the object across the room. Music can be used to stimulate walking and marching. There are many different ways of walking you can demonstrate such as: bear walk, elephant walk, lame dog, on tip toes, and so on.

A combination of action movements are challenging to children:

**Running and Stopping**—Children are designated in a play area. The teacher gives the signal to run and to stop. If some children fall in stopping, or some run heavy, the teacher may say, "Run on the balls of your feet lightly and stop with your knees slightly bent and the body weight in balance."

**Activities**—Squirrels in Trees, Back to Back.

**Turning and Stopping**—Children run to a line, turn, and return to starting line.

**Activities**—Fire Engine, Relays.

**Dodging and Tagging**—Children enjoy games that involve these skills. Designated areas should be used as explained in the games.

**Activities**—Brownies and Fairies, Flower and Wind, Animal Chase.

**Vertical and Horizontal Jump**—Bounce Like a Ball, Jump the Brook, Jack Be Nimble, Jack Be Quick.

**Hopping and Skipping**—Forward, Backward, Turn Around, Change Feet Every Five Steps, Hop Scotch.

**Leaping and Running**—Over six objects 12 inches high.

**Jump**—(vertical) up and down on balls of feet, knees bent to cushion the shock of landing, (horizontal) take-off and land on



balls of feet with balance weight forward, land with knees bent to cushion the shock of landing. Children should swing arms backward from a crouching position several times before jumping forward. The arms should swing forward at the take-off.

Children enjoy imagination and impersonations, so the teacher may use activities in movement of animals, objects, and occupations of working groups.

Walruses	Boats	Firemen
Bears	Toys	Painters
Rabbits	Clocks	Carpenters
Tigers	Trees	Farmers
Elephants	Airplanes	Coal Miners
Horses	Jets	Elevator operators
Lions	Rockets	Telephone linemen
Camels	Trains	Policemen
Dogs	Machines	Soldiers
Monkeys	Clowns	Laborers
Squirrels	Giants	Bus drivers
Birds	Witches	Astronauts
Kangaroos	Space ships	Lumberjacks

*Walk*—transferring the weight from one foot to another. The weight comes down on the heel and is quickly transferred to the ball of the foot. Rhythm is even.

*Run*—similar to the walk-rhythm, even and fast.

*Leap*—height is outstanding characteristic. Both feet are off the floor at the same time.

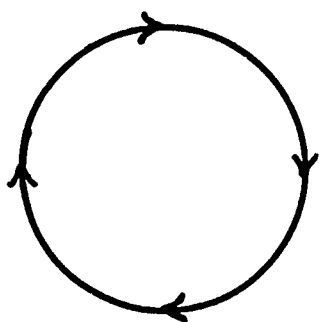
*Hop*—a spring from one foot, with weight returning to the same foot. The rhythm is even.

*Skip*—a combination of a step and a hop on one foot, with the action repeated on the other foot. The rhythm is uneven.

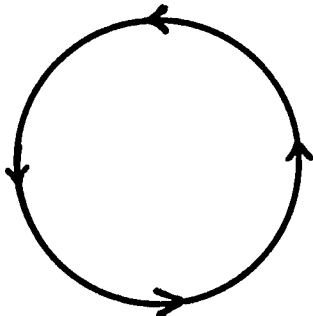
*Gallop*—a combination of a step and a leap, performed as a long step and a short leap. The knees are lifted high.

*Slide*—a combination of two side steps, performed as an opening step and a closing step. The opening step is long; the closing step is short.

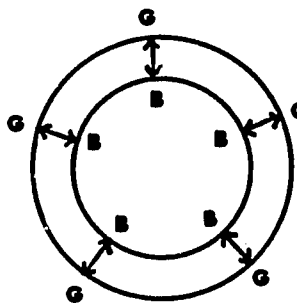
## Formations



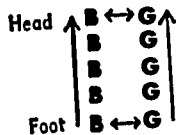
**Circle  
Clockwise (cw)**



**Circle  
Counter Clockwise (ccw)**



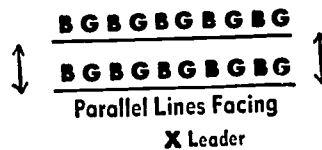
**Partners Facing  
Double Circle  
Boys Inside**



Contra or Longways



Single Line  
X Leader



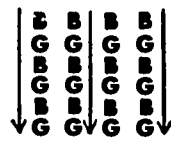
Parallel Lines Facing  
X Leader



X Leader

Semi-Circle

Note: B : Boys  
G : Girls



File-Whole Class

X Leader

## Description of Dance Terms

Several motor skills are used in folk dancing such as walking, running, hopping, jumping, leaping, skipping, galloping, sliding, stomping, and clapping. These are included in such steps as the mazurka, polka, schottische, two-step, and waltz.

### Mazurka

This step differs from the schottische and the polka because in a series it is always begun with the same foot. The mazurka step is basically a combination of two walks and a hop done to an even 3/4 rhythm. The dance is usually done in a sideward movement. Have children begin with their left foot moving to the left side, slide left, draw the right foot to the left, and transfer the weight to this right foot, then hop right. Have them repeat the step, again beginning with the left foot. Let them practice the mazurka in both directions and then try a combination of three mazurka steps and three stamping steps in place. Now the dancers are able to reverse direction and begin the step with the right

foot. To help learn the combination of movements, it is best to say the words: "Slide, close, hop; Slide, close, hop; Slide, close, hop; Stamp, stamp, stamp."

### **Polka**

The polka is a peppy  $2/4$  rhythm. It is easy to learn by galloping around the room with one foot in the lead. Have the children try eight gallops with the right foot leading, then change and lead with the left foot for eight gallops. Then have them try changing the lead foot after every four gallops; then every two, and they will be doing the polka.

In the turning polka, boys and girls face each other, with the boys' backs to the inside of the circle. Moving to the boys' left (girls' right), take a half turn on each hop. One step will have the boys facing the center of the circle; two will place them back in their starting positions. Movement is counter-clockwise around the circle. Teachers should emphasize turning on the hop, since the most difficult part is making a complete half turn with each step. (For "Heel and Toe Polka" see Page 133.)

### **Schottische**

The rhythm for the schottische is an even four count to  $2/4$  or  $4/4$  rhythm. Have the children start slowly at first, taking four even counts for each "pattern." The pattern will begin on alternate feet. They should take three walking steps forward and one hop in place. The moves will be left, right, left, left hop. Then have them try the schottische beginning with the right foot: right, left, right, right hop.

After the students get the feel of the movement, increase the speed. Have them vary the direction by going backward or side-ward or in a zig-zag line, with one schottische on the "zig" and the next on the "zag." Now let them dance with partners, standing side by side, inside hands joined, and beginning with the same foot. A light running step can be substituted for the walk.

### **Two-Step**

This step is in  $2/4$  or  $4/4$  time. The count is "one and two and." On count "one," children step diagonally left with the left foot. On count "and," they close the right foot to the left and transfer the weight. On count "two," they step diagonally forward again with the left foot. On count "and," they hold. Let them repeat the pattern beginning with the right foot. As they gain skill, they should use gliding steps.

### **Waltz**

Another fundamental step danced to 3/4 time is the waltz, composed of three walking or gliding steps performed in an even rhythm. The weight is changed with each walking step, and the first count generally is accented. This accent can be made by stamping, by bending the knee during the step, or by taking a longer step. There are many variations of the waltz step, and it is a step found in the dances of almost every country. Teach children to do it well, slowly, with a gliding step; quickly, with a running step; in all directions, turning, forward and backwards. The waltz not only forms the basis for many folk dances, but also is an important element in social dancing. There will be many uses for it once it is mastered.

### **Formation of Dances**

Starting a rhythmical movement in the correct formation is very important to the success of the dance. The diagrams of rhythm formations will help the teacher understand the beginning positions of the dancers.

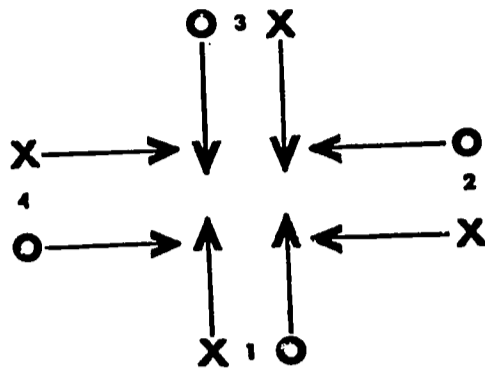
The American Country Dance is very popular in most sections of our country. There are four basic formations: longways or contras, square or quadrille, line, and circle or groups of 2, 3 or 4 in a circle.

### **Longways or Contras**

The couples are one behind the other with a line of ladies facing a line of gents. In contras, couples are numbered off by twos or threes, number one in each group being the active couple. The active couple leads the figure and casts off each time to move DOWN the set while the inactive couples move UP. When a couple reaches the end of the line, they stand out of the figure once or twice (do not participate). During this time they change places if the dance calls for it before the beginning of the figure. An active couple reaching the foot of the line becomes inactive and an inactive couple becomes active, changing places if necessary. Active couples move DOWN, inactive couples move UP. Illustrations for these figures are shown on the page of diagrams of rhythms, games and skill-drill formations, page 50.

### **Square or Quadrille**

Dancers are in groups of four couples, one on each side of the square. Usually the couple nearest the caller is designated as the *head* couple, the opposite couple also being *head* couple and the other two *side* couples. The couples are numbered counter-clockwise around the set.



Square or Quadrille

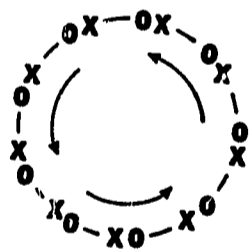
**Line Dance**

Dancers are in one line, which may also be in a circle formation.

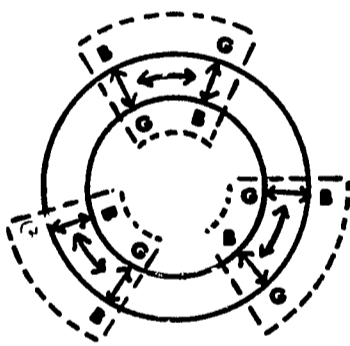


Circle or group of 2, 3, or 4 in a circle

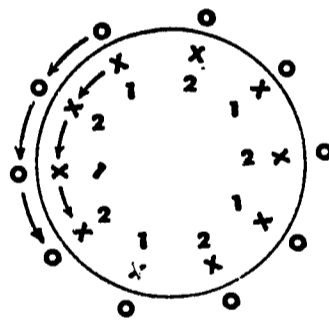
Dancers may be (1) in a single circle with or without partners; (2) in a double circle with partners, all facing CCW or CW; (3) with partners, two couples facing; (4) in groups of three or four as in (2) or (3); (5) two couples in line, facing two other couples, forming four circles; (6) head couple with back to music, couples are numbered CCW starting with head couple as #1.



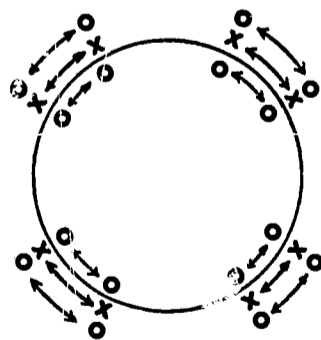
Single Circle



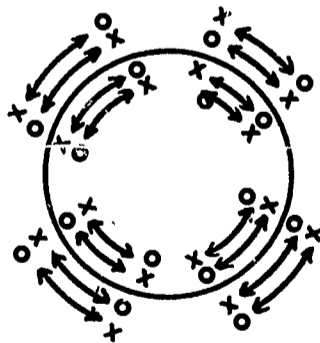
Couples Facing, Double Circle



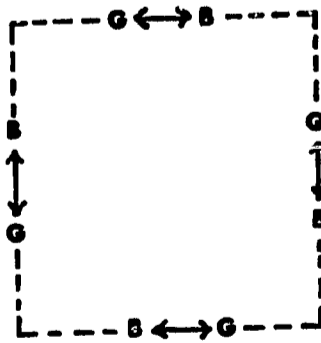
Two Couples Facing In Circle



Trios In Circle



Four In Circle



Square Formation

## Dance Positions

*Dance or Waltz Position*—Partners are facing, with the boy's right arm around the girl's waist, her left hand on his shoulder. Boy's left hand and girl's right are clasped, with arms extended. In the square dance, the swing is done with partners right shoulder to right shoulder.

*Hip-Shoulder Position*—Partners are facing, the boy's hands are on the girl's hips, girl's hands on boy's shoulders.

*One Hand Grasp*—Partners are facing, their right or left hands joined, usually with arms straight and leaning away from each other. Sometimes, however, as in the Bavarian Lander, the elbows are bent and the forearms held close together, with the hands held high.

*Two Hand Grasp*—Partners are facing with both hands joined—usually done as the one hand grasp with partners leaning away from each other.

*Cross Grasp*—Same as two hand grasp, but with hands crossed.

*Linked Arm Grasp*—Partners hook right or left arms, thus facing in opposite directions. This may also be done with partners side by side, facing in the same direction with inside elbows linked.

*Back Grasp*—Partners facing in opposite directions, with right shoulders together. Right arms are extended BEHIND partner's backs, right hands grasping partners' left hands at waist.

*Open Position*—This position is usually known as the promenade position. Partners are side by side with inside hands joined. The position of the hands varies with the dance, and the arms are allowed to hang loosely in many cases. In some Norwegian dances, elbows are bent and hands held at shoulder height. In some Brittany dances, elbows are bent at shoulder height with hands held high and little fingers lightly hooked. In some Russian dances, the boy's right arm extends across the girl's shoulders and the clasped hands are held high.

*Hungarian Turn Position*—Partners are side by side, facing in opposite directions. The right arm is extended across in front of the partner's waist with the right hand at the partner's hip. The free arm is extended with the hand high over the head.

*Skater's Position*—Partners are facing forward, side by side, hands crossed and grasped in front.

*Waist Grasp*—Partners are side by side, boy's arm around girl's waist, girl's left hand on boy's right shoulder. Sometimes her right hand is held in his right hand at her hip.

*Forehand Open Position*—Partners are side by side, left hands clasped.

*Shoulder Grasp*—Partners are facing, right hand on partner's right shoulder, free arm held high.

*Arch Grasp*—Partners side by side as in Promenade, but with girl's right hand in boy's right with her arm arched over her head.

*Trull Grasp*—Girl holds boy's middle finger over her head and pivots.

#### Dance Terms

*Allemande left*—Corners or opposites join left hands and turn in place.

*Allemande right*—Partners face, join right hands, and turn once around in place.

*Arch*—(Inside) Partners take nearest hands, raising them high enough for another couple to pass under with ease.

*Balance*—New England Style: Step on right foot, brush left heel through, repeat stepping left and brushing right.

Western Style: Two steps backward away from partner, two steps forward.

*Bow*—A form of address for gentlemen, usually made by stepping to the right, closing left to right, and bending at the waist; hands are at sides with head up.

*Brush*—A slide-step brushing the ball of the foot lightly on the floor.

*Cast Off*—In contras, a movement in which the active persons move down one place or the entire line follows the head gent and head lady leading to the foot, where the head couple forms an arch and all others return to place. In using the cast off to move down the set one place, the active person turns out, the person below placing an arm around his or her waist.

*Chasse*—A slide-step.

*Corner Lady*—Lady on gent's left side.

*Curtsey*—A form of address for ladies usually made by stepping on the right foot, touching the left toe behind heel of right, and bending both knees.

*Do Pas Do*—(Western form) Two couples face each other. Ladies walk toward each other, pass on left, and make a 1/2 turn to face their own partners. Partners join hands, and the lady walks around the gent. Then release hands, continue around partner, toward opposite gent who takes lady's right hand. The lady walks around the opposite gent, releases his hand, returns to partner, takes his left hand, and places her right hand on her hip. Gent places his right arm around his partner's waist on top of her hand and pivots her to the left back to place.

*Do Si Do*—Two dancers pass each other passing right shoulders, move back-to-back around each other, and move backward to place. If repeated, pass left shoulders.

*Elbow Swing*—Hook elbows with partner or designated person, turn in place.

*Forward and Pass By*—Walk forward, passing opposite person by right shoulder.

*Grand Right and Left*—In circle, partners face each other, taking right hands. All progress around circle, taking right and left hands alternately until partners meet on opposite side.

*Head Couple*—Couple No. 1 and No. 3 in a square, the couple standing with backs to the music is always Couple No. 1; the couple opposite Couple No. 1 is known as opposite or Couple No. 3.

*Honor or Address*—Gentleman bow and lady curtsey.

*Ladies Chain*—Two couples face each other. Girls advance toward each other, touch right hands and pass right shoulders (4 steps); join left hands with opposite boys and place right hands on own waists; boys place right arms around girls' waists and pivot girls once around to the left in four steps. Couples finish facing each other.

*Pivot*—Turn in given direction on ball of foot.

*Promenade*—Southern Style: Side-by-side, with partner, lady's right hand in gent's right hand which is on lady's right shoulder, left hands held in front, or crossed in front.

New England Style: Side-by-side with partner, gent's right arm around lady's waist holding her right hand at her hip, left hands in front.

*Reel*—First couple hooks right elbows, turn one and one-half times around so that the lady faces the gent's line and the gent the ladies' line. Lady hooks left elbow with the next gent in line



and turns once, while gent hooks left elbows with the next lady in line and turns once. First couple now hooks right elbows again and turns once; then each goes to the next lady and gent past the one just reeled, then back to each other until each one in the line has been turned.

*Right and Left Through*—Two couples facing each other pass right shoulders (4 steps) across the set; join left hand with partner, turn CCW half around, and repeat back to couples' original positions.

*Sashay*—Slide step (step and draw) done in dance position with partner or alone.

*Slides*—Couples No. 2 and No. 4 in a square.

*Star*—Three or more take hands in the center and walk in direction they are facing.

*Step Hop*—A step forward ending with a slight hop on same foot.

*Step-Tap*—A step to the side followed by tapping the other foot behind it.

*Swing*—Take partner in dance position, turn in place. Use walking step or buzz step. Buzz step: partners keep right feet together, weight on right, pivot, pushing with left foot.

#### Non-Locomotor Movement Skills

*Swinging and swaying*—Swinging arms and/or legs forward and back or from side to side; swaying as branches moving in the breeze.

*Rising and falling*—Rising and falling as a leaf in the breeze.

*Pushing and pulling*—Pulling a rope in a tug of war or pushing a swinging door.

*Twisting and turning*—Looking over the shoulder to see a shadow or twisting as in a basketball pivot.

*Bending and stretching*—Bending down to pick something up or stretching to put it on a shelf; standing as tall or standing as small as possible.

These movements should be done to music so that children will become familiar with various tempos and gradually develop skill in performing movements to the beat of the music. There are many creative activities that a teacher can use so that children will have the opportunity to express themselves by acting out experiences and imagination.

*Rolling and Catching*—Push ball with two hands (ball in front of body); push ball with one hand (ball at side of body); rolling ball with two hands (hold ball with both hands between legs, knees bent slightly, swing arms, and release ball close to ground); one hand roll (bowling roll—alternate left and right arms in pendulum swing; opposite feet back; use plastic pins or milk cartons for pins).

*Bouncing and Catching*—Can be done with music; all children should have a ball.

*Tossing and Catching*—To another person a few feet away.

*Call Ball*—Vertical toss and catch to self.

*Kicking and Catching*—Kicking from a standing position with top of foot, inner foot, and outer foot, and catching with hands.

#### Attributes of Fitness

The attributes of physical fitness are difficult to explain and more difficult to measure. Children should be provided activities that will provide them with abilities for developing endurance, speed, strength, balance, flexibility, agility, power, and coordination.

*Endurance* will be achieved through rapid movement which causes accelerated breathing over a period of time.

*Speed* is the ability and skill to move quickly and effectively in physical education activities. Children should be taught correct techniques of running, including rapid starts.

*Strength* is developed through intense big muscle activity. The program should include activities that will develop the hands, arms, back, and legs through such exercises as rope climbing, chinning bars, horizontal ladders, and other apparatus.

*Balance* is the ability to maintain body equilibrium in several positions of body movement. Activities for developing balance will be use of the balance beam, stunts, tumbling, and movement exploration.

*Flexibility* is the ability to have a range of movements at the joints. Activities for developing flexibility would be stunts and tumbling, apparatus work, and movement exploration.

*Agility* is the ability to change directions and maintain body control with safe, swift, and easy motions. Activities for developing agility would be dodging and tagging games, relays, and body movements of starting, stopping, and turning.

*Power* is the ability to apply force by using strength for effective movement.

*Coordination* is the ability to perform complex movements as the muscles function harmoniously.

## **POSTURE FOR BOYS AND GIRLS**

All normal individuals require a daily routine of muscular movement in walking, standing, and sitting. A well-balanced body can perform those fundamental movements with maximum efficiency. Body mechanics is the correct use of the muscles in maintaining the body's equilibrium. Exercise can improve body mechanics. During the early years of childhood, exercise and practice can improve inefficient patterns of body balance. Significant emphasis should be given to the development of good body mechanics through the physical education program.

The following conditions affect a child's posture:

1. body structure;
2. skills in body management;
3. bodily comfort;
4. daily living habits: diet, rest, work, and sleep;
5. clothing;
6. state of health and health practices;
7. feelings about himself and others;
8. emotional, physical, and mechanical environment;
9. perception of what constitutes good posture.<sup>1</sup>

### **Good Posture**

Toes in, sit tall, chin up, shoulders back, stand tall, sit back, abdomen in, head high, balance weight, hips level, plumb line, and many such cues are necessary to remind the students to practice daily the habit of good posture. Just mention the term "posture" and you will notice that many persons will tend to change their positions into what they feel is good posture.

<sup>1</sup> U. S. Department of Health, Education and Welfare, Office of Education. *Good Posture for Boys and Girls*. Superintendent of Documents Catalogue No FC 5.283.28007. U. S. Government Printing Office, Washington: 1963. p. 2.

If standing they should do the following:

1. Pull the shoulders back;
2. Lift the head up with the chin down;
3. Contract the abdomen muscles until the abdomen is flat;
4. Point the feet straight ahead;
5. Shift the weight until the hips are level.

If sitting they should do the following:

1. Place the feet flat on the floor;
2. Sit back in the chair with the hips touching the back;
3. Pull the shoulders back;
4. Lift the head up;
5. Align the neck with the upper back.

The above positions are good body alignments and are necessary for good posture. There are some students who will have their postures limited by abnormal bone structure, but muscular strength and available energy will determine most students' posture. There are other factors that will affect posture, but most of them can be controlled to help the child achieve good posture and appearance. Poor body alignment caused by weak muscles can be improved by exercise that will build up these muscles. The child may be slumping because he is insecure, or perhaps because of poor nutrition, lack of sleep or rest, fatigue, hearing difficulties, eye strain, improper seating, or poor lighting. Find the cause and make corrections.

View a student as he stands, walks, and sits at his desk and you will be able to check his body alignment.

1. Are the hips level as he walks?
2. Does he walk with his toes straight or slightly pointed in?
3. Do his ear, shoulder, and hip fall in line when you view him from the side?
4. Does he hold up his head and walk with the shoulders back?

You can help the students by being a good model and observing good posture at all times. Use cues frequently, provide good lighting and seating, strengthen the muscles of the students with physical activities, and appeal to the students to improve their appearance through *GOOD POSTURE*.

## **SAFETY: FALLING—LIFTING AND CARRYING— PUSHING AND PULLING**

Teaching children to play safely is just as important as teaching them what to play. Children are susceptible to injury because their bodies have not developed balance and coordination. Teaching proper use of equipment and the body in times of stress on apparatus is very important. Skills performed correctly help to avoid accidents.

### **Falling**

Children should be taught how to fall without getting hurt. They fall as a result of the loss of body balance. Encourage "going with the fall" rather than fighting to maintain position on the feet. The body is lowered to the ground and the shock of impact is reduced by decreasing the distance of the fall. Since most falls are forward, the head and shoulders should turn in the direction of the fall, and the knees bent at the same time as the body is lowered. The arms absorb some of the shock, and some relaxation is accomplished by bending the elbows as the hands make contact with the ground. Avoid landing on the elbows or knees.

Teaching the backward roll will help children fall to the rear in a controlled, relaxed manner. Protecting the head by tucking the chin toward the chest will permit the fall to roll on the upper back as the buttocks take the force of the fall.

The vertical fall from a height should be taught by landing with the balls of the feet under the body, spreading the width of the hips, and then transferring the weight to the total foot, ankles, knees, and hips. A forward roll should be executed by tucking the body to absorb the shock of the fall.

### **Lifting and Carrying**

In lifting an object, the body should be close to the object, knees bent, back straight and the object lifted to the body before straightening the knees; then straighten the knees and the rest of the body according to the weight and size of the object. Children should not lift heavy objects because of the danger of strain; however, they can learn to lift fairly heavy objects without danger.

In carrying an object, the object should be close to the body to maintain balance. Heavy objects can be carried by changing

the center of gravity at the ankles by leaning backwards as the rest of the body remains rather straight.

### **Pushing and Pulling**

In pushing heavy objects, stand at a distance so that the hands can be placed against the object with the elbows locked at the level of the center of gravity of the body and the object. The whole body, leaning forward slightly, should be used.

In pulling heavy objects, stand as close as the grip that can be taken on the object will permit. The feet should be parallel and comfortably spread as the body is lowered by bending at the knees and hips. Exert the pull by straightening the leg nearer the object as the body leans away. As force is exerted, take small sideward steps.

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## THE FIRST GRADE PROGRAM

### WHAT THE CHILD IS LIKE

At the age of six, the child's environment expands tremendously and he has many adjustments to make to school, and to his peer group. The first grader will respond to learning experiences according to his social maturity and intellectual ability which in turn depend upon heredity and his background of experiences. Therefore, the child needs to be considered as an individual. Many children come to school having had some group activity and, therefore, some group discipline. However, there are some who are underprivileged in group experiences and will be slow to adjust.

There is little sex differentiation at this age. The child is usually companionable, although he is egocentric and exhibitionistic. He realizes his own likes, dislikes, needs, and desires but cannot recognize the same in others of his age. Intense but short-lived emotion accompanies physical injuries, hurt feelings, fatigue, and anger.

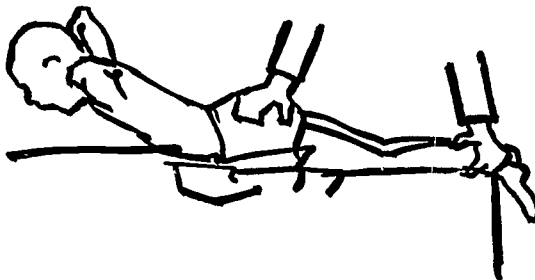
Many children do not begin to develop an understanding of the social concepts of honesty, fair play, and taking turns until they enter school. The first grade program should be planned so that the teaching of these concepts will result in desirable social practices.

First grade children should gain knowledge of body movement. They should learn to play with peers in a cooperative manner and to develop potentials that will enable them to have status in the group. Chapter IV includes suggestions for teachers of activities involving locomotor and non-locomotor movements.

## OBJECTIVES

1. Ability to do a standing broad jump a distance of approximately own height plus 2 inches *OR* to jump over a bar which is approximately knee high plus 3 inches.
2. Ability to do 6 modified push-ups *OR* to do 6 modified pull-ups with palms turned toward body *OR* to climb a rope a minimum of 12 inches above one's own reach.
3. Ability to do at least 5 curl-ups with legs bent.
4. Kraus back-strength tests.

*Test No. 4:* Strength of the upper back muscles. The subject lies prone with a pillow under hips and lower abdomen, hands behind the neck; the examiner holds his feet down. The test is for the subject to raise his chest, head, and shoulders and hold them without touching the table for 10 seconds.



*Marking.* Holding for ten full seconds is passing and is marked as 10. Anything less than ten seconds is recorded as that part of the ten seconds that was held. For example: a person staying up for four seconds would get a mark of 4.

*Test No. 5:* Strength of the lower back. The subject is in the same position as Test No. 4, except the examiner holds his chest down. The test is for the subject to raise his legs off the table, with knees straight, and hold this position for 10 seconds.



*Marking:* Holding for ten full seconds is passing and is marked as 10. Anything less is recorded as that part of the ten seconds that was held, for example, four seconds would be 4.



5. Enough endurance to walk or run 500 yards without stopping *OR* to play a vigorous activity for 5 minutes.
6. Ability to throw an 8" ball into the air and catch it.
7. Ability to throw and catch an 8" ball with another child 10' away.
8. Ability to bounce an 8" ball and catch it 3 times out of 5.
9. Ability to kick a utility ball 10 feet.
10. Ability to kick a rolling ball 4 out of 5 times.
11. Ability to jump 5 times in succession a rope turned by 2 people.
12. Ability to jump 5 times in succession a rope turned by self.
13. Ability to run into a turning rope and jump 5 times in succession.
14. Ability to do a forward and come to one's feet.
15. Ability to listen to music and feel what type of movement best goes with it.
16. Ability to clap to rhythmic patterns (2/4, 3/4, 4/4, 6/8 time in even and uneven rhythms).
17. Ability to walk, run, hop, jump, skip, gallop, slide, stop, turn, leap, dodge, and tag.
18. Ability to walk on 7' balance beam 4" wide.
19. Listening to and following directions.
20. Playing with a partner.
21. Developing self-control and good sportsmanship.
22. Use supplies and equipment properly and safely.
23. Learning to work in small groups.
24. Learning to cooperate with teammates and leader.
25. Developing honesty in admitting when tagged or out.
26. Taking turns cheerfully.
27. Accepting handicapped children.
28. Accepting children of all races.
29. Creating movements to rhythmic patterns of music.
30. Enjoying simple games in which all children participate.
31. Enjoying simple relays.
32. Imitating actions that have been observed.
33. Interest in playing games out of class.
34. Using skills learned in reading and arithmetic.
35. Learning reasons for and importance of rules in games.
36. Developing posture through walking, sitting, standing, pushing, pulling, and picking up objects.

## ACTIVITIES

### RHYTHMICAL ACTIVITIES

#### Looby Lou (English) (6/8)

*Record:* Folkraft, 1102; Victor 20214; Columbia 10008-D;  
Honor Your Partner 104.

*Formation:* Single circle; facing CCW.

*Description:* During the chorus the children join hands and slide, skip, run, or walk CCW, singing the chorus. During the singing of verse one, children stand in place and dramatize the verse. The chorus is repeated after each verse.

#### Chorus

Here we dance looby loo,  
Here we dance looby light,  
Here we dance looby loo,  
All on a summer's night.

#### Verse 1

I put my right hand in,  
I put my right hand out,  
I give my right hand a shake, shake, shake  
And turn myself about.

#### Verse 2

I put my left hand in,  
I put my left hand out,  
I give my left hand a shake, shake, shake  
And turn myself about.

#### Verse 3

I put both arms in,  
I put both arms out,  
I give both arms a shake, shake, shake  
And turn myself about.

#### Verse 4

I put my right foot in,  
I put my right foot out,  
I give my right foot a shake, shake, shake  
And turn myself about.

#### Verse 5

I put my left foot in,  
I put my left foot out,  
I give my left foot a shake, shake, shake  
And turn myself about.

Verse 6

I put my bent head in,  
I put my bent head out,  
I give my bent head a shake, shake, shake  
And turn myself about.

Verse 7

I put my whole self in,  
I put my whole self out,  
I give my whole self a shake, shake, shake  
And turn myself about.

**Did You Ever See A Lassie? (German) (3/4)**

*Record:* Honor Your Partner Album 12; Victor 21618; Columbia 10008-D.

*Formation:* Single circle, a leader in the center.

*Description:* Children join hands and circle CCW, singing lines 1 and 2. The center player decides what action to show the others.

Measures 1-8: Skip to left. On words "do this way and that," the center child performs some movement.

Measures 9-16: All drop hands, face center, and imitate leader's movements. The leader chooses the child doing the best imitation to be center in the next game.

Chorus

Did you ever see a lassie (laddie), a lassie, a lassie;  
Did you ever see a lassie do this way and that:  
Do this way and that way, do this way and that way,  
Did you ever see a lassie do this way and that?

**The Mulberry Bush (American) (6/8)**

*Record:* Victor Album E-87; 45-5065; Columbia 90037-V; Victor 20806.

*Formation:* Players stand in a circle and all join hands.

*Description:* When singing the chorus, players circle by skipping. During the verses they stand still and dramatize the action mentioned in the verses.

The action should be performed with big movements. When the refrain "So early in the morning" is sung, each player stands and spins around rapidly in place. The chorus is repeated after each verse.

Chorus

Here we go round the mulberry bush,  
The mulberry bush, the mulberry bush,  
Here we go round the mulberry bush,  
So early in the morning!

Verse 1

This is the way we wash our clothes,  
We wash our clothes, we wash our clothes;  
This is the way we wash our clothes  
So early Monday morning.

Verse 2

This is the way we iron our clothes, etc.  
So early Tuesday morning!

Verse 3

This is the way we scrub the floor, etc.,  
So early Wednesday morning!

Verse 4

This is the way we mend our clothes, etc.  
So early Thursday morning!

Verse 5

This is the way we sweep the house, etc.  
So early Friday morning!

Verse 6

Thus we play when our work is done, etc.  
So early Saturday morning!

**Chimes of Dunkirk (French) (2/4)**

*Record:* Victor 17327; Honor Your Partner 103; Album 10;  
Columbia A-3016; Burns and Evans Album I 127; Methodist  
M-105; Folkraft 1188.

*Formation:* Single circle, partners facing.

*Description:*

Measures 1-2: Stamp 3 times (R, L, R).

Measures 3-4: Clap hands 3 times.

Measures 5-8: Join hands with partner and turn around in  
place.

Measures 9-16: All join hands and take 8 slides in circle mov-  
ing left.

### **Farmer in the Dell (American) (6/8)**

*Record:* Victor 21618 and Album 87; Folkraft 1182.

*Formation:* Single circle facing in, with farmer, sun, and rain in center.

*Description:* All children sing and move CCW around circle.

Verse 1: Farmer skips around circle and sows seeds.

Verse 2: Farmer skips around inside circle tapping each child lightly on head. They immediately stoop down.

Verse 3: Child representing sun skips around and spreads sunshine on seeds.

Verse 4: Child representing rain skips around circle and shakes rain on seeds.

Verse 5: Seeds begin to grow. Seeds come slowly up to standing position. (Seeds become plants.)

Verse 6: Farmer skips around and pretends to cut down plants. (Encourage vigorous motion.) Plants stoop down.

Verse 7: Farmer moves around circle and puts plants in groups of two.

Verse 8: Farmer, sun, and rain clap to music.

*Variation:* Groups of two skip CCW around circle.

*Variation:* Single circle, facing center, all children act out each verse.

Verse 1: The farmer sows the seeds  
The farmer sows the seeds  
High-O! the derry-Oh!  
The farmer sows the seeds.

Verse 2: He puts them in the ground, etc.

Verse 3: The sun begins to shine, etc.

Verse 4: The rain begins to fall, etc.

Verse 5: The seeds begin to grow, etc.

Verse 6: The farmer cuts them down, etc.

Verse 7: The farmer stacks them up, etc.

Verse 8: They all begin to dance, etc.

*Variation:* The following verses can be sung with farmer choosing a wife from the outer circle which is moving CCW, for each verse.

Verse 1: The farmer in the dell  
The farmer in the dell  
High-O! the derry-Oh!  
The farmer in the dell.

Verse 2: The farmer takes a wife  
The farmer takes a wife  
Heigh-O! the derry-Oh!  
The farmer takes a wife.

Verse 3: The wife takes a child, etc.

Verse 4: The child takes a nurse, etc.

Verse 5: The nurse takes a dog, etc.

Verse 6: The dog takes a cat, etc.

Verse 7: The cat takes a rat, etc.

Verse 8: The rat takes the cheese, etc.

After the cheese is selected, the following verse is sung for each player returning to the circle, the players being named in the same order as before.

The farmer runs away,  
The farmer runs away,  
Heigh-O! the derry-Oh!  
The farmer runs away.

The above verse is sung, with the change in the name of the player, until all are back in the outer circle except the cheese. The last verse is sung with the children pointing a finger at the poor cheese.

The cheese stands alone,  
The cheese stands alone.  
Heigh-O! the derry-Oh!  
The cheese stands alone.

#### **Dance of Greetings (Danish) (2/4)**

*Record:* Folkraft 1187; Victor 20432 and 45-6183; Burns and Evans Album I 126; Burns Album G-516.

*Formation:* Single circle, facing center, boy with partner on his right.

#### *Description:*

Measures 1-2: Clap hands twice; bow to partner. Face center, clap hands twice; bow to neighbor.

Measure 3: Stamp right, stamp left.

Measure 4: Turn in place with 4 running steps.

Measure 5-8; Repeat measures 1-4:

Measures 9-12: Join hands in circle and take 16 short running steps CW.

Measures 13-16: Repeat measures 9-12 CCW.

#### **Shoemaker's Dance (Danish) (3/4)**

*Record:* Victor 20450; Burns Album A 338 and Album G 517; Columbia A-3038; Folkraft 1187.

*Formation:* Double circle, partners facing, boys on inside.

*Description:*

Measure 1: Arms in front, shoulder high; hands closed, circle one over the other, at chest height, 3 times, as winding thread.

Measure 2: Wind the other way 3 times.

Measure 3: Pull hands apart by jerking elbows backward and upward twice, as if tightening thread.

Measure 4: Clap hands 3 times while tapping right toe forward 3 times.

Measures 5-8: Repeat.

Measures 9-16: With inside hands joined, do the heel and toe polka or skip CCW around the circle.

*Variation:*

In Measure 4, one partner may kneel and tap other's toe gently 3 times as if repairing shoe. Children may skip in measures 9-16.

#### **Children's Polka (German) (2/4)**

*Record:* Folkraft 1187; RCA Victor 2042 and 45-6179.

*Formation:* Single circle, partners facing, arms extended side-ward, and hands joined.

*Description:* Run, draw (Sideward step with designated foot, draw free foot to it).

Measures 1-4: Children move toward center, taking 2 draw steps and 3 steps in place; move away from center with the 2 draw steps and 3 steps in place.

Measures 5-8: Repeat.

Measures 9-10: Slap thighs with both hands, clap own hands once, and clap partner's hands 3 times (in double time).

Measures 11-12: Repeat.

Measures 13-14: Point right foot forward, place right elbow in left hand and shake forefinger at partner 3 times. Repeat using left foot.

Measures 15-16: Turn in place and stamp 3 times.

### **Bluebird (American) (2/4)**

*Record:* Folkraft 1180.

*Formation:* Single circle, facing center, all hands joined and raised to form arches in the circle. One child outside the circle is the "Bluebird."

*Description:*

Measures 1-16: The "Bluebird" weaves in and out through the arches in the circle.

Measures 17-32: The "Bluebird" stops behind a child and taps lightly with both hands on the child's shoulders. The child tapped becomes the new "Bluebird" and the other child follows with both hands on the shoulders of the new "Bluebird". The movement is repeated with a new "Bluebird" leading. Children in file tap the shoulders of the child in front of them as the chorus is sung. The action continues until all children have been chosen.

Verse 1-4: Bluebird, bluebird, through my window,

5-8: Bluebird, bluebird, through my window,

9-12: Bluebird, bluebird, through my window,

13-16: Oh Mary, I am tired. (name of child selected)

Verse 17-28: Take a little boy (girl) and tap him (her) on the shoulder, (repeat singing three times)

29-32: Oh Mary, I am tired.

### **Let Your Feet Go Tap (German) (2/4)**

*Record:* Folkraft 1184.

*Formation:* Double circle, partners facing.

*Description:*

Measures 1-8: Tap foot three times, clap hands three times, beckon and bow to partner, join inside hands, and face counterclockwise.

Measures 9-16: All sing and skip counterclockwise.

Verse 1-2: Let your feet go tap, tap, tap,

3-4: Let your hands go clap, clap, clap,

5-6: Let your finger beckon me,

7-8: Come, dear partner, dance with me.

9-16: Tra, la, la, la, la, la, la, etc.

### **Sing A Song Of Sixpence (English) (4/4)**

*Record:* Folkraft 1180.

*Formation:* Single circle, facing center, hands joined.

*Description:*

Measures 1-2: Circle left, walking steps, joined hands swinging.



Measures 3-4: Walk to center, head bowed, body in squat position.

Measures 5-6: Stand up on word "opened", raise hands overhead, snap fingers.

Measures 7-8: Walk backward, bow.

Measures 9-16: Dramatize words of song, standing in circle.

Verse 1-2: Sing a song of sixpence, a pocket full of rye,  
3-4: Four and twenty blackbirds baked in a pie,  
5-6: When the pie was opened, the birds began to sing,  
7-8: Wasn't that a dainty dish to set before a King?  
9-10: The King was in the country house, counting out  
his money,  
11-12: The Queen was in the parlor, eating bread and  
honey,  
13-14: The maid was in the garden, hanging out the  
clothes,  
15-16: Along came a blackbird and snipped off her nose.

*Variation:*

*Formation:* Single circle, facing center, hands joined. Four or more children squat down close together in the center of the circle. These are "blackbirds in a pie."

Measures 1-14: Same as described in the original movement.

Measures 15-16: Blackbirds in the center of circle fly in and out of circle and "snip off a nose" for four or more children. Those selected will become the new "blackbirds baked in a pie."

### **The Muffin Man (English) (2/4)**

*Record:* Folkraft 1188.

*Formation:* Single circle, facing center and hands joined, one child is selected to be "muffin man" inside the circle.

*Description:*

Measures 1-8: Circle left, walking or skipping, and singing.

Measures 9-16: All stand and face center, clapping hands and singing. Muffin man chooses a partner and they join hands in a skater's position and skip around the inside of the circle. Muffin man returns to outer circle as selected child becomes the new "muffin man". Action is repeated with a new "muffin man" each time.

Verse 1-2: Oh! have you seen the muffin man,  
3-4: The muffin man, the muffin man,  
5-6: Oh! have you seen the muffin man,  
7-8: Who lives in Drury Lane?

9-10: Oh! yes, we've seen the muffin man,  
11-12: The muffin man, the muffin man,  
13-14: Oh! yes, we've seen the muffin man,  
15-16: Who lives in Drury Lane.

Note: With large groups, two or more muffin men can be selected.

### I Should Like To Go To Texas (2/4)

*Record:* Folkraft 1190.

*Formation:* Single circle, facing counterclockwise. Two to five children in the circle, facing clockwise, are "riders".

*Description:*

Measures 1-4: Circle players walk CCW singing, the "riders" walk CW.

Measures 5-8: Circle players stop as "riders" select "ponies" or "broncos", drive them to center, grasping their hands "horse fashion", and gallop behind them.

Measures 9-14: Circle players gallop CW and "riders" and "ponies" or "broncos" gallop CCW.

Measures 15-16: All stop on "Whoa! Stop! Whoa!" "Riders" return to outer circle and "broncos" or "ponies" become new "riders". Action is repeated.

Verse 1-2: I should like to go to Texas,  
3-4: Come and take a ride with me,  
5-6: I should like to ride a pony or bronco.  
7-8: I can ride one, watch and see.  
9-10: Gee up! Come along,  
11-12: Gee up! Come along,  
13-14: Gee up! Come along,  
15-16: Whoa! Stop! Whoa!

### Additional Rhythms

1. How Do You Do, My Partner
2. Pussy Cat Where Have You Been?
3. London Bridge
4. Little Polly Flinder
5. Rhythmical Ball Bounce

## **GAMES AND GAME SKILLS**

This area includes activities for the classroom as well as active games, relays, and ball games. All the activities are presented in order of their difficulty.

### **Hiding the Eraser**

Space: Classroom.

Teacher selects one child to hide the eraser (a small pencil eraser) and all other children leave the room, then they return to the room and look for the eraser. As soon as a child sees it, he takes his seat. The first child in his seat is chosen to hide the eraser the next time. This game is similar to Huckleberry Beanstalk since the child that sees the eraser will repeat the words "Huckleberry Beanstalk" as he returns to his seat.

### **Have You Seen My Sheep?**

Space: Classroom.

The class members sit in their seats as one child walks around the room, touches a child on the back and says, "Have you seen my sheep?" This child asks, "How was he dressed?" The leader then describes a member of the class. The child questioned stands and, if he guesses correctly, he chases the described child, who tries to reach the seat vacated by the chaser without being tagged. The chaser becomes the leader the next time.

### **Poor Pussy**

Space: Classroom.

All children sit in a circle (use two circles with a large class) with the exception of "poor pussy." The pussy kneels in front of one child and "meows." The child must stroke the pussy's head three times, repeating the words "poor pussy" with each stroke. If the child petting the pussy smiles, he must change places with the pussy. The pussy should make every attempt to make the child smile.

### **Good Morning**

Space: Classroom.

The class members sit in their seats as one child stands in front of the room with his back to the class. The teacher designates a child to advance to the standing child, tap him on the back, and say "Good Morning, Johnny" (use child's real name). And Johnny, without turning around, attempts to guess the name of the child. If Johnny guesses the name of the child tapping

him on the back in three guesses, that child returns to his seat. If any child continues to be correct over a series of guesses, let other children rotate as guessers.

### Beanbag Pitch

Space: Classroom.

Use a wastebasket or other receptacle as a target, with a pitching line about ten feet away. Each child in turn steps up to the pitching line and attempts to toss three beanbags into the basket, scoring one point for each successful toss. The tosser then picks up the bags and returns them to the next person.

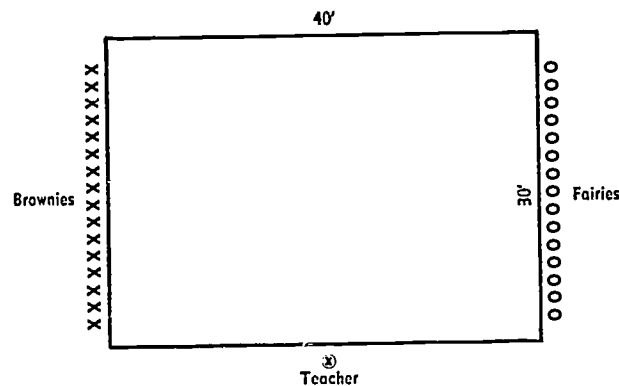
After the children understand the procedure, a target may be set up for each row so that all may have several turns.

If possible, make a target of plywood with an open-mouthed clown's head, which the children will enjoy.

### Brownies and Fairies

Space: Playground or gymnasium.

Players are divided into two equal groups, the Brownies and the Fairies. Goal lines are marked across both ends of the play area. Each group stands on its goal line with the players' backs turned toward the other group. A silent signal from the teacher advances one group (Brownies) quietly toward the Fairies' goal line. When the Brownies get approximately 15 feet from the Fairies, the teacher calls, "The Brownies are coming" On this signal the Fairies try to catch the Brownies. Any Brownie tagged by a Fairy before he reaches his goal line becomes a Fairy. The game is repeated with the Fairies sneaking up on the Brownies. Continue the game either until one group is caught or for a designated time. When a time limit is used, the team having the largest number left is the winner.



### **Poison Ball**

Space: Playground or gymnasium.

Players form a circle with the ball in the center. The object of the game is to make the players touch the ball. You do this by pulling the circle in toward the ball and the one touching the ball is "poisoned" and must get out of circle. The circles must hold hands all the time. The last one in the circle wins and can have the rest do anything she suggests.

### **Squirrel in the Tree**

Space: Playground or gymnasium.

Players stand in groups of three, numbered 1, 2 and 3. Numbers 1 and 2 join both hands and form a tree; number 3 is the squirrel and stands in the center of the other two players. Groups of three are scattered over the play area and a separate group of extra squirrels. The teacher calls, "Squirrels Run!" On this signal all squirrels in the trees must run to another tree while the extra squirrels attempt to get into a tree. Only one squirrel is allowed in a tree and the extra squirrels are left to try to find a tree when the game is repeated.

### **Drop the Handkerchief**

Space: Playground or gymnasium.

Players stand in a circle facing the center. One player is "It" and he runs around the outside of the circle and drops a handkerchief behind a player in the circle. "It" continues to run around the circle, and the player behind whom the handkerchief has been dropped picks it up and runs in the opposite direction from "It." The player who first reaches the vacant place in the circle is safe, and the player reaching that point last is "It."

### **Call Ball**

Space: Playground or gymnasium.

Children are given a number and stand in a circle. One child stands in the center of the circle with the ball, calls a number, and tosses the ball directly over his head. The child whose number is called must run to the center of the circle and catch the ball before it hits the ground or floor. If the child catches the ball, he changes with the person who tossed it.

### **Frog in the Sea**

Space: Playground or gymnasium.

One child is the "frog." The frog sits with crossed feet in the center of a six foot circle. Players in the circle advance toward and retreat from the frog while chanting, "Frog in the middle, can't catch me." The frog, who must remain seated, tries to tag one of the players who is teasing him. If a player is tagged, he becomes the frog, and the frog joins the circle. Encourage the children to be daring; this makes the game more exciting. More than one frog may sit in the circle to add interest and activity to the game.

### **Butterflies and Flowers**

Space: Playground, gymnasium, or classroom.

Players are divided into two groups, one group to be flowers and the other to be butterflies. Each flower takes a squatting position three or four feet distant from other flowers. While soft music is played the butterflies spread their wings and run softly among the flowers. When the music stops the butterflies must stop immediately. From their squatting positions the flowers reach out and try to tag the butterflies. If tagged the butterflies squat with the flowers. This continues until all the butterflies are caught, whereupon the butterflies become flowers and *vice versa*. A butterfly who fails to stop or who seeks safety after the signal stands by the teacher for a period to watch how successful butterflies work.

### **The Huntsman**

Space: Classroom or playground.

The leader wanders up and down the aisles and asks, "Who would like to go with me to hunt ducks?" (or bears, rabbits, foxes, or lions). As the leader approaches, the children who wish to do so fall in behind the leader and follow him. When the leader sees that the children are in file formation and as far as possible from their seats, he jumps up and down and calls loudly "Bang!" whereupon all the children scamper for their seats. The first one to reach his seat becomes the leader for a repetition of the game.

### **Back-to-Back**

Space: Playground, gymnasium, or classroom.

Players are arranged in couples standing back to back with their elbows hooked. An odd player stands in the center of the

playing space. At the signal, "Everybody change," partners leave each other and try to hook up with a player across the area. At the same time the odd player tries to get a partner. Players are not safe unless all four elbows are hooked. The game continues with each odd player trying to get a partner.

### **Poison Snake**

Space: Playground or gymnasium.

Players clasp hands to form a circle. Place about seven Indian clubs or substitutes in the center of the circle, with spaces between them into which a player might step. Each player then tries, by pushing or pulling, to make his comrades knock over the clubs. Any player who turns over a club or who unclasps hands must at once leave the circle. Clubs are replaced when overturned. Players eliminated may start a "scrub" circle, using additional Indian clubs. The player wins who is left in the original circle. Where several circles have been formed, the several winners may form a circle at the close and play to determine the final winner.

### **Squat Tag**

Space: Playground or gymnasium.

A play area is designated so children will not scatter too widely. The player selected to be "It" tries to tag a player. Players may not be tagged when they squat. Any player tagged before squatting becomes "It" and the game continues.

### **Charlie Over The Water**

Space: Playground or gymnasium.

The children are in a single circle with hands joined. One player, who is "Charlie," stands in the center of the circle. The players walk, skip, gallop, or run to the left or the right around the circle chanting:

"Charlie over the water,  
Charlie over the sea,  
Charlie caught a blackbird,  
But he can't catch me!"

As the players say "me", they squat quickly as "Charlie" attempts to tag a player before he can squat. The player tagged becomes "Charlie" and the game continues.

### Rabbits And Foxes

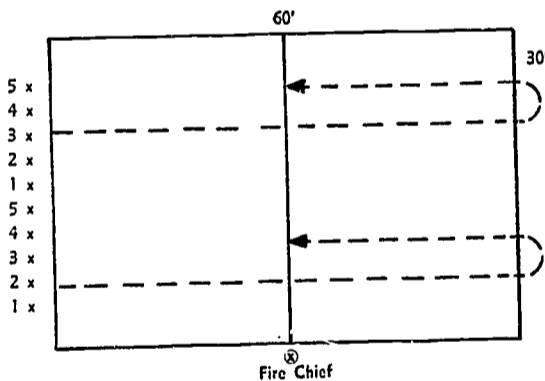
Space: Playground or gymnasium.

The children are divided into two teams, the "Rabbits" and the "Foxes". Players of both teams have designated goals and stand behind the goal lines. The Rabbits come out to play. A Fox calls, "Run, Rabbit, Run". The Foxes try to catch the Rabbits before they can cross their goal line. Rabbits caught become Foxes, and play continues until there are no Rabbits. The game is repeated with the players changing from Rabbits to Foxes.

### Fire Engine

Space: Playground or gymnasium.

The playing area is 30' x 60' with a center line. The children stand on one goal line of the playing area. Players count off by five's. One player designated as fire chief stands at the side of the center line. The chief calls, "Fire, Fire! Station Number 3" and players with the number called run to the opposite goal line and return to the center line. The first player reaching the center line becomes the new fire chief. The game is repeated with a new fire chief. All five numbers should be called on a rotation basis so all players have a chance to run.



### Jack Be Nimble

Space: Classroom, playground, or gymnasium.

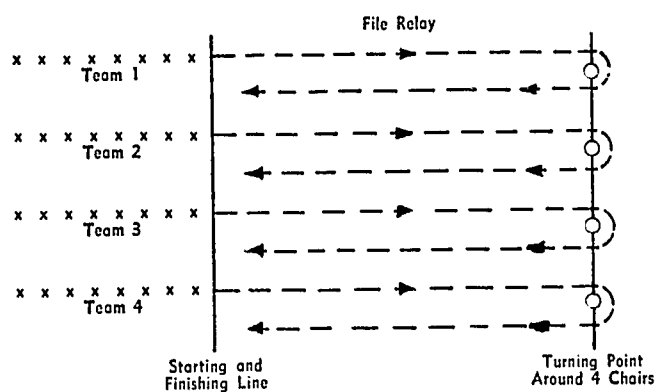
All children are divided in file formation with five to eight in a file. Four bowling pins or milk cartons, or similar objects six to eight inches high, are placed four feet apart. As they jump over the "candlestick", the players repeat the following verse



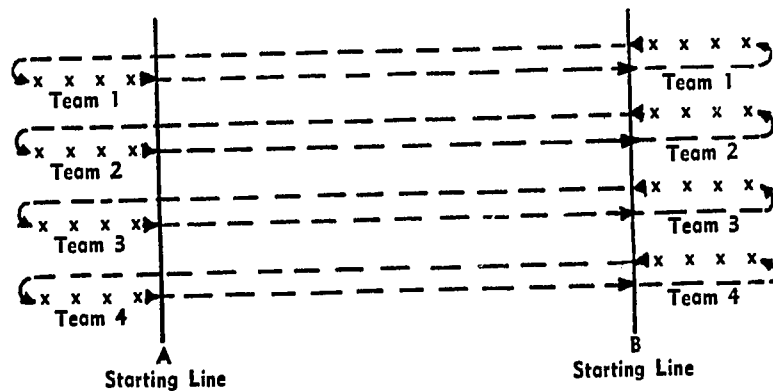
“Jack Be Nimble, Jack Be Quick, Jack Jump Over The Candlestick!” Those players who knock over a “candlestick” must set it up again in position.

Skills of body movement can be developed through the use of such relay formations as running, hopping on one foot, leaping, lame dog, bear walk, etc.

### File Relay



### Shuttle Relay



The shuttle formation is similar to a single-line formation except that half of the team is lined up behind starting line A and the other half is lined up directly opposite behind another starting line B. First member of each team starts at line A, runs to tag a teammate at line B, and goes to the end of the line as teammate in line B runs to line A and tags a teammate. Play continues until all teammates have completed the relay.

Any formation may be used with relays or games utilizing the throwing of an 8" playground ball in the air and catching it, throwing and catching with a partner, or rolling and kicking the ball to a partner.

## **STUNTS AND SELF-TESTING ACTIVITIES**

These activities give children an opportunity to perform actions involving balance and agility while providing enjoyment through participation and, to some degree, success in performing the skills. It is possible to provide these experiences either in play areas or in the classroom.

### **Rabbit Hop**

Squat on heels, placing hands palm down, fingers pointing forward on the floor. In this position, move the hands forward and bring the feet forward between the hands with a little jump. Continue moving about in this fashion, simulating a rabbit hop.

### **Toe Touch**

Children stand with their feet apart, hands raised over head. Then turn trunk to the right, bend, and touch right toe with left hand, return to standing position; alternate with right hand touching left toe, keeping knees straight.

### **Indian Squat**

Children fold arms across the chest, cross ankles, and drop to squatting position until almost seated. Then come to standing position without losing balance or uncrossing feet.

### **Trunk Lifter**

Players lie on backs, cross arms on chest. Without using elbows or any other part of body, lift trunk up from floor to a sitting position; keep feet and legs in contact with the floor at all times.

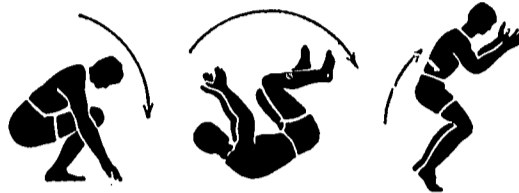
### **Walrus Walk**

Children assume "push-up" position, keeping knees straight, and walk forward on hands, dragging feet on floor.

### **Forward Roll**

Children squat with knees together and place hands outside of feet. Weight should be on toes and slightly forward. They lower

chins down to touch chests and bend down and forward, almost touching heads on the floor or ground. Then they thrust bodies forward from balls of feet, landing first on upper part of back, and rolling over to buttocks and feet.



### **Crab Walk**

From a squat position, children stretch arms backward and put both hands flat on the floor without sitting down. With head, neck, and body in a straight line parallel with the floor, they walk or run inverted.

### **Chinese Walk-Up**

(A couple stunt)

Two persons sit on the floor, back to back, and lock arms. From this position, both try to stand up, pushing against each other's back.

### **Balance Beam Exercises**

1. Walk forward and backward on beam, arms held sideward.
2. Walk forward to the middle of the beam, then turn and walk back.
3. With arms held sideward, walk to the middle, turn around, and walk backward.
4. Walk to the center of beam, then turn and continue sideward right.
5. Walk forward with left foot always in front of the right; walk forward with right always in front of left.
6. Walk backward with left foot always in front of the right; walk backward with right foot always in front of the left.
7. Walk forward with hands on hips; return backward with hands on hips.

## **Rope Jumping**

Rope jumping is an activity that should be a part of all physical education programs. Children enjoy the skill and it contributes to the development of coordination, agility, and endurance.

Use music so that children can be taught to jump with a rhythmical movement. A short rope of 7' to 8' is used for individual jumping and a long 24' to 30' rope for two or more jumpers. Each child should have a rope so there will be no waiting for a turn. A number 8 sash cord makes a good jumping rope.

### **Suggestions for teaching:**

1. The head should be up with body straight and eyes looking straight ahead.
2. When jumping rope, legs and ankles should be close together, feet no more than two inches from the floor.
3. The wrists are used for turning the rope and the hands make an arch of about five inches.
4. Landing should be on the balls of the feet with knees bent slightly.

### **Single Rope Jumping**

Stand in place, jump several times

Stand in place, skip several times

Jump moving forward

Skip or hop moving backward

Jump with both feet moving forward

Jump with partner facing, and facing your partner's back

### **Long Rope Jumping**

Run in, one jump, run out

Run in and out without jumping

Run in, two jumps, run out

With rope swinging, two or more jumpers jump on each swing.

## **CREATIVE PLAY**

Children are given an opportunity to act out experiences and express their imaginations through movements provided in creative activities. Various themes or topics can be used on the basis of the interests of children. Some of the movements include walking, skipping, bending, and stretching combined with rhythmic tempos. Suggested themes are: "At the Playground," "At the Zoo," "In the Garden," "At the Farm," and seasonal and occupational activities.

### **The Ostrich**

Space: Classroom, playground, or gymnasium.

Children bend their bodies at the waist, grasp ankles, keeping their knees as stiff as possible, and walk forward.

### **The Frog**

Space: Classroom, playground, or gymnasium.

With hands on hips, children bend deep at the knees, extend one leg to side, return, and extend the other leg to the side and return.

### **Pop Corn**

Space: Classroom, playground, or gymnasium.

Children are in a single circle. Each child runs into the circle or "popper". The children stay quiet in a squat position until they "feel the heat." Now they lift one foot, then the other, very slowly. As "the heat" increases, the children begin jumping and "popping" rapidly all over the circle.

### **At the Zoo**

Space: Classroom, playground, or gymnasium.

Children take an imaginary trip to the zoo, imitating the various animals such as ostrich, bear, monkey, lion, camel, elephant, and kangaroo. The teacher may motivate children with a short story about zoo animals.

### **Soldiers**

Space: Classroom, playground, or gymnasium.

The children line up in file formation two by two and march around the room. Changing the tempo of the walk will give the children an opportunity to increase speed. The teacher should be watching the students' posture.

### The Windmill

Space: Classroom, playground, or gymnasium.

Children are in a double circle, back to back. Children facing the center of the circle will raise their right arms in the air and drop their left arms below the waist. Those facing the outside of the circle will raise their left arms and drop their right. The children perform the movement in unison, raising arms alternately up and down to a four-count cadence. Children can take steps in any direction to vary the movement.

### Climbing Stairs

Children imitate running up and down stairs.

### Follow the Leader

One child is selected to lead and the others to follow. A circle formation could be used for such actions as running, hopping, skipping, leaping, clapping hands, etc.

### Opening and Closing Windows

Children imitate windows going up and down.

Additional suggestions for mime and creative play may be found in Chapter Four, page ----.

## EVALUATION

### Checklist

(Teacher Observation)

Name.....	Yes	No
A.		
1. Does the child follow directions properly?		
2. Does the child take turns in games?		
3. Does the child keep scores honestly and fairly?		
4. Does the child admit when tagged?		
5. Does the child have a good attitude toward losing?		
6. Does the child have a good attitude toward fellow students and teachers?		
7. Does the child enjoy his play and physical education?		
8. Does the child work well with a group?		
9. Is the child liked and accepted by other students?		

- 
10. Does the child have respect for other people and their property?
  11. Does the child make up simple games and enjoy playing them?
  12. Does the child appear to be happy?
- B. Group or individual recreation**
1. Does the child enjoy performing simple stunts and low organization games?
  2. Does the child enjoy self-testing activities?
  3. Does the child enjoy singing games?
  4. Does the child play games according to rules?
  5. Does the child use skills towards the benefit of the team?
  6. Does the child do basic dance steps?
  7. Does the child participate in all recreational activities designed for the elementary grades?
  8. Does the child follow as well as lead?
- C. Group or individual and social**
1. Does the child play in small and large groups?
  2. Does the child follow instruction?
  3. Does the child show respect for authority in all social climates?
  4. Does the child lead the group and also follow?
    - a. Is he willing to help others?
    - b. able to identify oneself with a group?
    - c. able to have wholesome group spirit?
    - d. ability to take care of all kinds of equipment?
- D. Self-appraisal for teacher**
1. Am I well prepared to present and teach this program?
  2. Am I teaching and reaching each individual?
  3. Are the children learning and having fun?
  4. Are the pupils learning skills while improving their fitness?
  5. Are the pupils learning good recreational activities?
  6. Am I using a variety of methods in my teaching?
  7. Am I concerned with providing good public relations?
  8. Do I insure the safety of all children?
- 

Check each student and groups as well as the teacher three times a year: fall, winter, and spring.

### Evaluation of Rhythms

Key: o – unsatisfactory  
 v – satisfactory  
 vv – superior

Clap to rhythmic patterns	Walk to rhythmic patterns	Run to rhythmic patterns	Hop to rhythmic patterns	Jump to rhythmic patterns	Skip to rhythmic patterns	Gallop to rhythmic patterns	Slide to rhythmic patterns

### Social Skills Chart

Key: v – Child reaches goal  
 o – Child does not reach goal

Listens to directions							
Helps group with plans							
Follows directions							
Admits being tagged							
Is alert to purpose of game							
Takes turns cheerfully							
Can play with a partner							
Accepts handicapped children							
Is a good leader							
Accepts socially different children							
Has self-control							
Uses equipment properly							
Uses proper English							
Can work in small groups							
Cooperates with others							
Follows pupil leader							
<b>NAME</b>							



### First Grade Written Tests

#### 1st Written Test—October

1. running—Circle the child who is running.

a.



b.



2. throwing—Circle the child who is throwing the ball.

a.



b.



3. balancing—Circle the child who is showing better balance.

a.



b.

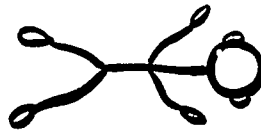


4. forward roll—Circle the child who is ready to do a forward roll.

a.

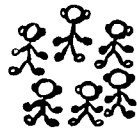


b.

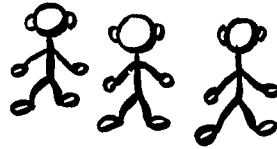


5. Circle—Circle the children who are in a circle.

a.



b.



#### 2nd Written Test—December

1. jumping—Circle the child who is getting ready to jump.

a.



b.

b.



2. bouncing ball—Circle the child who is bouncing the ball.

a.



b.



3. bowing—Circle the child who is bowing.

a.



b.



4. backward roll—Circle the child who is ready to do a backward roll.

a.



b.

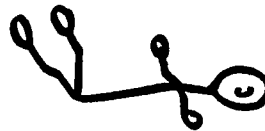


5. push-ups—Circle the child who is doing push-ups.

a.



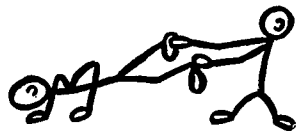
b.



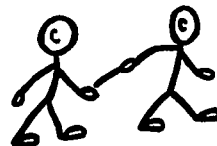
3rd Written Test—February

1. wheelbarrow—Circle the children who are doing a wheelbarrow.

a.



b.



2. catching—Circle the child who is ready to catch.

a.



b.



3. dodging—Circle the child who is dodging the ball.

a.

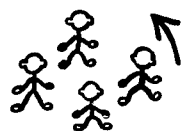


b.



4. clockwise—Circle the children who are going clockwise.

a.

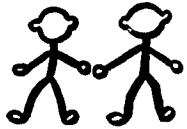


b.

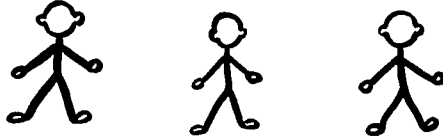


5. partners—Circle the children who are partners.

a.



b.



4th Written Test—March

1. right—Circle the right foot.

a.



b.



2. hopping—Circle the child who is hopping.

a.



b.



3. stopped running—Circle the child who has stopped running.

a.

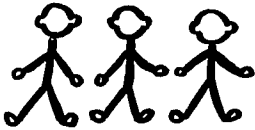


b.

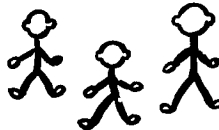


4. line—Circle the children who are in a line.

a.

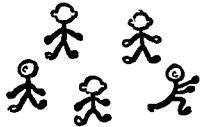


b.



5. not working with group—Circle the child who is not working with the group.

a.



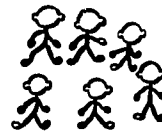
5th Written Test—May

1. relay—Circle the children who are running a relay.

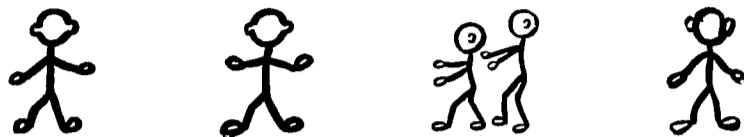
a.



b.



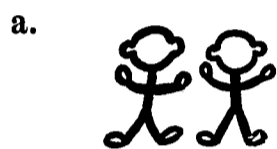
2. tag game—Circle the child who is the new “it”.



3. Circle the child who is using equipment incorrectly.



4. Circle the children who are imitating each other.



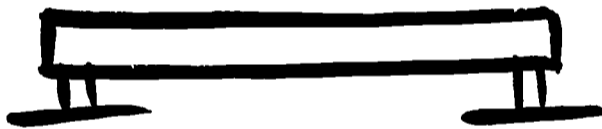
5. Circle the left hand.



### Equipment Identification Test

a. ball

-----1.

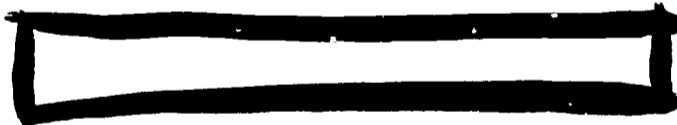


b. beanbag

c. jump rope

d. mat

-----8.



e. bar

f. drum

g. balance beam -----9.



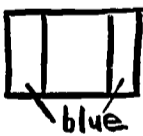
-----6.



h. whistle

i. tambourine

-----7.



-----3.



-----2.



-----4.



-----5.



### Key to Written Tests

1st	2nd	3rd	4th	5th
1. a.	1. b.	1. a.	1. b.	1. a.
2. b.	2. b.	2. a.	2. a.	2.
3. b.	3. a.	3. a.	3. a.	3. b.
4. a.	4. b.	4. b.	4. a.	4. a.
5. a.	5. a.	5. a.	5.	5. a.

### Equipment identification

1. g.
2. i.
3. f.
4. a.
5. b.
6. h.
7. d.
8. e.
9. c.

**Chapter  
6**

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**THE SECOND  
GRADE PROGRAM**

**WHAT THE CHILD IS LIKE**

The typical second grader is active, energetic, and vivacious. He enjoys moving about vigorously and making noise as he moves. He likes praise—especially from adults—and will repeat a performance until he has mastered it. Because of a growth spurt at this age, the second grader tires easily and consequently will require long rest periods. Since his attention span is still short—from fifteen to twenty minutes—he may lose interest in an activity suddenly. He seems very dependent on reminders and verbal guidance.

The second grader usually selects friends of his own sex. First grade experiences have made him more socially conscious; he is more aware of himself as a person and of the attitudes of others. As a rule, he plays fairly well with other children but still needs considerable adult supervision in his play. The second grader may not always be a good loser. He strives to win and to be first. The second grader needs an opportunity to learn how to play cooperatively as a member of a group or team.

The second grade child should have gained confidence in large motor activity. He should have developed some interest in small muscle action activities. He should be able to run better and turn more sharply. He should have learned to accept more social rules and obligations.

All activities listed for grade one may be varied and used on grade two level.

## **OBJECTIVES**

1. Ability to do a standing broad jump a distance of approximately own height plus 3 inches or to do a running jump over a bar hip high.
2. Ability to do 8 modified push-ups (knees to floor) or to hand walk parallel ladder 12 feet.
3. Ability to climb a rope 3 feet arm over arm reach or to do 8 modified pull-ups.
4. Ability to do 10 curls without stopping or to raise feet 6 inches off floor and hold 10 seconds (in lying position).
5. Ability to walk or run 600 yards or to play 10 minutes vigorously without tiring.
6. Ability to catch and throw an 8 inch ball thrown by partner 5 yards away 4 out of 6 times.
7. Ability to hit a fixed target 2" x 4" with a volleyball 3 out of 5 times at a distance of 12 feet away.
8. Ability to throw a softball, using an overhand throw, at a given target 4" x 8" three out of five times.
9. Ability to bounce an 8 inch ball continually for 2 minutes with both right and left hands.
10. Ability to throw a beanbag through a 13 inch hoop, using an underhand throw, at a distance of 10 feet.
11. Ability to roll a ball over a 12 inch plate from a distance of 15 feet.
12. Ability to hit an 8 x 4 inch moving target 10 feet away with an 8 inch ball.
13. Ability to throw an 8 inch ball 3 feet above head, reach up, and catch it.
14. Ability to run in and jump rope 10 times without missing and run out.
15. Ability to jump rope turned by self 10 times without missing.
16. Ability to balance by bending forward on L leg with L arm extended forward, R leg and R arm backward, for 5 alternating steps on the balance beam.
17. Ability to do two forward rolls in succession and come to a standing position.
18. Ability to do two backward rolls and come to feet.
19. Ability to walk, run, jump, and gallop to 2/4 and 4/4 count.
20. Ability to change tempo when the music changes (such as from a walk to a skip).

21. Ability to skip (alone and with a partner) to 2/4 and 4/4 count.
22. Ability to change directions while walking or skipping in a circle to 2/4 and 4/4 music.
23. Ability to bounce a ball to 2/4 and 4/4 music count.
24. Ability to slide with a partner to music in 4/4 count.
25. Ability to jump rope to music in 4/4 count.
26. Ability to clap to varying rhythmic patterns.
27. Ability to walk forward the length of a 7' x 4' balance beam, turn around, and return without falling off.
28. Ability to skip and change directions.
29. Ability to run and change directions.
30. Ability to hop alternately on each foot 8 times without losing balance.
31. Ability to do a stork stand 10 seconds.
32. Ability to jump and land, properly maintaining balance, from a height of 4 feet.
33. Ability to play in small and/or large groups.
34. Ability to practice good sportsmanship (to play without fighting or hurting the feelings of other students).
35. Ability to take turns in games without showing impatience before his turn.
36. Ability to do his part in helping to carry out group plans.
37. Ability to follow directions given by group leader, teacher, or teacher aid.
38. Ability as a leader to give directions for starting and stopping an activity.
39. Willingness to help others.
40. Ability to keep score correctly.
41. Ability to maintain a wholesome group spirit.
42. Ability to take care of various kinds of equipment and to use it safely.
43. Desire to show respect for authority in any social situation.
44. Ability to compete in relays in team competition.
45. Desire to observe safety measures in individual and group activities.
46. Desire to participate in activities during leisure time.
47. Enjoyment of performing simple stunts and singing games.
48. Ability to do basic dance steps.
49. Ability to participate in variety of recreational games and to enjoy them.
50. Opportunity and desire to create and organize own games.
51. Opportunity to participate in various camping activities.



## ACTIVITIES

### RHYTHMICAL ACTIVITIES

The teacher can also review and use some rhythmical activities from the first grade.

#### A Hunting We Will Go (English) (6/8)

*Record:* Folkraft 1191; Victor 22759 and Album E 87.

*Formation:* Two parallel lines facing each other, four boys in one line and four girls in the other.

*Description:*

Measures 1-2: Inside hands joined, head couple skips down between the two lines.

Measures 3-4: Head couple turns around, changing hands, and skips back to place.

Measures 5-6: Head couple joins both hands and skips around each other in small circle.

Measures 7-8: Head couple drops hands, each turns to the outside, and skips down to become the end couple.

Repeat dance until each couple has been the head couple.

#### Circassian Circle (American) (2/4)

*Tune:* (Same as the Virginia Reel. See page 164).

*Record:* Record 21616 and 45-6178; Methodist M-103; Imperial 1027.

*Formation:* Couples in single circle, facing center, boy with partner on his right, all join hands.

*Description:*

Measures 1-4: All take 4 steps to center and back.

Measures 5-8: Repeat.

Measures 9-12: Partners face each other and join both hands. Boys step on left foot toward center; girls step on right foot toward center. Boys bring right foot to left foot and take another sideward step with left foot (step-close-step). Girls do opposite. Boy stamps right foot; girl stamps left foot.

Measures 13-16: Repeat step-close-step, boys beginning on right foot and moving toward outside, girls starting on the left foot. Repeat step-close-step and stamp.

Measures 1-8: All promenade their partners with 16 skips.

Measures 9-16: Swing partners with 16 skips.

### **Ten Little Indians (American) (2/4)**

*Record:* Folkraft 1197.

*Formation:* Single circle, facing center, ten children in center numbered one to ten.

*Description:*

Measures 1-2: Indians one, two, and three go to center.

Measures 3-4: Indians four, five, and six go to center.

Measures 5-6: Indians seven, eight, and nine go to center.

Measures 7-8: Indian ten joins others in center.

Measures 9-16: Ten Indians in center do Indian dance.

Measures 17-24: Indians return to circle as their number is sung.

Measures 25-32: All dance and chant Indian-style all over the room and finish in single circle, facing center. Repeat movement with ten new Indians selected by those returning to circle.

Verses 1-2: One little, two little, three little Indians,

3-4: Four little, five little, six little Indians,

5-6: Seven little, eight little, nine little Indians,

7-8: Ten little Indian braves (squaws).

9-16: Music for dance.

17-24: Repeat verses 1-8.

25-32: Music for dance.

### **Carrousel (Merry-Go-Round) (Swedish) (2/4)**

*Record:* Folkraft 1183.

*Formation:* Double circle, facing center, boys in inner circle join hands, girls outer circle rest hands on partners' shoulders.

*Description:*

Measures 1-8: Circle left with 14 slide steps, singing.

Measures 9-12: Circle left with 16 slides in faster tempo, singing.

Measures 13-16: Circle right with slide steps. Partners repeat dance and change places. Select three different names of children with each repetition.

Verses 1-2: Little children young and gay, Carrousel is running,

Verses 3-4: It will run 'til evening, Little ones a nickle,

Verses 5-8: Big ones a dime, hurry up, get a mate, or you'll surely be too late.

Verses 9-10: Ha, ha, ha! Happy are we,

Verses 11-12: Anderson and Henderson and Peterson and me,

Verses 13-14: Ha, ha, ha! Happy are we,

Verses 15-16: Anderson and Henderson and Peterson and me.

### Danish Dance (2/4)

*Record:* Folkraft 1194.

*Formation:* Double circle, partners facing.

*Description:*

Measures 1-4: Clap hands twice, do right elbow swing with partner.

Measures 5-8: Clap hands twice, do left elbow swing with partner.

Partners facing, both hands on own hips.

Measures 9-10: Hop on left foot, place right heel forward, hop on right foot, and place left heel forward.

Measures 11-12: Repeat measures 9-10.

Measures 13-16: Join both hands with partner, swing clockwise with eight skips.

Couples facing counterclockwise, inside hands joined, outside feet free.

Measures 17-18: Place heel of outside foot forward (count 1 and), point toe of outside foot back (2 and); take three running steps forward, starting with outside foot, pause on last count.

Measures 19-20: Repeat measures 17-18, starting with inside foot.

Measures 21-24: Repeat measures 17-20.

"Heel and Toe and Run, Run, Run" pattern is repeated four times.

### The Snail (French) (2/4)

*Record:* Folkraft 1198.

*Formation:* Semi-circle of ten or more players, facing center, hands joined, leader at right.

*Description:*

Measures 1-24: Leader winds group into tight spiral circle, finishing in center, "a little snail within a shell".

Measures 25-48: Leader reverses direction to unwind spiral, finishes in original semi-circle position. Leader may move under any pair of raised hands in the ring.

Repeat action and song with the child on the left end of the line leading.

Verses 1-4: Let's join hands and make a shell,

5-8: A place for our snail to dwell.

9-12: Round and round we'll creep and sing,

13-16: Closer, closer wind each ring,

17-20: Here's your house, we built it well,  
 21-24: Little snail, crawl in your shell.  
 25-28: Little snail, now turn about,  
 29-32: Find a hole and lead us out.  
 33-36: Round and round we'll creep and sing,  
 37-40: Winding out of every ring.  
 41-44: Little snail we're out in time,  
 45-48: Here we are back in line.

### Hansel and Gretel (German) (2/4)

*Record:* Folkraft 1193.

*Formation:* Double circle, partners facing.

*Description:*

Measures 1-4: Bow to partner, join hands in skater's position, face counterclockwise.

Measures 5-6: Place left heel forward, point left toe in back, dance three running steps forward.

Measures 7-8: Repeat pattern of measures 5-6 with right foot.

Measures 9-16: Skip counterclockwise, singing.

Measures 17-20: Tap foot three times, clap hands three times.

Measures 21-24: Repeat "Heel and Toe" pattern of measures 5-8.

Measures 25-28: Nod head three times, snap fingers overhead three times.

Measures 29-32: Repeat "Heel and Toe" pattern of Measures 5-8.

Repeat dance with partner or have children in inside of circle move forward to a new partner.

Verses 1-2: Little playmate, dance with me,

3-4: Both your hands now give to me,

5-6: Heel and toe, away we go,

7-8: Round and round the merry row.

9-16: Tra-la-la-la-la-la-la, etc.

17-18: With your feet go tap, tap, tap,

19-20: With your hands go clap, clap, clap,

21-22: Heel and toe, away we go,

23-24: Round and round the merry row.

25-26: With yor head go nod, nod, nod,

27-28: With your fingers snap, snap, snap,

29-30: Heel and toe, away we go,

31-32: Round and round the merry row.

**Skip Annika—Hopp Morr Annika (Swedish) (2/4)**

*Record:* Folkraft 1193.

*Formation:* Double circle, facing counterclockwise, inside hands joined.

*Description:* Introduction.

Measures 1-2: Three forward walking steps, end with a bow or curtsy.

Measures 1-8: Walk 16 steps CCW, swing joined hands forward and backward.

Measures 9-16: Skip 16 steps CCW, swing joined hands forward and backward, finish facing partner.

Measures 17-20: Clap hands, clap right hands with partner, clap own hands, clap left hands with partner. Slap own thighs with both hands, clap own hands, clap both hands with partner three times.

Measures 21-24: Repeat "clapping" pattern in measures 17-20.

Measures 25-32: Skip 16 steps CCW, swing joined hands.

**I See You (Swedish) (2/4)**

*Record:* Folkraft 1197.

*Formation:* Double circle, all facing center. Inner circle children place hands on hips; outer circle children rest hands on partners' shoulders.

*Description:*

Measures 1-2: Hop on right foot, place left heel forward, and play "Peek-a-Boo" with partner, looking over right shoulder. Hop on left foot, place right heel forward, "Peek-a-Boo" with partner, look over left shoulder.

Measures 3-4: Make three quick changes, alternating left toe forward on one and right toe forward on two, left toe forward on one and two.

Measures 5-8: Repeat same as measures 1-4.

Measures 9-12: Clap own hands once, join both hands with partner, swing CW.

Measures 13-16: Join both hands, swing CCW, finish in double circle facing out, inner circle facing back of outer circle.

Verses 1-2: I see you, I see you,  
3-4: Tra, la, la, la, la, la,  
5-6: I see you, I see you,  
7-8: Tra, la, la, la, la, la.  
9-10: You see me, and I see you,  
11-12: You swing me and I'll swing you,  
13-14: You see me and I see you,  
15-16: You swing me and I'll swing you.

### **Oats, Peas, Beans, and Barley (6/8)**

*Record:* Folkraft 1182.

*Formation:* Single circle, facing center, hands joined. A child chosen as "the farmer" is in the center.

*Description:*

Measures 1-8: Circle left, singing with walking steps.

Measures 9-16: All stand in circle and dramatize the song.

Measures 17-20: "Farmer" looks for a partner.

Measures 21-24: "Farmer" and partner join hands, skip inside the circle.

Measures 25-32: Farmer and partner continue to skip inside circle, others join hands and circle left with skipping or sliding steps. Farmer joins circle, partner remains in center, song is repeated with new farmer.

*Note:* Two or more farmers can be used with a large group.

Verses 1-2: Oats, peas, beans and barley grow,  
3-4: Oats, peas, beans and barley grow,  
5-6: Do you or I or anyone know,  
7-8: How oats, peas, beans and barley grow?  
9-10: First the farmer sows his seed,  
11-12: Then he stands and takes his ease,  
13-14: Stamps his foot and claps his hand,  
15-16: And turns around to view the land.  
17-18: Wait for a partner,  
19-20: Wait for a partner,  
21-22: Open the ring and choose one in,  
23-24: While we all gaily dance and sing.  
25-32: Tra, la, la, la, la, la, etc.

### **Bingo (American) (2/4)**

*Record:* Folkraft 1189.

*Formation:* Double circle, facing CCW, inside hands joined, one player in center.

*Description:*

Measures 1-4: All sing and walk CCW; on the word "sir" all children of inner circle turn around and face opposite direction.

Measures 5-8: Inner circle skips CW, outer circle skips CCW; on the word "sir" all find new partners. Child without partner goes to center.

- Verse 1: There was a farmer had a dog,  
 2: And Bingo was his name, sir,  
 3: That farmer's dog's at our back door,  
 4: Begging for a bone, sir.  
 5: B with an I and I with an N  
 6: N with a G and G with an O  
 7: B--I--N--G--O,  
 8: Bingo was his name, sir.

### Additional Rhythms

1. Come Skip With Me
2. Rig-A-Jig-Jig
3. Humpty Dumpty

Ball handling can be done with music using 2/4 and 4/4 tempos. The skills of bouncing by oneself, to partner, tossing ball in the air and catching it can develop initiative and imagination in pattern movements with the tempo.

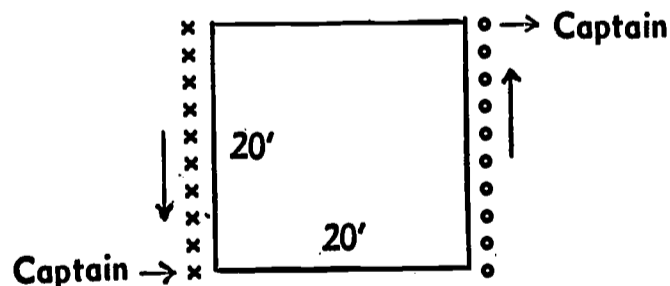
### GAMES AND GAME SKILLS

Teachers are encouraged to use games that are suited to the grade taught and the children's interests. Often a first grade game can be played with interest by second graders.

#### Boundary Tag

Space: Playground, gymnasium, or playroom.

Players are divided into two or more teams. Each team, standing outside the square, occupies a side of the playing area. Teams face in the same direction around the playing area with the players lined up behind their captains, parallel with the side of the player in front of him.



At a signal, teams run forward, following the lines of the playing area. Each captain attempts to tag the end player of the line ahead of him. The tag does not count if the chain of the team is broken. When a captain succeeds in touching the last man of the

team ahead of him without having his team break apart, teams reverse directions and begin a new game.

#### **Center Base**

Space: Playground, gymnasium, or playroom.

Children stand in a single circle facing the center. Keep a distance of at least four feet between the players. One player stands in the center holding the ball, beanbag, or a knotted towel.

The center player throws the ball to a circle player and leaves the circle immediately. The one to whom the ball was thrown must catch it, take it to the center, place the ball on the ground, and then chase the first player, who tries to return to the ball and touch it without being tagged. If tagged, the first player joins the circle players and the second player becomes the thrower. If the first player succeeds in reaching the ball, he remains the center player, throws the ball again, and runs.

#### **Change Seats**

Space: Classroom.

The class members sit in their seats. The teacher gives the commands: "Change left!", "Change right!", "Change back!", or "Change front!" At the command the class shifts in the direction designated. Those not in a seat on a particular command remain standing until they are directed to a seat.

#### **Blackboard Relay**

Space: Classroom.

The class is seated in even-numbered rows, with the last child in each row holding a piece of chalk. At the signal from the teacher the child with the chalk goes to the blackboard, writes the first word of a sentence, returns to his seat and gives the chalk to the next child in his row. The second child goes to the board and adds another word. This continues until all children in the rows have contributed their word to make the sentence. Points should be based on speed, spelling, writing, grammar, and punctuation. This game can be varied by using arithmetic, geography, etc.

#### **Bear in the Pit**

Space: Playground, gymnasium, or playroom.

Players are in a circle with hands joined. The "Bear" in the "Pit" (inside the circle) tries to break under, over, or through



the joined hands. When the Bear breaks out, other players chase him around the play area. The player who catches the Bear becomes the new Bear in the Pit.

#### **Chain Tag**

Space: Playground, gymnasium, or playroom.

One player is chosen to be "It" and tries to tag the others, who run about as in free tag. As soon as a player is tagged, he joins hands with the tagger and both become "It," keeping their hands joined. When they tag another player, he joins hands with them. As the line grows at both ends, the only players who may tag are the end players. To escape being caught, the runners may dodge under the arms of the players in the line. If the chain of taggers is broken, no one may be tagged until the players join hands again.

#### **Guard the Gold**

Space: Playground, gymnasium, or playroom.

Five bean bags are placed in each goal area. Players are divided into two equal teams and scattered over the area which varies in size according to the number participating. Three players from each team are appointed guards and stand ten feet in front of their goal. The guards may go close to the goal area only to tag an opponent.

#### **Partner Tag**

Space: Playground, gymnasium, or playroom.

Each player links elbows with a partner. One child is "It" and another child who has no partner is the runner. The runner is safe when he links arms with someone. The partner of the player with whom he links elbows then becomes the runner. When a chaser tags a runner, the runner becomes the chaser and the chaser becomes the runner.

#### **Poison Seat**

Space: Classroom.

Players are seated at their desks. A book is placed on each unoccupied desk and one occupied desk, marking these desks as poison and not to be occupied. At a signal, all players change seats and the one failing to obtain a seat goes to the front of the room. A book is placed on another occupied seat and the game is repeated until all but two players are eliminated. These two players are the winners.

### Choo Choo

Space: Playroom or playground.

All players stand in a circle facing the center of the room. Four or more players are asked to come to the center to start the game. When the signal is given to start, these players go up to anyone in the large circle and introduce themselves. The player approached introduces himself. The first player then repeats the other's name in a loud voice five times in rhythm, at the same time sliding first the right foot, then the left forward. Thus, if the name given were Mary, it would be like this:

MARY	MARY	MARY	MARY	MARY
R	L	R	L	R

The first two slides are slow and the last three slides are done quickly. The first player then turns around in place so that the person in the circle puts his hands on the first player's waist. The two of them form a train which "choo choos" across the room to get another player in the same manner. When this third person has repeated his name, both the other players repeat it five times as above. The players let go of each other and turn around in place. The third person is now tail, and the second is leader. The train having the most units in five minutes is declared winner.

### Name Your Neighbors

Space: Playroom or playground.

Children form a large single circle. "It" stands in the center with a large rubber ball. "It" tosses the ball to someone in the circle saying, "Name your neighbors" The person to whom the ball is thrown must catch it and name the child standing on each side of him before "It" can count to ten. If he succeeds, he may change places with "It".

After "It" has three turns, he must choose someone else. Use only first names at the beginning. Later the game may be played by using both first and last names.

### Cat and Rat

Space: Playground or playroom.

All players form a circle and hold hands. One player is selected as the cat, who is outside the circle, and another as the rat, who stands inside the circle. The cat tries to catch the rat. The players let the rat through but try to hold the cat back from

breaking through the joined hands. After the rat is caught, two other players are selected to become cat and rat.

### **Call and Bounce**

Space: Playground or playroom.

The players stand in a circle with one child in the middle holding a large rubber ball. He calls the name of a child in the circle and then bounces the ball to him. If the person called catches the ball on the first bounce, he changes places with the one in the center.

After the children understand the game, they will enjoy playing in small circles.

When the children become fairly proficient at catching the ball, the center player may toss it straight up instead of bouncing it directly to the person whose name is called.

### **Have You Seen My Neighbors?**

Space: Playground or playroom.

The children stand or sit in a circle. One child chosen to be "It" walks around the circle, tags someone, and says, "Have you seen my neighbor?" The child answers, "What was your neighbor wearing?" "It" then describes the clothing of someone in the circle. At any time during the description, the child being described may start to run, and the one who was tapped chases him. If the person described gets back to his place before being tagged, he may be the next "It". Otherwise the chaser becomes "It."

### **Old Mother Witch**

Space: Playground or gymnasium.

The playing area is designated with a circle nine feet in diameter and a goal line 60' away. A child is selected as "Old Mother Witch" and she settles herself in the center of the circle. Children chant:

"Old Mother Witch  
Fell in a ditch,  
Picked up a penny,  
And thought she was rich!"

The children run in and out of the circle chanting as the witch asks repeatedly, "Whose children are you?" Any name is given and the witch does nothing until a child says "Yours". This is

the signal for the witch to chase them as the children run for the goal. The child that is tagged before crossing the goal becomes the new witch and the game continues.

### **Midnight**

Space: Playground or gymnasium.

Two children are selected to be "Mr. Fox" and "Mr. Sheep". All the other players are "sheep". The sheep have a goal line 60' away from the fox. Mr. Sheep leads the other sheep to Mr. Fox and asks, "What time is it?" Mr. Fox replies any time he chooses, but when he answers "midnight," the sheep run toward their goal with the fox chasing them. Those tagged become "Mr. Fox's helpers." The last one caught is the winner.

### **Club Relay**

Space: Playground or gymnasium.

Ten to 50 children can participate in this relay in an area 15' by 60'. The children line up behind the starting line in single files of six to eight. An Indian club or similar object is placed in front of each file 60' away. On the signal "go," the first child in each file runs to and around the Indian club counterclockwise and returns to touch off the next child in line. After all children in each file have run, they squat. The first file with everyone squatting is the winner. This relay can be varied by having the first child return to the line with the club and the second child in the file returning the club to a designated spot 60' away, the third child returning it to the starting line, and continue alternating from the starting line and the spot 60' away.

### **Thread The Needle Relay**

Space: Playground or gymnasium.

Ten to 50 children can participate in this relay in an area 15' by 50'. Six to eight children line up in single file behind the starting line. On the signal all children on all teams race forward and run between two Indian clubs or similar objects which have been placed about 2' apart and 40' in front of the starting line. After running between the clubs without knocking them down, they race back to the starting line. If a runner knocks over a club, he must stop and set it up before continuing. The first team to have its last member return over the starting line without having knocked over a club is the winner.

### **Tire Relay**

Space: Playground or gymnasium.

Ten to 50 children can participate in this relay in an area 20' by 50'. Teams of 6 to 8 players line up in single file behind the starting line. An automobile tire is placed in front of each team midway between the starting line and the turning line 50' away. On the signal the first child in each line runs to the tire, crawls through it, runs back to the starting line and touches off the next player in line. After all team members have run, they squat down and the first team with all members squatting is the winner.

## **STUNTS AND SELF-TESTING ACTIVITIES**

Stunts and self-testing activities create a challenge for the individual in testing himself, give children an opportunity to attain status within the group because of their proficiency in certain skills, and are very helpful in developing muscular strength and coordination.

Teachers are encouraged to review some of the stunts and self-testing activities of the first grade, especially the forward roll, crab walk, and Chinese Walk-Up.

### **Mule Kick**

Children start in a standing position, take a little jump, and quickly place both hands on the floor. Just as the hands touch the floor, kick the feet out backward. When the feet drop to the floor, push up with the hands and come to a partial standing position. Repeat several times in rapid succession.

### **Jumping Jack**

The child jumps and swings arms sideward and upward in an overhead position, clapping the hands, spreading the legs and feet at the same time, and springing back to starting position. This can be done repeatedly for a short period of time.

### **Indian Leaps**

Children hop on left foot, right leg swung forward, jump on both feet, hop on right foot, left leg swung forward, and jump on both feet. Repeat several times, encouraging children to jump farther each time.

### **High Kick**

In a standing position, children kick one foot forward, attempt to touch the opposite hand which is held shoulder high. The movement should be repeated several times as the children move forward.

### **Coffee Grinder**

Space: Playground, gymnasium, or play room.

Players stand in a circle with hands joined, facing partners. One partner raises the right arm, the other raises the left arm, and both turn under raised arms. Repeat action using alternate raised arms.

### **Backward Roll**

Space: Playground or gymnasium.

Children squat with hands in front of and to the side of feet. They tuck chins to the chest, round backs, then push with fingers and toes and drop, rolling backward, landing on the buttocks and continue rolling on over.



### **Sideward Roll**

Space: Playroom or gymnasium.

Children get down on hands and knees towards the direction of the roll. They drop the shoulder, tuck both elbows and knees in toward the body and roll over on the shoulder and hips, returning to the original position on hands and knees.

### **"V" Sit**

Space: Playroom or gymnasium.

Children get down on their backs with arms extended overhead, the knees straight, and the feet pointed. The legs and upper part of the body are brought up together, forming a "V". The weight of the body is on the seat. Children should hold the V position for a count of three seconds.



### **Balance Beam Exercises**

1. Walk forward and pick up a blackboard eraser from the middle of the beam.
2. Walk forward to center of beam, kneel on one knee, rise, and continue to end of beam.
3. Walk forward and backward with eraser balanced on top of head.
4. Place eraser at center of beam, walk to center, place eraser on top of head, continue to end of beam.
5. Have partners hold a wand 12" above the center of the beam. Walk forward on beam and step over wand.
6. Walk backward and step over wand.
7. Hold wand at height of 3 feet. Walk forward and backward under the wand.

### **Rope Jumping**

It is recommended that teachers review first grade rope jumping section which explains teaching suggestions and the use of single and long rope activities. Children may not be able to perform second grade skills until they have mastered the basic movements.

#### **Single Rope Jumping:**

- Jump higher, several times
- Jump faster, several times
- Run, moving forward

#### **Long Rope Jumping:**

- Speed the swing of the rope with one or more jumpers for "Hot Pepper"

As rope revolves, raise higher with each swing

Swing rope back and forth with jumper jumping on each swing as in "Rock the Cradle."

Jumper touch the ground with hands at each swing.

#### **Rope Jumping Rhymes:**

"Teddy Bear, Teddy Bear, Turn Around,  
Teddy Bear, Teddy Bear, Touch the Ground,  
Teddy Bear, Teddy Bear, Show your Shoe,  
Teddy Bear, Teddy Bear, That will Do."

"Red, White, and Blue. How do you do?  
Red, White, and Green. Who is the queen?  
Red, White, and Brown. Who is the clown?  
Red, White, and Yellow. Who is my fellow?"

A-B-C-D-E- and so on—(The initial on which the jumper misses is the initial of her "fellow.")

"Ladybug, Ladybug, how do you do?  
Ladybug, Ladybug, touch your shoe."

Ladybug, Ladybug, turn around,  
 Ladybug, Ladybug, touch the ground,  
 Ladybug, Ladybug, you are through,  
 Ladybug, Ladybug, skeedaddle-do."

### Knee Hang

Space: Gymnasium.

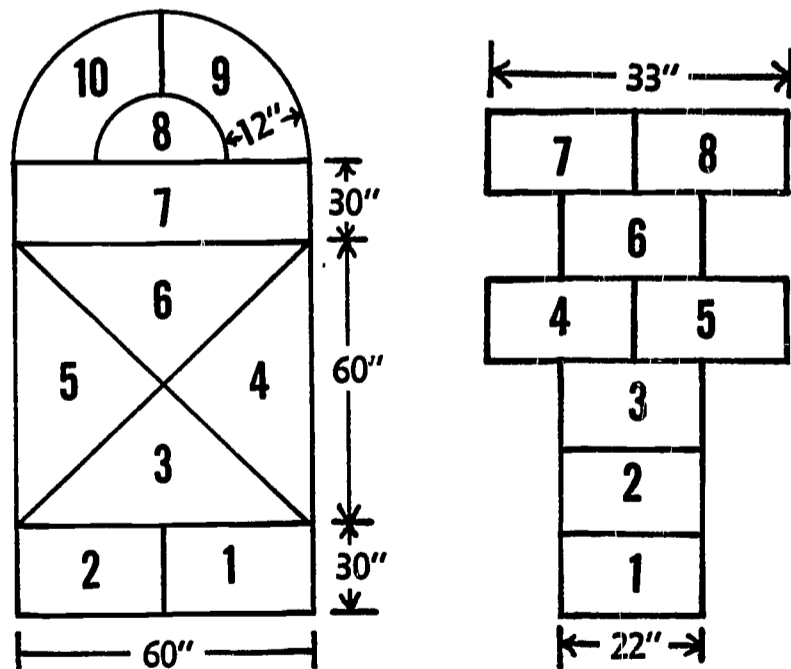
Children get up on a chinning bar by putting the hands on the bar and bring the legs up between the hands and over the bar until the knees are hooked over the bar. Then the child releases the hands and hangs down, supporting the body by the knees.

### Hop Scotch

Space: Playground.

This game is played by tossing a small object, the hoppy taw, into the spaces indicated in either of the diagrams below. The starting position is beyond the baseline of the court and the player begins on one foot with the hoppy taw in one hand.

Toss or drop the hoppy taw into the No. 1 block and hop over it. Hop into rest of the blocks without stepping on or touching any line, and return hopping to first block. Players pick up the hoppy taw out of block. The player then hops out of block and out to baseline, then proceeds to toss taw into block two. Hop to the remaining blocks in numerical order, skipping the one containing taw. A maximum of four players should compete at each court. Teachers are encouraged to use variations of the game.





## **CREATIVE PLAY**

An important part of a child's life is to imitate through mime and story plays. This way he becomes a cowboy, Indian, ball player, fireman, or an animal. These activities are suitable for the classroom. Suggestions may be found in Chapter IV in addition to those presented here.

### **Take A Swim**

Children run to a line, pretend to take off their clothes, hold their noses, and "jump" into the "water." They should imitate various strokes of swimming such as dog paddle, breast stroke, and floating, etc. Then they act out jumping out of the water and dressing and return to the starting line.

### **Picking Apples**

Children skip and run to the imaginary apple tree. Some pretend to reach for the high apples by getting on tip toes, others to climb the tree, others to shake the tree and to pick up the apples and put them in a basket. The children then carry the apples home and eat some on the way.

### **Cowboys**

Children jump on their horses and gallop away to catch a train robber. They swing their lassoes and wrestle a bandit and take him off to jail.

### **Gathering Flowers**

Children skip and run to gather flowers. They pretend to climb a fence and jump down on the other side. They pick several pretty flowers and put them in a basket. Some children may sit and pick while others stoop. They could pantomime jumping a brook and several other movements.

### **Bicycle Riding**

Children pick up their "bikes," and hop on, and begin running slowly in place. They may increase their speed and slow down to make a turn. As they arrive at the store, they apply brakes, get off, and walk into the grocery store. They return to their bikes and ride home.

**Other Suggested Story Plays**

- |                  |                         |
|------------------|-------------------------|
| Automobiles      | Going On A Picnic       |
| Indians          | An Airplane Ride        |
| Cutting Grass    | Lift-Off of A Spaceship |
| Cattle Round-Up  | Driving An Automobile   |
| Raking Up Leaves | Digging In The Garden   |
| Cutting Wood     | Building A House        |

**Suggested Mimetics**

- |                    |                        |
|--------------------|------------------------|
| Follow The Leader  | Warming Arms and Hands |
| Climbing A Ladder  | Seesaw                 |
| Painting The House | Elevator               |
| Raising the Flag   | Spirited Horses        |

**EVALUATION**

**Second Grade  
Checklist for Students  
(Teacher Observation)**

	Always	Sometimes	Never
1. Does the child follow directions properly?			
2. Does the child take turns in games?			
3. Does the child keep score honestly and fairly?			
4. Does the child admit when tagged?			
5. Does the child have a good attitude toward losing?			
6. Does the child have a good attitude toward fellow students and teachers?			
7. Does the child enjoy his play and physical education?			
8. Does the child work well with a group?			
9. Is the child liked and accepted by other students?			
10. Does the child respect other people and their property?			
11. Does the child appear happy?			
12. Does the child show independence in the organization of a game?			
13. Can he make up simple games and enjoy playing them?			
14. Is the child able to "follow the leader"?			
15. Does the child understand the goal which is set up for each activity?			

This checklist is to be filled out three times during the year to help the teacher realize in what areas the student needs aid.

### Teacher Observation of Pupils

This list is to be checked three times yearly—fall, winter, and spring for each individual.

	Yes	No
<b>A. Recreational</b>		
1. Does the child enjoy performing simple stunts?		
2. Does the child enjoy performing low organized games?		
3. Does the child enjoy performing singing games?		
4. Does the child enjoy self-testing activities?		
5. Does the child play games according to rules?		
6. Does the child use skills toward the benefit of the team?		
7. Does the child do basic dance steps?		
8. Does the child participate in all recreational activities concerned with the elementary child?		
9. Is the child able to express himself creatively, not just in imitating, but expressing the "idea?"		
<b>B. Social</b>		
1. Does the child play in small and large groups?		
2. Does the child practice good sportsmanship?		
3. Does the child show respect for his fellow student?		
a. to prevent physical injury?		
b. to avoid inflicting hurt feelings or embarrassing other students?		
c. to use care when using other children's equipment?		
d. to allow other students to have their turns?		
4. Does the child follow instructions?		
5. Does the child show respect for authority in any social climate?		
6. Does the child show that he can accept defeat and exercise honesty?		
a. in team games?		
b. admitting when tagged by another student?		
7. Does the child play by the rules?		
8. Does the child lead the group as well as follow?		
a. Is he willing to help others?		
b. Is he able to identify himself with a group?		
c. Does he show wholesome group spirit?		
9. Does the child take care of equipment?		

### Self-appraisal Check List for the Teacher

Check three times during the year—fall, winter, and spring.

	Very Gratified	Moderately	No
<b>A. Evaluation of Teaching</b> 1. Am I well prepared to present and teach this program? 2. Am I teaching and reaching each individual? 3. Are the children learning and having fun? 4. Are the pupils learning skills while improving their fitness? 5. Are the pupils learning good recreational activities which can be used for a lifetime? 6. Am I using a variety of methods in my teaching? 7. Am I providing good public relations? 8. Am I able to relate recreational activities to the total school curriculum such as art, music, dance, etc.			

	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May
Broad jump									
Push-up									
Curls									
Kraus tests :									
Abdomen and hip flexers									
Abdomen with minimum of hip flexers									
Hip flexers with abdomen									
Extension of Back									
Hamstrings									
V-Sit									
Track and Field									
600 yd. walk/run									
Gymnastics									
Balance beam									
Rolls									
Curls									
Pull-ups									
Rhythmic activities									
Walk to 4/4									
Skip to 4/4									
Slide to 4/4									
Clap to 4/4									
Hop 10 ft.									
Skip 40-50 ft.									
Jump 20 ft.									
Camping									
Knots									
Fire building									
Food preparation									
Compass									
Safety									
Equipment									

These tests are taken from the self-testing in the lesson plans every 1st and 3rd week. This chart serves as a progress record for the teacher and future teachers to be used as a reference. The individual evaluation is based on the following: 5—excellent; 4—good; 3—average; 2—fair; 1—poor.

### WRITTEN TEST FOR SECOND GRADE

The teacher can read each question and give the children time to mark the answer with a cross mark X or the children will do the exercise silently.

\* omit in mimeographing for testing

#### LEG

1. Put a cross mark on the figure that shows a correct form for jumping.

a.



b.



2. Put a cross mark on the figure that is running faster.

a.



b.



3. Put a cross mark on the figure that is ready to run.

a.



b.



#### ARM

4. Is the seal walk a good exercise for the legs or for the arms?

a.



b.

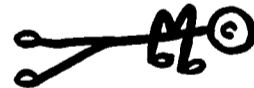


5. Put a cross mark on the figure that is ready to do push-ups.

a.



b.



6. Put a cross mark on the figure that will have stronger arms.

a.



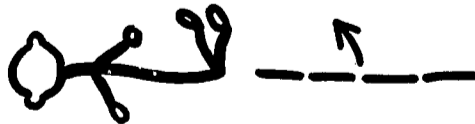
b.



#### ABDOMINAL

7. Put a cross mark on the figure that is raising his feet.

a.



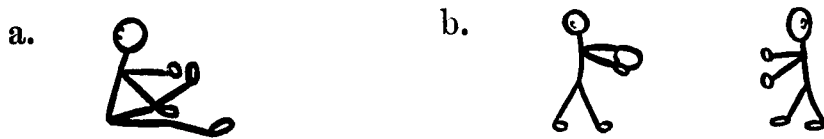
b.



8. Put a cross mark on the figure that is doing a curl.



9. Put a cross mark on the figure that is pulling his stomach muscles.



### BACK

10. Put a cross mark on the figure that is using his back the most.



11. Put a cross mark on the figure acting like a "ball".



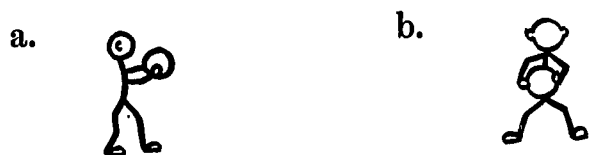
12. Draw the way an elephant might walk.

### HAND-EYE COORDINATION

13. Put a cross mark on the figure that shows an overhand throw.



14. Put a cross mark on the figure that is ready to bounce the ball.



15. Put a cross mark on the figure that shows an underhand throw.



**FOOT-EYE COORDINATION**

16. Put a cross mark on the figure that shows how to trap a ball with the feet.

a.



b.



17. Which figure has missed while jumping rope?

a.



b.



**FLEXIBILITY**

18. Put a cross on the figure doing the forward roll.

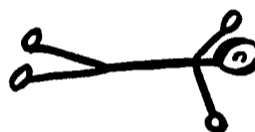
a.



b.



c.



19. Put a cross on the more flexible figure.

a.



b.



c.



20. Put a cross on the figure doing a flexibility activity.

a.



b.



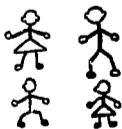
c.



**RHYTHMICAL**

21. Put a cross mark on the group of children who are ready to begin "Come, Skip with Me."

a.



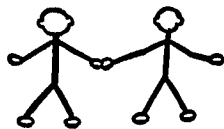
b.





22. Put a cross mark on the children who are partners.

a.



b.



23. Put a cross mark on the right foot.

a.

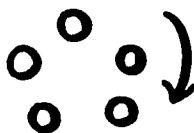


b.

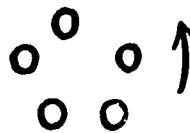


24. Put a cross mark on the arrow that is going counter-clockwise.

a.



b.



25. Put a cross mark on the right hand.

a.



b.



26. Put a cross mark on the figure that is skipping.

a.



b.



27. Put a cross mark on the figure that is galloping.

a.

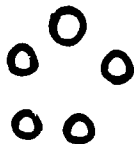


b.

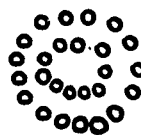


28. Put a cross mark on the double circle.

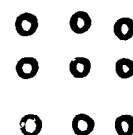
a.



b.

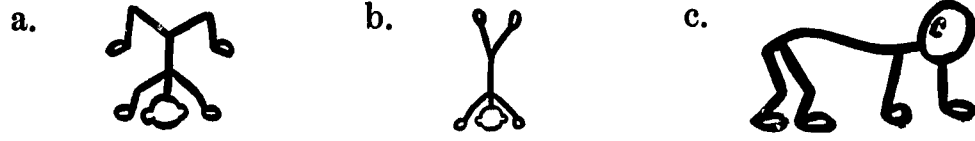


c.



**BALANCE AND AGILITY**

29. Put a cross on the figure which is doing something that requires the greatest amount of balance.



30. Put a cross mark on the figure that is ready to do a headstand.



31. Which figure is landing correctly?

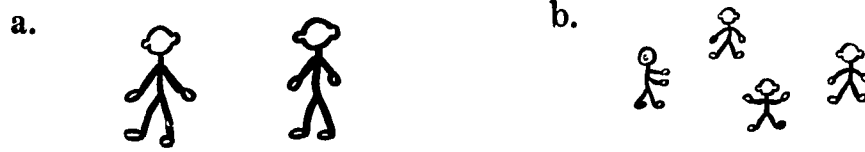


**SOCIAL**

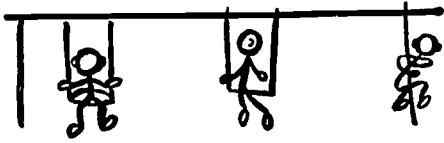
32. Put a cross mark on the ones that are not taking care of the equipment and may get hurt.



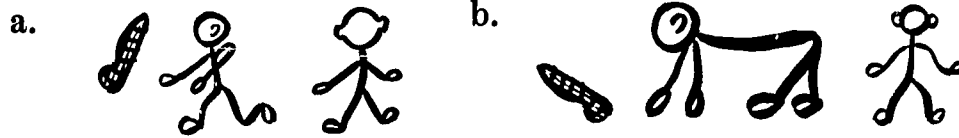
33. Put a cross mark on the children who are in a circle.



34. Which figure is not observing safety rules?



35. Which figure is not observing safety rules?



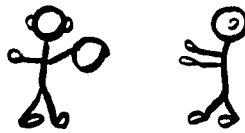
RECREATIONAL

36. Put a cross mark on the figure who is making good use of his play time at home.

a.



b.



37. Put a cross mark on the compass which has the directions in the correct place.

a.



b.



38. Put a cross mark on the figure which is carrying the right food on his hike.

a.



b.



\* Key:

- |      |           |       |           |       |
|------|-----------|-------|-----------|-------|
| 1. a | 9. a      | 17. b | 25. b     | 32. a |
| 2. b | 10. a     | 18. a | 26. a & b | 33. b |
| 3. b | 11. a     | 19. b | 27. b     | 34. c |
| 4. b | 12.       | 20. b | 28. b     | 35. a |
| 5. b | 13. a & b | 21. b | 29. b     | 36. b |
| 6. a | 14. b     | 22. a | 30. a     | 37. a |
| 7. a | 15. b     | 23. b | 31. b     | 38. b |
| 8. a | 16. a     | 24. b |           |       |

## THE THIRD GRADE PROGRAM

### WHAT THE CHILD IS LIKE

The child of eight or nine is filled with boundless energy and incessant desire for action. His interests are keen but short lived as he clamors for variety. The third grader needs activities of all kinds, especially those that involve his whole body. Despite all his energy, the third grader is still easily fatigued.

Muscular control is increasing and requires activities which will further the development of the small muscles and hand-eye coordination. Posture is poor at this stage and a slight decrease in flexibility may occur unless proper physical activities, such as stunts and self-testing activities, prevent it.

The need to belong, to feel secure and wanted is strong in the third grader. He seeks approval and praise not only from his peers but also from his teacher. He needs to build self-confidence. The eight and nine year old is impulsive and quick to react to criticism. He will attack directly and immediately, often using his fists. Vigorous running and climbing activities help dissolve his frustrations and ward off aggression. The physical education teacher can help meet his needs by giving praise and encouragement for accomplishments and showing an interest in each pupil's progress.

### OBJECTIVES

1. Leg strength to perform broad jump one's own height plus 3 inches, or a running broad jump about 52 inches.
2. Arm and shoulder strength to do 18 chair or bench push-ups, or to throw an eight inch playground ball approximately 15 feet. using one hand.

3. Abdominal strength to do 20 curl-ups.
4. Endurance to run continuously for 2 minutes.
5. Ability to jump an individual rope 15 times without missing.
6. Ability to throw and catch a softball with a partner ten feet away.
7. Ability to use the feet to stop a rolling 8" playground ball and kick it forward.
8. Ability to run in and jump rope without missing and run out.
9. Ability to bounce and catch a ball several times in succession.
10. Ability to do the human ball.
11. Ability to skip with one or more children with good spring and in rhythm to music.
12. Ability to do the following square dance patterns: right hand around, left hand around, both hands around, grand right and left, do-si-do.
13. Ability to perform heel-to-toe polka, and schottische.
14. Ability to recognize changes in rhythmic patterns and create steps to them.
15. Ability to walk forward at least 8' on a balance beam or a 4" chalk line and return.
16. Ability to do stork stand for 12 seconds.
17. Ability to dodge an 8" ball from a minimum of 10'.
18. Willingness to accept success or failure (individually or as a team) with a good attitude.
19. Care of equipment.
20. Ability to play in squad organization.
21. Understanding the value of exercise and health to play.
22. Learning activities which will be enjoyed in everyday play.
23. Understanding the dangers of and safety precautions necessary for physical activities.

## **ACTIVITIES**

### **RHYTHMICAL ACTIVITIES**

During this year the children will enjoy reviewing the more difficult rhythms of the second grade. Third grade children will start learning basic square dance patterns, steps, calls, and positions. They will eliminate skipping and perform the low running step of square dancing.

A continuation of folk dances from other lands will be taught on a progressive basis.

### Schottische

The rhythm for the schottische is an even four count to 2/4 or 4/4 rhythm. Have the children start slowly at first, taking four even counts for each "pattern," beginning on alternate feet. They should take three walking steps forward and one hop in place. The movement will be left, right, left, left hop. Then have them try the schottische beginning with the right foot: right, left, right, right hop.

After the students get the feel of the movement, increase the speed. Have them vary the direction by going backward, side-ward or in a zig-zag line, with one schottische on the "zig" and the next on the "zag." Now let them dance with partners, standing side by side, inside hands joined, and beginning with the same foot. A light running step can be substituted for the walk.

### Dance Terms

*Cursey*—A form of address for ladies usually made by stepping on the right foot, touching the toe of left behind heel of right, and bending both knees.

*Elbow Swing*—Hook elbows with partner or designated person, turn in place.

*Forward and Pass By*—Walk forward, passing opposite person by right shoulder.

*Do Si Do*—Two dancers pass each other, passing right shoulders, move back-to-back around each other, and move backward to place. If repeated, pass left shoulders.

*Arch*—(inside) Partners take nearest hands, raising them high enough for another couple to pass under with ease.

*Balance*—New England Style: Step on right foot, brush left heel through; repeat stepping left and brushing right.

Western Style: Two steps backward away from partner, two steps forward.

*Bow*—A form of address for gentlemen, usually made by stepping to the right, closing left to right, and bending at the waist; hands are at sides with head up.

*Grand Right and Left*—In circle, partners face each other, taking right hands. All progress around circle, taking right and left hands alternately until partners meet on opposite side.

### Polka

The polka is a peppy 2/4 rhythm. It is easy to learn by galloping around the room with one foot in the lead. Have the chil-

dren try eight gallops with the right foot leading, then change and let the left foot lead for eight gallops. Then have them try changing the lead foot after every four gallops; then every two, and they will be doing the polka.

In the turning polka, boys and girls face in shoulder-waist position, with the boys' backs to the inside of the circle. Moving to the boys' left (girls' right), take a half turn on each hop. One step will have the boys facing the center of the circle; two will place them back in their starting positions. Movement is CCW around the circle. Teachers should emphasize turning on the hop, since the most difficult part is making a complete half turn with each step. (For "Heel and Toe Polka" see Page 133.)

#### **Pop Goes the Weasel (American) (6/8)**

*Record:* Victor 20151; Honor Your Partner Album 7; Columbia A-3078; Folkraft V-20151; Methodist M-104.

*Formation:* Double circle, partners holding inside hands, facing CCW. Boys on inside, girls on outside.

#### *Description:*

Measures 1-4: All walk 8 steps CCW.

Measures 5-6: Partners face each other, still holding inside hands. The girl turns under the raised joined hands and the boy stands still.

Measures 7-8: Partners drop hands, the boys bow, and the girls curtsy.

Measures 9-12: All walk 8 steps CCW.

Measures 13-14: Partners face while boy turns under raised joined hands.

Measures 15-16: Partners drop hands, the boys bow, and the girls curtsy.

#### *Variation:*

Three children form a set; two children join inside hands and the third child stands in front with his back to the couple forming a triangle; front child extends hands back and holds the outside hands of the other two; all sets face CCW in a large circle.

Measures 1-6: All skip in large circle CCW.

Measures 7-8: Child in front skips backward under the raised hands of the couple; he drops hands and continued skipping backward until the couple behind him joins outside hands with him.

Measures 9-14: Repeat action of measures 1-6.

Measures 15-16: Repeat action of measures 7-8.

### Indian Dance (4/4)

*Records:* Folkraft 1192.

*Formation:* Single circle, facing center, arms folded in front of chest.

*Description:*

#### Part I

Measures 1-4: Bend forward with arms stretched out, stand up crossing arms in front of chest.

Repeat.

Measures 5-6: Take four walking steps forward toward center, raising arms. At center, hold arms and head as high as possible.

Measures 7-8: Take four walking steps back to place. Finish with arms crossed in front of chest.

Measures 9-12: Lift arm and head up, cross arms in front of chest, make fists, drop head. Repeat.

Measures 13-16: Take eight toe-heel steps, turning in a small circle to the right.

#### Part II

Measures 17-20: Look to the right, step to the right on the right foot, place the right hand above eyes as if looking into distance. Repeat to the left.

Measures 21-24: Cup the right hand over the right ear, lean as if listening. Repeat to the left.

Measures 25-28: Repeat measures 13-16.

Measures 29-32: Repeat measures 13-16 to left.

#### Part III

Measure 1: Jump and land in a squat position, jump and return to a standing position.

Measure 2: Give 3 Indian calls.

Measures 3-4: Repeat measures 1-2.

Measures 5-6: Take 4 toe-heel steps toward center, raising arms upward while moving forward.

Measures 7-8: Take 4 toe-heel steps back to place, lowering arms.

Measures 9-16: Repeat measures 1-3. Finish with arms folded in front of chest.

*Suggestions to Teacher:* After the children have learned these steps and movements, encourage them to improvise other Indian dances.



### **Bleking (Swedish) (2/4)**

*Records:* Victor 20989 and 45-6169; Folkraft 1188; Burns and Evans Album I 121.

*Formation:* Single circles or double circle, partner facing with both hands joined.

*Description:*

#### **Part I**

Measure 1: Thrust right arm forward and extend right heel (on the count of 1). Thrust left arm forward and extend left heel (on the count of 2).

Measure 2: Do same step 3 times rapidly, R.L.R. (This is a "Bleking Step.")

Measures 3-4: Repeat entire dance from beginning, starting with left heel and arm.

Measures 5-8: Repeat measures 1-4.

#### **Part II**

Measures 9-16: In ballroom dance position, step-hop around the circle for 8 measures, moving joined hands vigorously up and down in windmill fashion. Step-hop by stepping, then hopping, on each foot. Do 16 step-hops in all, 8 on each foot.

### **Csehbogar (Hungarian) (3/4)**

*Records:* Honor Your Partner 103; Folkraft 1196; Kismet 141; Victor 45-6182 and 20992; Methodist M-101.

*Formation:* Single circle, facing center, all hands joined, boy with partner on his right.

*Description:*

Measures 1-8: All take 8 slides right; back with 8 slides left.

Measures 9-16: All walk 4 steps to center and back to place.

Measures 17-20: All place right hand at partner's waist, raise left arm, and pull away from partner as they skip around. (Hungarian turn).

Measures 21-24: All join hands with arms held at shoulder height and take 4 draw steps to center, then 4 steps back.

Measures 25-28: Take 2 draw steps to center, then 2 draw steps back.

Measures 29-32: Swing partner (Hungarian turn).

3

### **Bingo (3/8)**

*Record:* Honor Your Partner Album 13.

*Formation:* Double circle facing CCW, gents on the inside. Cross arms in skating position, right arm over left arm.

*Description:*

#### **Part I**

All promenade 16 steps and sing these words twice: "A Big Black Dog Sat On a Back Porch and Bingo Was His Name."

#### **Part II**

All now face the center and join hands. Circling to the right 12 steps, all spell out the name Bingo three time: "B-I-N-G-O . . . B-I-N-G-O . . . B-I-N-G-O." Then finish with: "Bingo Was His Name."

#### **Part III**

All face partners for a grand right and left. All take right hands with partners and call out the letter "B." Pass by and take the next person by the left hand and call out the letter "I," the next by the right calling out the letter "N," the next by the left calling out the letter "G." Reaching the last person and calling out the letter "O," all throw their arms about that person and take him for a new partner.

### **Jolly Is the Miller (English) (4/4)**

*Record:* Honor Your Partner 103 and Album 10; Folkraft 1192; Victor 20214 and Album E-87.

*Formation:* Double circle, boy on inside, girl outside, facing CCW with inside hands joined. One dancer stands in the center.

*Description:*

Measures 1-6: Walk forward CCW.

Measures 7-8: Drop hands; reverse direction with 4 steps, turning toward partner.

Measures 1-6: Walk CW.

Measures 7-8: Drop hands, girls turn, boys stand still.

Measures 1-6: Girls walk CCW, boys CW. Player in center joins either ring.

Measures 7-8: Each boy takes a new partner, player left without a partner steps to center.

### Chorus

Jolly is the miller who lives by the mill,  
The wheel turns around of its own free will.  
One hand in the hopper and the other in the sack.  
The wheel turn round and we all turn back.

### Paw Paw Patch (American) (2/4)

*Record:* Honor Your Partner 103 and Album 10; Burns Album E 764 and G 516.

*Formation:* File formation, four couples in a set, girls on right of boys.

#### *Description:*

##### Verse 1

Measures 1-8: Girl at head of line turns and skips CW in a circle around the set and back to place.

##### Verse 2

Measures 1-8: Boys skip around set behind head girl and all return to place.

##### Verse 3

Measures 1-8: Partners join hands and all follow head couple around circle CW until head couple is in position of last couple at the foot of set. Head couple makes an arch, holding hands high, while other couples skip under pretending to pick up paw-paws and put them in their pockets.

### Korobushka (Rusnsian-American) (2/4)

*Records:* Folkraft 1170.

*Formation:* Circle of couples partners facing, boys back to center, both hands joined.

#### *Description:*

##### Part I

Measures 1-2: Take one schottische step (see previous description) away from center. Boys begin with left foot, girls begin with right foot.

Measures 3-4: Take 1 schottische step forward center.

Measures 5-6: Repeat measures 1 and 2, ending with a jump in place on both feet.

Measures 7-8: Hop on left foot, touching right toe in front of left foot. Hop on left foot, touching toe out to right side. Jump in the air, clicking heels before landing. Drop hands.

## Part II

Measures 1-2: Take 1 schottische step to right moving away from partner.

Measures 3-4: Take 1 schottische step returning to partner.

Measures 5-6: Join right hands with partner, stepping forward on the right foot, then backward on the left foot.

Measures 7-8: Keep right hands joined; starting with the right foot, take 4 steps to change places with partner.

Measures 9-16: Repeat measures 1-8, returning to place.

*Suggestions:* Korobushka means "little basket. It was a favorite among early American immigrants. The dancers imitate a peddler singing about his various wares. Be sure that the children dance with smooth, light hops.

### Heel and Toe Polka (American) (2/4)

*Records:* Ford 107; Victor 25-1002; Burns Album H-528; Burns and Evans Album II 225; Old Timer 8005; MacGregor 4002.

*Formation:* Double circle facing CCW, boys on inside, partners' inside hands joined.

#### *Description:*

Measures 1-2: All touch outside heel forward then outside toe back and take one polka step. Partners take 3 running steps forward.

Measures 3-4: Repeat, starting with inside foot. Partners repeat heel and toe and 3 running steps.

Measures 5-8: Repeat action of measures 1-4.

Measures 9-16: Partners face, boys with hands on girls' hips, girls with hands on boys' shoulders, and they polka around the circle turning CCW.

### Hinkey-Dinkey Parlee-Voo (American) (6/8)

*Record:* Folkraft 1059 and 1023; Old Timer 8038; Imperial 1107; Sonart 303.

*Formation:* Four couples in a square.

#### *Description:*

Measures 1-4: Head two ladies go forward and back.

Measures 5-8: Head ladies forward again and do-si-do.

Measures 9-12: Do-Si-Do with your corners all.

Measures 13-16: Do-Si-Do with your partners all.

Measures 17-32: Grand right and left around the hall. Repeat dance with side ladies, head gents, side gents, head couples, and side couples.

#### **Ace of Diamonds (Danish) (2/4)**

*Records:* Victor 20989; Victor 45-6169; Burns Album B 343; Burns Album J 554; Methodist M-102.

*Formation:* Double circle, boys on the inside. Partners facing, hands on hips.

##### *Description:*

Measures 1-4: Clap own hands; hook right elbow with partner; take 3 polka steps, stamping on first step and turning in place.

Measures 5-8: Repeat, hooking left elbows.

Measures 9-12: Boys dance backward with 4 step-hops; girls follow.

Measures 13-16: Repeat; boys moving forward, girls back to place.

Measures 17-24: Inside hands joined, all take 8 polka steps CCW around circle.

#### **Skip to My Lou (American) (6/8)**

*Record:* Folkraft 1192 and F-1103; Victor Album E 87 and 45-5066; Decca 18224. Honor Your Partner Album 7.

*Formation:* Single circle, facing center, girls on boys' right, one child in the center.

##### *Description:*

Measures 1-4: Verse 1.

All stand and clap while child in center skips CCW around circle. On last line of verse, child chooses a partner and child left without partner goes to center.

Measures 1-4: Chorus.

Couple in center, hands joined in skating position, skips CCW around circle to vacated places. Couples in outside circle join hands and skip about in place.

Measures 1-4: Verses 2-6.

Repeat action of Verse 1 with new child skipping around circle and selecting a new partner at the last line of the verse.

*Variation:* Several children go to the center of circle, skip around and select partners.

Verse 1: I've lost my girl, now what'll I do,  
I've lost my girl, now what'll I do,  
I've lost my girl, now what'll I do?  
Skip to my Lou, my darling.

Chorus

Skip, skip, skip to my Lou,  
Skip, skip, skip to my Lou,  
Skip, skip, skip to my Lou,  
Skip to my Lou, my darling.

Verse 2: I'll get another, a better one too, etc.

Verse 3: Hurry up, slowpoke, do, oh, do, etc.

Verse 4: Pretty as a red-bird, prettier too, etc.

Verse 5: Sugar is sweet and so are you, etc.

Verse 6: Gone again, now what'll I do, etc.

**Little Brown Jug (American) (2/4)**

*Records:* Folkraft G-5003; Columbia 36021; Imperial 1213;  
Methodist M-107.

*Formation:* Double circle, sets of two couples facing, boys on  
right of partners.

*Description:*

Measures 1-2: Partners join inside hands, take 3 steps toward  
opposite couple; bow.

Measures 3-4: Both couples join hands and take 4 steps to left,  
finishing in each other's places.

Measures 5-6: Boys swing opposite girls.

Measures 7-8: Both couples join hands and take 4 steps to left,  
finishing in original positions.

Measures 9-10: Partners join inside hands, take 3 steps toward  
opposite couple, bow.

Measures 11-12: Take 3 steps backward to place, bow.

Measures 13-14: Partners swing.

Measures 15-16: Drop hands, walk forward passing through  
opposite couple (each girl moves between opposite girl and boy)  
and meets new couple.

**GAMES AND GAME SKILLS**

Tag Games—There are many ways to play a tag game. Let  
the children think of ways to "be safe." For example, one is  
safe if one has both hands on the ground or floor, if one is  
sitting, or if one is laughing, etc. It is good to have the tagger  
wear a red belt or sash so that all will know who is "it".

### **Shadow Tag**

This game must be played out of doors on a sunny day. The child who is "It" tries to step on the shadow of the other player. The player whose shadow gets stepped on becomes "It".

### **Turtle Tag**

Children play in designated boundaries. One player is "It". The others try to avoid being tagged. A player is safe from being tagged only if he is lying on his back with both hands and feet in the air.

Relays—Many relays can be made up by using stunts which the children know. Put 6-8 children on each team, then select a stunt to be done by each member of the team in succession. The first team on which every member does the stunt and returns to his starting place wins. Some examples of stunts would be to ride a stick to a line and back, skip to a line and back, run to a line and do two curl-ups and return, or run with a ball to a line, bounce the ball, and return.

### **Left and Right Hop Relay**

Teams are lined up in file formation behind a line. At a signal, leaders of each team hop to a line 15 feet away on the left foot, turn, and hop back on the right foot. Teammates follow in order. The team finishing first is the winner. Values are to develop leg strength and to play in squad organization.

### **Kangaroo Relay**

Teams are lined up in file formation behind a line, with each leader holding a ball. At a signal, the leaders of each team place the balls between their knees and race forward to the goal, a line 20 feet away. The hands may not be used to hold the ball in position, and if the ball falls the player must replace it between his knees at the same spot where it fell. After crossing the goal line with both feet, the leaders take the ball in their hands and race back to place. Teammates follow. The team finishing first is the winner.

### **Arch Ball Relay**

Players are divided into teams in file formation. Each head player holds a ball. On a signal each head man, using both hands, passes the ball over his head to the player behind him, who passes it to the next. The end man, on receiving the ball,

runs forward, and, using both hands, passes the ball over his own head to the player behind him. This procedure continues until all have run. The team whose head player first reaches his original position with the ball in his hand is the winner.

#### **Wheelbarrow Relay**

Teams are in file formation, with players paired in couples. The first player of each team places both hands on the floor and extends his legs backward. The second player of each team picks up both legs of the first player and, at a signal, they move forward to a turning point, change positions, and return. Other team members follow and the team first completing the relay is the winner.

#### **Back-to-Back Relay**

Teams are in file formation, with players paired in couples standing back to back with elbows linked. On the signal, the first couples in each team run toward the turning point and change directions so the back player is running forward going back to starting position. Other team members follow and the team first completing the relay is the winner.

#### **Over and Under Relay**

Teams are in file formation. Player at the head of each team has a ball and at a signal hands the ball over his head to the second player. The second player takes the ball and hands it between his legs to the third player. The ball is handed alternately over the head and between the legs until the last person in line receives the ball and runs to the front of the line, where he recommences the motion. The relay continues until the head of each team is in the original starting position.

#### **Crows and Cranes**

The class is divided into two groups. One group is called "Crows," the other "Cranes". About 40 feet apart, each group gets behind a line. The teacher starts calling out "Crrrrr"; on this signal the two teams approach each other half-way between their two lines. The teacher continues to call "Crrrrr" until the teams are close together. Suddenly the leader completes the Cr by calling either "Crows" or "Cranes". The team whose name is called turns and runs back to their line while the other team chases them, tagging as many as possible before they cross

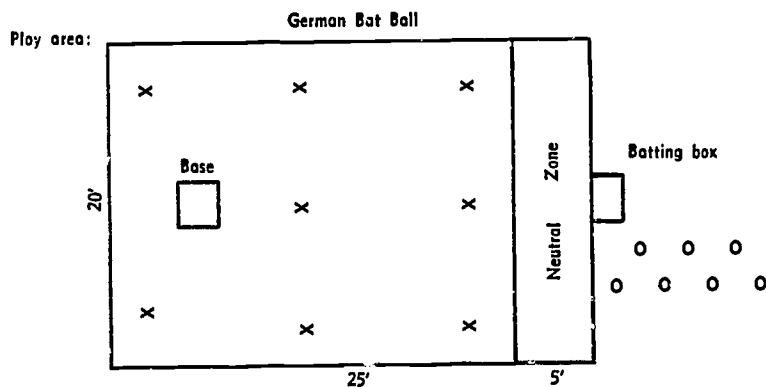


the line. A player may be tagged by several players from the other team so no player should stop running until he is behind his line. A team gets one point for each time its members tagged opponents. Keep a running score from the beginning to the end of the game. The team with the most points wins. Try to give each team an equal number of chances to chase the other team.

### Red and Green

This game is similar to Crows and Cranes. Each team is given a color, red or green. The leader has a cardboard square which is colored red on one side and green on the other. As the teams approach each other the leader throws the cardboard square into the air. If the green side lands up when the board hits the floor, the green team runs for home; if the red side comes up, the red team runs for home. The other team tries to tag them before they get behind the line. Score is kept as in Crows and Cranes.

### German Bat Ball



This is a team game in which one team is in the field (X), the other in the bat (O). An inning for a side consists of three outs. A volleyball or 8½" playground ball is used.

Batting team members are numbered in order of batting. The batter stands in the batter's box and hits the ball with his fist or open hand. To be fair, a hit must not fall into the neutral zone and must fall inside the boundary lines. When a fair ball is hit, the batter runs in either direction around the base and back into the neutral zone. To get the batter out, the fielding team must hit the batter with the ball or catch a fly ball before it hits the ground. No fielder may take more than two steps with the ball. Fielders may pass the ball from one to another in an effort to get it in position to hit the batter. Each time a

batter hits the ball and runs around the base and back into the neutral zone without being hit by the ball, his team scores a point. If a fielder runs with the ball or holds it more than 3 seconds, the batter gets a run. When three outs have been made, the teams change places. A game should last 3-5 innings as time permits.

#### **Human Bowling**

As many as 11 players can play in a group. Each group has one or two 8½" balls. One player, the roller, stands behind a line 12-14 feet from the other players. A small circle is drawn for each of the other players. The circles are placed as bowling pins, four on the back, three on the next, two on the next, and one in the front line. The roller rolls the ball twice, trying to touch or "knock down" as many pins (players) as possible. When a player is touched by the rolling ball he moves to the side while the next ball is rolled. No player may move his feet while the ball is being rolled. Players take turns until all have had the same number of tries. Score is kept for each roller.

#### **Toss and Call**

All children get into a circle. Limit circles to 8-10 children. One child stands in the center of the circle with an 8½" ball in both hands. He calls the name of a player in the circle before he tosses the ball high into the air. The player whose name is called attempts to catch the ball before it bounces. If the player is successful, he calls the name of another player and tosses the ball. If a player does not make his catch, the former thrower throws it again and calls another name.

#### **Circle Kick Ball**

All children are in a circle with hands joined. Limit circle to 10-14 children. The teacher rolls an 8½" ball into the circle. Children try to kick the ball out of the circle by kicking it between the feet of the other children. The child who kicks the ball out of the circle gets one point. Keep score for 3-5 minute periods. The player with the most points wins.

#### **Dodgeball**

Space: Playground, gymnasium, or playroom.

Children form a circle and line is drawn around the circle in front of the children. A stick or a line marker can be used to

draw the circle. An 8½" playground ball is used. Players are divided into two teams. One team remains outside the circle while the other team steps into the circle. Players outside the circle try to hit the players on the inside of the circle with the ball by throwing it rapidly. To avoid being hit, may move about, jump, or stoop, but they may not leave the circle. Inside circle players may not touch the ball at any time.

Outside players may enter the circle to secure the ball but they must throw the ball to another team member. They may not carry the ball outside the circle themselves, nor may they throw at an inside circle player while within the circle.

Several methods of scoring may be used. (1) Inside circle players who are hit by a ball anywhere except on the head at once join the outside players and try to hit remaining circle players. The last player to remain in the circle is the winner. (2) Two time periods of equal length may be used, with each team having a turn in the center. Players who are legally hit raise an arm to signal the scorer to tally a hit against their team. They remain in the circle and continue to play. The team with the smaller number of hits at the end of the playing period wins the game.

Dodgeball develops abilities to throw a playground ball and to dodge.

### Overtake

Two teams of 9-10 players each play on a softball diamond. In the early stages of learning, a volleyball or playground ball is used. Later a softball is used. The game is played in innings. Each member of a team gets a turn to run every inning. There are no "outs" because an inning continues until all members of the team have been "up".

One team goes into the field in the regular positions of softball—pitcher, catcher, 1st, 2nd, 3rd basemen, shortstop, right, center, and left fielders (an extra shortstop can be used if there are 10 players). The other team is at home or "in bat". The pitcher holds the ball. The first runner comes to home plate and stands to the left facing out; when he starts running toward first base, the pitcher passes the ball to the catcher, who throws it to first base, the first baseman to second, second to third, and third to home. While the fielding team is throwing, the runner is running to every base and finally to home. The runner gets a point at every base to which he beats the ball. If the ball overtakes him at any base, and if the baseman tags the base with the

ball in hand, he does not get a point on that base. A runner can make as many as 4 points or none at all.

Runners should be encouraged to run all bases because the fielders may drop the ball or throw it too far on the next base even though they might have overtaken the runner on a base. This game eliminates pitching and batting, the two hardest skills in softball. At the same time it allows the children to learn to run bases properly, to throw and catch, and to stand in the proper places when playing various positions.

Fielders do not get much play with the ball, therefore it is recommended that children change positions each time their team is in the field.

### **STUNTS AND SELF-TESTING ACTIVITIES**

Gymnastics—Let children continue to practice stunts from the second grade, trying to perfect them. Begin to combine some of these into what is called a "routine." For example, do two forward rolls, come to feet with arms at sides, hold, do a stork stand, then do two more forward rolls, ending in straight stand with arms at sides.

Another routine might be to sit, bend, and touch hands to toes, roll backward, touch toes to floor behind head, hold, raise legs straight up, make V of legs, hold, touch hands to toes, sit, and hold.

After giving a few routines to the children, let them make up their own and perform them for the class.

#### **Curl-Up**

All children lie on floor, grass, or other flat surface, with knees drawn up and hands laced behind head. Without moving hands, raise body forward and touch head to knees then return to the prone position. This builds abdominal strength.



### **Human Ball**

Children stand with feet about a foot apart. Bending at the waist, put both hands between the legs and reach behind the ankles, right hand behind right ankle, left hand behind left ankle. Grasp the hands in front of the ankles. After grasping the hands, the children can sit, then roll to back, right shoulder, left shoulder, back, etc. This movement, giving the appearance of a ball, improves flexibility of the entire body.

### **Bench Push-Ups**

A chair approximately 18" high is used for each child, or a bench for a group of children. The chairs or benches are placed the body length of the child from the wall. One child stands behind the chair or bench and holds it. The other child places his feet against the wall and his hands on the front edge of the chair. The hands should be shoulder width apart, the body at an angle. Straighten the arms, keeping the body straight from feet to shoulders. Next, lower the body by bending the arms. Keep the body straight. This develops arm, shoulder, and abdominal strength.

### **Centipede**

Number two player jumps onto the back of number one player, locking his legs around number one's body. Number one leans forward until both participants can place hands on the floor, and both begin to walk four hands and two feet. They practice until the movement becomes easy. Number three then mounts on number two, clamps his knees against two's waist with feet along the hips and hands on the floor ahead of the hands of number one and two. Six hands and two feet now walk. Any number of performers may join in this stunt.

### **Headstand**

The performer places his hands on the floor the width of his shoulders, fingers pointing straight ahead. He then places his head on the floor with contact above the forehead near the top of the head and about 8-10" in front of the hands, forming a tripod. Then he slowly brings his feet up and arches his back

in a head stand position. A partner can hold the feet of the performer so he can gain balance and the correct position.



### Throwing a Softball

To teach throwing for accuracy, use targets such as old tires leaning against a wall or hung from a bar or tree. Hoops of heavy wire can be mounted on stakes pushed into the ground. One child stands on each one side of the hoop and they throw back and forth to each other through the hoop.

To teach throwing for distance, keep a score sheet on how far each child can throw on several days. Let him try to better his own score rather than to beat others in the class. To mark where each one throws, the teacher can use popsicle sticks or tongue depressors with the child's name on them. Put the stick in the ground on the spot where the ball lands. After all have thrown, a tape measure can be used. The children can be taught to measure their throws.

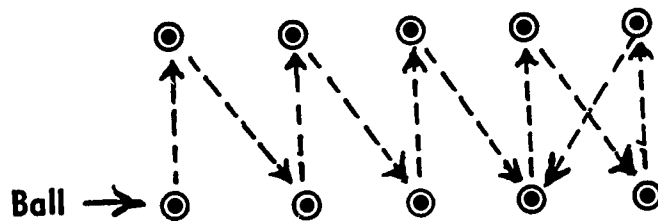
### Soccer Pass

*Space:* Playground, gymnasium, or playroom.

*Formation:* Circle or double line facing each other.

*Description:*

In the circle formation, have a player in the center with a ball. The center player kicks to an outer player until he has kicked back and forth to all players in the circle. The another player is selected to be in the center. Emphasis should be on using the feet to stop and kick a ball.



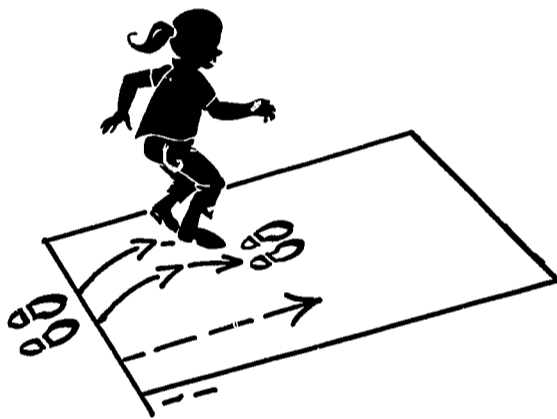
This pass improves foot-eye coordination, and is practice for soccer-type games.

In a double line facing each other, the ball is started on one end of the line and is passed back and forth with feet.

### **Standing Broad Jump**

The pupil stands with the feet several inches apart, toes just back of the take-off mark or the edge of the take-off board. The take-off is made from both feet. The pupil jumps forward as far as possible and lands on both feet.

Free swinging of arms and bending the knees is permitted but the feet must not leave the board or take-off line until the jump is made. This develops leg strength.



### **Balance Beam Exercises**

1. Walk forward on beam, arms held sideward.
2. Walk forward with hands on hips.
3. Walk forward with eraser balanced on top of head.
4. Place eraser at center of beam. Walk to center, place eraser on top of head, continue to end of beam.
5. Walk forward, arms held sideward, palms up, with an eraser on palm of each hand.
6. Walk forward, arms held sideward, palms down, with an eraser on back of each hand.

### **Rope Jumping**

Rope jumping activities should be reviewed from the first and second grades.

*Small Single Rope Jumping:* When using the small single rope, the jumper may jump alone or with a partner. Single rope jumping includes standing in place, jumping on both or alternate feet, turning the rope forward and backward, and running and skipping. A more advanced form includes turning the rope with the arms to the side, alternating with crossing arms in the front of the body as rope is turned. Small single rope jumping may be done with partners standing side by side, each turning one end of the rope, or they may stand one behind the other, with only one of them turning the rope.

*One Large Rope:* This is a little more advanced and can be used with success when there is a large group but a limited supply of ropes. Individual jumping includes jumping when the rope is turned toward or away from the jumper, running in and out, jumping "high water" (turning the rope so that it doesn't hit the ground), jumping and turning around at the same time, and increasing the speed with which the rope is turned.

Large groups may participate by having a leader who goes through the various jumps while the others follow in single file.

Rope jumping develops leg strength, improve rhythm, and co-ordination of foot and eye.



# EVALUATION

## Fitness Evaluation

NAMES				SEASON	SKILLS
				F	Pull-ups (limit 40)
				W	
				S	
				F	Modified push-ups (limit 40)
				W	
				S	
				F	Standing broad jump (best of two)
				W	
				S	
				F	Pitch softball through tire at 15' (form)
				W	
				S	
				F	Pitch softball through tire at 15' (accuracy 2 out of 3)
				W	
				S	
				F	Catch volleyball from 15' (2 out of 3)
				W	
				S	
				F	Height in Rope Climb (5')
				W	
				S	
				F	Jump object 24" high when out)
				W	
				S	
				F	
				W	
				S	

NAMES				SEASON	SKILLS
				F	Shuttle run (time)
				W	
				S	
				F	30 yard dash (time)
				W	
				S	
				F	Squat jump
				W	
				S	
				F	Kraus test (back)
				W	
				S	
				F	Hop on one foot 20 times and then change
				W	
				S	
				F	Kick stationary soccer ball 14'
				W	
				S	

### Social Skills Check

a-average      aa-above average      ba-below average

NAMES				S E A S O N	SKILLS	NAMES				S E A S O N	SKILLS	
				F	Play without arguing and contact fighting					F	Good leader	
				W						W		
				S						S		
				F	Ability to plan activities					F	Good follower	
				W						W		
				S						S		
				F	Completion of activities					F	Follows directions	
				W						W		
				S						S		
				F	Accepting success or failure with a good attitude					F	Abides by rules and cares for equipment	
				W						W		
				S						S		
				F	Loyalty to team					F	Capacit. for solving problems	
				W						W		
				S						S		
				F	Cooperation with group					F	Interested in welfare of others	
				W						W		
				S						S		
				F	Determination to succeed in activities					F	Enjoys play activities	
				W						W		
				S						S		
				F	Honesty (admitting when tagged or when out)					F	Recognizes value of exercise	
				W						W		
				S						S		
				F	Accepting responsibility					F	Uses good English in play	
				W						W		
				S						S		

### **Teacher's Self-Evaluation**

1. Do the majority of the students enjoy their work with the teacher? Do they consider the teacher their friend?
2. Does the teacher utilize time and space wisely?
3. Is the teacher well-prepared to present and teach this program?
4. Does the teacher use a variety of methods in teaching?
5. Are the children's skills well-developed for their maturity level?
6. Are the majority of the pupils developing play skills while improving their fitness?
7. Does the teacher guide rather than dominate?
8. Does the teacher evaluate a child's progress with an awareness and an understanding of the individual child?
9. Does the teacher provide enough opportunities for highly skilled children to accomplish skill mastery?
10. Are all the children active?
11. Does the teacher establish a permissive atmosphere in which creativity is encouraged, accept new ideas, listen to all thoughts and opinions, encourage diversity rather than conformity?
12. Does the teacher provide experiences to meet the needs and interests of each person in the group?
13. Does every child leave the class feeling secure in what he is learning, and that he has accomplished something worthwhile?
14. Do children show responsibility in caring for equipment?
15. Is every precaution considered for the safety of the children?
16. Are the children developing socially and morally as well as physically?
17. Are the children developing a sense of responsibility toward their fellow classmates as well as for themselves?
18. Does the teacher give due praise and encouragement and show an interest in each pupil's progress?

### Rhythm Checklist

- | Yes   | No    |   |
|-------|-------|---|
| ----- | ----- | 1. Is developing a knowledge of dance terms.  |
| ----- | ----- | 2. Detects change in rhythmic patterns.   |
| ----- | ----- | 3. Can combine locomotor movements with non-locomotor movements.  |
| ----- | ----- | 4. Do progress in creating step patterns to music.  |
| ----- | ----- | 5. Can skip alone and with partner to 2/4, 3/4, 4/4 time.   |
| ----- | ----- | 6. Can slide alone and with partner to 2/4, 3/4, 4/4 music.   |
| ----- | ----- | 7. Responds to three count phrases.   |
| ----- | ----- | 8. Shows ability in specific patterns as: right, left, and both hands round, grand right and left, walk forward and backward 4 steps. |
| ----- | ----- | 9. Changes direction easily while performing rhythmic patterns.   |
| ----- | ----- | 10. Recalls dance steps and direction easily.   |
| ----- | ----- | 11. Can bounce a basketball to music in 2/4, 3/4, 4/4 time.   |
| ----- | ----- | 12. Is beginning to choose opposite sex for dance partner.  |
| ----- | ----- | 13. Can do Bleking step.  |
| ----- | ----- | 14. Shows assurance in performance and enjoyment in dancing.  |

### Written Test

September Test:

Name: \_\_\_\_\_ Date: \_\_\_\_\_

(The teacher should go over every test first to insure that directions are understood.)

Put a line under the correct answer:

1. On a city street we should ride (single file, beside another rider, spread out) when on our bikes.
2. When your body is overheated, swimming in cold water is (safe, dangerous).

3. You should wait at least (one, two, four) hour(s) after eating before going in the water to swim.
4. When entering unknown water, you should (jump in slowly, look and then dive in, walk in slowly feet first).
5. A prone position in swimming is (standing, lying flat, sitting).
6. The seal crawl strengthens our (arms, legs, back) the most.
7. The girl is on the boy's (left, right) side when partners dance.
8. Survival means (to drown, dive deep, stay alive).
9. When catching a ball it is better to (back away a little, bring the ball into the body, keep your arms stiff).
10. When throwing a ball to another person, you aim at his (waist, knees, chest).

Put an X in front of the sentences that are true.

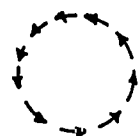
11. \_\_\_ When riding a bicycle both hands should be on the handle grips.
12. \_\_\_ It is safe to swim alone.
13. \_\_\_ It is all right to play tricks on people while swimming.
14. \_\_\_ It is safe to carry another rider on your bike.
15. \_\_\_ When catching a ball, always keep your eye on the ball.
16. \_\_\_ A skip is a step hop in uneven rhythm.
17. \_\_\_ We should stay out of reach of a swimmer in trouble.

Write in the correct word:

18. If you feel tired in the water, you should float .
19. Squat tag strengthens our legs .
20. You should swim only where there is a lifeguard .
21. The "dog paddle" prepares us for doing the crawl .
22. We ride a bike on the right side of the road.
23. The best sport for over all body exercise is swimming .
24. Mats are used for safety .

(Possible answers may be listed for the pupils to choose from, using more answers than the number of questions.)

25. Draw arrows showing the direction of counterclockwise.



26. Write two things that should be done before entering a pool.

Possibilities: Use foot bath

Do not push or shove.

Take shower before putting on swimsuit.

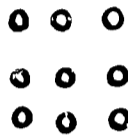
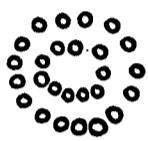
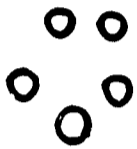
Use bathroom before entering pool.

October Test:

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Draw a line under the correct answer:

1. The proper way to run is on (your toes, the flat of your feet).
2. Which of these is a double circle.



3. When riding your bicycle, if you extend the left arm straight out it signals a (right turn, left turn, stop).
4. In the camel amble, the part of your body that you move in and out is your (knee, chin, chest).
5. Walking a beam improves (leg strength, back strength, balance) the most.
6. If you drop your left arm when riding a bike, it signals a (right turn, left turn, stop).
7. The part of your body used most in throwing a ball is your (arm and shoulder, leg, back).
8. When jumping rope we land on (flat feet, our heels, our toes).
9. We keep our body (stiff, relaxed) when doing the forward or backward roll.
10. If there is a line ball while playing Bases on Balls, (the game stops, the game goes on, there is an out).
11. When you come to an intersection on your bike, you should (follow the car in front, look both ways and keep going, come to a complete stop before going on.)

Put an x in front of the sentences that are true.

12.  A folk dance tells a story about the country from which it comes.
13.  A stunt is usually done by two people.
14.  When riding a bike, raising the left forearm signals a right turn.
15.  The best path to take in doing the shuttle run is a curved path.
16.  We use our arms for push when doing the standing broad jump.
17.  When doing modified pull ups, you grip with your palms away from the body.
18.  Posture is important in rope jumping.

Put the right letter in front of the correct number.

- |                               |   |
|-------------------------------|---|
| <u>C</u> 19. relay            | A. stunt                                      |
| <u>D</u> 20. fox and chickens | B. moving your body to music                  |
| <u>E</u> 21. spotting         | C. a team performing skills one after another |
| <u>A</u> 22. human rocker     | D. a game                                     |
| <u>B</u> 23. rhythms          | E. safeguarding a performer                   |
|                               | F. watching a game                            |

24. Write down the number of times the music or beat changes in this record..... (Use record of your choice).

November Test:

Rhythms test

1. Which direction is clockwise? counterclockwise?
2. In changing directions in dancing the weight should be on .....(heels or toes)
3. Which one of these probably comes from Hungary? (Bleking, Cshebogar)
4. In what game do we have a coolie as a guard?

Written Test

1. What part of the body does pole climbing help?
2. In walking on the balance beam, what must you remember?
3. Why is it important to have spotters while one child is on the trampoline?
4. Draw a picture of yourself in a correct jumping position on the trampoline.
5. List five safety rules we learned in using playground equipment.
6. When throwing a ball to another person, at which part of his body do we aim?



7. If you bowl a softball with the right hand, which foot should be placed forward?
8. What 2 things did we do with our toes this month?
9. What game is played like softball?

**December Test:**

**Rhythms test**

1. What does Carrousel mean?
2. How is a double circle formed in the carrousel dance?
3. Why is it important to know directions when playing weather vane?
4. In Hot Cross Buns we do a ..... (waltz, minuet, polka)

**Written Test**

1. Name a Christmas game and a Christmas dance?
2. What part of the body does the stair climb strengthen?
3. At what part of the body do we aim the ball when playing dodge ball?
4. How do we do a stork stand?
5. What part of the body does the ankle grasp help?
6. The dervish jump helps us to have ..... (good balance, aim, strength)
7. In which game did we pass a ball?
8. In which game did we play tag using two circles?

**January Test:**

Put a T in front of the sentences that are true and an F in front of the sentences that are false.

1. (T) In a standing start, one should take short steps for the first two or three steps.
2. (F) While running, let your head rear back as far as it will go.
3. (F) Never watch the ball while trying to catch it.
4. (T) When catching a ball, give with your hands.
5. (T) When running, one should always reach forward with each arm.
6. (T) The chair vault is a balance and coordination stunt.
7. (F) Hopping occurs when the force that overcomes gravity is exerted by one foot and a landing is made on both feet.
8. (T) When jumping, the performer's back should remain vertical.
9. (T) In the broad jump, the jumper must run toward the take-off board before jumping.
10. (F) The skipping step is a fast step-hop on different feet.



Write in the correct word.

11. A spring from the floor from one foot landing on the same foot is a hop.
12. A dance that tells a story about the country it is from is a folk dance.
13. Name two games we have learned this month which would have to do with flexibility and agility: Bridge and V-Sit.
14. Going the opposite way from the clock is called counterclockwise.
15. A half circle is called a semicircle.

Match each letter with the correct number.

- |                    |                  |
|--------------------|------------------|
| 16. chair vault    | A. skipping      |
| 17. dance term     | B. line ball     |
| 18. line soccer    | C. Toast to king |
| 19. Bases on balls | D. balance stunt |
| 20. Gustaf's skoal | E. kicking       |

February Test:

Underline the correct answer

1. A step on the right, close left to right, step on the right, hold is a (waltz, minuet, polka).
2. In "Come Along" a (single, double, no) circle formation is used.
3. A team performing skills one after another is called a (relay, quartet, trio).
4. "Pop Goes the Weasel" is a (game, dance, stunt).
5. A sideward movement with the same foot continuing in the lead followed by a quick close to the first foot is called a (gallop, slide, skip).

Match each letter with the correct number.

- |                             |                        |
|-----------------------------|------------------------|
| <u>g</u> 6. cartwheel       | a. Pull-ups            |
| <u>j</u> 7. trampoline      | b. dance               |
| <u>f</u> 8. rhythm          | c. agility             |
| <u>h</u> 9. wall-leap       | d. game                |
| <u>c</u> 10. shuttle run    | e. relay               |
| <u>d</u> 11. three-deep tag | f. "beat" of the music |
| <u>e</u> 12. cross-over     | g. stunt               |
| <u>b</u> 13. nixie polka    | h. half-turn           |
| <u>i</u> 14. softball throw | i. overhand            |
| <u>a</u> 15. fold-a-gym     | j. bounce              |

Put a T in front of the sentences that are true.

Put an F in front of the sentences that are false.

16. (F) When performing a chin-up, grasp the rope anywhere.
17. (T) Climb a rope using your hands only.
18. (T) In the shoulder roll, you stand facing the direction of the roll.
19. (T) While performing the cartwheel, you will be in a hand-stand position at one time.
20. (F) A pull-up is the same as a push-up.
21. (F) Catch Cane is performed on the fold-a-gym.
22. (T) A straight patch is the best one to take in a shuttle run.
23. (F) A shuttle run is a relay.
24. (F) A broad jump is always performed from a standing start.
25. (F) Kickball is a folk dance.

March Test :

1. What is the correct hitting area in dodge ball?
  - a. shoulders to toes
  - b. shoulders to knee
  - c. anywhere
2. Are the arms important in dervish jump? Why?
3. In Hustle Bustle Relay, can a new runner leave the file until he has received the bean bag?
4. In Scramble Relay, do you go to the end of the file after you have run?
5. What is a relay?
6. Which part of your body is used most in rope jumping?
  - a. arms
  - b. legs
  - c. head
7. Name one dance we have learned this month.
8. What is the name of the game in which we pretended that we were animals?
9. In what game did we have a double circle formation?
  - a. Three Around
  - b. Two Base Kick
  - c. Hustle Bustle Relay

**Key:**

- |  |  |
|--|--|
| 1. B   | 6. B   |
| 2. yes; they help with balance   | 7. A   |
| 3. No  | 8. Patch Tang, Horra, or We<br>Won't Go 'Til Morning |
| 4. Yes   | 9. Camel Amble                                       |
| 5. where groups of people race<br>against each other to a cer-<br>tain point | 10. Three Around                                     |

**April Test:**

1. The Kosebuckka uses which of the following steps?
  - a. waltz
  - b. schottische
  - c. two-step
2. When the call "do-si-do" is given, partners pass (left, right) shoulders with arms crossed and elbows high.
3. Badger gavette is a dance of which country?
  - a. America
  - b. England
  - c. Holland
4. Climbing a pole or rope helps increase strength in the:
  - a. legs
  - b. arms
  - c. abdomen
5. Are the arms important in the broad jump? Why?
6. Stoop Tag helps to strengthen the:
  - a. arms
  - b. legs
  - c. back
7. If a game or dance is fast, tiring, and increases your breathing it helps to develop .....
8. The Chair Vault helps to develop (arm, leg) strength.
9. If you move clockwise you move to the (right, left).
10. If you move counterclockwise, you move to the (right, left).
11. In the shoulder rest, we must remember to:
  - a. bend our knees
  - b. keep our legs and thighs straight
  - c. arch our backs

12. The inverted hang strengthens most the:

- a. arms
- b. legs
- c. back

**May Test: Third Grade**

1. In the Grand Right and Left, give your (right, left) hand to your partner and your (right, left) hand to the next person.
2. In changing directions in dancing the weight should be on the (heels, toes).
3. In Bat Ball the ball should be batted with the (first, open hand)?
4. In the game Elephants Fly, we learn mainly to:
  - a. listen and follow directions
  - b. run
  - c. throw a ball
5. Which is the best way to run:
  - a. on your toes
  - b. flat on your feet

**Chapter  
8**

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**THE FOURTH  
GRADE PROGRAM**

**WHAT THE CHILD IS LIKE**

By the fourth grade, both boys and girls have acquired considerable neuromuscular coordination. They can, therefore, perform locomotion movements with grace and sports skills with a considerable degree of skill. Children of this age are so active, that they must be protected from over-fatigue and overexcitement. They tire easily when activities involve long-continued efforts and their tendency to overdo makes it mandatory to observe rigid rules for sufficient rest and sleep. New skills of challenge can be introduced, but skills review should not be omitted. The prevalent gang spirit can be used to promote team games. Antagonism toward the opposite sex becomes more evident this year, and as boys are rougher than girls, some games should be segregated. It is important to promote social relations with the opposite sex through such mixed activities as folk and square dances.

**OBJECTIVES**

1. Enough leg strength to do a standing broad jump one's own height and 3".
2. Enough arm and shoulder strength to do 20 chair or bench push-ups.
3. Enough abdominal strength to do 23 curl-ups.
4. Enough endurance to run continuously for 3 minutes.
5. Ability to throw and catch a softball with a partner 20 feet away.

6. Ability to bat a pitched softball.
7. Ability to serve (bat with hand) a volleyball across a line 15' away.
8. Ability to dribble (successive short kicks) a soccer ball with the feet 8 yards, around an object, and 8 yards back.
9. Ability to kick a placed soccer ball between two objects four feet apart placed 15' away.
10. Ability to touch hands to toes and head to knees in a sitting position with the legs spread.
11. Ability to perform highland step, two step,  $\frac{3}{4}$  run.
12. Ability to do the following square dance patterns: Square for four, ladies chain, promenade, reel; to change partners during rhythm, to recognize and react immediately to tempo change in music.
13. Ability to walk forward on a 4" wide, 12' long balance beam (or a 4" line on floor) to the middle of the beam, pivot, turn and gallop back.
14. Walk forward to the middle of the balance beam, kneel on one knee.
15. Skip the full length of the beam, first on the right foot, then on the left foot.
16. To accept success or failure (individually or as a team) with a good attitude and to accept one's part in a team effort.
17. To be able to make rules, to play by them, and to follow an activity through to its completion.
18. To learn activities which will be enjoyed in everyday play with a minimum of adult supervision.
19. To understand the dangers and safety precautions necessary for physical activities, especially campercraft and bicycling.
20. To understand how various activities develop different parts of the body.
21. To stress the importance of remaining active throughout our lives for physical and mental health.

## ACTIVITIES

### RHYTHMICAL ACTIVITIES

#### Two-Step

This step is in 2/4 or 4/4 time. The count is "one, and, two, and." On count "one," children step diagonally left with the left foot. On count "and" they close the right foot to the left and transfer their weight. On count "two" they step diagonally forward again with the left foot. On count "and" they hold. Let them repeat the pattern beginning with the right foot. As they gain skill they should use gliding steps.

This is a basic social dance step and any modern record in 2/4 or 4/4 tempo can be used.

*Head Couple*—Couple No. 1 and No. 3 in a square, the couple standing with backs to the music is always Couple No. 1; the couple opposite Couple No. 1 is known as opposite or Couple No. 3.

*Ladies Chain*—Two couples face each other. Girls advance toward each other, touch right hands and pass right shoulders (4 steps); join left hands with opposite boys and place right hands on own waists; boys place right arms around girls' waists and pivot girls once around to the left in four steps. Couples finish facing.

*Reel*—First couple hooks right elbows, turn one and one-half times around so that the lady faces the gent's line and the gent the ladies' line. Lady hooks left elbow with the next gent in line and turns once, while gent hooks left elbows with the next lady in line and turns once. First couple now hooks right elbows once more and turns once; then each goes to the next lady and gent past the one just reeled, then back to each other until each one in the line has been turned.

#### Shoo Fly (American) (2/4)

*Record:* Decca 18222; Folkraft 1185 and 1102.

*Formation:* Double circle; boys on inside.

*Description:*

Measures 1-2: Join inside hands; take 4 walking steps around circle CCW.

Measures 3-4: Face partner; walk backwards 4 steps.

Measures 5-6: Face diagonally left forward and walk forward 4 steps toward new partner.

Measures 7-8: Hook right elbows with new partner and walk around each other with 4 small steps.

Measures 9-16: In skating position, promenade CCW.

**Chorus**

Shoo fly, don't bother me! Shoo fly, don't bother me!

Shoo fly, don't bother me! For I belong to somebody.

I feel, I feel, I feel, I feel like a morning star!

I feel, I feel, I feel, I feel like a morning star!

**Seven Steps (Austrian) (2/4)**

*Records:* Folkraft 1163; Folk Dancer MH-1048; Burns Album H-523; Methodist M-101; Victor 45-6172.

*Formation:* Couples in a double circle, facing CCW, boy on inside with his partner on his right. Inside hands joined.

*Description:*

Measure 1-4: Begin with outside foot, take 6 steps forward, CCW, turn with a jump facing the opposite direction.

Measures 5-8: Repeat CW.

Measures 9-10: Drop hands, take 2 running steps away from partner.

Measures 11-12: Take 2 running steps and jump back to place, finishing with both hands joined.

Measures 13-16: Turn partner by linking right elbows with 4 step-hops.

Measures 17-18: Repeat action of measures 9-10.

Measures 19-20: Turn and take 2 running steps and a jump toward the person to the right.

Measures 21-24: Swing with new partner.

**Norwegian Mountain March (3/4)**

*Records:* Folkraft 1177; Burns Album B 345 and Album H 523; Victor 45-6173 and 20151.

*Formation:* Sets of three forming triangles, with sets arranged in large circle facing CCW. Number one as leader extends arms backward to join outside hands of numbers two and three; numbers two and three join inside hands.

*Description:*

Measures 1-8: Beginning with the right foot, run forward lightly with 24 running steps. Accent first step of each measure.

Measures 9-10: Number one moves backward with 6 small running steps under raised arms of two and three who do 6 small running steps in place.



Measures 11-12: Number two passes with 6 small running steps, under arch made by one and two, who do 6 running steps in place.

Measures 13-14: Number three turns in place with 6 running steps under arch formed by one and two, who do 6 running steps in place.

Measures 15-16: Number one turns under her own right arm with 6 running steps, two and three do 6 running steps in place. All finish in original position.

#### **Patty Cake Polka (American) (2/4)**

*Records:* Honor Your Partner 301 and 401; Folkraft 1018; Folk Dance 1501; MacGregor 400; Columbia 36201; Old Timer 8005.

*Formation:* Couples in double circle, partners in social dance position with boys on inside.

#### *Description:*

Measures 1-2: Boys place left heel to side, point left foot in front. Girls use right foot. Repeat.

Measures 3-4: Boys take 4 slides left, girls slide to the right.

Measures 5-6: Boys place right heel to side, point right foot in front. Girls use left foot. Repeat.

Measures 7-8: Boys take 4 slides to right, girls slide to the left.

Measures 9-12: Clap partner's right hand 3 times, left hand 3 times, both hands 3 times, and slap own thighs 3 times.

Measures 13-16: Do a right elbow swing and boy moves to left to meet new partner.

#### **Life on the Ocean Wave (American) (6/8)**

*Records:* Honor Your Partner 202; Capitol 4037; Old Timer 8059; Folkraft 1001; Folk Dance 1084.

*Formation:* Four couples in a square.

#### *Description:*

Measures 1-4: Two head ladies cross over and stand by the gentlemen.

Measures 5-8: Side ladies cross over and all join hands.

Measures 9-10: Honor your corner lady.

Measures 11-12: Honor your partners all.

Measures 13-24: Swing your corner lady and promenade the hall. Repeat with two head gentlemen and two side gentlemen.

Repeat entire dance until original partners are back together in their home position.

#### **Gustaf's Skoal (Sweden) (2/4)**

*Records:* Victor 20998 and 45-6170; Methodist M-108; Burns Album B 347 and H 525.

*Formation:* Square, partners join inside hands.

*Description:*

Measures 1-4: Couples 1 and 3 walk forward 3 steps and honor; walk backward to place.

Measures 5-8: Couples 2 and 4 repeat.

Measures 9-16: Repeat all.

Measures 17-24: Couples 2 and 4 form an arch with inside hands. Couples 1 and 3 skip toward center, drop partners' hands, join inside hands with opposites, and skip under nearest arch. Drop hands and skip back to original place, where couples join both hands and turn in place with 4 skips.

Measures 25-32: Repeat Measures 17-24 with couples 1 and 3 forming the arch.

#### **Virginia Reel (American) (6/8)**

*Records:* Honor Your Partner 205; Folkraft 1141 and 1249; Victor 20447; Columbia A-3079; Imperial 1092; Methodist M-104.

*Formation:* File formation, six couples, partners facing.

*Description:* This dance is very popular and it has several versions. Teachers can check the reference list for other forms of the dance.

Measures 1-4: Forward and back. Partners walk 3 steps to each other, ladies curtsy, gents bow. All return to own places.

Measures 5-8: Right hands around. Partners walk to each other, take right hands, and pass around each other and back to place.

Measures 9-12: Left hands around. Partners walk to each other, take left hands, and pass around each other and back to place.

Measures 13-16: Both hands around, etc.

Measures 1-4: Do-Si-Do. Partners walk around each other, passing right shoulder, then left shoulder and back to place.

Measures 5-16: First couple joins hands and slides down the set and back.

Measures 1-16: First couple right hands around one and a half turns so that the lady faces the gents' line and the gent faces the ladies' line. Lady turns around with left hand of the next gent in line and gent turns around with left hand of the next lady in line. First couple meets in center and turns around with a right hand clasp, then each continues to the next couple until the first couple reaches the end of the set.

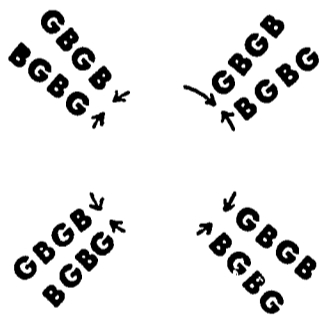
Measures 1-8: First couple "hurries home", slides to the top of the set, and all dancers face the caller in file formation.

Measures 9-16: Cast off. All dancers follow first lady and first gent around outside set. First couple forms an arch and other couples pass under arch so that the second couple is at the top of the set. The dance is repeated until all couples have been at the top of the set. Repeat dance until all have had a chance to be first couple.

#### **Portland Fancy (American) (6/8)**

*Records:* Folkraft 1131 and 1243, Honor Your Partner 207.

*Formation:* Lines of four, two couples in a line, lines facing.



#### *Description:*

As many lines of four can dance as space permits.

Measures 1-8: All groups of four couples join hands and circle 8 hands around CW.

Measures 9-12: Right and left through with opposite couple.

Measures 13-16: Right and left back to original places.

Measures 17-20: Ladies chain across.

Measures 21-24: Ladies chain back.

Measures 25-28: Forward and back.

Measures 29-32: Forward and pass right shoulders and meet new set of two couples. Repeat dance.

#### **Highland Schottische (Scottish) (2/4)**

*Record:* Victor 21616; Burns Album B 341 and Album J 552.

*Formation:* Single circle, partners facing, boys facing CCW.

*Description:*

Measures 1-2: Touch right toe to right side, hop left, raise right foot in back of left knee, hop left; touch right toe to right side, hop left, raise right foot in front of left knee, hop left.

Measures 3-4: Slide right foot to right; draw left foot to right, cutting right out to side; leap right, hop right, swinging left foot in back of right knee.

Measures 5-8: Repeat action of measures 1-4 in opposite direction.

Measures 9-16: Repeat action of measures 1-8.

Measures 17-24: Partners link right elbows and hold left arms overhead; make 2 complete turns while doing 8 step-hops.

Measures 25-28: Partners link left elbows and hold right arms overhead; make complete turn while doing 4 step-hops.

Measures 29-32: With hands on hips, pass partner by left shoulders with 4 step-hops to meet a new partner.

**Crested Hen (Danish) (2/4)**

*Records:* Methodist M-108; Folkraft 1194; Victor 21619 and 45-6176; Burns Album B 346 and Album H 527.

*Formation:* Set of three, two girls and one boy, join hands to form circle.

*Description:*

Measures 1-8: Begin with left foot, take 7 step-hops CW; stamp.

Measures 9-16: Repeat CCW with right foot, stamp, girls release hands but retain boy's hands and finish in line.

Measures 17-20: Right hand girl passes with 4 step-hops in front of boy, through arch formed by boy and left hand girl, to her own place. Boys turn left in place.

Measures 21-24: Left hand girl repeats action of measures 17-20.

Measures 25-32: Repeat action of measures 17-24.

**Oh Susanna (American) (2/4)**

*Records:* Folkraft F-1017 and 1186; Decca 18222; Imperial 1080 and 1146; Victor 45-6178 and 20638.

*Formation:* Couples in single circle, facing center.

*Description:*

Measures 1-4: Girls take 3 skips to center and back to place.

Measures 5-8: Boys do the same.

Measures 1-4: Girls repeat.

Measures 5-8: Boys repeat.

Measures 9-16: On the chorus, partners face each other in a single circle, and do "Grand Right and Left" to the seventh person. Promenade with new partner CCW.

*Variation:*

Measures 1-2: Stamp 4 times in place.

Measures 3-4: Clap own hands 4 times.

Measures 5-8: Face and honor partners and then honor corners.

Measures 9-16: All join hands, forward and back 4 steps.  
Repeat.

Measures 1-4: Stamp 4 times in place, clap hands 4 times.

Measures 5-8: Swing partner with 8 skips.

Measures 9-16: Promenade with 16 steps.

## GAMES AND GAME SKILLS

### Three Deep

*Space:* Playground or gymnasium.

Players are in a double-circle, facing the center. One player is chosen as the runner and another is "It". The one who is "It" chases the runner, who is safe by stepping in front of any couple in the circle. The outside player of the couple immediately becomes the runner and the game continues. If the runner is tagged, he becomes "It" and the player who tagged him becomes the runner. The runner must go into the circle from outside when making it three deep but he may cut through while being chased.

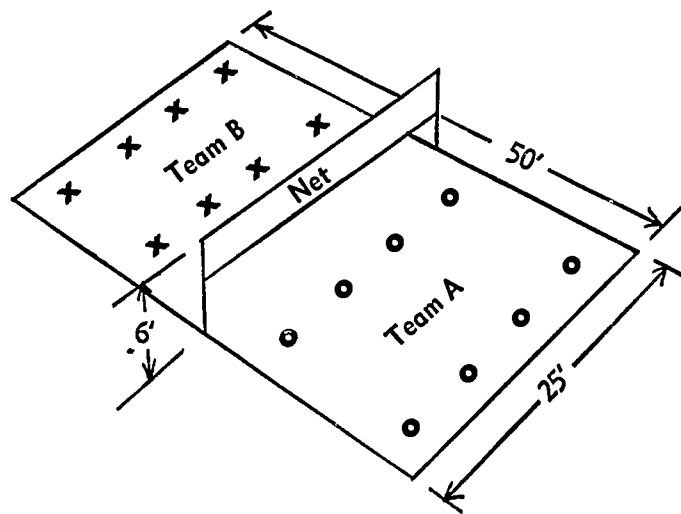
A runner may not run longer than twice around the circle. The leader should call time and choose another "It" if he is unable to catch the runner.

*Suggestion:* To speed up the game use a single circle and call the game "Two Deep".

### Newcomb

*Space:* Playground, gymnasium, or playroom.

*Formation:* Players are divided in two teams, one on each side of the net, which is set up 6 feet from the ground on a 25' x 50' volleyball court.



*Description:*

To start the game, a player from team "A" is given the ball, which he throws over the net. Any player from team "B" may attempt to catch the ball and return it across the net. Play continues back and forth until a team makes one of the following errors: fails to catch the ball, throws the ball out of bounds, or holds the ball more than five seconds before throwing it. One point is scored for the opposing team for any offense. High score wins. The duration of play must be set in advance or the game may be terminated when one team reaches a previously set point total.

This game develops ability to throw and catch a playground ball and to play in squad formation.

**Fist Fungo**

*Space:* Same as above.

All players except one, the batter, scatter on the playing field. The batter holds a volleyball or playground ball in one hand and hits it toward the other players with an open hand or fist. Any player who catches the ball before it touches the ground exchanges places with the batter. Any player who gets the ball after it touches the ground attempts to hit the batter with the ball. The batter must not move his feet. If hit, the batter exchanges places with the fielder. If the batter isn't hit, he gets another turn.

**Run The Bases**

Play is on a softball diamond. Two teams alternate being runners and fielders. There must be a pitcher, catcher, and one fielder by each base, with other fielders backing up base fielders.

The runners stand by homeplate and run the bases on a signal. On the signal, the pitcher throws the ball to the catcher who throws to the first baseman, the first baseman throws to the second baseman, second baseman throws to the third baseman, third baseman throws to the catcher. One point is scored every time the runner reaches a base ahead of the ball. After each team member has been a runner, teams exchange places.

### Softball Skills

*Throwing:* Hold ball tightly in hand, two fingers on top, thumb on side, and the third and fourth fingers on other side. Bring ball back of shoulder, head high with left side of body turned in direction of throw. Raise left arm and advance left foot bringing weight of body forward. Throwing requires practice until it is a well-formed habit.

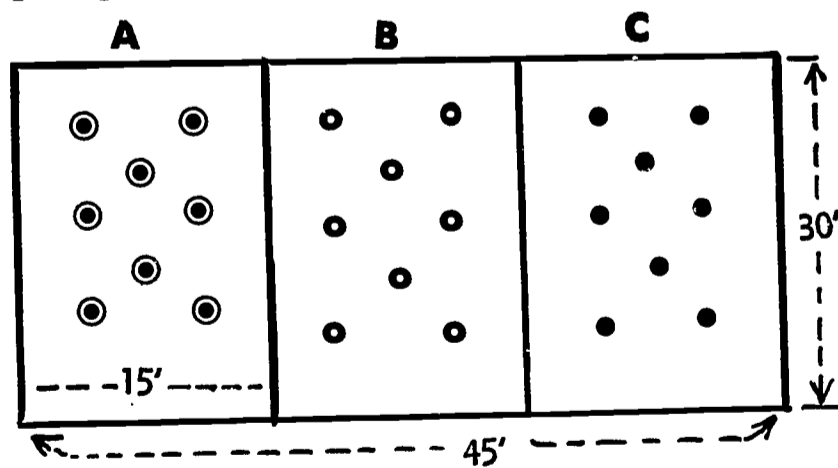
*Overhand throw:* The overhand throw should be a rhythmic motion with players throwing short distances at the beginning so the muscles will not be overworked or pulled. As accuracy improves, speed and distance should be increased.

*Catching the ball:* Until this is mastered, playing softball is difficult to play. Keep eye on the ball; use two hands until you gain confidence. Be relaxed, never fight the ball by pushing at it. Give with the force of the throw.

### Three-Court Dodge Ball

Space: Playground, gymnasium, or playroom.

Players are divided into three equal teams. Each team occupies a court, the size of which may vary according to the number participating and space available.



One player in the center court gets the ball and, at the signal to start, attempts to hit one of the opposing players. If he succeeds,

the player who is hit leaves the game. As soon as the ball hits the ground it may be caught by any player. Any player hit with the ball is eliminated. Players may move freely in their own court, but cannot go outside their playing area except to retrieve the ball from out-of-bounds. Two minutes constitute a period. After each period a different team takes the center, and all players who have been hit re-enter the game. One point is scored against the team for every player hit. After three playing periods, total the points and the team with the lowest score wins.

#### **Army-Navy Ball**

Two equal teams, "Army" and "Navy," are opposite each other in parallel lines about eight to ten feet apart. The ball is passed back and forth between the two teams. When a signal is given, the passing stops and the team not in possession of the ball scatters over a designated play area. The player with the ball attempts to hit one of the members of the opposing team. If he succeeds, one point is scored for his team and the game is continued. After a designated playing time, the team with the largest number of points wins.

#### **Soccer Dodge Ball**

*Space:* Playground, gymnasium, or playroom.

*Formation:* Players are divided into two equal teams. One team stands on the outside of a circle; the other stands scattered inside the circle. One player on the outer circle has the ball on the ground beside his foot.

*Description:*

The outer circle player with the ball kicks it toward the center in an attempt to hit some player within the circle. The inside players try to keep away from the ball. After a given period of time, the teams exchange places. One point is scored for the outside team each time the ball hits an inside player. When both teams have had an opportunity to be kickers, the winner is the team with the most points. If an inside player touches the ball with his hands or body or steps outside the circle to avoid being hit, he is eliminated from the game. If the ball goes dead within the circle, the nearest player on the outside team retrieves it.

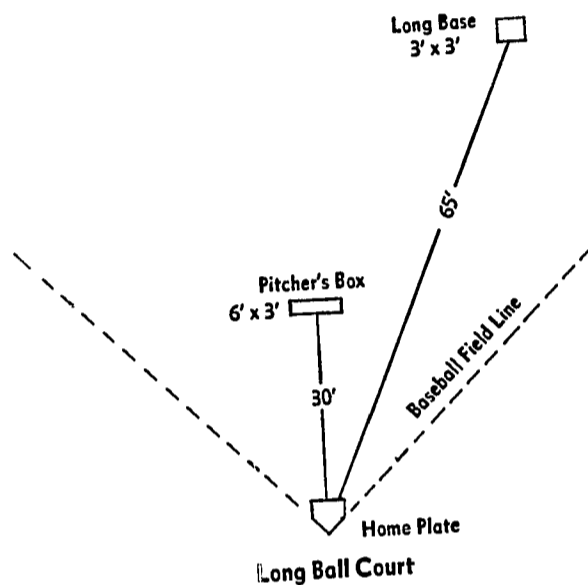
*Variation:* Instead of awarding points for hitting an opposing player, eliminate players who are hit. The winning team is the one which has eliminated the greater number of opponents within a specified playing time.



## Long Ball

*Space:* Playground, gymnasium or playroom.

*Formation:* Players are divided into two teams and the players are numbered. Each team selects a pitcher and catcher, with players rotating to these positions after each inning. The other players are fielders or batters.



### *Description:*

A softball and a softball bat are used. When a batter hits the ball he runs to the base and, if possible, returns home, scoring a point if successful. Any hit is good and there are no fouls in the game. A base runner may stop on long base if it isn't safe to return home. Any number of runners may be on base at the same time. Runners may not steal home, but may run only when a ball has been hit by a batter, unless it is a fly ball that is caught. A batter is out if he strikes out (three strikes), is touched off base with the ball, steals a base, or throws his bat; if a fly ball is caught, or if he hits a ball which reaches long base before he does.

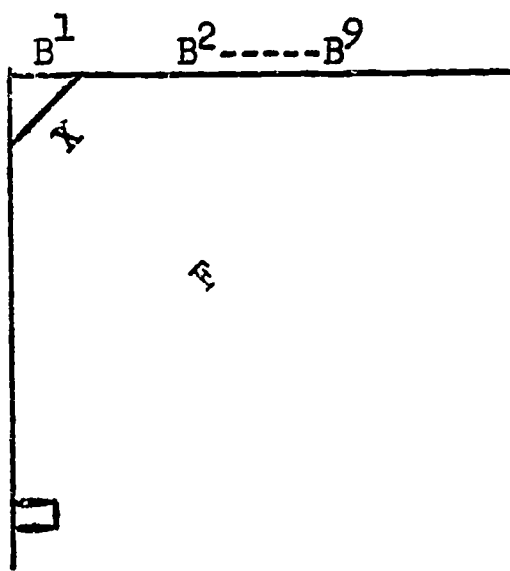
## Pin Ball

*Space:* Playground or gymnasium.

*Formation:* Two teams of equal numbers. Batters stand in line a safe distance from home plate. The fielders scatter in the play area no closer than 15 feet to home plate.

### *Description:*

The batter hits the pitched playground ball on first bounce and runs to a base 25 feet to the right of home base and returns.



The fielders secure the ball and without taking more than one step pass the ball to another teammate or bowl the ball, attempting to knock down the pin that is located in front of home plate.

A player scores a run by hitting a fair ball and after making a continuous run arrives at home base before having the pin knocked down by the fielder. Outs are made only by knocking down the pin. One out retires the batting team.

Each team numbers-off and bats in the numbered order. If number six makes the last out in inning one, then number seven is the first batter for that team in inning two. The team with the most runs at the end of a set number of innings is the winner or the game may be played with a time limit.

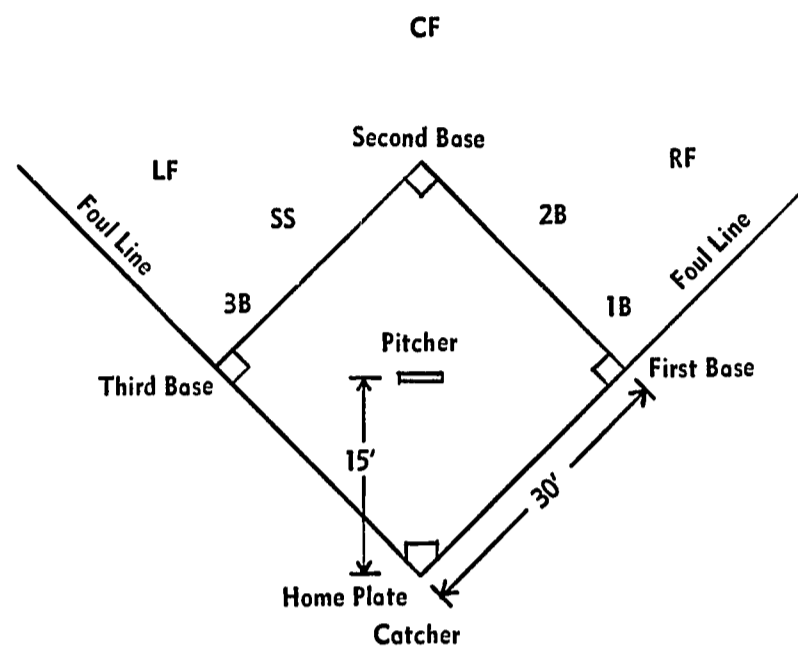
### Kickball

*Space:* Playground.

*Formation:* Players are divided into two teams, one in the field, the other at bat. The game is played on a softball field. The rules are similar to softball. Each team consists of nine players, but more can be used. There is a catcher, pitcher, first, second and third basemen, shortstop, left, center and right fielders (See figure).

*Description:*

The pitcher rolls a playground ball to the batter who attempts to kick the ball. Each batter gets one kick at the ball, fair or foul. If the ball is kicked foul or out of bounds, the batter is out. After kicking a fair ball, the batter must reach first base before the ball gets to the first baseman, who must be on the base as he



catches it from one of his teammates in order to get the batter out. The batter is out if he is hit by a thrown ball while running to any base, including first. A batter is out if a fly ball is caught. Teams change sides after three outs. No player may step off base until the ball is kicked by the batter. When a player goes around all the bases safely, he scores a run. The team with the most runs is winner. Play may be for 5, 7, or 9 innings.

### Hit Pin Kickball

*Space:* Playground, gymnasium or playroom.

*Formation:* Same as in Kickball.

*Description:*

The game is played like kickball except that Indian clubs are placed on the bases and home plate. The object is for the team in the field to knock down all four Indian clubs with the ball before the runner who has kicked the ball crosses home plate. The player who kicks the ball runs around all the bases without stopping. A batter gets three strikes at the ball, but is out if he or the pitcher knocks down the Indian club behind home plate.

### Call Soccer

*Formation:* Two equal teams face each other on parallel lines 25 to 30' apart. Players on each team are numbered consecutively standing in opposite ends. (See Indian Club Snatch) A ball is placed between the two teams.

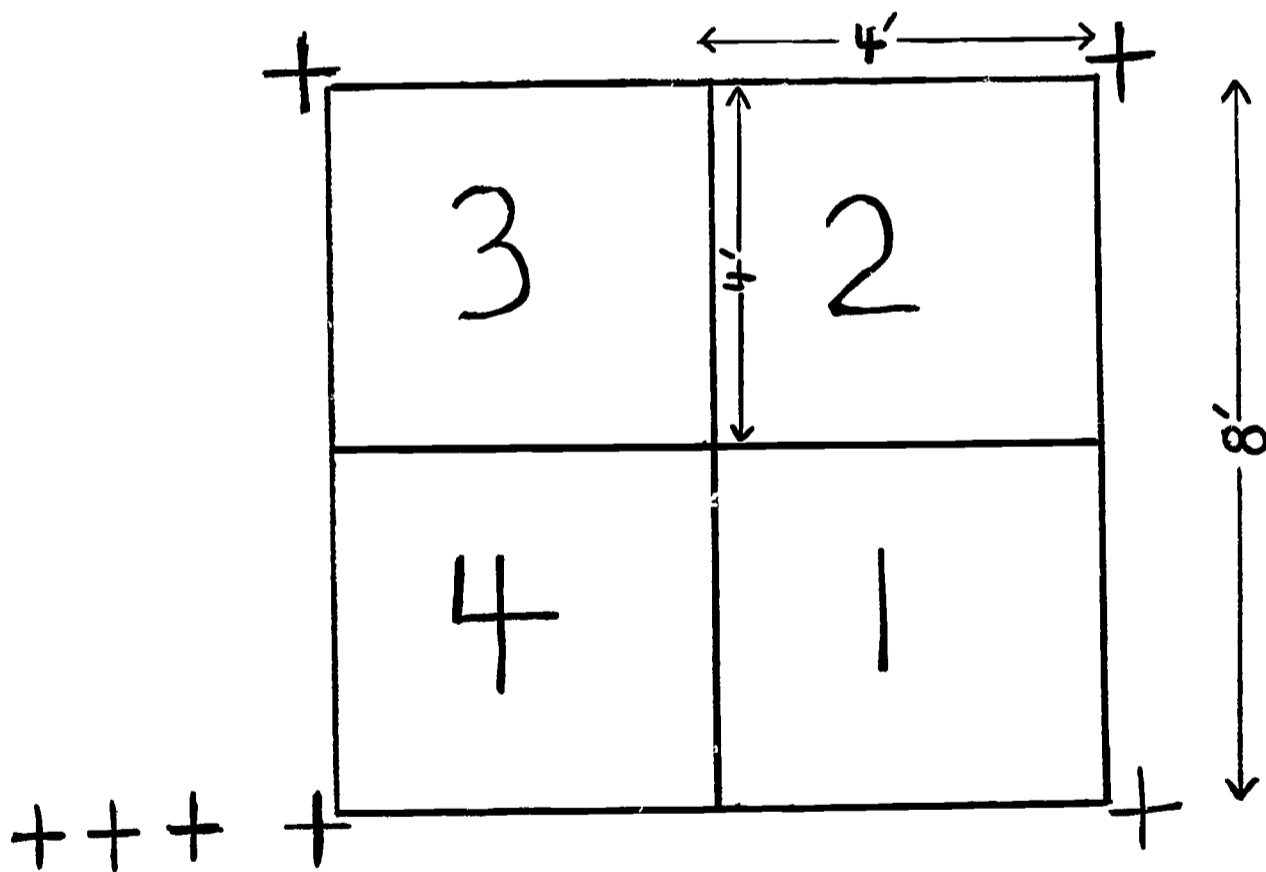
The leader calls out a number and two players, one from each team, run to the center, attempt to dribble the ball over the opponent's line. The line players attempt to stop the ball with any part of their bodies other than the hands and pass the ball to their team who attempt to score on the other team. If one of the called players kicks a ball over the opponent's line, he scores a point.

A free kick from twenty feet away is awarded if a player uses his hands on the ball, or if he pushes or holds his opponent. The leader calls time if the two called players are unable to serve or if the ball goes astray.

Introduce the game by having the called players walk to the ball and progress into running when number called.

#### Four Square

*Court:* Paint a square (8' x 8') on your blacktop. The court may be constructed inside with masking tape or tempera paint. A temporary court may be drawn on the ground with a sharp instrument. Divide the large square into four 4' x 4' squares.



*Formation:* Four or more persons are required to play. One player is stationed at the corner of each square. The extra

players line up five feet behind player No. 4. A volleyball is normally used for this game but a six or eight inch playground ball is an excellent substitute.

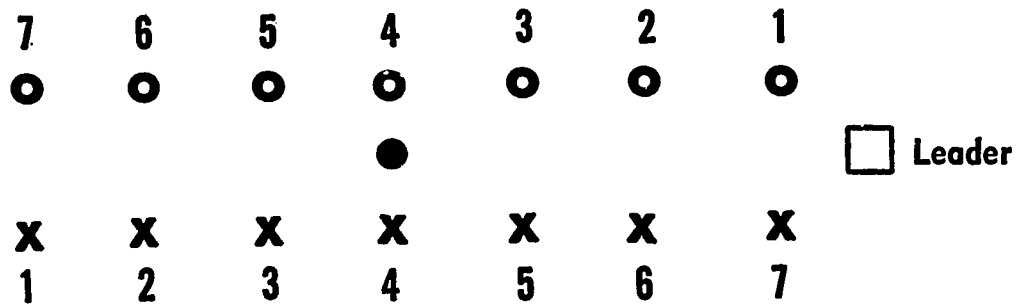
*Description:*

Player no. 1 starts play with a serve into square no. 3. The serve is made by bouncing the ball first in square no. 1 and then by tapping the ball into square no. 3 with the underhand motion. No. 3 receives the serve and then plays the ball underhanded into one of the other three squares. Play continues as each player taps the ball into another square until someone misses. A miss occurs whenever a player taps the ball into his own square, on a line, out of bounds, or fails to tap the ball after it has bounced in his square. The player who missed is "out" and takes his place in the line of extra players. All the other players rotate to fill the vacant square. (Examples: no. 2 missed no. 3 shifts to no. 2 square, no. 4 rotates to no. 3 square, an extra player fills no. 4 square and the "out" player takes his place at the end of line.) A player may step on a line or move inside his square to make a play but if he is struck by the ball while inside the square, a miss will be counted against him.

**Indian Club Snatch**

*Space:* Playground, gymnasium, or playroom.

Two equal teams face each other on parallel lines from 15 to 20' apart. Players on each team are numbered consecutively standing in opposite ends. An Indian club is placed between the two teams.

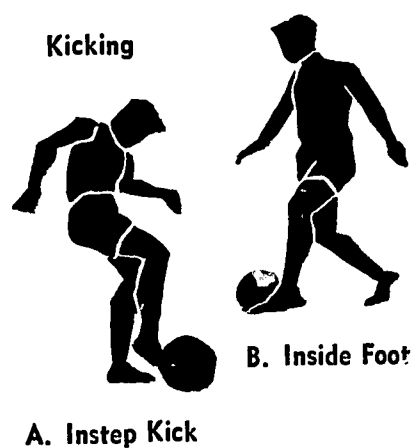


The teacher calls out a number and two players, one from each team, run to the center, try to snatch the club and bring it across their own line without being tagged, scoring one point. When both players have returned to place, another number is called and the game continues. The team scoring the most points is the winner. When two players grab the club at the same time, it is a draw and no points are scored.

## Soccer Skills

Since soccer provides many new skills it is essential that beginners spend a great deal of time in fundamental drills.

1. *Kicking*: Used to advance the ball forward or to pass to a teammate.
  - a. *Kicking with the inside of the foot*: Player stands with the non-kicking side turned in the direction the ball is to go, *i.e.*, when kicking with the right foot, the left side is turned; spread arms wide for balance. Swing kicking foot straight out to side, keeping on the line of the direction ball is expected to go. Bring the foot through to hit the ball squarely, just below the center. Follow through with the foot in the direction the ball is to go to attain proper direction.
  - b. *Kicking with the outside of the foot*: Stand with the kicking side facing the direction the ball is to go. Spread arms wide for balance. Swing kicking leg across in front of body. Turning toe slightly inward and downward, bring foot through to hit ball squarely just below center. Follow through as in kicking with inside of foot.
  - c. *Kicking with the instep*: Stand with body facing direction ball is to go. Spread arms wide for balance. Swing kicking leg backward in straight line with direction ball is to go. Bring foot through to hit ball squarely just below center. Follow through as in kicking with inside of foot.



2. *Trapping*: Used to stop the ball with the foot, leg, or chest. The ball may be trapped with the sole of the foot, the inside of the lower leg, the front of both legs, between the ankles. Trapping with the sole of foot and inside of the lower leg are the surest methods. The player should keep eye on oncoming ball. Spread arms wide for balance. Knee of supporting leg should

be well-bent as ball is met. Meet ball slightly in front of body. Bend knee of trapping leg and bring foot or inside of leg down over the ball. Recover position quickly in order to pass. (See figure.)



Trapping: Sole of Foot

Trapping: With the sole of the foot

(From A A H P E R, *Physical Education for High School Students*. Washington: 1201 Sixteenth St., N.W., 1964. By permission.)

3. *Dribble*: Used to propel the ball while running. For dribbling straight ahead, the player should keep ball 10-12 inches in front of body. Rotate leg slightly outward and tap ball lightly with insides of feet. Use both feet, alternating taps. Keep eyes on ball most of time. Look up for direction before passing. For dribbling on a diagonal or turning, the same general procedure as above is followed. This type of dribbling may be done with only one foot contacting the ball. If traveling to the right, inside of left foot makes the contact and vice versa. Dribbling may also be done with the inside of one foot and the outside of the other. If traveling to the right, inside of left foot and outside of the right are used.

## BASKETBALL SKILLS PRACTICE

*Equipment*: One ball is advisable for every 6-10 players.

*Adaptation to different sized groups*: With the use of squad leaders, there may be as many groups as there are balls. The relays and other formations should be used for teaching the skills at first. After the skill has been acquired to some degree of success, a game may be made of the practice by having the groups compete—either against time or for the highest number of scores.

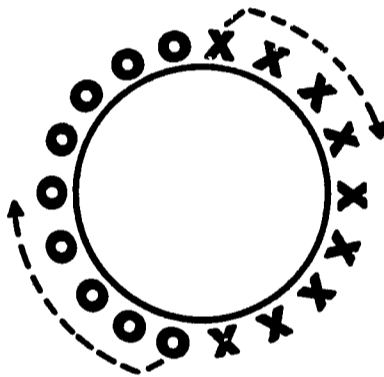
1. *For passing and trapping*:

X1 —————> X2 —————> X3 —————> X4

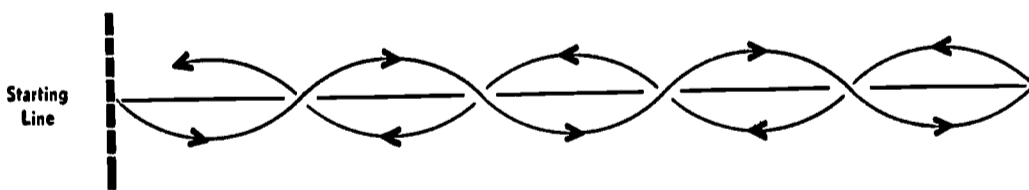
Players are 15 feet apart. X1 starts the ball, passes to X2 who stops the ball and passes to X3. When the ball reaches the last player, all face in the opposite direction and the ball is passed back again. This can be used as a relay with lines of equal numbers.

2. *Dribbling:*

- a. Dribbling straight ahead: shuttle relay formation. Player No. 1 dribbles the ball across to No. 2 and goes to end of that line. No. 2 takes the ball back across and goes to the end of that line, etc.
- b. Dribbling on a curve: circle formation. In order to have a large circle, it is better to combine two groups and use two balls. Divide the circle into two halves, the players on one side competing against the players on the other side of the circle. Start the balls on opposite sides of the circle.



After all players have dribbled the ball around the circle in clockwise direction, have them reverse direction.



Time: 30 seconds. Whistle is blown to start and at the end of 30 seconds.

Procedure: Ball is placed on the starting line. Clubs or chairs are placed five feet apart, starting at beginning point (see Figure). At starting whistle, the performer dribbles to the right of the first club, to the left of the second, and continues to weave between the clubs, past the last club and then returning. At the end of 30 seconds, whistle is blown and performer stops wherever he is.



## STUNTS AND SELF-TESTING ACTIVITIES

### Frog Hand Stand

Performer should squat so that his hands are flat on the floor, somewhat turned in, elbows inside thighs and pressed hard against knees, feet close to hands. He leans forward slowly, transfers the weight of his body onto his arms and hands, and lifts his toes from the floor. He holds this position 5 to 20 counts. Head should be held up for balance.

### Cartwheel

The cartwheel is a lead-up trick to the round-off. To start, the student should realize in which direction he will turn. In order for him to understand this, have him jump in place and do a half twist. If the student turns to the right, he should be encouraged to place the right hand on the mat first. The reverse is true if he turns to the left. To do the cartwheel, the student places either hand on the mat or ground, follows it by the other hand, a foot, and then the other foot (i.e. right hand, left hand, left leg, right leg; or left hand, right hand, right leg, left leg).



### Knee Wrestle

Opponents take a kneeling position on the mat or the ground about an arms' length apart. They grasp right hands and try to push or pull each other off balance.

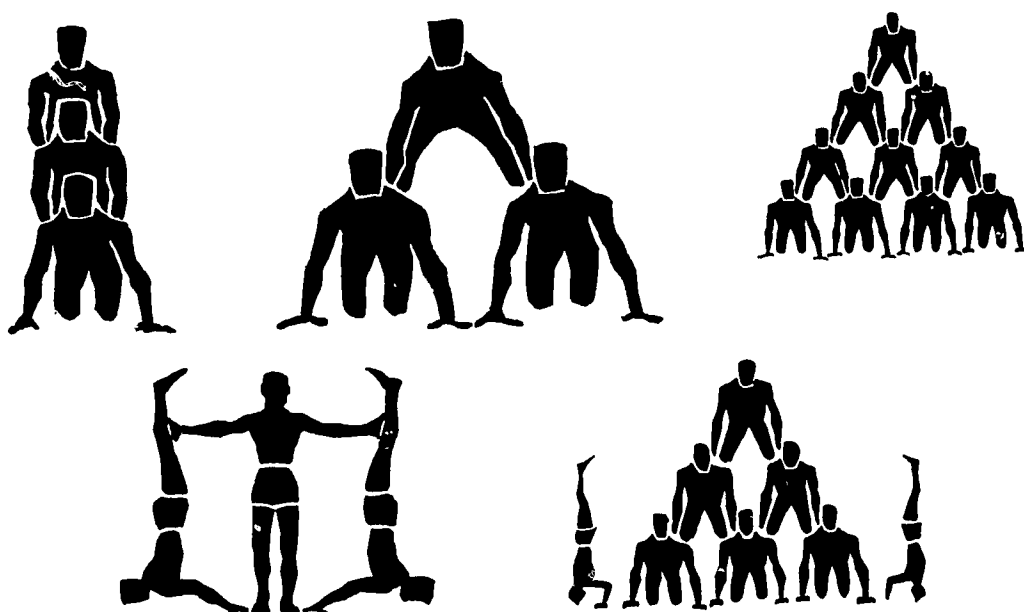
### Forearm Balance



Child assumes a kneeling position with palms and forearms on the floor. He lifts one leg then the other leg to a vertical position. Be sure that the head is lifted, back arched, and toes pointed.

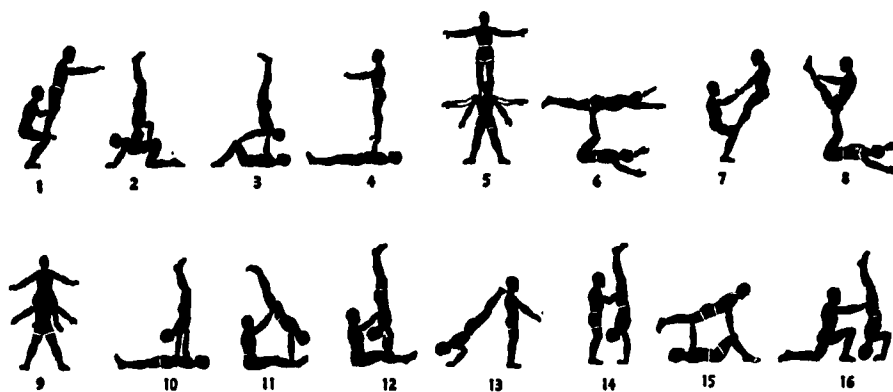
### Pyramids

Children enjoy making up their own pyramids and showing them to other class members.



### Dual Stunts

Children enjoy performing stunts with partners.



### Sitting Balance

One child lies on his back and bends his knees to his chest with his feet parallel to the floor. The second child, with his back toward the first, sits on the first child's feet. The first child straightens his legs and pushes the second child to a sitting balance position. The second child should keep his legs out straight and raise his arms sideward for balance.

### **Indian Wrestle**

Two players lie on their backs, side by side but facing in opposite directions, with right elbows locked. On count, each swings inside leg up, hooks opponent's knee, and tries to move him. Three out of five trials determine the winner.

### **Balance Beam Exercises**

1. Gallop forward with left foot always in front of right foot.
2. Gallop forward with right foot always in front of left foot.
3. Walk forward to center, kneel on one knee, rise, and continue to end of beam.
4. Walk forward to middle of beam, kneel on one knee, straighten right leg forward until heel is on the beam and knee is straight. Rise and walk to end of beam.
5. Walk forward to middle of beam, kneel on one knee, straighten left leg forward until heel is on the beam and knee is straight. Rise and walk to end of beam.
6. Skip full length of beam.
7. Walk to middle of beam, balance on one foot, turn around on this foot and walk backward to end of beam.
8. Allow children to make up routines of stunts learned on the balance beam.

### **Rope Jumping**

*Skipping:* Stand on right foot and hop on right foot while rope passes under; step on left foot, hop on left.

*Running:* The player runs in place with no hops between steps.

*Single Jump:* Keep feet together and jump with no intervening hops.

*Double Jump:* Keep feet together and jump with intervening hops.

*Backward Skipping:* Any of the previous skips may be used with the rope rotating backwards.

*Skipping on One Leg:* One leg is held off the floor while skipping on the other leg.

*Stiff Leg Kick Forward:* The player jumps the rope with one foot and then the other, keeping the other leg stiff at the knee and raising it forward on each skip.

*Stiff Knee Kick Backward:* Same as above, except leg is kicking backward.

*Spread Eagle:* Jump the rope with feet spread wide.  
*Crossed Foot Jump:* The rope is jumped with the feet crossed, alternating the position of the feet with each jump.  
*Top Step:* Use a shuffle step following each jump.  
*Buck and Wing:* Click the heels together between jumps.  
*Cross Hands:* Cross hands following each jump.  
*Rocking:* One foot is kept ahead of the other, the weight shifting or rocking from one to the other to let the rope pass under.  
Rope-jumping develops leg strength, rhythm, and coordination.

### Track and Field

Teachers should receive the following third grade activities: standing broad jump, running broad jump, and the left and right hop relay.

#### *Standing Start*

“Take your mark”—Stand with the left foot forward, with the toe near the line.

“Get Set”—Bend the knees slightly and place the weight forward. Extend the left arm forward with the elbow slightly bent and extend the right arm diagonally backward and downward.

“Go”—Take a quick step forward with the right foot. Bring the left arm downward and backward and the right arm forward and upward as the right foot touches the ground. After the start, swing each arm opposite the leg action.

*A Drill:* Take the starting position and on the commands run for a distance of 20 yards. Repeat this drill until the starting commands have been learned.

#### *Races*

A stop watch should be used for timing races. For fourth graders 50 to 75 yard dashes are long enough. Let the children learn how to start a race, “On your mark, get set, go” (whistle or clapping wooden blocks). Children should be taught to use and read a stop watch to the tenth of a second, and how to record results on a score card.

## **Bicycling**

By the time children are 9 or 10 years of age, most of them own bicycles. Bicycling is excellent exercise, but bicycle safety should be stressed in school to curtail the number of injuries and deaths from bicycle accidents.

On the school parking area a bicycle safety course can be laid out with tempera paint or chalk. Traffic officers may help set up the course and bringing traffic signs for it, or the children can make the signs to be used year after year.

Bicycle safety rules and the meaning of traffic signs and arm signals can be discussed. Each child can then ride the "course", using the proper signals and obeying the signs.

A bicycle club can be formed for after-school activity. This club could take bicycle trips, sponsor bicycle races, and encourage bicycle safety routes in the community.

For additional ideas and information, write to the Bicycle Institute of America, Inc., 122 East 42nd Street, New York, N. Y.

## **OUTDOOR EDUCATION**

Rules of fire safety:

1. Have a safe clean place to build a fire.
2. Collect all materials needed before you start.
3. Have some sand or water on hand to put out the fire before building it.
4. Handle matches carefully when lighting the fire and break them when the fire is lit.
5. Do not play in the burning materials.
6. As soon as you are through using the fire, put it out completely.

A *safe place* is one which has been cleared of all dry leaves, twigs, and roots. It has no trees or brush hanging over it. Use rocks to build a ring around the area.

*Three materials* are needed before you light the fire: *tinder*, small light material; *kindling*, dry sticks and twigs; and *fuel*, such as logs or charcoal.

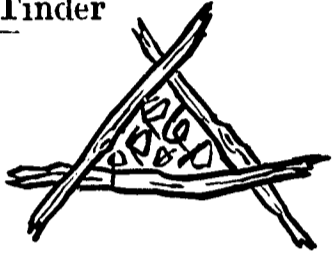
In laying the fire, first put on tinder, then kindling, then the fuel.

In lighting the fire, keep your body between the foundation fire and the wind.

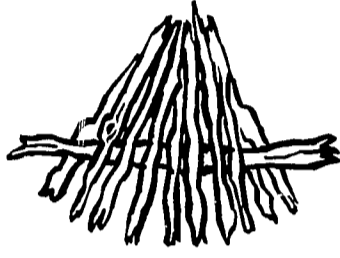
Give the fire lots of air after it is lit.

Two easy types of fires to set are the tepee and the crisscross.

Tinder

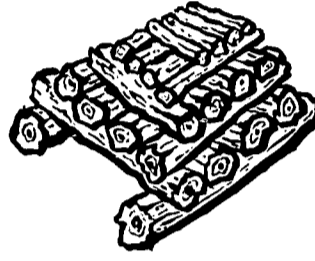


Step 1



Step 2

TEPEE FIRE



CRISSCROSS

**EVALUATION**

The AAHPER Physical Fitness Test or some other valid fitness test should be administered in the fourth grade. Some test items were started in the third grade as an indication of the child's physical fitness level.

Skill tests should be administered in the spring hand-eye and foot-eye coordination. The time is left up to the teacher's discretion. One test should be given per day substituting for one of the activities on the block plan.

Key for Scoring: E-excellent; G-good; P-poor; F-failure.

**HAND-EYE COORDINATION**

Name	Ability to throw basketball overhand, underhand, or side-arm and hit 4' target 18' away 3 out of 5 times.	Ability to catch a softball thrown by another player 20' away 5 out of 7 times.	Ability to catch a ground ball 3 out of 5 times.	Ability to serve a volleyball across a line 15' away.

### FOOT-EYE COORDINATION

Name	Ability to jump a single rope 20 times.	Ability to kick a placed soccer ball and hit a 3 x 3 target 15' away.	Ability to dribble a soccer ball with the feet 8 yards around an obstacle and 8 yards back in 30 seconds.

### SWIMMING EVALUATION

Must be able to pass Red Cross Beginner Swimming Course (p. 53 in Water Safety Instructor's Manual).

Content: Breath holding, rhythmic breathing, prone float, prone glide, back float, back glide, backkick glide, finning and flutter kick, human stroke and flutter kick, changing position, change of direction, turning over, leveling off, jump into deep water, release of cramp, assisting non-swimmer to feet, and reaching assists.

#### Fourth Grade Progress Charts

These are not to be used as a basis for a grade but to indicate the student's progress. Key for scoring: E-excellent; G-good; P-poor; F-failure. F (fall) S (spring).





## RHYTHMS

Name						
Recognize and react to tempo change						
Change partners during rhythm						
Promenade						
Reel						
Step-hop						
3/4 run						
Slide						
Gallop						
Heel and toe						
Basic locomotor skills						
Bounce ball in rhythm to music						
Leap, slide, run in 2/4, 3/4, 4/4 time						

## GYMNASTICS

Name	Horse	Beam	Parallel Bars	Rope

## WRITTEN TESTS

### Test Number 1

#### A. Matching

1. Relay (a) a team of people performing a series of skills
2. Game (b) a feat or skill usually performed by one person
3. Rhythm (c) a contest played by a set of rules
4. Stunt (d) moving the body in a pattern, usually to music  
(e) a test of strength

#### B. Fill in the blanks telling whether each of the following is a *stunt*, a *game*, or a *rhythm*.

1. Ve David \_\_\_\_\_
2. Barley Break \_\_\_\_\_
3. The Roberts \_\_\_\_\_
4. Wheelbarrow \_\_\_\_\_
5. Frog Hand Stand \_\_\_\_\_
6. Bears and Cattle \_\_\_\_\_
7. Klappdans \_\_\_\_\_
8. Gustaf's Skoal \_\_\_\_\_

#### C. Underline the correct answer:

1. End Zone soccer improves (a) arms; (b) legs; (c) fingers.
2. Jumping a single rope strengthens (a) arms; (b) legs; (c) shoulders.
3. Throwing a softball strengthens (a) arms; (b) legs; (c) feet.
4. The Inchworm strengthens (a) arms; (b) feet; (c) fingers.
5. Walking a beam improves (a) feet; (b) arms; (c) balance.

#### Key:

- A. 1. a  
2. c  
3. d  
4. b

- B. 1. stunt  
2. game  
3. dance  
4. stunt  
5. stunt  
6. game  
7. rhythm  
8. rhythm

- C. 1. arms  
2. legs  
3. arms  
4. arms  
5. balance

## Test Number II

### A. Multiple choice

1. In the Frog hand stand, you must balance on (a) head; (b) one foot; (c) hands.
2. Which of the following is a quiet game? (a) 4-court dodge ball; (b) Boiler Burst; (c) Keep Ahead.
3. The Roberts uses (a) Highland step; (b) Scottische step; (c) Two-step.
4. Which can be played inside on a rainy day? (a) End Ball; (b) Skin the Cat; (c) Bears and Cattle.

### B. 1. Name two games that help to develop speed.

2. Name three tagging games we have played.
3. What two stunts that we have done did you enjoy most?
4. When working on the balance beam, what is your partner called?

### C. 1. Have you played any of the games or stunts we have learned at school while you were at home?

#### Key:

- |         |                         |                         |
|---------|-------------------------|-------------------------|
| A. 1. c | B. 1. Individual choice | C. 1. Individual choice |
| 2. c    | 2. Individual choice    |                         |
| 3. c    | 3. Individual choice    |                         |
| 4.      | 4. Spotter              |                         |

## Test Number III

### A. Multiple choice

1. In the Sicilian Circle, one uses the (a) ladies chain; (b) Highland step; (c) waltz step.
2. In the Cumberland Square, one uses the (a) waltz; (b) schottische step; (c) polka.
3. In the soccer relay, one (a) dribbles the ball with his feet; (b) dribbles the ball with his hands; (c) throws the ball.
4. The Coffee Grinder is a stunt for (a) two people; (b) one person; (c) three people.
5. When pitching, the pitcher should keep his eye on (a) the ball; (b) his hand; (c) the catcher.
6. When one jumps, he should land on (a) both feet with knees bent; (b) both feet with knees stiff; (c) one foot with knees bent.

**B. Match the game with the ability required:**

- |                               |                           |
|-------------------------------|---------------------------|
| 1. Battledore and Shuttlecock | (a) arm strength          |
| 2. Tin Can Pitch              | (b) hand-eye coordination |
| 3. Backward and forward rolls | (c) leg strength          |
| 4. Jump rope                  | (d) flexibility           |
|                               | (e) back strength         |

**Key:**

- A. 7. a, 2. b, 3. a, 4. b, 5. c, 6. a.  
B. 1. b, 2. a, 3. d, 4. c.

**Test Number IV**

**A. Multiple choice**

1. The purpose of "Keep It Up" is to strengthen
  - a. leg muscles
  - b. arm and shoulder muscles
  - c. abdominal muscles
2. Bat-ball is a lead-up activity to
  - a. basketball
  - b. football
  - c. baseball
3. What is the purpose of the game "Crows and Cranes"?
  - a. change directions quickly
  - b. hop
  - c. march in a circle
4. The Virginia Reel is danced in
  - a. line formation
  - b. circle formation
  - c. square formation
5. What step is used in the waltz?
  - a. square step
  - b. running step
  - c. skipping step

**B. Matching**

- |  |                 |
|--|-----------------|
| 1. When catching a ball, the eye should be kept on | a. polka step   |
|  | b. four couples |

- |                                      |                           |
|--------------------------------------|---------------------------|
| 2. When you run, you should run on   | c. ball                   |
| 3. In a square dance "square",       | d. three couples          |
| there are                            | e. toes                   |
| 4. A stunt that requires 2 people is | f. Chinese sit-up         |
| 5. The "Klappdans" use a             | g. Coffee Grinder         |
| 6. The "Sicilian Circle" uses a      | h. Ladies Chain formation |

**C. True-False**

1. It is important to swing your arms doing the broad jump.
2. In tagging, a player should be tagged on the head.
3. The push-up is a test of speed.
4. You run farther in the 50-yard dash than in the shuttle run.

Each child's progress in each activity is to be recorded in the fall and spring by the teacher.

**Key:** E-excellent; G-good; F-fair; P-poor.

**Answers to Test Number IV:**

- |         |         |         |
|---------|---------|---------|
| A. 1. b | A. 1. c | C. 1. T |
| 2. c    | 2. e    | 2. F    |
| 3. a    | 3. b    | 3. F    |
| 4. a    | 4. g    | 4. F    |
| 5. a    | 5. a    |         |
|         | 6. h    |         |

**Outdoor Education Safety**

(Except for the first two items, the following test is written.)

Name.....

1. Use the correct knot to join two ropes of unequal size.
2. Tie a square knot.
3. List two ways of putting out a fire properly.
4. What three types of wood are needed to build a fire?
5. What is the name of the basic fire structure?
6. List two ways of cooking food while camping out.
7. What may a clove hitch be used for?
8. List five rules of bicycle safety.

**Chapter  
9**

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**THE FIFTH  
GRADE PROGRAM**

**WHAT THE CHILD IS LIKE**

Children of this age are organized and competitive. They are adventurous and enjoy an element of danger in their activities. They display broadening interest in team games, especially those that demand vigorous activity. Through team play, the need to belong which manifests itself in gangs can be satisfied in the physical program.

There must be a constant attempt to keep a balance between physical, social, mental, and emotional growth of the fifth grade child.

**OBJECTIVES**

1. Ability to do the standing broad jump (boys—5 feet; girls—4 feet 7 inches).
2. Ability to do pull-ups (boys—2 full; girls—flexed arm hang 7 seconds) or to hand walk a horizontal ladder 12 feet for girls, 15 feet for boys.
3. Ability to do sit-ups (boys—41; girls—31) or to raise feet to a 15 degree angle and hold ten seconds then lower slowly.
4. Strengthen back and lower back.
5. Ability to do 600 yard run-walk (boys—2' 33"; girls—2' 48") or to take part in active play for 45 minutes.
6. Ability to do 50 yard dash (boys—8.2 sec.; girls—8.6 sec.) or to run bases for softball, reaching for the inside of the bases, in 27 seconds.
7. Ability to bat a softball into fair territory 4 out of 7 times for girls, 5 out of 7 times for boys.

8. Ability to throw a softball (boys—87 feet; girls 41 feet).
9. Ability to catch a softball, soccer ball, basketball, and volleyball, thrown from 30 feet for boys and 20 feet for girls, 5 out of 7 times.
10. Ability to dribble a basketball a minimum of 25 feet for boys and 20 feet for girls.
11. Ability to shoot 3 out of 10 shots from under a basketball goal for boys and 2 out of 10 times for girls.
12. Ability to throw a basketball a minimum of 15 feet using the chest pass.
13. Ability to volley a volleyball 5 times in succession to self.
14. Ability to serve a volleyball over a net 6 feet 6 inches high from a distance of 15 feet 2 out of 5 times for girls, 3 out of 5 times for boys.
15. Ability to hit a life-size moving object with a ball from a distance of 20 feet for boys and 15 feet for girls.
16. Ability to trap between feet a soccer ball 4 out of 7 times for boys and 3 out of 7 times for girls.
17. Ability to drop-kick a soccer ball 30 feet for boys and 25 feet for girls.
18. Ability to perform these gymnastic stunts: 5 forward, 5 backward rolls in succession; head stand; scale; hang by knees; hand-knee balance; chest balance; build pyramids.
19. Ability to continue skills in basic dance steps (walk, hop, skip, slide, leap) alone and with a partner to the tempo of the music.
20. Ability to do basic steps involved in square dances, polkas, schottische, waltzes, and social dances.
21. Ability to shuttle run (boys—11.3 seconds; girls—12 seconds).
22. Ability to solve group and personal problems at play.
23. Ability to realize personal deficiencies and accept constructive criticism to improve them.
24. Ability to plan team play as a group and to carry out these plans in after-school activities.
25. Ability to understand the basic physiology of the body during exercises.
26. Ability to understand the following values of physical education :

1. Physical and organic growth
2. Development of skills
3. Development of good social traits
4. Emotional development
5. Development of safety skills
6. Development of recreational skills
7. Development of enjoyment of the program

## ACTIVITIES

### RHYTHMICAL ACTIVITIES

Many of the rhythms learned in the fourth grade can be reviewed in the fifth grade. The square dance steps and figures should be repeated because they call for rapid exchange of partners. Fifth grade square dancing should use the run or shuffle as the basic step rather than skipping.

Boys and girls should be encouraged to bring current records to make up dance steps. They can teach each other the various steps.

#### Cotton-Eyed Joe (American) (2/4)

*Record:* Imperial Record 1045, Capitol 4016, Folkraft 1035, MacGregor 604, Longhorn 201, Folkraft 1124, 1255.

*Formation:* Couples in double circle, boys inside with their backs to the center; partners hold hands in closed or social dancing position.

*Dance:* Described for boys—girls do opposite.

Measures 1-2: Heel and toe and a two-step left; touch the left heel to the side and then the left toe in back of the right heel; two-step left.

Measures 3-4: Heel and toe and a two-step right.

Measures 5-8: Repeat measures 1-4, starting on right foot.

Measures 9-10: Two-step away and back to your partner; circle away from partner, boy traveling counterclockwise, and girl clockwise, using four two-steps and back, partner taking the original position.

Measures 11-12: Push steps left. Four push steps, moving to left.

Measures 13-14: Push steps right. Repeat, starting right.

Measures 15-16: Two-step and change partners.

Do four regular two-steps or polka steps in closed social dance position, turning clockwise. A "mixer" may be used in this dance



by having the boy turn the girl to her right under his raised left arm to her new partner ahead on the third and fourth two-steps, while he drops back to meet his new partner.

Other two-steps include four from America—Boston two-step, circle, records Imperial 1093 or Folk Dancer MH 3001; Glow Worm, couples in double circle, records Four Star 1365 or Windsor 7613; Oxford Minuet, record Decca 25059B; and Tuxedo, circle, Decca 25059. Road to the Isles from Scotland uses couples in double circle formation, and is on records Folkraft 1095 or 1416 and Imperial 1005. From Denmark comes Sextur, using a circle formation on Folk Dancer record MH 1021.

#### **Troika (Russian) (2/4)**

*Record:* Methodist 105, Kismet Record 104; Folkraft 1170.

*Formation:* Triple circle; each boy is between two girls; girls' inside hands join boy's; outside hands on hips.

#### *Dance:*

Measures 1-2: Take 8 short running steps counterclockwise.

Measures 3-4: Take 8 short running steps backward to place.

Measures 5-6: Boy holds right-hand partner's hand high; left-hand partner runs under the arch with short running steps; boy turns to right under his own right arm; finish in original positions.

Measures 7-8: Repeat with right-hand partner running under arch made with left-hand partner.

Measures 9-12: The three form circle and run counterclockwise with 12 steps; stamp 3 times.

Measures 13-18: Repeat action of measures 9-12 clockwise; girls drop hands; boy runs to set in front.

*Other polkas:* Komarno, Czechoslovakia, is a single circle polka. Records are Imperial 1091A and Honor Your Partner 401. Senftenberger, Germany, is a couples in circle polka. Record is Imperial 1101.

#### **Red River Valley (American) (2/4)**

*Records:* Honor Your Partner 207; Methodist M-104; Folkraft 1056; Imperial 1096; MacGregor 82 and G 666; Windsor 7129 and 7429. Old Timer 8001; Folk Dancer 1088 and 3013.

*Formation:* Four couples in a square, or in a circle as a mixer.

*Description:* Square formation.

Measures 1-4: Allemande left.  
Measures 5-8: Grand right and left.  
Measures 9-12: When you meet your own, you promenade home.  
Measures 13-16: Swing partners (with your Red River Girl).  
Measures 1-4: Couples right and you circle.  
Measures 5-8: Swing with the other fellow's girl.  
Measures 9-12: Step right back and you honor.  
Measures 13-16: Swing your own Red River Girl.  
Measures 17-20: First couple to the right and balance.  
Measures 21-24: Circle to the left and to the right.  
Measures 25-28: Swing with the opposite lady.  
Measures 29-32: Then swing with your Red River Girl.  
Measures 33-36: Lead to the third and fourth couple. Repeat the dance with second, third, and fourth couples.

#### **Brighton Camp Mixer (2/4)**

*Record:* Folkraft 1250.

*Formation:* Two sets of partners facing; all sets forming a circle. Partners join hands.

*Description:*

##### **Part I**

Measures 1-4: Right hand star. All four join right hands and walk forward.

Measures 5-8: Left hand star. Drop right hands; join left hands, and repeat action of measures 1-4.

##### **Part II**

Measures 1-4: Girls do-si-do (See Chapter 7).

Measures 5-8: Boys do-si-do.

##### **Part III**

Measures 1-4: Girls chain to opposite boy (See Chapter 8).

Measures 5-8: Girls chain back to place.

##### **Part IV**

Measures 1-2: Forward walk and bow to opposite couple.

Measures 3-4: Walk backward to place.

Measures 5-8: Walk forward to new couple, passing opposite couple by right shoulder.

Repeat dance facing the new couple.

### **Captain Jinks (American) (6/8)**

*Records:* Folkraft 1070, 1155 and 1240; Shaw 133, Folk Dancer 3013; Methodist M-103.

*Formation:* Square or single circle, facing center, boy's partner on his right.

*Description:* For square.

Measures 1-4: Forward and back 4 steps.

Measures 5-8: Repeat.

Measures 9-16: Promenade 16 steps.

#### **Part I**

Measures 1-4: Do-Si-Do with partners all and corners all.

Measures 5-8: Do-Si-Do with partners all.

#### **Part II**

Measures 9-12: Allemande left with corners all.

Measures 13-16: Allemande right with partners all.

#### **Part III**

Measures 1-4: Balance to corners all.

Measures 5-8: Swing the corner lady.

#### **Part IV**

Measures 9-16: Promenade with corner lady.

*Variation:* For single circle.

Measures 1-4: Walk CW around circle.

Measures 5-8: Boys link right elbows with partners, skip around and finish in a double circle, boys on inside, inside hands joined.

Measures 9-16: Skip around circle CCW.

Measures 17-18: Stop in single circle, face and honor partner, honor neighbor (girl on boy's left).

Measures 19-20: Swing neighbor.

Measures 21-24: Promenade with neighbor. Repeat dance.

### **La Raspa (Mexican) (2/4)**

*Records:* Honor Your Partner 104; Methodist M-106; Columbia 38185; Pioneer 3006; Folkraft 1190.

*Formation:* Double circle, boys on the inside, partners forming with both hands joined.

*Description:*

Measures 1-2: All hop on left foot, place right heel forward; hop on right foot, place left heel forward; hop on left foot, place right heel forward.

Measures 3-8: Repeat 3 times.

Measures 9-12: Partners join right elbows with left arms raised over head, skip around each other in place.

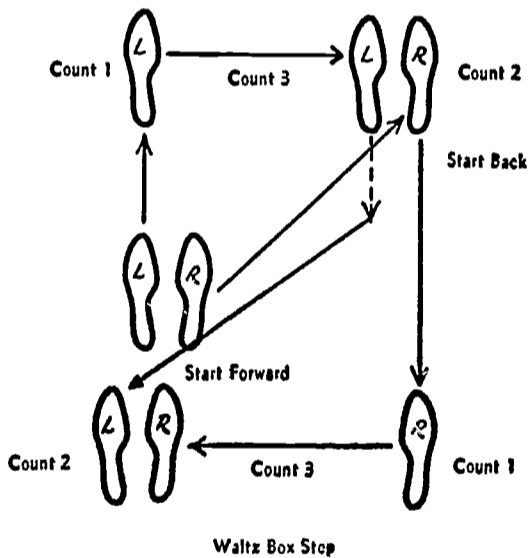
Measures 13-16: Repeat skip with left elbows joined. Boys move to their left to new partners and repeat the dance.

**Box Waltz Step (3/4)**

The box waltz step is basic to social dancing.

*Description:*

- Step forward left.....Count 1
- Step sideward right.....Count 2
- Close left to right—take weight left.....Count 3
- Step back right.....Count 1
- Step side left.....Count 2
- Close right to left—take weight right.....Count 3



**Rye Waltz (American) (4/4)**

*Records:* Folkraft 1103; MacGregor 3098; Old Timer 8009; Shaw 143; Imperial 1044; Folk Dancer 3012; Evans Album IV 404.

*Formation:* Couples in ballroom dance position, arranged in a circle.

*Description:*

Measure 1: Hop on outside foot and touch floor with inside heel to side; hop on outside foot and touch inside toe behind heel. Repeat.

Measure 2: Take 3 slides toward center of circle.  
Measure 3: Repeat action of Measure 1, beginning hop on inside foot.  
Measure 4: Take 3 slides back to original place.  
Measures 5-8: Repeat all.  
Measures 9-27: Waltz turn around in circle.

#### **Weggis (Swiss) (2/4)**

*Records:* Folk Dancer MH 1046; Imperial 1008; Methodist M-101 B; Folkraft 1160; Burns Album F 777 and Album H-522.

*Formation:* Double circle, partners facing CCW, boys on inside.

#### *Description:*

Measures 1-8: Hands in skating position, do 4 heel-toe polka steps, starting with left foot.

Measures 9-12: Face partners, hands on hips, take one schottische step moving away from partner, then one schottische step back to place.

Measures 13-16: Boys place their hands on girls' waists and girls place their hands on boys' shoulders, take 4 step-hops around partner beginning with left foot.

Measures 1-16: Repeat.

Measures 1-8: Face partner in single circle with both hands joined; do a heel-toe polka into center; one back to place; repeat.

Measures 9-12: Take one schottische step away from partner; one schottische step back to place.

Measures 13-16: Repeat 4 step-hops, turn CW.

#### **Maypole Dance (English) (4/4)**

*Records:* Victor 20990 and 45-6181.

*Formation:* Double circle around the Maypole, all facing CW, boys on the inside.

#### *Description:*

##### **Part I**

Measures 1-7: Join inside hands; skip around circle.

Measure 8: All face center; all join hands in a single circle.

Measures 9-12: All take 4 skips toward center and 4 steps back to place.

Measures 13-16: Repeat measures 9-12.

Measures 17-20: Face partner; do right elbow swing.

Measures 21-24: Repeat with a left elbow swing.

## Part II

Measures 1-8: Repeat measures 1-8.

Measures 9-12: Boys take 4 skips toward Maypole; pick up streamers; take 4 steps back to place.

Measures 13-16: Girls repeat measures 9-12.

Measures 17-20: Face partner, hold streamer in right hand.

## Part III

Measures 1-16: Grand right and left skipping; hold streamers tight.

Measures 17-20: All skip toward pole, drop streamers, skip back to place.

Measures 21-24: All face CCW.

Measures 1-12: Partners join inside hands and skip around in circle, drop hands.

Measures 13-24: Face CW, join hands, skip around in large circle.

## Swanee River Mixer (4/4)

*Record:* Honor Your Partner Album 13.

*Formation:* Form a double circle, gents on inside, ladies on outside, partners facing. All take hands with partners.

## Part I

Measures 1-4: All take 2 slow slides, followed by 3 fast slides going to gents' left and ladies' right. Repeat in opposite direction.

## Part II

Measures 5-6: Gents step to the left with their left feet, ladies to the right with their right; both tap the other foot behind it. Both step on the other foot and tap. Repeat once with each foot.

## Part III

Measures 7-8: All Do-Si-Do partners with gents going to the next lady on their left for a new partner.

## Military March Grand Square (2/4)

*Record:* Honor Your Partner Album 13.

*Formation:* Double circle, facing CCW, gents on the inside. Partners take nearest hands and hold them chest high.

*Description:*

#### Part I

Measures 1-16: Starting on the outside foot, all take 4 steps forward pivoting on the FOURTH step to each other and change hands. Walk backwards 4 steps in the same direction. Starting on the inside foot, all walk forward in opposite direction, again pivoting on the FOURTH step, change hands, and walk backwards to original starting position.

#### Part II

Measures 17-32: Starting on the outside foot, all make the outlines of two squares. Gents make LEFT hand turns. Ladies make RIGHT hand turns. With hands still joined, all walk forward 4 steps. Dropping hands, all turn sharply AWAY from each other, 4 more steps turning sharply, 4 more steps turning sharply, 4 more steps turning sharply. Each gent now takes the lady who was immediately behind his partner as his new partner.

Note: Prior to the Military March Grand Square, the gents should look at the lady behind their partner to learn who their new partner will be.

### GAME AND GAME SKILLS

Fifth grade children will need more skills and official rules for their games. The teacher should avoid skills that are too difficult for the child's age. A skill performed with some degree of success by most children is not too difficult, but when only a few youngsters can do it, usually the skill is too difficult.

At this grade level, some units can be planned for two weeks at a time. Activities should be selected by season. A good teaching technique is to alternate practicing skills and playing the game.

At times boys and girls need to be separated in games in order to give the boys an opportunity to play more vigorously.

#### Basketball Skills

*Space:* Playground, gymnasium, or playroom.

*Formation:* Circle or double line facing each other.

*Description:*

Stance for passes: Stand with the feet in a stride position with most of the weight on the back foot. As the ball is released, transfer the weight to the forward foot.

#### Passing the Ball:

1. Short passes are usually more accurate and safer.
2. Pass the ball ahead of the receiver.
3. Control the speed of the pass. Hard passes are difficult to handle.
4. Use a variety of passes.
5. Step in the direction of the pass and follow through with the arms. Keep elbows in.
6. Try to pass the ball to the best possible position for the receiver to catch it.

#### Catching the Ball:

1. Watch the ball.
2. Cup the hands, with fingers relaxed and turned out.
3. Bend the elbows and knees slightly as you catch the ball. This is called "giving" with the ball.
4. Try to get yourself into the best possible position to receive the pass. Don't wait for the pass, but meet it.
5. When catching the ball below the waist, point the fingers down. If the ball is caught at the waist, hold the fingers straight ahead; if above the waist, point the fingers up.

#### Type of Passes:

**Chest.** Hold the ball in both hands in front of the chest. Spread the fingers well and do not touch the ball with the heel of the hand. Release the ball by extending the arms forward and snapping the wrists. Keep the elbows close to the body.

**Bounce.** Hold the ball with both hands and just before releasing it, allow one hand to leave the ball as the other pushes it toward the floor. Pass the ball so that it bounces waist high three feet in front of the receiver.

**Two-Hand Underhand.** Hold the ball waist high or slightly lower. Pass on either side of or in front of the body. In releasing the ball, swing the arms forward and upward.

**One-Hand Underhand.** Hold the ball in the palm of the hand, below the hip. Swing the arm forward to release the ball.

**Two-Hand Overhead Pass.** Hold the ball over the head with the elbows slightly bent. Release the ball with a snap of the wrists and fingers.

#### **Dribble Ball Relay**

This is a simple relay from the starting line to a turning line 15 feet away. Give each team a basketball or soccerball (pumped up so it will bounce easily).

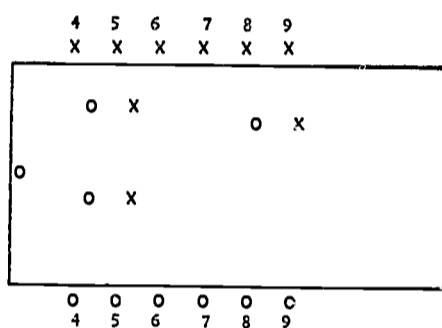


At the signal "go", the first player on each team dribbles the ball across turning line, and throws it back to the next person in line. Then he goes to the end of the line. Team finishing first wins.

*Variation:* Dribble both ways and give the ball to the next player when dribbler returns to starting line.

### Side Line Basketball

*Court:* One-half basketball court.



bounds and a ball exceeding these boundaries goes to the opponents' sideline players. Each basket scores two points and each free throw made after a foul counts one point. Players on the sidelines rotate with the players on the floor after each basket is made or after a prescribed time limit.

*Players:* Two teams, 8 to 10 per team. Each player is numbered consecutively and these numbers are used in rotation.

Basketball rules are used by the three members of each team on the court, except that the ball may and should be passed to sideline players. The game begins with a pass in from the sideline. Both teams use the same basket and the defensive team may go on offense by passing to their sideline players after they secure possession. The centerline and sidelines are out of

### Softball Skills

*Batting:* Right-handed batters place the left hand near the end of the bat with the right hand just above it. Facing home plate six to eight inches from the plate, the batter draws the bat behind his right shoulder. Hold left shoulder toward pitcher and elbows away from body. Keep eye on ball at all times; start swing with a small hip roll, and bring left foot straight forward. Turn head toward the pitcher. With eyes watching ball, swing bat on a horizontal plane, shifting weight toward the ball from the right to the left foot. Follow through on swing.

Never leave bat resting on shoulder; do not swing too hard; grip bat tightly.

*Fielding ground balls:* Timing and judgment are necessary. Always try to play the ball by advancing to it with feet apart. Keep eye on ball; relax in a crouched position with knees bent and both hands stretched forward and cupped. Players should learn to judge the speed and direction of the ball and the speed needed to intercept it. Catch the ball on the highest bounce and throw it instantly.

### **Tee Up Softball**

*Playing Area:* Softball diamond.

*Materials needed:* Gloves, softballs, bats, and one waist-high softball tee.

*Description:* Two teams of 9 or 10 players. One team is "in bat"; the other "in field". The game is played in innings with three outs per team each inning.

To begin the game, the ball is placed on the batting tee and the batter comes to bat. The pitcher winds up and pretends to deliver the pitch; this is the signal for the batter to hit the ball from the tee. After the ball is hit, all rules of softball apply.

A player is out if:

1. He fails to hit the ball off the tee into fair territory.
2. The fielders get the ball to first base before the runner gets there.
3. The fielders tag the runner when he is off any base or before he gets to any base except first. Exception: if another runner forces the runner off a base, the fielders do not have to tag him but the fielder can touch the base with the ball in hand before the runner gets there.
4. He hits a fly ball which is caught.

Players should be taught the proper place to stand when playing in the field, how to get runners out, how to shift positions according to which bases have runners on them, how to swing and hit into different parts of the field according to where his own runners are, and how to improve running and throwing.

One advantage of this game is that it eliminates pitching, the hardest skill in regulation softball and baseball.

A batting tee can be made from the conical traffic markers used by the highway department. It can be made by using a block of wood for the base and mounting a sturdy piece of rubber

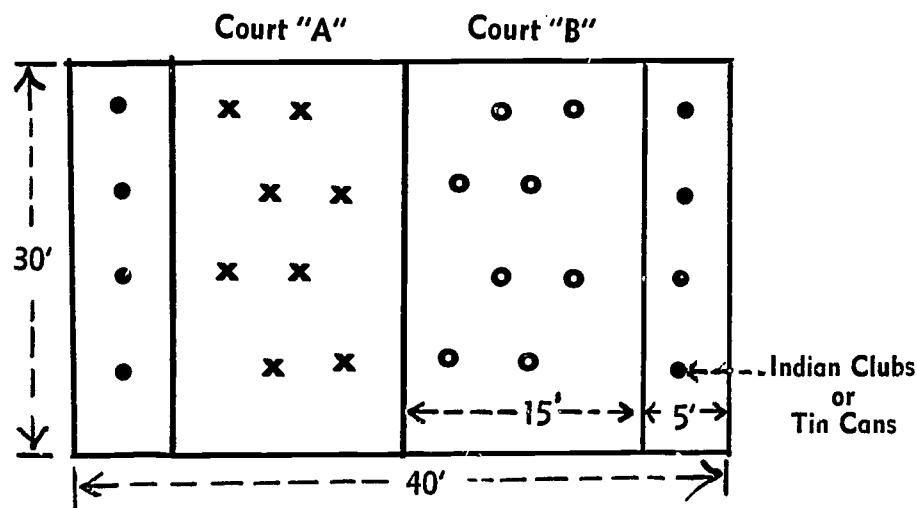
tubing (old firehose) on it. It can be made adjustable by fitting this tubing into a foot of pipe which has been fitted into the base. A pin in a hole in the pipe, which allows raising and lowering the rubber tube, adjusts the pin to the batter's height.

The official removes the tee after the batter becomes a runner. He replaces it when the next batter comes up.

### Bombardment

*Space:* Playground, gymnasium, or playroom.

Two playground balls and eight Indian clubs or tin cans are needed for this game. The court size can vary according to number participating and space available.

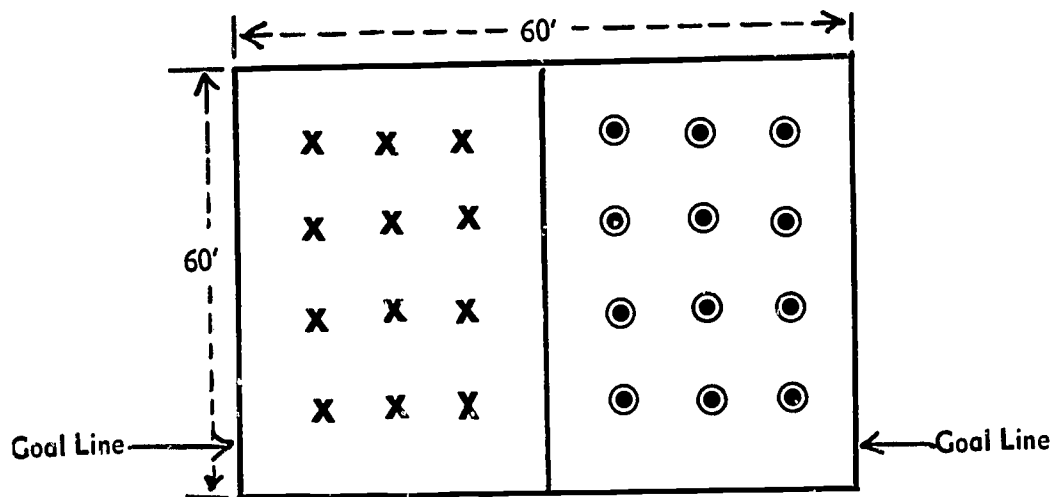


Each team, A and B, is given a ball. At a signal, a member of each team throws the ball in an attempt to knock over the Indian clubs. Each team tries to protect its clubs. The teacher should encourage teammates to pass the ball among the team members and draw the opponents out of position. The team knocking down the greatest number of clubs wins. This game can be played on a time basis, if desired.

### Boundary Ball

*Space:* Playground or gymnasium.

Each of the two teams has a playground ball, volleyball, soccer ball, basketball, or beanbag of a different color or type. Players occupy the area between their own goal line and the center line. At a signal team members attempt to throw the ball so that it will bounce or roll across the opponents' goal line. Balls going across a goal line on the fly or passing beyond the ends of the goal lines do not score, but one point is given each time a



rolling or bouncing ball crosses the goal line. If a player steps on or across the center line, one point is given to the opponents.

When bean bags are used, a fly ball passing over a goal line or sliding on the ground or floor across a goal line scores one point. Players move about freely within their own side of the playing area, trying to prevent balls from crossing their goal lines, but may not enter the opponent's territory.

After the first throw, balls are thrown back and forth at will. Players may run with the ball to the center line before throwing. Each player securing the ball must throw it himself rather than passing it to a teammate.

The game is played either by time periods or by innings. In inning play, each time a ball legally crosses the goal line, a half inning is played. After each goal, the ball is returned to the team captain and put into play again. The team wins which has the higher number of points at the end of a prescribed number of innings or at the end of the time period allowed.

#### Center Catch Ball

*Space:* Playground, gymnasium, or playroom.

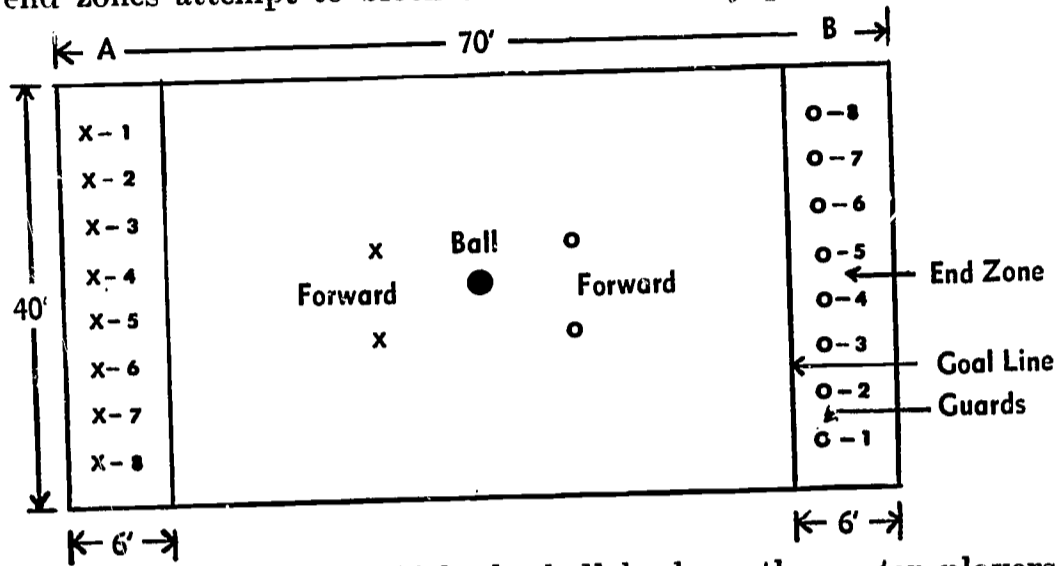
Players are in a single circle, facing the center. One player is in the center. A ball is passed back and forth across the circle, while the player in the center attempts to intercept it. When the player in the center catches the ball, he joins the circle. The player who threw the ball takes his place, and play is continued.

#### Corner Kick Ball

*Space:* Playground, gymnasium, or playroom.

Teams A and B line up in the end zone facing each other. A soccer ball is placed on the ground in the center of the field. At

the signal two players, one from each end of each team's line of players (e.g. players 1 and 8), run into the center and attempt to kick the ball over the opposite end zone. The players in the end zones attempt to block the ball with any part of the body

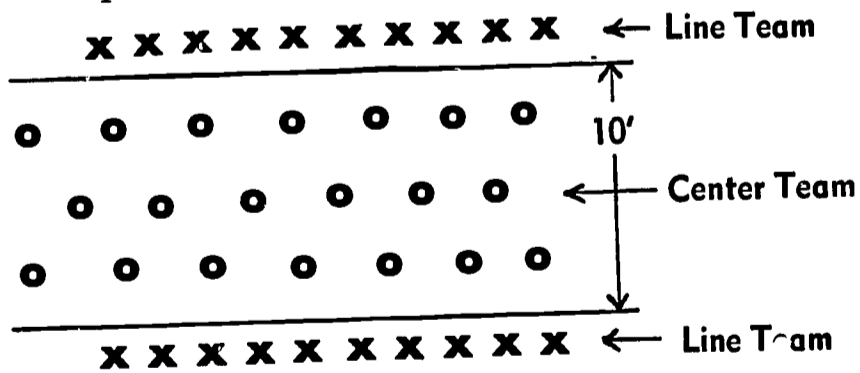


except the hands, and kick the ball back so the center players may play it. Two points are scored each time the ball is kicked over the end zone. After each goal, the center players return to their lines, taking center position, and the players in the end or corner positions become the center players. A foul—pushing, tripping, holding, or using the hands—scores one point for the opposing team. The game continues for two halves not to exceed ten minutes each.

### Guard Ball

*Space:* Playground, gymnasium, or playroom.

Parallel lines are drawn about ten feet apart. One team plays between the parallel lines in scattered position, and the other team divides equally and plays half of the team outside each parallel line. Any number of players can be on a team but teams should be equal.



The line team tries to pass the ball back and forth over the center players. The center team guards the opposing players near

the line and tries to intercept the passes. A complete pass over the center team counts one point. Play continues for four three-minute periods. Teams change places after each period. The team which scores the most points wins.

### **Flag Football Skills**

*Passing:* Most boys enjoy passing a football. The passer grips the ball over the laces with his fingers of the right hand and spreads the thumb holding the ball with the right hand slightly beyond the middle of the laces. The ball should be gripped firmly and should be balanced with the left hand for a right-hand passer, with the right for a left-hand passer. The ball is then brought up to the right ear and over the right shoulder. An overhead pass with a follow-through movement is usually better for beginners.

*Catching:* The receiver should keep his eyes on the ball and catch it with the hands rather than the arms or against the chest. The hands and arms should be relaxed and the receiver should give with the ball as it reaches his hands. To catch a ball passed to the left of the body, the receiver should raise the right hand and arm while lowering the left hand and arm so he can give with the ball in catching. The reverse action is followed when catching a ball over the right shoulder. Encourage boys to use the fingers rather than the palm of the hand for catching.

*Punting:* The punter's feet are spread slightly and staggered, the left foot is in front of the right, the legs are partially flexed, and the weight of the body is evenly distributed on the balls of the feet. The arms and hands, with palm up and fingers spread, are outstretched at hip level with the left hand slightly in front of the right. The body is bent slightly at the waist. The steps in kicking are: short left step, right step, left step, kick off on left foot as the right foot swings forward to meet the ball. The ball should be dropped at waist-height as the right foot comes in contact with the ball.

### **Soccer Skills**

Teachers are encouraged to review soccer skills for kicking, trapping, and dribbling explained in the fourth grade, Chapter VIII.

*The punt:* Only the goalie uses this skill, but all players should practice the technique. The same movements are used for the soccer punt as those described for the football punt, except that the goalie may take only two steps.

*Drop kick:* The drop kick is used only by goalies, but all children should practice the skill. The drop kick is executed in the same manner as the punt except the ball is bounced and the foot makes contact as the ball rises from the ground.

*Stopping the Ball:* Use the foot stop for a slow rolling ball. Place the weight on one foot, raising the other foot about 20 inches from the ground. Flex the ankle so that the toe is up and the heel down. As the ball approaches, bring the sole of the foot down on top of it. See Chapter VIII.

### **Volleyball Skills**

Children in the elementary grades play Newcomb and other lead-up volleyball games and skills. Learning to volley and to serve are two basic fundamentals that should be taught in the upper grades.

*Keep It Up:* Using circles, each team volleys among its squad, attempting to keep the ball in the air as long as possible. Each team calls out the number of passes. If error occurs, a new count is started. The team completing the most volleys before the ball touches the floor or ground is the winner. Scores may be recorded over a period of time to denote squad improvement.

*Underhand serve* (easiest for beginners): Player stands with left foot forward, knees bent slightly. The left arm is across body with ball resting on left hand. The right arm swings back and forward striking ball out of left hand. Elbows are kept straight. The right hand is loosely closed and ball is struck with heel of hand and closed fingers. The right arm swings forward and right leg comes forward in follow-through.

*Overhead volley:* Player stands with feet apart and one foot slightly in advance. Knees are flexed, body is tilted back from waist. Elbows are kept out from body and flexed, thumbs turned toward each other. Ball is batted with fingers and thumbs. Body straightens with extension of ankles, knees, hips, and elbows. Arms and body follow through in direction ball is to go.

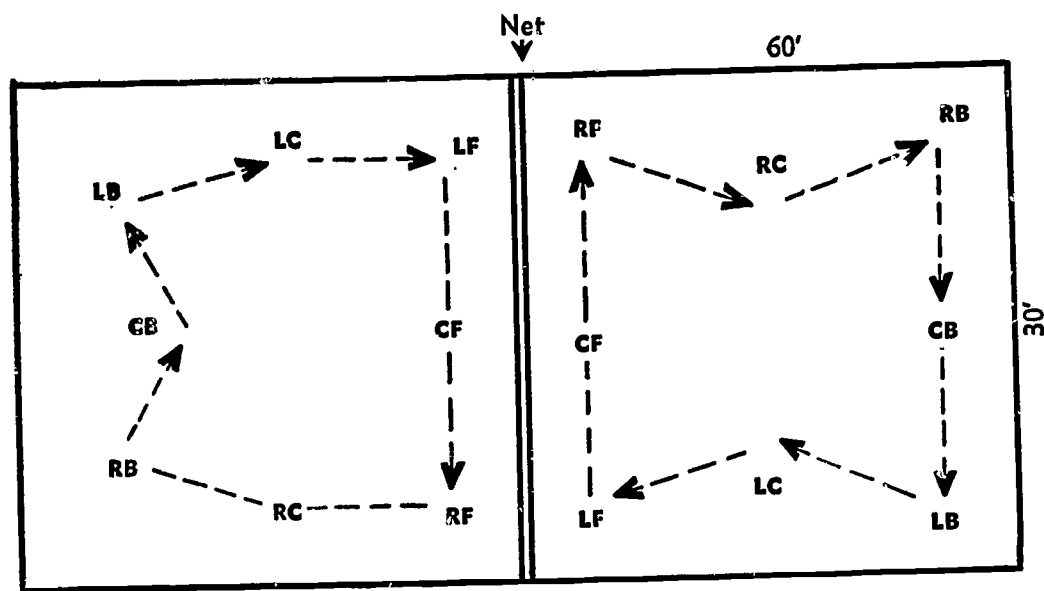
### **One-Bounce Volleyball**

Eight to ten players comprise a team. The ball is put into play by a serve from the right rear position of the court. The receiving team must let the ball hit the ground once before a player bats the ball over the net. A team may volley the ball as many times as it chooses before allowing the ball to hit the ground, provided the same player doesn't hit it twice in succession. Once the ball hits the ground, it must be batted across the net.

Only the serving team scores. One point is scored whenever:

1. The receiving team fails to return the ball over net.
2. The receiving team allows the ball to bounce more than once.
3. A receiving team member hits the ball twice in succession.
4. The receiving team hits the ball more than once after it hits the floor.
5. A receiving player catches the ball or touches the net.

A ball landing on the boundary line is good. When a foul is committed, the ball goes to the other team to serve. Each team rotates clockwise as it gains the serve. A game is won when a team scores 15 points and has a two-point lead.



LB — Left Back  
 LC — Left Center  
 LF — Left Forward  
 CF — Center Forward

RF — Right Forward  
 RC — Right Center  
 RB — Right Back  
 CB — Center Back

### STUNTS AND SELF TESTING ACTIVITIES

Teachers should review stunts and self testing activities from the fourth grade.

#### Handstand

Place hands shoulder-width apart on the mat, one leg extended backward, the other leg in a squat position, with eyes fixed on a spot in front of the hands. The outstretched leg is thrown into the air at the same time the bent leg is thrust from the floor, so that both legs are in the air at the same time. Feet are brought together overhead with legs straight, toes pointed, and back arched.



Compensate for over-balance by pushing down with the finger tips and looking up or raising the head. Compensate for under-balance by bending the elbows and then pressing back into the full handstand position. A spotter should help to hold the student in the air as well as aid him in keeping his balance.



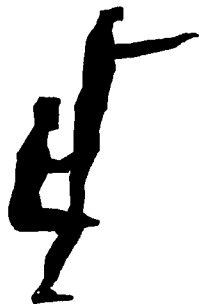
#### **Back to Back Pullovers**

Two students stand back to back and clasp hands. No 1 bends at the waist and pulls No. 2 over his back to a standing position. No. 2 should aid No. 1 by doing a backward roll over No. 1's back as No. 1 bends and pulls. Spotter should help pull No. 2 over and insure that he doesn't slip on his head as he assumes a standing position.

#### **Thigh Balance**

Performers stand facing the same direction, one behind the other. The base performer places his hands on top performer's waist with the thumbs extended around boy's back. The top performer should grasp the base performer's wrists firmly. On the count of three, the top performer should jump slightly and place his feet on the base's thighs. The top performer should then take one hand of the base performer and place it slightly above the knee, and then do the same with the other hand. He should then release the hands and very slowly stand up while the base bends his knees as the top performer stands.

Spotting for this stunt can best be done with the spotter standing to the side and assisting the top performer to gain his balance. Many other stunts can be performed from this position.



### **Hand-Knee Shoulder Balance**

Partner No. 1 lies on his back with his feet on the floor and knees bent, hands up. Partner No. 2 places his hands on No. 1's knees, leans into hands and stiff arms of No. 1. No. 2 now presses up into a hand and shoulder stand. A spotter should stand at the side of No. 1 and support No. 2's feet as he presses into upright position.



### **Chest Balance**

No. 1 gets on his hands and knees. No. 2 places both arms under No. 1's chest, then he kicks into a balance position. Spotter should stand with his arms on both sides of No. 2 and help

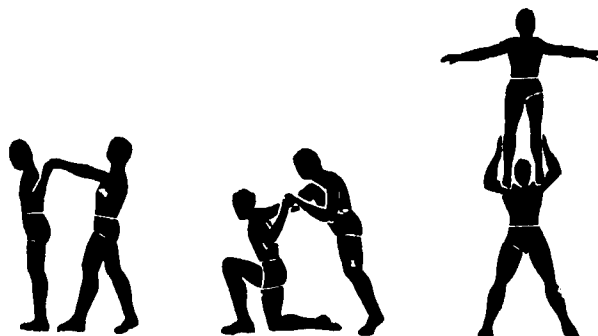


him to balance position. He should also be sure that No. 2 does not slide over the back of No. 1 to the floor.

### **Foot-Shoulder Mount Balance**

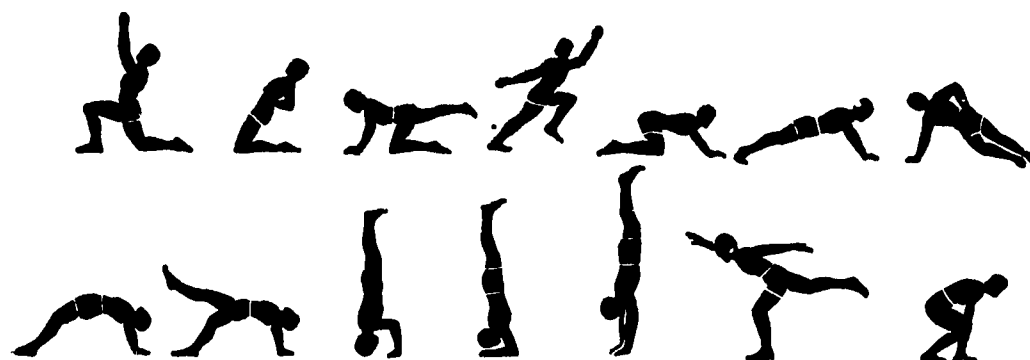
No. 2 should stand behind and to the side of No. 1. Both should then clasp right hand to right hand and left hand to left hand. No. 2 should then step on No. 1's right thigh with his right foot. At the same time No. 1 should pull up No. 2 with both hands. No. 2 should place his left foot on No. 1's left shoulder and his right foot on the left shoulder. No. 2 should straighten his legs keeping his heels against No. 1's head. As No. 2 gains confidence, he can release the hand clasps.

The spotter should stand behind No. 2 as he attempts to step up to the shoulders of No. 1. Then he should stand behind both students to assist No. 2 in case he should lose balance and fall backward. The spotter should help insure that No. 2 will land on his feet.



### Balance Positions

Various balances, which can be used as end positions for pyramids, should be practiced.



### Group Poses:



### Pyramids

Individual stunts can be combined in various ways to build pyramids. In general a pyramid gives symmetrical appearance in the form of a triangle, rectangle, square, etc. Children enjoy working up their own. Chapter VIII, Fourth Grade has some suggestions.

*Teaching suggestions*—Use strong, heavy boys or girls for bottom, medium-size children for middle, and small, light children for the top. Start with techniques of mounting, dismounting, linking, holding, and balancing. Use definite signals to assume positions and return. Simple groupings (2 or 3) may be taught as class work in open order. Large group poses are best taught as squad work.

### **Balance Beam Exercises**

Encourage children to make up patterns or routine movements on the beam as they use stunts learned in tumbling. Walking, skipping, and galloping movements can be combined with scales on one foot, one knee, shoulder rolls, and even forward and backward rolls.

1. Walk backward to middle of beam, kneel on one knee, straighten right leg forward until heel is on the beam and knee is straight. Rise and walk to end of beam.
2. Walk backward to middle of beam, kneel on one knee, straighten left leg forward until heel is on the beam and knee is straight. Rise and walk to end of beam.
3. Hop on right foot for the full length of the beam.
4. Hop on right foot the full length of beam, then turn around and hop back.
5. Hop on left foot the full length of the beam.
6. Hop on left foot, the full length of the beam, then turn around and hop back.
7. Walk to middle of beam, balance on one foot, turn around on this foot and walk backward to end of beam.
8. Walk to middle of beam left sideward, turn around and walk to end right sideward.
9. With arms clasped about body in rear, walk the beam forward.
10. With arms clasped about body in rear, walk forward to the middle, turn around, walk backward the remaining distance.
11. Place eraser at middle of beam, walk out to it, kneel on one knee, place eraser on top of head, rise, turn around and walk backward the remaining distance.

### **Rope Jumping**

Rope jumping should be a very important part of the physical education program at all grade levels. Rope jumping is given

emphasis because it is an individual event, develops physical fitness, agility, coordination, and endurance.

Children should develop individual routines and devise styles that are interesting and challenging.

Teachers should review the rope jumping activities from previous grades.

### Track and Field

#### *Crouch Start*

"Take your mark"—Place the right leg four inches in back of the starting line. Place the left foot so that the knee is opposite the ankle of the right foot. Form an arch with the fingers and thumbs and place them just behind and parallel to the starting line. The arms should be about shoulder distance apart.

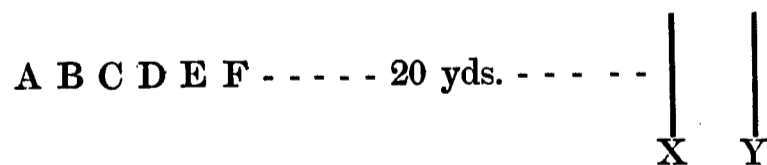
"Get Set"—Raise the left knee off the ground and lift the back until the hips are even or slightly higher than the shoulders. Lean forward so that the weight is over the forward foot and the fingers. Raise the head and focus the eyes five feet in front of the starting line.

"Go"—Push off with the lead foot and take the first step forward with the back leg barely clearing the ground. Drive forward and not up. The first few steps should be short with the weight forward. Pump the arms hard at the start. Each arm swings opposite the leg action.

*A Drill:* Take the starting position and on the commands run for a distance of 20 yards.

*The Finish:* Good runners run through the finish line and start stopping ten feet beyond it.

*A Drill:* Runners are located 20 yards from the finish line and run one at a time through the finish line. This gives the instructor an opportunity to observe the running form of the sprinter so that corrections may be made in lesson number two.



Have each runner repeat this drill three or more times to impress upon him the importance of running through the finish line. Each time the runner should cross the finish line (X) and start stopping ten feet on down the track at point (Y).

### **Running Broad Jump**

The jumper should take a long running approach to the take-off board to gain momentum for the jump. When reaching the take-off board, take a forward-upward spring. The head and chest should be high and the eyes straight ahead.

While in the air, bring the knees forward and swing the arms forward and upward. Just before landing, push the legs and feet forward with great force as the arms swing up. On landing, the jumper will fall forward over his toes.

*Teaching suggestions:* Teach the idea of running through the jumping pit. A free speed run to the take-off board is better. The jumper should avoid landing sideways and never lower the chest to the knees.

### **Gymnastics**

#### *Horizontal Bar*

An indoor horizontal bar or outdoor bar can be used. This offers an excellent opportunity to develop courage, arm and shoulder strength, hand grip, leg strength, flexibility, balance, and imagination.

Suggestions for stunts to be done on the bar:

1. Hang by the arms, flexing the body at the waist only so the body looks like an L.
2. Turn the palms away from the body, grasp the bar with both hands, take a jump and rest on the bar with the bar across the hip area. Adjust the position until this balance position can be maintained without using the hands.
3. Mount the bar as above, bend at the waist, keep a firm grasp, and turn around on the bar, ending up with the feet on the same side of the bar from which the mount was made.
4. Grasp the bar with palms, hang down with the feet in front, lift legs, bend at knees, extend legs through arms and over bar until back of knees rest on bar. Get a firm grasp with knees. Hang with hands and knees grasping. When this skill has been learned, allow the child to turn loose with the hands and hang by the knees. He then regrasps with the hands to swing off.
5. With back to the bar, grasp with the palms away from the body. Take a jump and lower the body to the bar so that the firm muscles of the hips (seat) are on the bar. After this skill is mastered, allow the child to sit without support of his hands.

6. After the above skill is mastered, allow the child to slip back until his knees are over the bar. Then he grasps with his knees and hangs down backward.

After children have developed some skills, encourage them to make up stunts and routines.

Be sure to teach proper spotting, and never allow a child on the bar unless he has a spotter standing in the correct place.

## OUTDOOR EDUCATION

### *Cooking and Meal Planning:*

Review fire building from Fourth section.

Correlate basic foods and nutrition from health unit.

Plan meals from the nutritional standpoint first, then decide how they can be cooked. Adjust plans for possible ways of cooking.

### Simple ways of cooking:

1. Tin can cooking—Use a large No. 10 can. Cut a door in one side. Cut one end out completely. Build a small fire under can and cook on solid end. This is very good for cooking hamburgers, eggs, bacon, ham, and toasting bread.
2. Foil cooking—Wrap foods in heavy foil, place on hot coals, never on an open flame. Fruits, vegetables, meats, and pies can be cooked in this manner. A whole meal can be cooked by placing the meat on the bottom, slices of vegetables on top, and sealing the foil.
3. Wrapping foods in leaves—Corn husks and leaves from non-bitter trees and plants can be used in place of foil. Soak the leaves or husks in water before wrapping the foods to add steam and allow even cooking.
4. Hot rocks—If non-porous flat rocks such as river rocks can be found, these are excellent for cooking. Build a hot fire on the rocks. Clean the fire off the rocks when they are hot. Place food on the rocks for frying.
5. One pot dinner—Using a clean can with a wooden non-conducting handle, put in meat, then vegetables, and some water. Place over coals and allow to simmer.

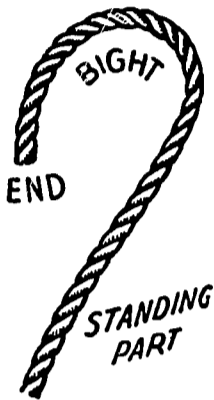
Children will enjoy making cooking utensils out of cans and other materials which can be found at home.

Be sure that foods are properly cooked. Foods should not be burned nor should they be raw when eaten. Encourage slow cooking. Good cooking depends on good fires and proper coals.

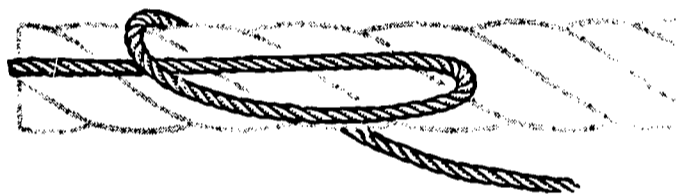
## Knot Tying

### Parts of A Knot:

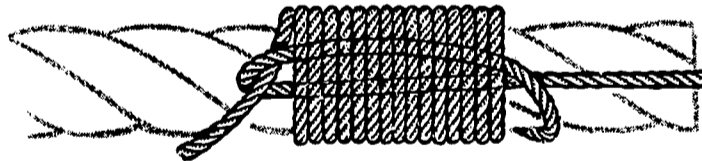
1. Three parts of the rope:



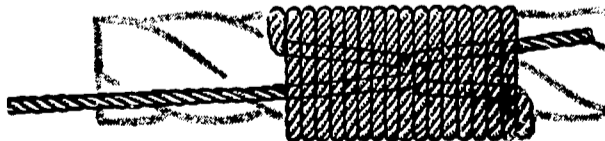
2. Whipping a rope: The method used for keeping the ends of a rope from fraying is done in three steps. Using small twine or cord, make a loop and place it alongside the rope near the end.



Step 2—Wind the cord around the loop and the rope to bind them together. Leave the very end of the loop free. Now insert the free end of the cord through the loop. Pull the other end of the cord tight. This pulls the loop into place.



Step 3—Continue to pull until loop disappears under cord. Cut both ends of cord short for neatness.





**Stopper Knots:** (to keep the ends of a rope from slipping through a hole)

1. **Overhand knot**—Make an overhand loop (Fig. 1), then take the end under and up through the loop (Fig. 2). Pull tight.



Fig. 1



Fig. 2

2. **Figure-of-Eight Knot**—(easier to untie than the overhand knot) Make an underhand loop, take the end around and over the standing part (Fig. 1). Now pass the end under and up through the loop (Fig. 2). Pull tight (Fig. 3).

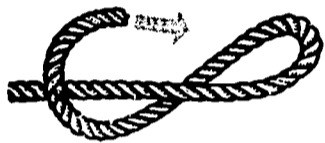


Fig. 1



Fig. 2



Fig. 3

**Binding Knots:** (used to tie objects together)

1. **Reef or square knot**—Holding the two ends of the rope in opposite hands, pass the left end over and under the right end (Fig. 1); now bend the left end toward the right, and cross what is now the right end over and under the left. (Fig. 2). Pull tight. (Fig. 3)

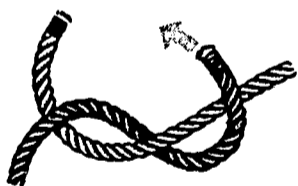


Fig. 1

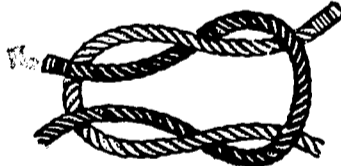


Fig. 2

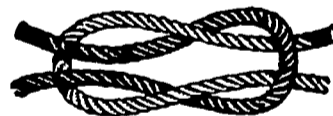


Fig. 3

**Loop Knots:** (To secure an object)

1. **Bowline**—This knot can be tied in the hands or can be put around an object and tied. Hold the end toward you and make an overhand loop. Pass the end up through the loop. (Fig. 1) Next pass end up behind the standing part, and down through the loop again. (Fig. 2) Draw tight. (Fig. 3)



Fig. 1

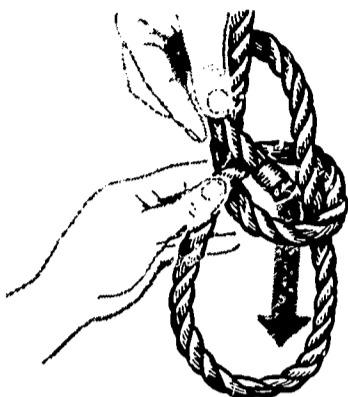


Fig. 2

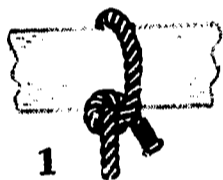


Fig. 3

**Mooring or fastening knots:**

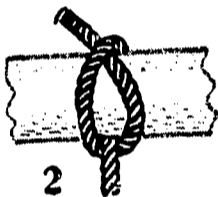
1. Half Hitch (for temporary mooring)—Pass the end of the rope around the stake or pole, then tie an overhand knot to the standing part. (Fig. 1)

You can make the knot more reliable if you follow the above directions then run the end of the rope under the turn of the rope a little way from the standing part (Fig. 2), or make two half hitches one after another. (Fig. 3)



1

Fig. 1



2

Fig. 2

Fig. 3



2. Clove Hitch—Make a turn with the rope around the pole and over the rope itself. Now make a second turn around the pole and pull the end up and under the second turn (Fig. 1). Pull both ends. (Fig. 2)

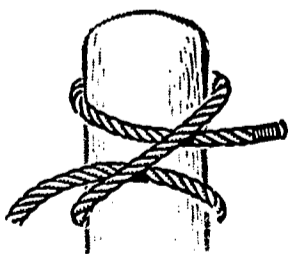


Fig. 1

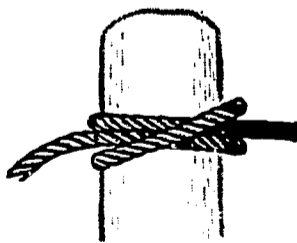


Fig. 2

1. The Sheep Bend (to tie two ropes of uneven size together)—  
Make an overhand loop with the end of one rope. Pass the end of the other rope through the loop, then up and behind its standing part. Now pass it down through the loop again. (Fig. 1)

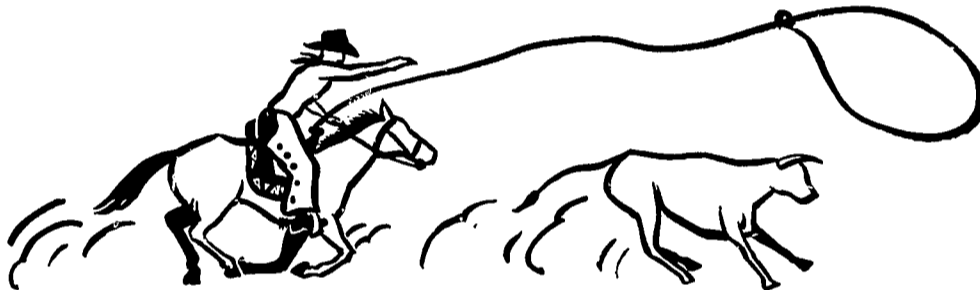


Fig. 1

Suggestions—Use knot booklet from Plymouth Cordage Company or the Boy or Girl Scout handbooks. Let children make notebooks or knotboards by mounting knots on cardboard or plywood.

### How to Make A Lariat

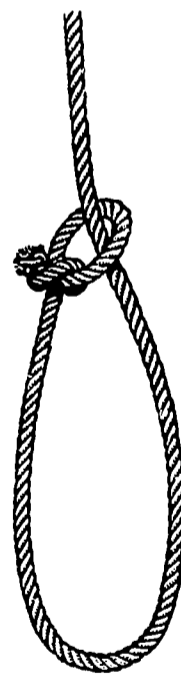
By Toots Mansfield, National Champion Calf Roper



First, unlay the strands in one end of the lariat for a short distance, tying the strands into a crown by using either a wall knot (shown left) or a mathew Walker knot. This knot is simply to prevent the end of the lariat from slipping through the honda knot that forms the noose.



To make the honda, first tie a simple overhand knot in the bight of your lariat. Then tuck the end through it, leaving a round open loop. Make sure the end which forms the loop leaves and reenters the overhand knot from *opposite directions* (see diagram). Now your honda knot is completed, and to finish your lariat, simply pull the end through the honda knot, making a noose.



## EVALUATION

### SOCCER

1. The length of a soccer field is: a) 100 yards, b) 150 yards, c) 120 yards.
2. The width of a soccer field is: a) 60 yards, b) 75 yards, c) 80 yards.
3. The number of players on a soccer team is: a) 9, b) 12, c) 11.
4. The length of a soccer game is: a) 90 minutes, b) 60 minutes, c) 45 minutes.
5. The only player who can use his hands is: a) goalie, b) half-back, c) fullback.
6. The key to good teamwork is: a) running, b) kicking, c) passing.
7. Heading is hitting the ball with your head. (T or False)
8. Soccer is a very popular sport in England. (T or F)
9. A team that scores a goal gets 3 points. (T or F)
10. The forwards are defensive players. (T or F)
11. The goals are 8 feet high and 24 feet wide. (T or F)
12. Soccer is played in the Olympic games. (T or F)

### OUTDOOR EDUCATION

1. One characteristic of a good fire is that it is kept under control and watched at all times. (T or F)
2. A fire can be used safely for cooking food, heating water, and burning trees. (T or F)
3. A fire could be built on sand, rocks or dirt. (T or F)
4. To build a fire, use tinder, kindling, and fuel. (T or F)
5. All these are types of fires: tepee fire, crisscross fire, reflector fire, and trench fire. (T or F)
6. When you have no water to put out a fire, you should use ..... (sand or dirt)
7. When you whittle, you should whittle ..... from your body. (away)
8. When passing an open knife, you should give the other person the ..... first. (handle)
9. You ..... drink water from any well or brook. (should not)
10. When you are lost, you should not .....; try to think from where you came. (panic)

11. If a person is hurt and you have to leave him, you should make sure he is warm and ..... as possible. (comfortable)
12. A ..... is necessary for any outing. (first aid kit)
13. In the morning the sun is in the east. (T)
14. In the afternoon the sun is in the south. (F)
15. A good camper knows how to read a compass and a map. (T)
16. A good knot is one that can be tied easily, will hold fast, will not jam, and can be untied easily. (T)
17. A square knot is used for keeping a rope from fraying. (F)
18. A bowline knot is used when you need a loop in the end of a rope. (T)
19. Knot tying is a general term used for the making of bends, hitches, knots, slings, splices, and lashings. (T)
20. A "granny" knot is a square knot that will not hold. (T)

### **VOLLEYBALL**

1. The winner of a game is the team who reaches either ..... or ..... points first. (15, 21)
2. There are ..... hits allowed on each side before the ball goes over the net. (3)
3. In order to get a point, you must be the ..... team. (serving)
4. There are ..... players on a team. (6)
5. A volleyball should not be hit with the ..... but the finger tips. (fists)
6. In serving a volleyball, the server should keep his weight on both feet. (F)
7. There is only one hand position to use when serving a volleyball. (F)
8. When playing volleyball, a person should always keep his eye on the ball. (T)
9. The rotation in volleyball goes clockwise. (T)
10. It is easier to direct the ball if a player turns his hand and body toward the desired objective. (T)

## BICYCLE RIDING

1. You should ride your bike on the: a) left, b) right, c) middle of the street.
2. When you come to an intersection, you should: a) stop, b) keep going, c) turn.
3. You should ride double: a) when your friend needs a ride, b) anytime, c) never.
4. When you have to cross the street with your bike, you should: a) ride across, b) cross in the middle of the street, c) cross at the corner and get off your bike and walk across with it.
5. If you ride your bike at night, you should wear: a) white, b) black, c) green.

### 6-10. Matching

(C) signal for right turn

(E) signal for left turn

(G) signal for a stop

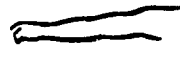
(A) stop sign

(F) railroad crossing

A.



E.



B.



F.



C.



G.



D.



## SWIMMING

1. You should never run on the deck area of the pool. (T)
2. The "buddy system" is used as a safety precaution. (T)
3. To float, learn to relax the entire body. (T)
4. Swimming is an excellent way to keep in good physical condition. (T)
5. We should never open our eyes when we are in the water because the water hurts the eyes. (F)
6. When we dive into water, our \_\_\_\_\_ should enter the water first. (hands)
7. When treading water, our hands are used in a \_\_\_\_\_ motion. (sculling)
8. When doing the crawl, we should move our head to \_\_\_\_\_ side in order to breathe. (one)
9. When doing the backstroke, your hands go along your legs and body until they reach the \_\_\_\_\_. (chest)
10. The \_\_\_\_\_ is the easiest stroke to do. (side stroke)

## **STUNTS AND STUMBLING**

Balance beam routine—walk forward, walk backward, walk with tucks, walk with turns.

### **RATING SCALE FOR BALANCE BEAM, TUMBLING AND STUNTS**

#### **Excellent**

Activity meets all specifications for good form and contains no apparent errors which call for further instruction.

#### **Good**

Activity gives general impressions of good form, but has minor variations which would improve stunt if corrected.

#### **Average**

Activity meets basic specifications but lacks smoothness and ease, or lacks control in some respect which effects the stunt as a whole.

#### **Fair**

Activity is inadequate and full of errors, but has some indications of control or merit.

#### **Poor**

Activity is recognizable but fails to meet the standard in practically every element involved.

### **TRUE OR FALSE**

1. When doing any stunts, we should always have a spotter. (T)
2. It is all right to do forward and backward rolls on the mats. (T)
3. In building pyramids, the stronger boy goes on the top. (F)
4. When doing a headstand, a performer should arch his back slightly. (T)
5. It is important to work as a team when building pyramids. (T)

### **MATCH STUNT WITH MUSCLES USED**

<u>(D)</u> Fish-hawk dive	A. shoulder
<u>(D)</u> Inch worm	B. arms
<u>(D)</u> Frog hop	C. neck
<u>(B)</u> Bear walk	D. legs
<u>(D)</u> Floor scale	E. calf
<u>(H)</u> egg sit	F. chest
<u>(B)</u> Tripod	G. back
<u>(D)</u> Chinese get up	H. stomach
<u>(C)</u> Headstand	
<u>(A)</u> Cartwheel	

### **BASKETBALL**

1. A girl's basketball team has \_\_\_\_\_ players and a boy's team has \_\_\_\_\_ players. (6, 5)
2. The positions of the players are \_\_\_\_\_ and \_\_\_\_\_ (forwards, guards)
3. A \_\_\_\_\_ is awarded a player for a foul committed by a member of the opposing team. (foul shot)
4. You should dribble the ball with your \_\_\_\_\_ (fingertips)
5. The game is started by the referee's tossing the ball up between the centers in the centers' circle. (T)
6. A team which has the ball in its court must advance the ball to its front court within 30 seconds. (F)
7. A player may move into the free throw lane when the ball has left the hand of the shooter who is shooting a foul shot. (F)
8. When a team scores a point, the forwards bring the ball into play. (F)
9. A technical foul can be called for: a) pushing, b) tripping, c) delay of the game.
10. How many periods in a game? a) 4, b) 5, c) 3.
11. A player is traveling when he: a) holds the ball, b) runs with the ball, c) throws the ball out of bounds.
12. A player fouls out of the game when he has: a) 3, b) 1, c) 5 personal fouls.



## TEACHER EVALUATION

Suggested methods to be used:

1. Observation
2. Check list
3. Rating scales
4. Interviews
5. Case studies
6. Diaries
7. Parental conferences
8. Questionnaires
9. Attitude tests
10. Social development tests
11. Personality inventories

The above methods can be adopted for any classroom situation. Use the procedures which help to obtain a valid evaluation of students.

## RHYTHMS

### I. *Fill in the blanks*

1. The \_\_\_\_\_ couple is usually standing with its back to the caller. (head)
2. The lady is usually on the gentleman's \_\_\_\_\_ side. (right)
3. Honor your partner means to \_\_\_\_\_. (Bow to your partner)
4. Three running steps followed by a hop is done in a \_\_\_\_\_. (Schottische)
5. The two types of promenade are \_\_\_\_\_ and \_\_\_\_\_. (skater's position and varsouvienne)
6. In a single circle with all facing the center, a counter-clockwise circle moves to the \_\_\_\_\_. (left)
7. In a single circle with all facing the center, a clockwise circle moves to the \_\_\_\_\_. (right)
8. A spring off the ground on one foot with no transfer of weight, leaving the ground and landing on the same foot, is a \_\_\_\_\_. (hop)
9. A dance of the common people of a country is \_\_\_\_\_. (folk dance)

## II. Multiple Choice

1. The dance Kalvelis is an example of: 1) a work dance, 2) play dance, 3) square dance.
2. In a do-si-do: 1) partner's face and walk forward, passing right shoulders, or 2) partners face and walk forward, passing left shoulders.
3. An even rhythmic transfer of weight from one foot to the other always keeping one foot on the ground is a: 1) walk, 2) run, 3) hop, 4) jump, 5) skip.
4. Troika is a: 1) Russian trio dance, 2) Swedish trio dance, 3) German trio dance.

## III. Classify the following dances as to the countries of their origin.

Kalvelis .....	(Lithuanian)
La Raspa .....	(Mexican)
Virginia Reel .....	(American)
Skip to My Lou .....	(American)
Mayim .....	(Israeli)
Cshebogar .....	(Hungarian)

## IV. True-False

1. Home position is the original starting position at the beginning of the dance. (T)
2. Head couples are numbered 2 and 3. (F)
3. Sliding steps sideward are most frequently danced to the call sashay. (T)
4. The corner is the dancer on the boy's left or on the girl's left. (T)

## SOFTBALL (True or False)

1. The pitcher should be a good fielder. (T)
2. A runner from team B is on first base. The batter hits a ground ball to the second basemen. The runner from first runs behind the second baseman, who is attempting to field the ball in the base path. Is the runner from team B running out of the base line? (F)
3. If a baserunner standing on third base is hit by a batted ball, he is out. (F)
4. The umpires are the only ones permitted to call time. (T)
5. The pitcher may not change to another position and then return to pitch in the same game. (F)

**(Multiple Choice)**

6. There are ----- people on a softball team. (9)
7. Each batter is allowed ----- strikes or ----- balls. (3, 4)
8. If a batter has been up to bat ten times and gotten five hits, his batting average is ----- (.50)
9. The base runner must run the bases in what order: -----, -----, -----, and ----- (1st, 2nd, 3rd, and home)
10. A foul tip is a ----- ball. (foul)
11. At the end of six innings of play, the score is 4-4. The game is called for rain. What is the proper decision? a) Regulation tie game, b) Game continues later, c) Home team wins.
12. When may base runners advance with no risk? a) A foul ball has been hit; b) ball four is called on the batter; c) "no pitch" is called.
13. A foul ball is hit near third base and is caught. a) It is an out; b) Runner advances to first; c) It is played over.
14. During the pitcher's windup the catcher steps out of position behind the plate. The batter swings at the pitch and misses. What should be the umpire's decision? a) Ball; b) Strike; c) Batter advances to first; d) no pitch.
15. The batter has one ball and two strikes. He swings and misses the next pitch and the ball hits his leg. What is the result? a) Base runner may advance without liability to be put out; b) Baserunner may not advance; c) Neither of these.

**TRACK AND FIELD (True or False)**

1. A runner may have any number of false starts. (F)
2. In any throwing event, five throws are permitted. (F)
3. A runner can knock over any number of hurdles. (T)
4. A jumper has three chances to clear a given height in the high jump. (T)
5. The referee has the authority to change the order of events in a track meet. (T)

**(Fill in blanks)**

6. The three third place times read their times as follows: 27.2; 20.9; 20.5. ----- is the official time for third place. (20.9)
7. ----- is a false start. ( ? )
8. ----- is responsible for retrieving a dropped baton. (The one who passed it)
9. ----- is a foul in the high jump. (Making a jump from both feet)

## EVALUATION OF SKILLS

### Soccer Lead-Up Skills

Name	Straight dribble combines with a side pass to a wall and recovery	Foot pass to a wall and recovery	Dribble and kick for a goal	Kick up to yourself	Throw ball to wall 6 feet away and recover
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### Volleyball Skills

### Bicycle Safety Check List

Name	Repeated volleys 5 trials--15 seconds (Record number of times)	Serving test 2 trials--10 serves	Name	Right hand signal	Left hand signal	Stopping	Correct side of street	Bicycle condition
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### Swimming Skills

Name	Elementary back stroke 25 feet	Float 30 seconds	Tread water 30 seconds	Side stroke 25 feet	Standing front dive	Surface dive	Crawl stroke 25 feet	Three minute swim
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### Stunts and Tumbling

Name	Five forward rolls	Five backward rolls	Cartwheel	Headstand	Balance beam routine

### Basketball Skills

Name	Half-minute shooting (Record number of shots made)	Passing	Dribbling	Basketball throw	Basketball catch

### Softball Skills

Name	Ability to run bases	Ability to throw	Ability to catch	Ability to bat a softball into fair territory 5 out of 7 times	Fielding

### Track and Field

Name	Shot-put	600 yard run-walk	Running high jump	Standing broad jump	50 yard dash

**Chapter  
10**

**THE SIXTH  
GRADE PROGRAM**

**WHAT THE CHILD IS LIKE**

The sixth grader is seeking a place among his peers; he is intellectually capable of dealing with more complex ideas, rules, and performances. He realizes his own abilities and strives for perfection. Since he chooses leisure-time activities according to his abilities, the teacher must introduce him to a wide range of activities from which to select favorites. His ability to organize and to assume responsibility is improving. A child is admired and accepted at this age if he excels in physical activities. The teacher must schedule team play, organized games, and the practice of motor skills in order to give everyone a chance for recognition. Boys love combatives.

**OBJECTIVES**

1. Leg—ability to do the standing broad jump: boys 5' 4"; girls 5' 0".
2. Abdominal—ability to do sit-ups: boys—50; girls—37.
3. Back—Upper and lower back (Kraus-pass or fail).
4. Ability to do 600-yard walk-run: boys, 2' 21"; girls 2' 43".
5. Ability to do the 50-yard dash: boys, 7.8; girls 8.1.
6. Ability to throw a softball and hit a circular target two feet in diameter 25 feet away 4 out of 7 times using over-hand throw: boys, 40'; girls 30'.
7. Continue to develop skills basic to softball, basketball, volleyball, and soccer, emphasizing accuracy.
8. Ability to perform these bowling skills: pendulum swing, grip of ball, 4-step approach, aiming, delivery of ball.

9. Ability to perform high jump, long jump, low hurdles.
10. Improve stunts previously learned.
11. Ability to perform these gymnastic stunts: hand stand, hand spring, dive and forward roll, walk on hands, 3-man ride roll.
12. Ability to exercise on horizontal bar.
13. Ability to listen to music and move spontaneously to it.
14. Ability to do the conversation position in social dancing.
15. Ability to recognize dance terms and do them spontaneously.
16. Wholesome attitude toward the opposite sex.
17. Poise and courtesies in dancing and other social activities.
18. Strengthen existing good attitudes, establish new ones, and weaken those that conflict with those of others.
19. Ability to experience success and develop a general appreciation for both vigorous and quiet activity.
20. Ability to think in terms of safety for individuals and for members of the group during participation in any activity.
21. Ability to use proper hand signals and procedures in bicycle riding.
22. Ability to use sharp camping equipment safely.
23. Ability to practice safety and etiquette on the bowling lanes.

## **ACTIVITIES**

### **RHYTHMICAL ACTIVITIES**

In addition to reviewing square dances learned in the fifth grade, boys and girls can begin to make up their own calls and dances by combining those which they have learned. Some may become very good "callers". They may teach the class dances or figures they have learned at summer camp, vacation spots, or from TV. Encourage student leadership.

In social dancing, encourage class to bring records that are popular among their group. Allow them to teach current steps which young people are doing. It would be wise for the teacher to "screen" these steps ahead of time.

Dance teachers in the community and parents may come to help the teacher for a few days.

#### **Oh, Johnny, Oh! (American) (4/4)**

*Records:* Folkraft 1037; Old Time 8041 and 8043; Decca 954; MacGregor 652, 73, 646; Imperial 1099.

*Formation:* Single circle of couples facing center, boys have partners on their right, all hands joined.

*Description:*

Measures 1-4: All join hands and go right in a ring.

Measures 5-8: Step where you are, give your partners a swing.

Measures 9-12: Swing your left-hand girl.

Measures 13-16: Swing your own if you are not late.

Measures 1-4: Allemande left with the lady on gent's left.

Measures 5-8: Do-Si-Do your own.

Measures 9-12: Swing that corner maid.

Measures 13-16: All promenade with that sweet corner maid singing, "Oh, Johnny, Oh, Johnny, Oh." The dance is repeated until all get their own partners, or until the end of the music.

**Mexican Waltz Mixer (3/4)**

*Record:* Honor Your Partner Album 13.

*Formation:* Double circle facing CCW, gents on the inside. Partners join nearest hands, hold them chest high, and face slightly away from each other.

*Description:*

**Part I**

Measures 1-8: Starting on the outside foot, all take a short step forward, brush the inside foot forward and back, and rest the weight on the inside foot. Brush the outside foot forward, bring it back, and pivot to face partner. Touch inside foot to outside foot and clap own hands twice. On the second clap, face in opposite direction and repeat through the two claps.

**Part II**

Measures 9-12: Partners raise arms shoulder high and grasp hands. All take a step back, a step forward, a step back, and clap own hands twice.

**Part III**

Measures 13-16: Partners again raise arms shoulder high and join hands. All take a step forward, a step back, a step forward, then clap hands twice behind partner's back.

**Part IV**

Measures 17-32: All now take dance position and waltz 16 steps CCW, remaining in the circle formation. On the last two



waltz steps each gent turns his partner to the gent immediately behind.

*Note:* Waltz instruction is found on page ---- and on sides 1, 2, 3, of Album 9 and side "A" of record 303 Honor Your Partner.

### **Mademoiselle From Armentieres (6/8)**

*Record:* Honor Your Partner Album 13.

*Formation:* Double circle facing CCW, gents on the inside. Partners take nearest hands and hold them chest high.

*Description:*

Measures 1-8: Starting on the left foot, all walk forward 4 steps, followed by a two-step to the left and to the right. Repeat.

#### **Part II**

Measures 9-16: At the end of the last two-step to the right, the ladies pivot to their partners and face the gent behind their partner. Touch left hands with him and all do a two-step grand right and left. To each change of hand do 2 two-steps. When the ladies reach the fourth man, they pivot on the last two-step and take that man for a new partner.

*Note:* Two-step instruction is on page ----, on Side No. 4 of Album No. 6 and on side "B" Band 2 of Record No. 301, Honor Your Partner.

### **Greensleeves Mixer (6/8)**

*Record:* Honor Your Partner Album 13.

*Formation:* Double circle facing CCW, gents on inside. Pair off in two couple units. Forward couple is number one, rear couple is number two. Couples keep the same number throughout the dance. Partners join nearest hands and hold them chest high.

*Description:*

#### **Part I**

Measures 1-8: All walk 16 steps forward.

#### **Part II**

Measures 9-16: Turning slightly to the right, the two couples join right hands in a star and walk 7 steps in the direction they are facing. Then change to left hands and return to starting position, releasing hands. Partners again join hands.

### Part III

Measures 17-24: Number two couples make an inside arch and walk forward with their arms over number one couples as they back under. Number ones now make an inside arch over twos to back under. Twos again make the arch for ones to back under. All now give partners a military salute. All now have a new couple to dance with.

#### Al's Progressive Three (2/4)

*Record:* Honor Your Partner Album 13.

*Formation:* A line of three's facing another line of threes, all groups in a circle. Gent stands between two ladies, lady on the right is his partner, lady on left is his corner.

*Description:*

#### Part I

Measures 1-8: Each 2 three's facing take right hands in a star formation and walk 7 steps in the direction they are facing. Then change to left hands and return to starting position. Drop hands and face the other three in straight lines.

#### Part II

Measures 9-16: Ladies chain, chain them back. The lady partners walk to each other, touch right hands, pass by, join left hands with the opposite gents. The gent places his right arm around the lady's waist and turns her forward to face the other three. The ladies return to own partners and are turned the same way.

#### Part III

Measures 17-20: Ladies chasse. Lady partner takes a step forward, lady corner a step back. Both slide by the gent to his other side. Gents honor their new partner.

#### Part IV

Measures 21-24: New lady partners now do the ladies chain and back.

#### Part V

Measures 25-28: Ladies chasse. New lady partner takes a step forward. New corner takes a step back and slides back to original position.

## Part VI

Measures 29-32: All walk forward three steps, honor the opposite three, and retire to place.

## Part VII

Measures 32-36: All pass right shoulders with their opposites and walk to the next three who are coming toward them. All have a new threesome to dance with.

### Schottische-Conga (4/4)

*Record:* Honor Your Partner Album 13.

*Formation:* Circle facing CCW, no partners needed. All except a designated leader place hands lightly on the waist of the person in front.

*Description:*

#### Part I

Measures 1-4: Starting on the right foot, all take 3 short steps forward, ending with a left leg kick. Then do the same, starting on the left, ending with a right leg kick.

#### Part II

Measures 5-8: Starting on the right foot, all take 4 short step-hops forward.

Note: The leader can lead the dancers in an ever-tightening circle or in any direction, so long as the dancers are free in their movements.

### California Schottische (American) (2/4)

*Records:* Imperial 1046; MacGregor 10-400; Capitol 4018.

*Formation:* Couples in varsovienne position, facing CCW.

*Description:*

Measures 1-2: Point left foot obliquely forward to the right; point left foot obliquely forward to the left; take one grapevine step to the right.

Measures 3-4: Repeat, starting with right foot.

Measures 5-6: Beginning with left foot, take 2 slow steps forward and make a half turn CW with 3 quick steps in the same direction.

Measures 7-8: Beginning with right foot, take 2 slow steps backward and make a half turn CCW with 3 steps in the same direction.

### **Black Hawk Waltz (American) (3/4)**

*Records:* Imperial 1006; Folkraft 1046; MacGregor 309; Capitol 4015; Shaw 103; Folk Dancer 3002.

*Formation:* Couples in closed ballroom dance position.

#### *Description:*

Boy's part is explained; girls do opposite.

Measure 1: Balance forward on left foot with right leg raised in back.

Measure 2: Rock back on right foot with left leg raised forward.

Measures 3-4: Dance 2 regular waltz steps.

Measures 5-16: Repeat measures 1-4 3 times.

Measure 17: Cross left foot over right, putting weight on left.

Measure 18: Cross right foot over left, putting weight on right.

Measure 19: Cross left foot over right (count 1); step right sideward (count 2); cross left foot in back of right (count 3).

Measure 20: Point right foot sideward.

Measures 21-24: Repeat action of measures 17-20, starting right.

Measures 25-32: Repeat action of measures 17-24.

### **Minuet (French) (3/4)**

*Records:* Folkraft 1179; Burns Album A 331 and Album H 525; Victor 20990 and 45-6181.

*Formation:* Double line, partners with inside hands joined and held high, girls on outside holding skirts with outside hands.

#### *Description:*

The dance is slow in waltz tempo. There are 3 minuet steps: step, step, step for one measure; point, hold for one measure; step, point, and hold for one measure; step, step, and point for one measure.

Measures 1-2: Both boy and girl begin with outside foot, take 3 steps forward, turn toward partner, and point inside toe.

Measures 3-4: Begin with inside foot, take 3 steps forward, turn away from partner and point outside toe.

Measures 5-6: Repeat action of measures 1-2.

Measures 7-8: Repeat action of measures 3-4 but honor partner instead of pointing toe.

Measures 1-8: Face partner and join right hands. Repeat minuet step 4 times around partner.

Measure 9: Face partner, join right hands. Take one step forward on right foot, bring left foot to right, and rise on toes. Raise joined hands.

Measure 10: Step backward on left foot, bring right foot to left, and rise on toes. Lower joined hands.

Measures 11-14: Repeat action of measures 9-10 twice.

Measures 15-16: Repeat as in measures 7-8. Partners bow and curtsy.

Measures 9-16: Repeat first eight measures.

### Social Dance

Social dance steps can be taught by using popular records. Once they learn the basic steps, students can develop their own patterns to different musical tempos.

A teacher should always stress etiquette. Teach children to treat others just as they would like to be treated.

The social dance position should be demonstrated and explained by the following directions:

1. Stand erect comfortably and naturally, facing partner who is directly in front.
2. The boy's right arm with elbow raised away from the body is placed around the girl's left side with his hand resting near the center of her back just below the shoulder blade.
3. The girl's left arm rests on the boy's right arm with her left hand resting on his right shoulder.
4. The boy's left arm is extended sideways with elbow away from the body, palm of hand turned slightly up.
5. The girl's right arm is extended sideways and the right hand is placed lightly in the boy's left hand.
6. The girl should remember to carry her own weight and not lean on the boy for support.

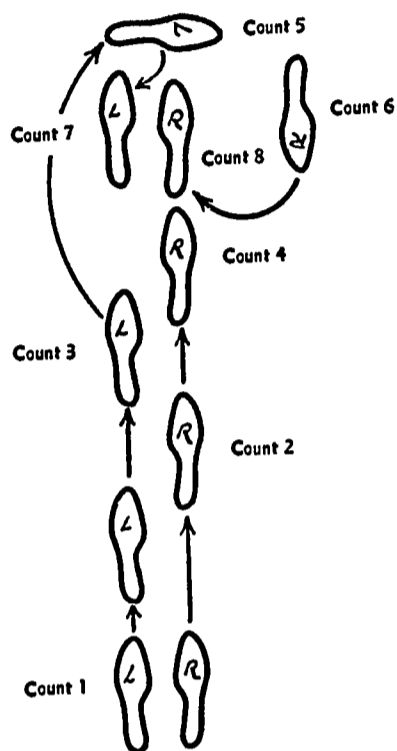
### Basic Social Dance Steps

(The descriptions are given for the boy's part).

1. *One-step (Walking step)* to different meters— $2/4$ ,  $3/4$ ,  $4/4$

The one-step is a simple pattern of walking one step to every beat of the music. The rhythm of the one-step is similar to that of a brisk march with four beats to a measure and with an accent on each beat. A one-step dance to slow fox trot music is sometimes called the walk step. When the walk step is done in time with fox trot music, the step is taken on counts one and three which are the accented beats in the music.

Four slow walk steps forward, followed by a four-count pivot turn, is a pattern of one step illustrated.



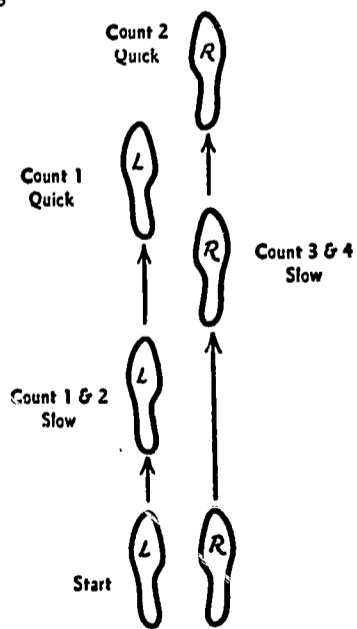
Forward Walk and Pivot Turn

2. *Fox Trot (Two-Step)*—4/4

*Music:* Suggest "Tea for Two."

*Description:* Simple forward fox trot.

- Step forward left ..... Count 1 and 2 (slow)
- Step forward right ..... Count 3 and 4 (slow)
- Step forward left ..... Count 1 (quick)
- Step forward right ..... Count 2 (quick)



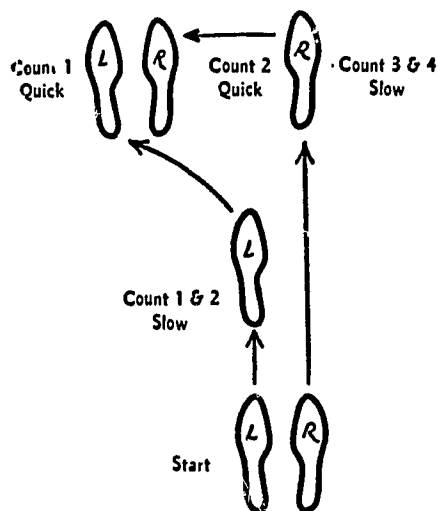
Forward Walk—Fox Trot

*Description:* Forward fox trot side-close step.

Step forward left .....Count 1 and 2 (slow)  
 Step forward right .....Count 3 and 4 (slow)  
 Step *sideways* left .....Count 1 (quick)  
 Close right to left .....Count 2 (quick)

Have the dance pattern worked out on the floor. Stand in front of the class with your back to them and have them follow you as you do the step. Then do the girl's part. The following directions on the board:

- a. Step forward on left foot, slow (2 counts). Boy's part—  
 Girl's part is just the opposite.
- b. Step forward on right foot, slow (2 counts). Draw left foot up to right—follow dotted line.
- c. Quick step to left side with left foot (1 count).



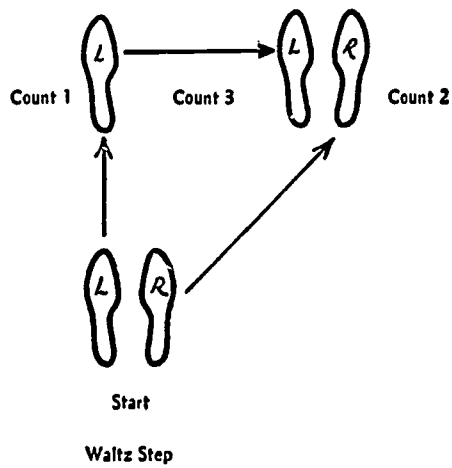
Fox Trot Side-Close Patterns

- d. Close right foot quickly against left foot, transferring weight (1 count).

### 3. Waltz Step—3/4

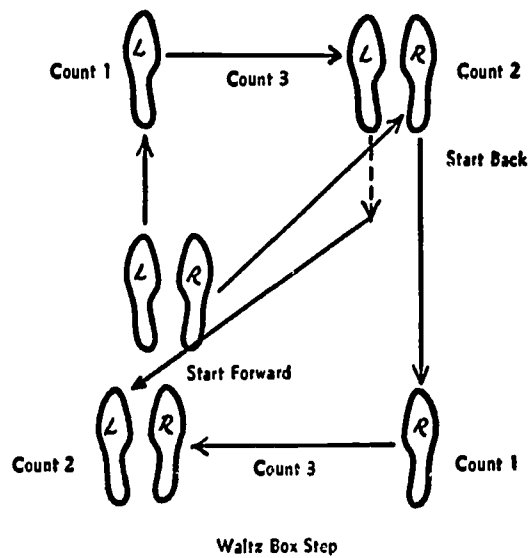
*Description:* Simple waltz step.

Step forward left .....Count 1  
 Step to right side with right foot .....Count 2  
 Close left to right—take weight left .....Count 3  
 Feet are always together on count of 3.



*Description:* Waltz box step.

- |   |         |
|---|---------|
| Step forward left .....                     | Count 1 |
| Step sideward right .....                   | Count 2 |
| Close left to right—take weight left .....  | Count 3 |
| Step back right .....                       | Count 1 |
| Step side left .....                        | Count 2 |
| Close right to left—take weight right ..... | Count 3 |



#### 4. Rhumba—4/4

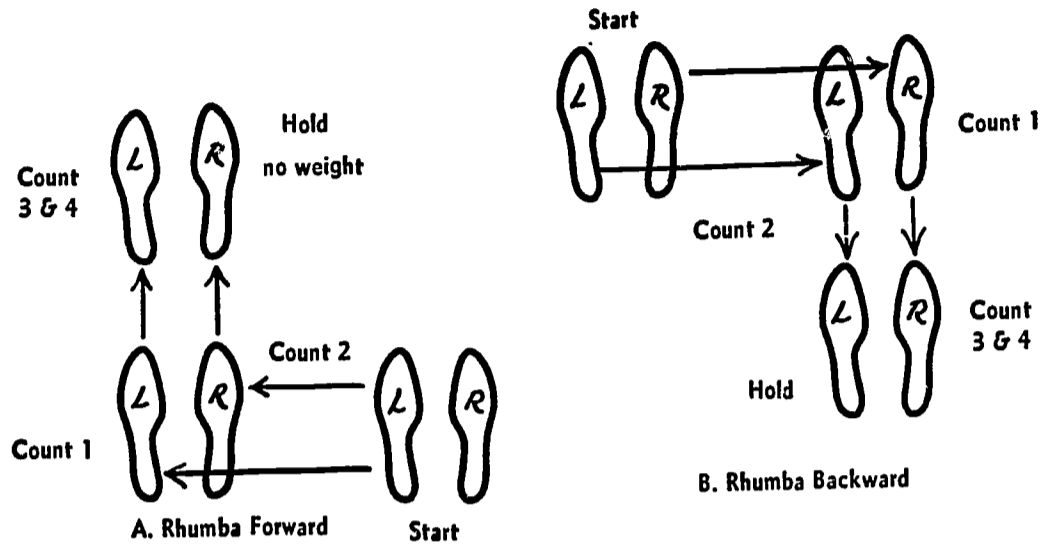
*Description:* Rhumba forward.

- |  |                  |
|--|------------------|
| Step sideward left .....                                       | Count 1 (quick)  |
| Bring right foot next to the left and step—                    | Count 2 (quick)  |
| Step forward left and hold .....                               | Count 3-4 (slow) |
| (Bring right foot next to the left but do not transfer weight) |                  |

*Description:* Rhumba backward.

Similar to forward step, but the opposite foot starting right.





*Variation:*

- |  |       |         |
|--|-------|---------|
| Step forward left                              | ..... | Count 1 |
| Step sideways right                            | ..... | Count 2 |
| Bring left foot next to right and step forward | ..... | Count 3 |
| Hold   | ..... | Count 4 |

**Creative (Modern Dance)**

The teacher should direct, stimulate, motivate, and help students in creative dancing, but never dictate. Act as a guide and help the students to evaluate their work.

Working together in groups also helps the students.

**1. Experiences in Dimension**

- a. Give a movement theme. Vary it in space by presenting it in as large, then as small a range as possible.
- b. Two groups—second group answers first by enlarging the movement phrase to its largest scope.
- c. Locomotor activity. Cover floor space in 16 skips. Diminish the size by covering the floor in 32 skips across small area. Enlarge range by covering same space in 8 large skips.

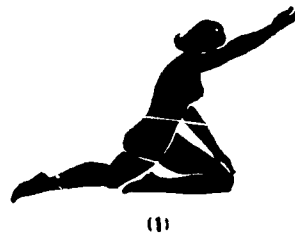
**2. Experiences in Direction**

- a. Emphasize changes in direction by walking in a different direction at a time indicated by a drum accent.
- b. Draw a design (floor pattern) on the board. Walk through the pattern.

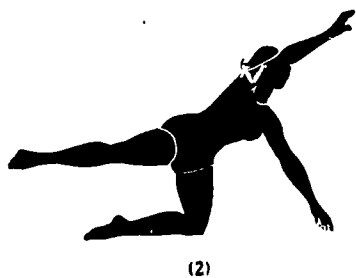
**3. Experiences in Level**

- a. Compose and present a movement sequence or exercise on different levels.

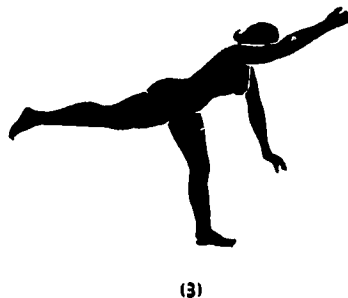
(1) On a low level (sitting or lying).



(2) On a medium level (kneeling).



(3) On a high level (standing).



#### 4. Experiences in Focus

- a. Focusing on one given point throughout the dance.
- b. Focusing always in the line of direction of movement.

#### 5. Give students one movement theme. Let them vary it by experimenting with:

- a. dimension and level
- b. direction and focus
- c. dimension, direction, level

### GAME AND GAME SKILLS

In the sixth grade, games should be played according to official rules when the skill of the group will permit. Modified rules are necessary at times and teachers should make it clear to students when official rules are not used.

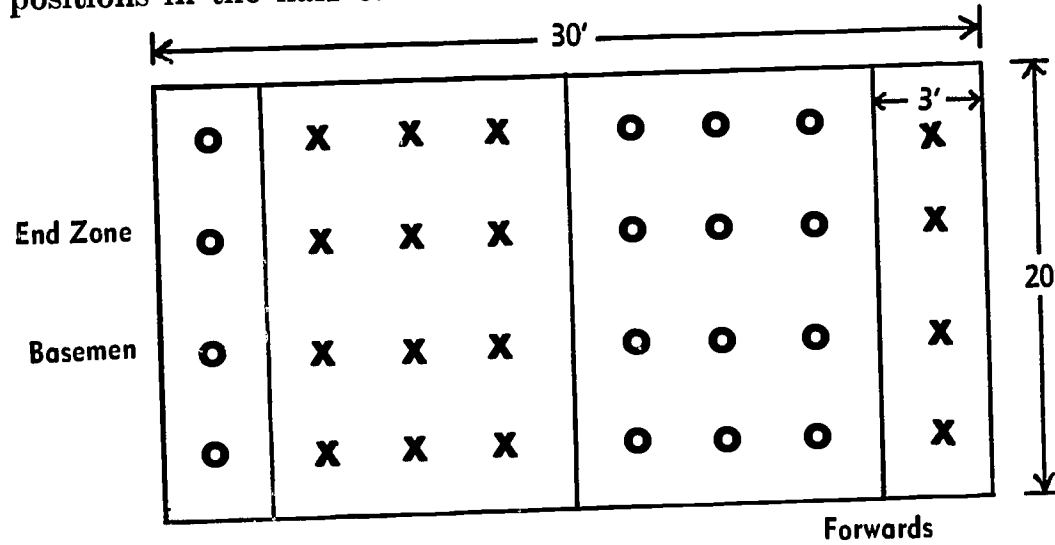
Some high organization games and game skills of team events may be taught best in units of two or three weeks. The season of the activity should also be considered in planning.

Some activities will require boys and girls to be taught separately. Emphasis should be placed on fair play and skill in performance. A bulletin board can be used for pictures of well-known sports figures.

### End Ball

*Space:* Playground, gymnasium, or playroom.

*Formation:* Players are divided into two equal teams. A third of the players on each team are end men, taking positions in their team's end zone. The remaining players are fielders and take positions in the half of the field farthest from their end zone.



End Ball Court

#### *Description:*

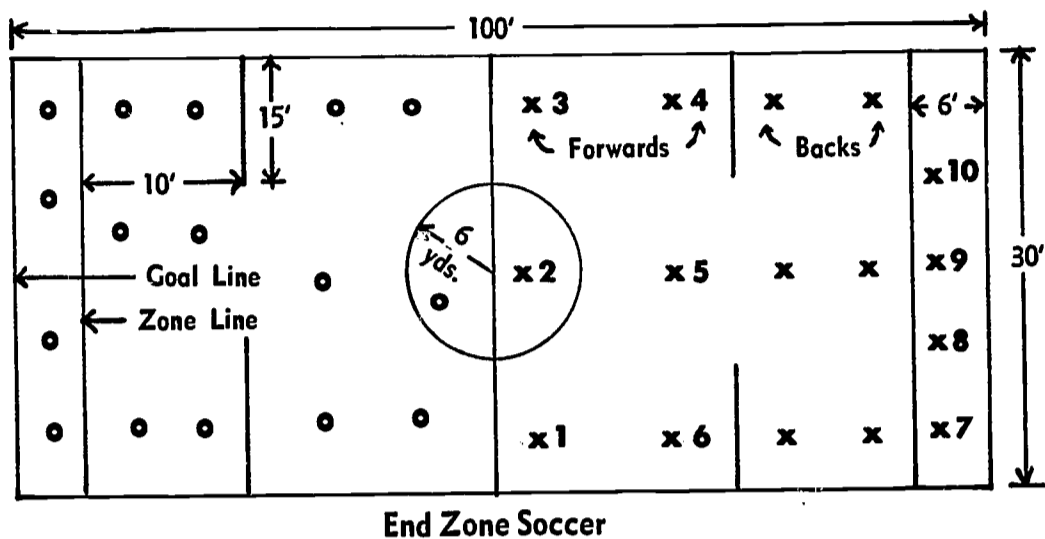
The basketball or volleyball is put into play at the center line by tossing it between two forwards of opposing teams. Each forward tries to tap the ball to a member of his own team. The team getting the ball attempts to throw it to one of its own basemen in the end zone. Each time one baseman succeeds in catching the ball, his team scores one point.

The ball is put back into play at the center after each point. The team having the highest score at the end of the playing time wins. The game consists of two periods with a two-minute rest between halves when the teams change goals. The ball is awarded the opposing team out of bounds for any of the following fouls or violations: pushing, holding, tripping, walking with the ball, stepping over the center line, or holding the ball more than five seconds.

### End Zone Soccer

*Space:* Playground.

*Formation:* Players are divided into two teams with team members numbered. Team X forwards 1, 2, and 3 stand behind the center division line. Team X halfbacks 4, 5, and 6 stand behind their forwards. The remaining players enter the zone area of their team and become the defenders. Team O players take corresponding positions at their end of the field.



*Description:*

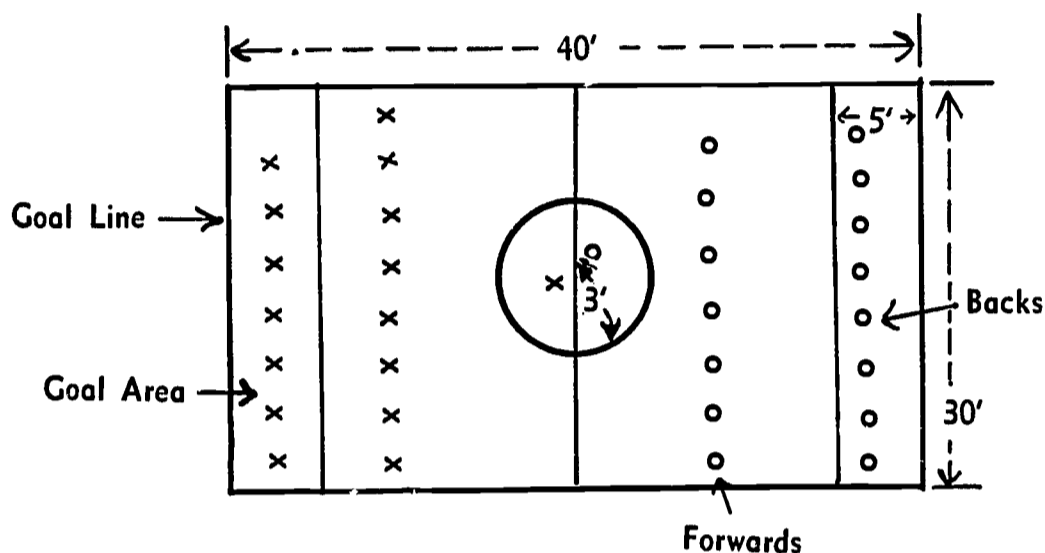
All players must be in their own half of the field and opposing players outside the center circle when the game is started with a kickoff on the center line. Team X forwards may advance to the zone line of their opponents in an effort to kick the ball over the end goal line. Halfbacks should never get ahead of forwards. Their duty is to follow up their forwards and feed the ball to them if the forwards lose it. Like the forwards, they play their own positions. Forwards, while in their own half of the field near their own goal zone, should not drop behind their warning line. The halfbacks should be there. The defending players of each team remain in their own zone areas and may not advance beyond the zone lines. No player may use his hands in playing the ball. If the ball is kicked for a goal and goes over the heads of the defenders, a free kick is awarded the defenders at the spot where the ball crossed over the goal line. To be a legal goal, the ball must pass over the line below the height of the tallest player. Each goal counts one point. After a goal, the other team has the kickoff. At the end of the first half, teams exchange goals. A goal may be scored from a free kick. The team with the higher total of scores after two periods of play wins. Following a goal, players on each team rotate. Forwards go to the position of the highest numbered defenders, halfbacks become forwards, and defenders become halfbacks.

The game is played in two halves of seven minutes each, but halves may be increased to 15 minutes. If Team X has the kick-off at the beginning of the game, Team O has the kickoff at the beginning of the second half.

### Soccer Goal Ball

*Space:* Playground, gymnasium, or playroom.

*Formation:* Players are divided into two teams. Half of the players on each team are backs defending the goal while the other half are forwards. Any number can play.



#### *Description:*

A ball is placed in the center of the circle and, at a signal, two opposing players in the circle attempt to kick the ball. Each team's forwards try to kick the ball across the opposing team's goal line. Fouls are scored on forwards touching the ball with the hands and kicking the ball higher than the heads of opponents. The penalty for a foul is a free kick from the center circle. The backs may use their hands. A goal made during play scores two points and a free-kick scores one. After each goal, forwards and backs on each team exchange places. The game can be played in ten minute halves with a two-minute rest period between halves.

### Fieldball

The object of this game is to advance a soccer ball by throwing it and to score by passing it through a goal.

Team—5 forwards (R wing, R inner, center, L inner, L wing)  
 3 halfback (R, center, L)  
 2 fullbacks (R, L)  
 1 goal keeper

Field—100 x 60 yards with goal posts 11' high, 6 yards apart, crossbar 8' high, 15' semicircle in front of each goal.

Ball—soccer ball

Time—4 quarters of 8 minutes each.

Start the game by putting ball into play by a throw-off with or without a run up to the halfway line; play is similar to kick-off in football; ball must go at least 5 yards. (See Diagram)

Scoring—2 points for goal thrown by player outside semicircle.  
1 point for goal thrown by player inside semicircle  
1 point for penalty free-throw

Advance ball by throwing, bounce, limited dribble, juggle, or loop pass. Guard in any way that does not involve personal contact.

Tie ball caused opponents with one or both hands securely held on the ball is settled by a jump ball between players involved. If the ball goes out-of-bounds on sideline, a *throw-in* is taken at this spot. If a ball goes out-of-bounds over endline, the goal keeper throws from any part of semicircle. All opponents must be outside semicircle until ball is thrown.

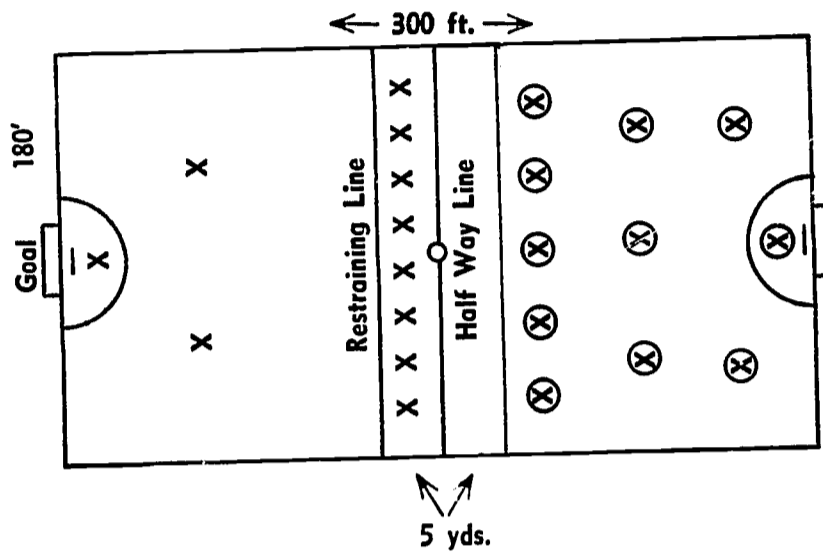
**Fouls:**

1. run with the ball
2. hand ball to a player
3. kick ball
4. strike ball with fist
5. hold ball more than 3 seconds
6. throw ball while sitting or lying on ground
7. snatch or bat a ball held by another player
8. come in contact with a player
9. failure of goal keeper to stay in semicircle

**Penalty:**

1. If outside semicircle, a *free-throw* on the spot by nearest opponent.
2. If inside semicircle by defense, a *penalty free throw* is taken by any attacking team member, 12 yards from goal. Goal keeper and 2 fullbacks may defend within 6 yards of goal. All other attacking players remain outside semicircle until ball is thrown. Defense halfbacks stay behind end line; defense forwards outside semicircle. All players come in for continued play, after the ball is thrown.

### Fieldball (diagram)



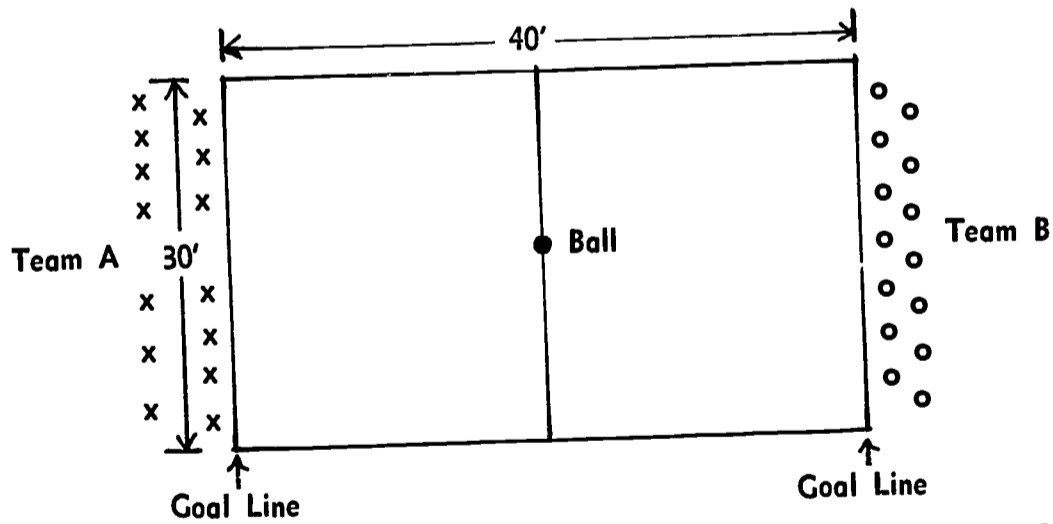
### Mass Soccer

*Space:* Playground.

*Formation:* The field is the same as for soccer goal ball, except there are no goal areas and no penalties.

*Description:*

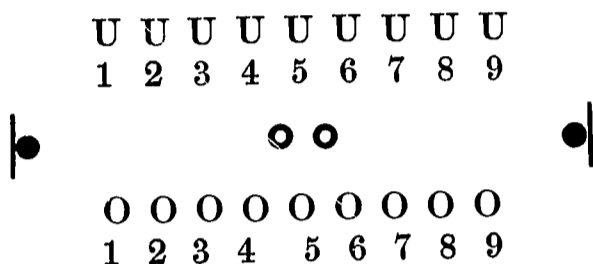
The teams line up behind their goal lines. The soccer ball is placed in the center of the field and, at the signal to start, the players rush the ball and attempt to kick it down over the opponent's goal line. A point is scored when the ball crosses



a goal line. The ball is returned to the center after each goal. The game is played in two periods of five to ten minutes.

### Call Basketball

*Court:* Two parallel lines of players about 25 feet apart with each player spaced a full arms-length away from the player on his right.



*Equipment:* Two basketballs and goals.

*Players:* The two teams are numbered consecutively from right to left.

*Action:* The leader calls a number and the two players with that number run to the center, secure a ball, and pass it to each of their teammates in turn. Then they dribble to the basket and attempt a shot, rebound the ball, dribble back to the center of the court, and place the ball back in its original position. (A folded towel makes an excellent holder for the ball.) The first person back to the center scores a point for his team. If a player makes a basket, two points are added to his team's score. Each player has the possibility of scoring three points for his team. Be sure all numbers are called in a game by writing down each number called. Both teams can shoot at one goal, but if two goals are available, assign one to each team. Play continues until one team has scored 15 points.

*Teacher Hints:* The leader should specify the type of shot to be taken and the type of pass to be used. After the players become accustomed to shooting at the basket, the player may be required to shoot until he makes a basket. All passes should be made from the center of the playing area. If baskets are not available, the game can be played with passing and a dribble to a line and back.

### Softball Skills

As a physical education activity, softball should be devoted to skills practice. These skills would be concerned with:

*Underhand pitching:* The pitcher must stand with both feet on the pitching plate. He steps forward on the left foot (for a right-hand pitcher) and the right foot remains in contact with the plate until the ball has left his hand. The delivery is legal when the arm swings parallel to the body with a full arm swing follow through.



*Catching fly balls:* Be at spot where ball will come down, cup hands slightly and allow ball to drop; do not grab for it. Think before you throw and throw. When ball is hit over your head, turn and run to spot where you think the ball will descend, glancing over your shoulder while running. Always call for the ball to avoid colliding with a teammate.

#### *Throwing and catching*

- a. Practice throwing underhand, overhand, sidearm, and pitching underhand.
- b. Practice catching slow balls, fast ball grounders, high fly balls, pitched balls.
- c. Practice throwing to all bases, to outfield and back, to infield from all points, to home plate, from grounder to nearest base, and from grounder to first base.
- d. Practice pitching with pitchers and catchers working together, emphasizing legal delivery from pitcher's plate.

#### *Batting*

- a. Work for correct batting position.
- b. Rotate members of squad so that every member has an opportunity to hit five balls.
- c. Learn to judge whether pitched balls are good or bad.
- d. Practice timing and placement of balls in relation to position of fielders and base runners.
- e. Practice swing or drag bunts.

#### *Base Running*

The following suggestions will help improve base running:

1. watch the ball and advance additional bases whenever possible (that is, when four balls are called on the batter, on a throwback from catcher to pitcher, and on any poorly thrown ball);
2. avoid wide turns when rounding a base;
3. run on any hit ball when there are two outs;
4. lead off after each pitch and advance if possible;
5. run along the foul territory side of the line from 3rd base to home to avoid being hit by a ball hit along the base line;
6. know the number of outs, inning, score, and count on the batter;
- and 7. avoid interfering with a player fielding a ball.

- a. Practice for fast getaway after hitting ball. Know where ball has been thrown and to what point it is being returned. (A ball returned behind a runner often permits the taking of an extra base.)

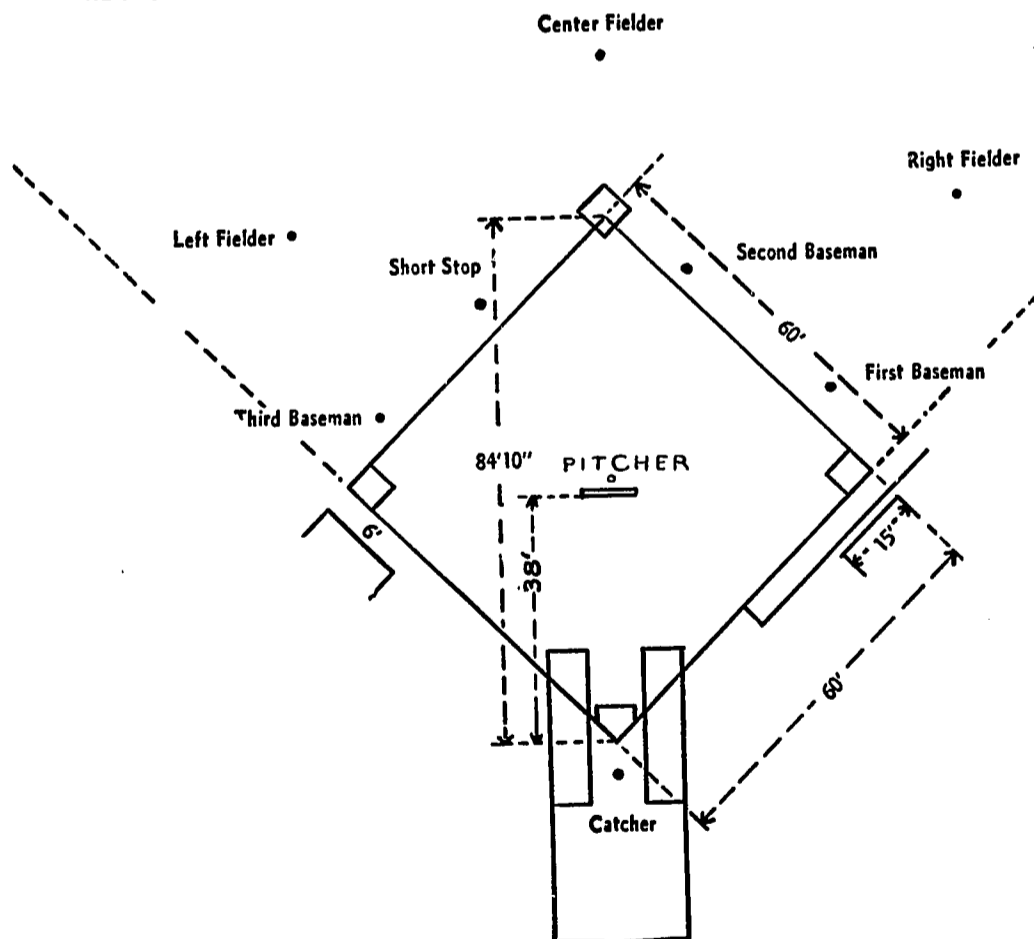
- b. Learn when to stick to a base, when to steal, when to run, when to take advantage of baseman's errors.
- c. Practice touching all bases when making home runs.

*Fielding*

- a. Practice fielding all bases in fielder's own territory.
- b. Practice throw-ins from fielding positions; the ball should be relayed quickly and accurately in relation to positions of base runners, number of outs, and teammates' positions.
- c. Practice getting into position on a long, hard, fly ball. The fielder should run toward the spot where the ball is going, turn his head to look for the ball, and keep his eyes on it.

*Playing positions*

- a. Know area to be covered by each player. (See figure.)
- b. Learn to back up other players. Cover teammates' positions if they are pulled away from their own positions.
- c. Never leave a base uncovered. Gain skill in throwing ball so that catching the ball and tagging runner or base will be made easily.
- d. Know where to throw ball when bases are full and there are one or two outs.



The Diamond and the Players

### Modified Softball

*Equipment:* The diamond has 45 feet between bases, 30-35 feet between home and pitcher's mound; 15-inch square bases secured to the ground; home plate 17 inches wide, 12 inches deep; pitcher's plate of wood or rubber 24-30 inches long; lines on the field; bats of different weights; rubber covered balls of regulation weight and circumference; gloves for all fielders; chest protector and mask for every catcher.

*Players:* There are nine players on a team. One team is in bat; the other in field. Each player has a place in the batting order and takes turn at batting. See Diagram A for placement of players at beginning of inning or when there are no runners

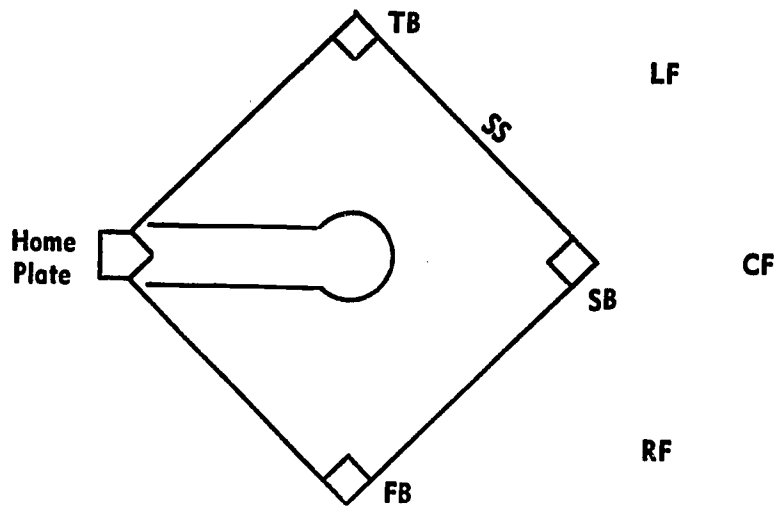


Diagram A

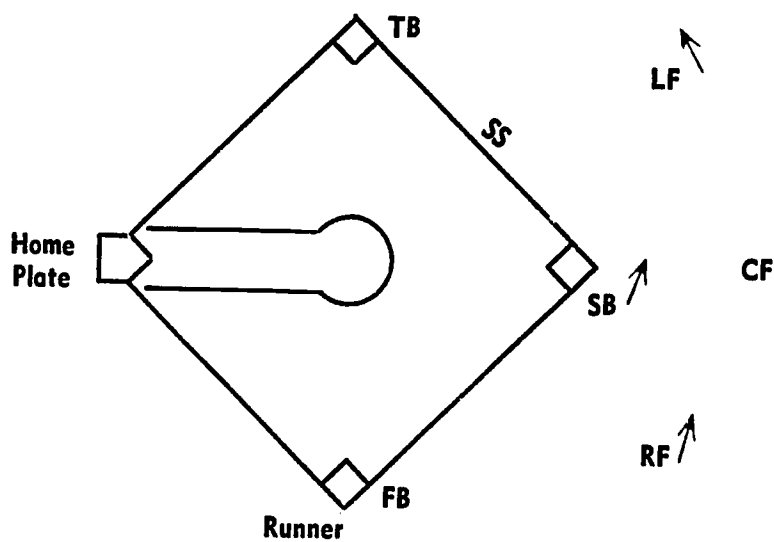


Diagram B

on base. See Diagram B for shift of players when runners are on bases or when a batter is known to hit to right field or left field.

*General rules:*

1. Each team has three outs per inning.
2. A game consists of seven innings. By mutual agreement there may be five.
3. A legal pitched ball goes between the batter's knees and arm pits and over the plate before hitting the ground. It is delivered underhand.
4. A legally batted ball goes inside the field of play (within side lines), or to the infield (between first and third bases). It must stay in the infield until it stops rolling. If it rolls outside, it is a foul. If the ball is hit to the outfield in the air and stays inside the foul line, it is a fair ball.
5. The batter is out on all fly balls caught whether legal or foul.
6. Three strikes by the batter put him out. **EXCEPTION—**When there is no runner on first base, the batter may run on the third strike *if* the catcher does not catch the ball. This is called the **THIRD STRIKE RULE**.
7. A foul ball counts as a strike except on the third strike.
8. A foul tip caught by the catcher is a strike, not an out.
9. The baserunner is out if the ball beats him to first base or if other baseman tags him before he gets to the base. If the runner is forced from any base, he is out if the ball beats him to the base. He does **NOT** have to be tagged in a forced play.
10. A batter becomes a runner after four balls (pitched balls which are not strikes).
11. The batter is out on an infield fly (even though it is dropped) if there is a runner on first and less than two are out. This is known as the **INFIELD FLY RULE**.
12. The batter becomes a runner if he is hit by a pitched ball.
13. The batter advances a base if he is hit by a thrown ball. He is out if hit by a batted ball.
14. The runner is out if he runs outside the baseline in an attempt not to be tagged.
15. A runner is out if he is **NOT** on base when the ball is pitched.

16. A runner may steal a base after the ball is pitched.
17. After a fly ball every runner must tag the base **AFTER** the ball is caught before he can run for another base. If caught off base, he is out.
18. A bunt is legal. It is out if the bunt is foul after the second strike. Otherwise it is a strike.

*Suggestions:* Children should think about what they will do with the ball if it comes to them. Errors should be discussed so that they will not reoccur. As it becomes evident that certain skills are not played well in the game, drills should be used to teach the proper skill. Lead-up games from previous years make skill practice more enjoyable.

Using a score sheet is a good learning experience. Keeping records of their errors, assists, times at bat, batting and fielding averages makes children aware of good playing. It is also a good way to correlate arithmetic with physical education.

More details of the rules, officiating, and official score sheets can be found in the DGWS Softball Guide.

### **Volleyball Skills**

A review of the underhand serve and the overhand volley from the fifth grade should be included in teaching volleyball skills.

*Underhand volley* (ball below chest): Player stands with feet apart and one foot slightly in advance, knees bent, arms flexed at elbows, and thumbs point out. Palms are up, fingers spread, and slightly flexed. Ball strikes fingers and entire body extends upward in a follow through.

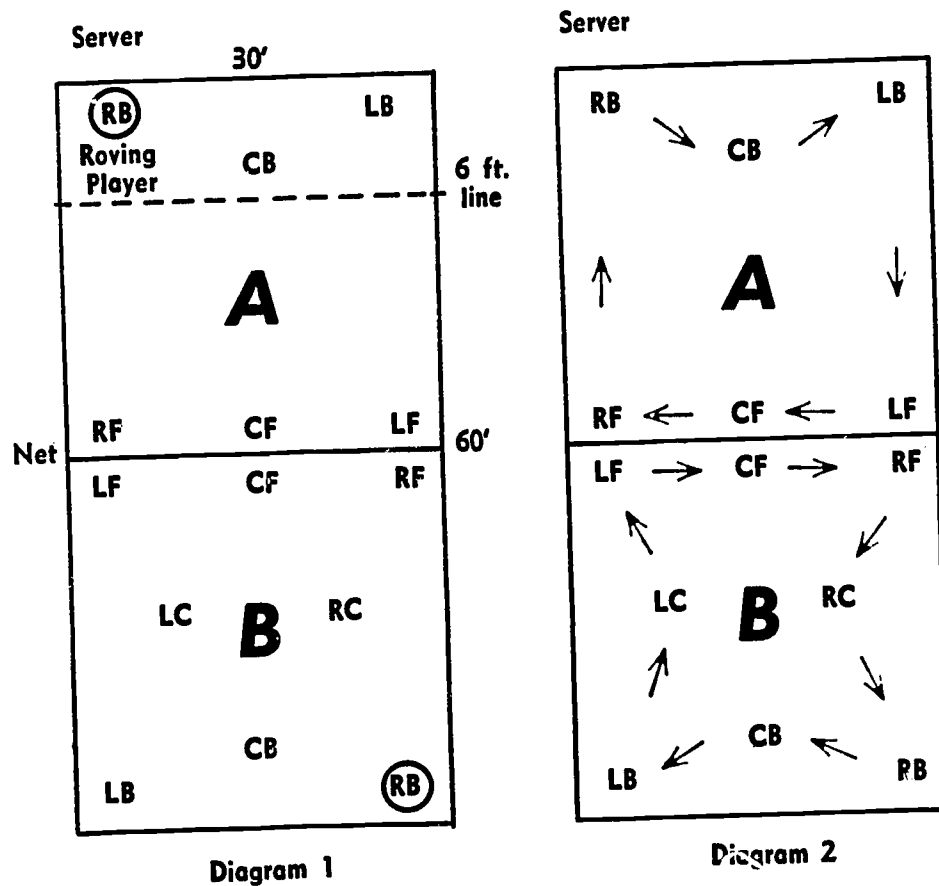
*Net Balls:* Forwards recover net ball without touching net or crossing center line. Bend low (side to net preferable) and recover ball with underhand pass. Hit ball high to permit another player to get under it and pass it over.

### **Modified Volleyball**

*Equipment:* Regulation volleyball. 30 x 60 foot court; net 6 feet high. Allow serving area to come 6 feet inside back line for weaker players (See diagram).

*Serving order:* Type 1. Each player has a definite position to play at all times except when he serves, then he takes the RB position. A serving order is set up before the game begins and players serve in order. The RB is called a "roving player" and

roves or moves to the server's place only when the team is serving. When play begins the RB takes his own position as do all other players. (See Diagram 1)



Type 2. Players rotate to the RB position. Players move from one position to another, rotating when their team becomes the serving team. (See Diagram 2.) \*In diagrams 1 and 2 the end of the court marked A shows the positions of 6 players, the end marked B shows the positions with 8 players.

*Serving area:* As in official volleyball, the serving area extends for the entire width of the court. Until players are good at serving, it is suggested that an area of 6 feet inside the court be marked for serving. After they master the skill of serving, require all serves to be made from behind the end line.

*Playing the game:* The game may be played with 10-15 minutes per half and a five-minute rest between halves. The game may also be played by points with the first team to score 15 points and 2 points ahead winning. The game is started with a serve by the team winning the toss. The second half is started with a serve by the other team. In successive games (as in a match of three games), the team which lost the previous game serves first.

*General Rules:*

1. A good serve must cross the net without touching it and fall within the boundaries. (If players are having great difficulty with the serve, allow one player to assist the ball in going over.)
2. Only the serving team can score. If the non-serving team makes a good play and the serving team cannot return the ball, the non-serving team wins the serve but not a point.
3. A player continues to serve as long as his team scores.
4. If a player touches the net, his team loses the point or serve.
5. Only three players may play the ball before it goes over the net. (Allow a "set-up to self", which permits players to hit the ball twice in succession. This is not allowed in regulation volleyball).
6. A player may not step over the line under the net.
7. A player may not reach over the net to contact the ball. He may follow-through over the net if he does not touch the net.
8. A player may play a ball off the net provided the volley is one of the three allowed.
9. Balls which fall on lines are good.
10. The server may not step on or over the serving line until the ball has left his hand.
11. The ball may not be allowed to touch the body except hands and forearms. (This rule may be deleted for beginners).
12. The player must volley (hit) the ball. He may not hold, push, lift, throw or shove the ball.
13. Substitutes may go in only when a team is serving.
14. A player may enter the game only one time. (This rule may be changed for beginners).

*Suggestion:* Teach children to officiate at their own games. Officials needed are referee, umpire, timers, scorers, linesmen. See DGWS Guide for techniques of officiating and for detailed rules.

**Tether Ball**

Tether ball is an excellent playground game. It was originated in England in 1896 to provide an active game for a small space. This is a tennis-type activity played by two or four players. The game is played with a tennis-size ball on the end of a rope and wooden paddles or tennis racquets. Volleyballs are sometimes used so that players are in no danger of hurting their hands,

since the game is more popularly played with the hands than with paddles or racquets. The object of the game is to bat the ball so that the rope will be wrapped around the pole above the six-foot winding mark.

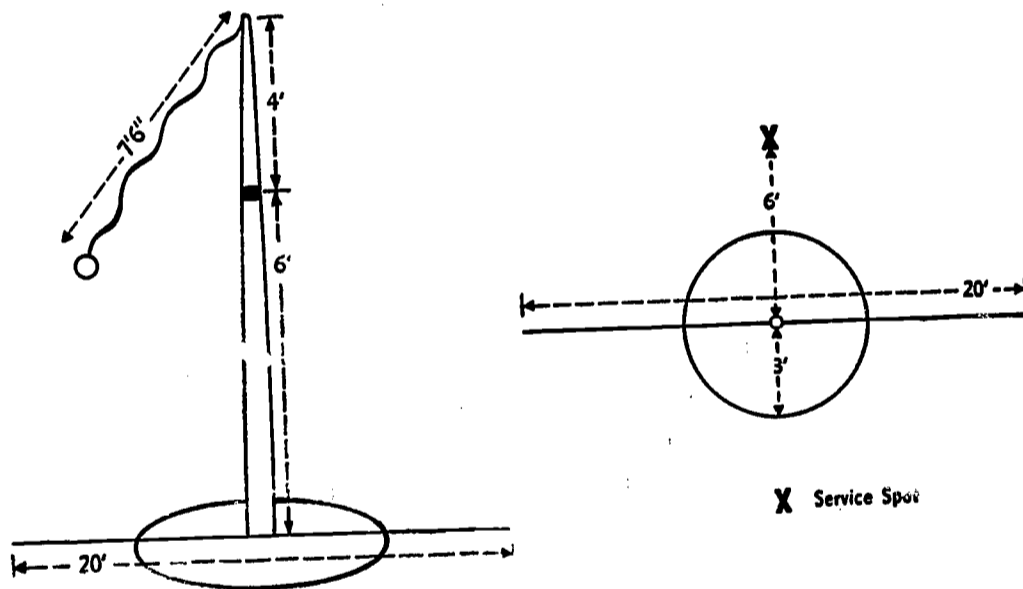
Number of Players: 2 or 4

Playing Space: 20 feet

Equipment: An iron pole 3" in diameter and 13' long or a tapered wooden pole (three feet of the pole is in the ground); sash cord or light rope 7½' long; wooden paddles or tennis racquets (these are not needed when players use their hands).

#### *Fundamental Skills*

1. Stance
2. Strokes
3. Serving



#### **Horseshoe Pitching**

Pitching horseshoes is truly an American sport that dates back over 100 years. It is an ideal sporting game for clubs, country, and home, for youth as well as adults. Generally speaking, it is a good idea to follow the official rules in scoring. As an American sport the purpose is not to break records, but to relax and have fun. In this way the game of pitching horseshoes will be an excellent addition to the games to be played for relaxation as well as recreation.

Number of Players: 2 or 4

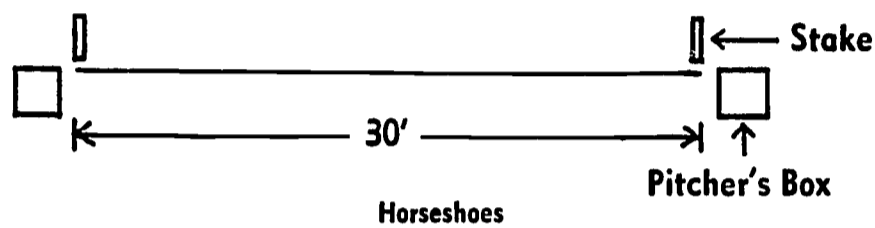
Playing Space: 10 feet by 50 feet

Equipment: Two stakes and four horseshoes



### *Fundamental Skills*

1. Grip on shoe
2. Stance
3. Swing
4. Release
5. Follow-through



Horseshoes

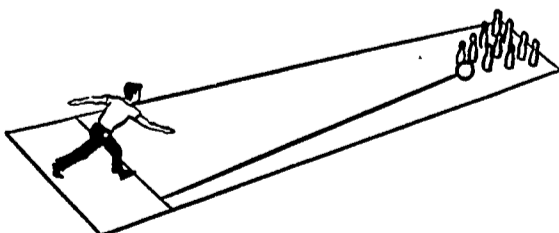
### **Bowling**

*Grip of the Ball:* There are three holes in the ball. The thumb goes in the single hole, the middle and ring fingers in the other two holes.



*One Step Delivery:* Stance should be comfortable and relaxed, with the feet parallel an inch and a half apart. The foot opposite the bowling hand should be about four and a half inches behind the other foot. Drop the bowling hand slowly to the side and lean forward, bending at the knees. Complete a pendulum swing by keeping the arm relaxed and the wrist straight. Swing the arm forward to eye level and then backward in an arc. Use these words, "Ready? Let's go" . . . Forward . . . Back . . . Forward." Repeat the pushaway and pendulum swing, and as the arm comes forward, slide ahead on the foot opposite the bowling hand.

Teachers should refer to the Gym-Bowl Instructional Manual produced by the American Association for Health, Physical Edu-



cation, and Recreation and Lifetime Sports Foundation. See address in Appendix A.

*Four Step Approach:*



**The Four-Step Approach**

(From AAHPER, *Physical Education for High School Students*. 1201 Sixteenth Street, N.W., Washington, D. C., 1964. By permission.)

## **STUNTS AND SELF TESTING ACTIVITIES**

### **Tip-Up**

Place the hands on the floor between the legs, elbows inside of knees. Bend the arms with knees supported above the elbows, lean forward until the feet are off the floor, and balance with only the hands contacting the floor. Spotter can assist student performing by easing him forward and helping him to maintain balance.

### **Monkey Roll**

The first child lies on his back on a mat, with his hands close to his head, and raises his feet upward, legs apart. The second child stands with one foot on each side of his partner's head. The first child grasps the ankles of the second child who leans forward and grasps the ankles of the first child.

The second child springs forward, tucks his head down, and does a forward roll between his partner's legs. As the second child rolls over, he brings the first child to a standing position. The stunt is repeated with the first child rolling. Each child must keep a firm grip on his partner's ankles.

### **Knee-Hand Spring**

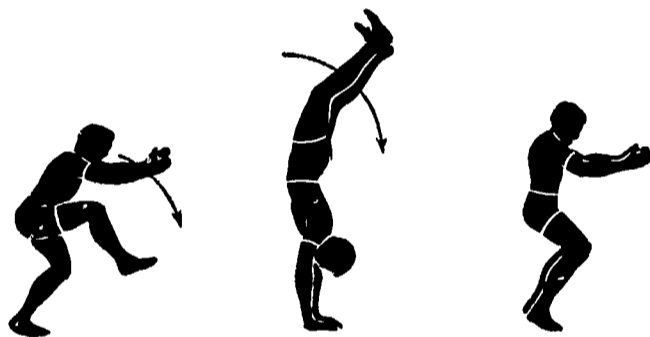
No. 1 lies on his back with knees bent and feet flat on surface, heels close to the buttocks. No. 2 should run a short distance, use the skip step, and place hands on No. 1's knees. He completes a handspring with the help of No. 1 pushing on No. 2's upper

back, helping him to a standing position. Spotter should stand at the side of No. 1 at the knees and as No. 2 places his hands on No. 1's knees, he should place his hand behind No. 2's head to lift him to a standing position.

### Handspring Forward

The tumbler takes the same running and arm action as in the round-off but as he brings his hands to the mat they are placed about shoulder width apart from each other. One leg is thrown up and over the head and hands; the other follows closely. As the feet are on the downward swing to the mat at the finish of the exercise, the tumbler should push from the mat with the hands and attempt to lift the trunk of the body to regain the standing position. The beginner will have trouble extending the body in the up-and-over action and will therefore lack momentum to carry him to his feet. Common errors are attempting to lift the hands from the mat, doubling up the body, or tucking the head.

The spotter should stand beside the place on the floor where the student doing the handspring will place his hands. He will



have to place one hand behind the student's head as he completes the handspring to aid him in coming to a standing position and to maintain this position.

### Front Swan

No 1 lies on his back. No. 2 places No. 1's feet at his pelvis, heels together. No. 2 clasps No. 1 hand-to-hand. No. 1 then pulls



and lifts No. 2 to a balance position, releasing his hands when the balance is assured. Spotter should stand on either side. He should aid No. 2 to maintain his balance by grasping the leg closest to him.

### **Kip-Neck Spring**

The tumbler takes the same starting position as that for a forward roll. He begins as in a forward roll but as the back of the neck and upper part of the shoulders touch the mat, he throws his thighs and extended legs up and out, attempting to raise trunk of the body by pushing from the mat with the hands and bringing the head forward. The feet should be brought to the mat as close under the body as possible. He should finish in a balanced position on his feet. Have the tumbler pretend he is attempting to touch a place high up on the wall in front of him with his feet during the kick. Another student can assist by placing his hand under the neck and lifting up as the upstart is executed.



There should be two spotters for the kip, one on each side of the performer. One of the spotters should kneel on one side and assist the student in maintaining a standing position after he has done the kip. The other spotter should see that the student does not fall back on his neck.

### **Pyramids**

Teachers should refer to previous grades for suggestions in building pyramids.

### **Balance Beam Exercises**

1. Walk the beam backward with an eraser balanced on the back of each hand. At the center, turn around and walk backward to the end of the beam.
2. Walk to middle of beam, do a right-side support, rise, and walk to end.
3. Walk to middle of beam, do a left-side support, rise, and walk to end.

4. Place eraser at middle of beam. Walk out to it, kneel on one knee, pick up eraser and place it on the beam behind himself, rise, and walk back to end.
5. Walk to middle of beam, do a balance stand on one foot, arms held sideward with trunk and free leg held horizontally.
6. Place eraser at middle of beam, walk beam left sideward, pick up eraser, place it on right side of beam, turn around, and walk right sideward to end.
7. Hold wand 15 inches above beam. Balance eraser on head, walk forward, stepping over the wand.
8. Hold wand 15 inches above beam. Balance eraser on head, walk backward, stepping over the wand.
9. Hold wand 15 inches above beam. Balance eraser on head, walk sideward right, stepping over the wand.
10. Hold wand 15 inches above beam. Balance eraser on head, walk sideward left, stepping over the wand.
11. Have wand held at height of 3 feet. Walk forward, hands on hips, and pass under the wand.
12. Walk backward, hands on hips, and pass under the wand.

#### **Rope Jumping**

Teachers should refer to previous grades for rope jumping skills. Children should be encouraged to develop their own routines. The use of music will add interest and imagination to pattern movements.

#### **Gymnastics**

Children are encouraged to develop routines by using previous grade stunts as well as those described in this chapter. At this age some students may be interested in developing specific skills in certain tumbling stunts.

#### **Track and Field**

The use of skills learned in previous grades will make it possible for sixth grade students to engage in a track and field meet.

Events may include:

Dashes: 50, 70, 100 yards.

Relays: 200 yards shuttle and pursuit.

Hurdles: 50 yard.

Throw for Distance: Softball, soccerball, basketball.

Jumping: Standing and running broad jumps.

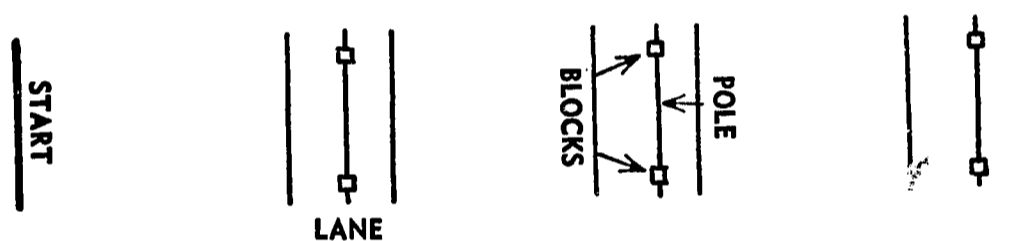
## Low Hurdles

**Equipment:** It is suggested that 24-inch cradle base hurdles be used. These can be purchased or made.

Four hurdles are used. The distance from start to finish is 50 yards. The distance from the starting line to the first hurdle is 39' 4½"; the distance between hurdles is 26' 3". The feet of the hurdle is *always* placed toward the runner. Hurdles may be lowered to 18". They can be raised to 30" after skill is achieved.

**How to teach hurdling:**

Basically hurdling is running. One should always say "running the hurdles" never "jumping the hurdles" because at no time are both feet on the ground at the same time nor is the right-left pattern changed. This is a speed event and if a hurdler goes high off the ground, as in jumping he cannot go as fast over the given distance.



**Step 1.** In a running area mark lanes 3-4 feet wide at intervals of approximately 20 feet.

Children should be taught to avoid running in any lanes. They should take wider runs or steps when they come to the lanes.

**Step 2.** In the middle of each lane, place a pole mounted on two bricks or blocks of wood. Now have the children run, clearing the lanes and the pole.

**Step 3.** Raise the poles gradually by adding blocks. As they are raised, place the blocks closer to the back line of the lane. Keep them out of the lanes yet clearing the poles.

**Step 4.** Take out every other lane so that the poles are now approximately 40 feet apart, and the poles are 18 inches high. Now concentrate on just clearing the lanes so that the children are getting the lead foot (first one over the pole and the first one down after getting over the pole) down on the ground very close to the lane line or pole.

**Step 5.** Exercises recommended are:

- a. Sit on the ground with the lead leg in front, knee extended, ankle stretched, and toe pointed. The trail leg (last one over) is

oent at hip and turned outward so that the instep is on the ground and the toe pointing away from the body. In this position children reach forward over the lead leg with the arm on the opposite side and touch hand to toe, keeping head as high as possible. The other arm is bent and elbow is driving backward as in running. Bend body over leg.

b. Stand on foot of trail leg. Put toes of lead leg on hurdle. Bend and reach as in above exercise.

c. Have children walk outside of hurdles and as they come to a hurdle put trail leg in position of exercise (a.) and take it over the hurdle.

These three exercises put the body in the correct position for clearing the hurdles.

Step 6. This is for children who can run the "pole hurdles" above. Until they can clear these, do not use the regular hurdles. Some companies make hurdles with straps of cloth that can be used across the top instead of solid wood during practice.

Place one hurdle at the proper position from the starting line. Let children run it, continuing to run after they clear it. When they do this satisfactorily, add a second hurdle at the proper position, etc. until all four hurdles are in use.

Concentrate on good form rather than on time or speed, then use a stop watch and time the children.

Keep students exercising every day *before* running the regulation hurdles. A warm-up is always necessary.

Suggestion: Write to Leflar Company for free teaching materials and refer to DGWS Guide for detailed rules and teaching tips.

### High Jump

The approach is taken from an angle to the center of the bar. Either five or seven steps should be taken, the first step on the foot from which the jump is made. This should be the foot of the stronger leg. On the run to the center of the bar, the body should be kept straight until the last step. The run is slow. The take-off is made about  $1\frac{1}{2}'$  from the bar. The take-off is a vertical push or spring. The free foot should cross the bar first. On the spring, the knee of the free leg is brought up forcefully. Now the body rolls sideways over the bar and into the pit. As the body rolls, the take-off or pushing leg is kicked upward and back to give more height.

*Suggestions for Teaching:* Avoid leaning on the approach which causes diving over the bar. Emphasize upward spring. The body should be lowered on the roll over the bar.

## OUTDOOR EDUCATION

**Compass Reading and Mapping**—The Boy or Girl Scout Manual will give excellent materials in the use of the compass for mapping out a course for students to follow and for compass reading.

Hikes can be organized after school. Parents often enjoy going with their children for these hikes. Scout leaders will usually help the teacher on this unit.

A model compass can be made by the teacher by using a piece of cardboard for the base, and a foil pie pan for the casing. The bottom is cut out of the pan and the rim mounted upside down. An arrow (indicator needle) is mounted on the center of the cardboard with a brad. It can move to the different compass points. The children can make these models too.

A good compass can be purchased for less than \$3. Four to six children can use one compass.

At the sixth grade level the teacher should utilize all the outdoor education skills learned in previous grades. A combined project of a hike with a cookout would be a good way to use skills learned in former years.

### Knifemanship

General rules:

1. Know what use will be made of knife before buying it.
2. Know parts of knife and what each part is used for.
3. Know how to clean, sharpen, and handle the knife.
4. Know how to use it skillfully and safely.
5. Know how to care for it when not in use.

**How to sharpen a knife:** It is very important to keep a knife sharp. It is safer because it does not require much pressure to make a cut and chopping motions are unnecessary. Use a sharpening stone—an oil stone, a whetstone or carborundum. A small stone is easy to carry in the pocket and thus handy at all times. Hold the stone with the thumb and forefinger below the top edge. Place the blade of the knife flat on the stone. Apply pressure away from the knife edge and move the blade over the stone



with a circular motion. Turn the blade over and repeat. Test on the edge of soft piece of wood.

Using a knife: Grip the handle firmly with the whole hand. Apply pressure by pushing with the whole hand, never with the thumb on the back of the blade. Apply pressure away from you. To make a notch, cut a diagonal on the stick then cut another diagonal from the opposite direction.

When the knife is *not* in use: close it before laying it down. If it is to be placed aside for a few minutes, place it on its side, not on its back with the sharp edge up.

When passing a knife: The passer should hold the knife on or near the blade and extend the handle toward receiver.

### Air Rifle

As a part of the outdoor education program, it is strongly recommended that sixth graders be given some information and instruction in the use of guns. Several children of this age will have air rifles.

The Daisy Manufacturing Company, Rogers, Arkansas has a kit with complete instructions for teachers. Further information on the cost of the kits and a demonstration teacher can be sent to the school upon request.

Wildlife Commission employees, game wardens, and local community sportsmen are willing to come to schools to discuss safety and hunting laws with the children.

## EVALUATION

### Volleyball

#### *Skills Tests*

Divide pupils into squads, with not more than 3-5 persons in a squad, and with a score-keeping leader in charge of the squad.

#### *Service Test*

6½ foot net, 15 foot distance

Pupil being tested stands behind serving line and serves ball as in a game. Scorer stands near server to watch for foot faults and illegal serves. Squad members stand in opposite court and return balls after ball has bounced. They announce whether ball is good, out, or a line ball. Latter is scored good. Each ball successfully served within boundary of half court on opposite side and over net counts 1 point. (3 out of 5 trials is passing).

### *Repeated Volleys*

Equipment: volleyball, stop watch, wall space marked 6½ feet from floor, 3 foot restraining line; 10 ft. wide space allowed each student. Personnel: timer and scorer.

Procedure: Player stands behind 3 foot line and tosses ball up against wall with underhand motion. When it rebounds, he volleys the ball repeatedly for 30 seconds. Ball must be hit above 6½ foot line; play as in the beginning of test.

Score: one point every time ball hits wall on or above 6½ foot mark behind 3 foot restraining line. Three 30 second trials given with a rest between each. Best score is recorded. (10 volleys is passing)

### *Spike, Block, and Net Recovery*

Rated by teacher during class drills. (*California Guide*, p. 808)

#### *Written Test*

##### A. Fill in the blanks

1. The winner of the game is the team which first scores either \_\_\_\_\_ or \_\_\_\_\_ (15, 21)
2. There are \_\_\_\_\_ (number) hits allowed on each side before the ball must go over the net. (3)
3. A volleyball should be hit with the \_\_\_\_\_, not with the first. (finger tips)

##### B. True-False

1. It is fair if a person hits the ball with his head as long as he only hits it once. (F)
2. If a person does not get the ball over the net on the first serve, he gets another chance. (F)
3. A person may serve either over-handed or underhanded. (T)
4. The team that is not serving can receive points. (F)
5. A person may serve from anywhere behind the back base line. (T)

##### C. Multiple choice

1. The number of players on each team is (a) 5, (b) 10, (c) 8, (d) 6.
2. A person (a) may, (b) *may not*, go over the line under the net.

3. When a person hits the net (a) *the ball or point is given to the other team*, (b) the same team gets the point or (c) the same team gets to serve again.
4. A person may hit the volleyball (a) 3 times, (b) 2 times (c) 1 time.
5. A person in the back of the court should (a) try to hit the volleyball over in one hit, (b) *set it up for the front row*, (c) try to get it over in two hits.

### Bowling Evaluation

#### Skills Test

1. Teacher rating of student's pendulum swing, four-step walk, and complete delivery.
2. Teacher rating of student's position for strikes and spares.
3. Average of three game series (passing average—60)

#### Written Test

##### True-False

1. In assuming the correct stance, all bowlers put the left foot in front of the right. (F)
2. Most beginners use a four-step delivery and experienced bowlers use three steps. (F)
3. In learning the footwork, it is important to remember that we always walk in a straight line. (T)
4. A strike is achieved by knocking down all the pins with the first roll of the ball in the frame. (T)

##### Completion

1. The \_\_\_\_\_ is the organization which controls and regulates U. S. bowling.  
(National Bowling Congress NBC)
2. A \_\_\_\_\_ is a ball that breaks sharply to the left after release. (hook)
3. A \_\_\_\_\_ is achieved by knocking down all ten pins in one frame with two rolls of the ball. (spare)
4. The strike zone or the area between the 1 and the 3 pins is called the \_\_\_\_\_. (pocket)

##### Multiple Choice

1. Correct etiquette calls for the bowlers on (a) *your right* (b) your left to have the right of way, if all parties are ready to bowl.

2. In picking the correct ball, select a ball in which the thumb hole is (a) very tight, (b) *relatively loose*.
3. Bowling may trace its history back to the (a) *Egyptians* (b) Huns (c) Assyrians.
4. Bowling was popular at times in (a) Germany (b) Italy (c) Polynesian countries (d) England (e) All of these.

Scoring Student fills in blank score sheet

<i>Name</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	8	21	28	47	56	61	78	86	92	106
Frame	1	2	3	4	5	6	7	8	9	10
Score	7-1	2-8	3-4	10	5-4	3-2	4-6	7-1	4-2	3-7 4

### Swimming Evaluation

#### Skills Test

Skills tests should be given at intervals throughout the unit. Skills will be determined by the student's ability to pass the requirements for the levels of swimming found in the Red Cross Water Safety Instructor's Manual.

#### Written Test

Written tests will be determined by the level of swimming that each student has achieved according to the Red Cross tests. Tests can be obtained from the Red Cross.

### Bicycle Checklist

Check at beginning and end of year

Key: E—excellent

G—good

P—poor

F—failure

NAMES

Ability to make a right-hand signal correctly.

Ability to make a left-hand signal correctly.

Ability to make a slow-down signal correctly.

Ability to take responsibility for riding a bicycle on the correct side of the street and in a manner that is safe for rider, pedestrians, and automobile drivers.

Ability to take the responsibility for periodic bicycle check-ups.

### Safety Test

#### A. Fill in the blanks:

1. Swimmers should wait at least ..... hour(s) after eating before swimming. (2)
2. A bicycle should be ridden on the ..... side of the road. (right)
3. .... colored clothing should be worn at night when walking along a highway or riding a bicycle. (white)
4. Pedestrians should walk on the ..... side of the highway. (left)
5. Streets should be crossed at ..... (acceptable answers: corners, crosswalks, intersections, lights, etc.)

#### B. True-False

1. Half of all accidents occur in the home. (T)
2. A first aid kit should always be taken on a hiking or camping trip. (T)
3. Gasoline or kerosene is good for starting a camp fire. (F)
4. Playground equipment is constructed for safety, but extra precautions are still necessary. (T)

#### C. Multiple Choice

1. Cutting with a knife should be done (a) *away from the body*, (b) *toward the body*, (c) *either, because it does not matter*.
2. If a boat capsizes, the best thing to do is (a) *swim away from it*, (b) *hold on to it*, (c) *swim under it*.
3. The greatest dangers in flying a kite are (a) *trees*, (b) *no wind* (c) *electric wires*.
4. When walking up and down stairs at school, keep to the (a) *left*, (b) *right*, (c) *middle*.
5. Safety is important (a) *at home*, (b) *at school*, (c) *out-of-doors*, (d) *all of these*.

### Rifle Evaluation

#### Rifle Safety Program Checklist

Check at the beginning and end of unit.

Key: E—excellent

G—good

P—poor

F—failure

Ability to fire from four shooting positions: prone, sitting, kneeling, standing.

Familiarity with range firing procedure.

Ability to adjust sights for firing.

Ability to recite the ten National Rifle Association Safety rules.

### **Rifle Safety Test**

#### **A. Fill in the blanks**

1. The length from the firing line to the target is ..... (15 feet)
2. The part of the rifle resting against the shoulder is the ..... (acceptable: butt or stock)
3. The ..... position is lying down. (prone)
4. There are ..... sights on the rifle. (2)
5. .... is the highest point value on the target. (10)

#### **B. True-False**

1. When dirt clogs the barrel, it is best to shoot it out. (F)
2. It is safe to store a loaded gun on a shelf. (F)
3. The first firing procedure command is "First relay on the firing line, fire one round." (T)
4. Never point a gun at anything you do not want to shoot. (T)
5. The prone position is the standing position. (F)

#### **C. Multiple Choice**

1. Which man cocks the gun? (a) spotter (b) coach (c) *adult supervisor.*
2. What is firing without ammunition called? (a) *dry firing,* (b) dummy shooting (c) live firing.
3. How many shots are fired at the target? (a) 10, (b) 5 (c) 7.
4. All firing ceases at what command? (a) *cease fire,* (b) stop firing, (c) shooters rest.
5. What are the four firing positions? (a) prone, sitting, lying, crouch, (b) kneeling, crouch, prone, sitting, (c) *sitting, kneeling, prone, standing.*

### **Riflery Skills Test**

**Equipment**—a) eight Daisy spring type B-B rifles No. 25  
b) eight firing stations  
c) 50 official 15 foot rifle targets  
d) four Daisy 40" giant bulls-eye B-B pack  
e) an unobstructed area 15' by 45'

**Test**—Each student will fire 5 shots into a target 15' from firing line. After all students complete firing, targets will be changed and replaced. On the proper firing signal, 5 more shots will be fired again by the same students.

**Scoring**—The score is the total number of points obtained by adding the scores of both targets.

Highest possible score = 100

A = 90-100

B = 80-89

C = 70-79

D = 60-69

F = 0-59

### **Track and Field Evaluation 6th Grade**

#### **Written Test**

##### **A. True-False**

1. In a starting position for a sprint race, the strongest leg is forward. (F)
2. Coordination of arm and leg movement is of utmost importance to a sprinter. (T)
3. Shuttle relays and continuous relays are the same type of races. (F)
4. All relays are of the same distance. (F)
5. The stride of the long distance runner is different from that of a sprinter. (T)
6. The height of a low hurdle is 2'6". (T)
7. Scoring in a dual meet is 5 points for first place, 4 for second, 2 for third, and 1 for fourth. (F)
8. The take-off in the highjump should be at about arm's length from the bar. (T)
9. A high school shot-put weighs 12 pounds, a college-shot put weighs 16 pounds, and a woman's shot-put weighs 10 pounds. (F)
10. A "scratch" means the jump or throw is the best recorded. (F)

**B. Fill-in the blanks:**

1. \_\_\_\_\_ is the second command given by the starter. (set)
2. \_\_\_\_\_ help sprinters get better starts. (starting blocks)
3. The best \_\_\_\_\_ determines the winner of every race. (score)
4. A \_\_\_\_\_ is passed from runner to runner in a relay race. (baton)
5. At the end of a race, the speed should not be slowed and the stride not shortened until the runner \_\_\_\_\_ (breaks the tape)
6. Distance runners have \_\_\_\_\_ strides. (long/smooth)
7. A broad jumper must hit the \_\_\_\_\_ before he jumps. (take-off board)
8. Most high jumpers use the \_\_\_\_\_ technique. (barrel roll or western roll)
9. The ability to regain \_\_\_\_\_ form after clearing a hurdle is of greatest importance. (sprinting)
10. The shot-put should be \_\_\_\_\_ rather than \_\_\_\_\_. (pushed, thrown)

**C. Matching**

- |                               |                    |
|-------------------------------|--------------------|
| 1. hop, step, jump (e)        | a. high jump       |
| 2. relay (g)                  | b. sprinter        |
| 3. to your marks, set, go (f) | c. 2'10"           |
| 4. long stride (j)            | d. shot put        |
| 5. hitch hike (i)             | e. triple jump     |
| 6. 12 pounds (d)              | f. start           |
| 7. intermediate hurdle (h)    | g. baton           |
| 8. western roll (a)           | h. 3'              |
| 9. high hurdle (k)            | i. broad jump      |
| 10. short stride (b)          | j. distance runner |
|                               | k. 3'6"            |

**D. List 10 specific events you would see if you were watching an Olympic Track Meet.**

- |               |                      |
|---------------|----------------------|
| 1. pole vault | 6. 100 meter dash    |
| 2. high jump  | 7. 200 meter dash    |
| 3. shot-put   | 8. 400 meter hurdles |
| 4. javelin    | 9. 1500 meter run    |
| 5. discus     | 10. steeplechase     |



### **Skills Test**

50 yd. dash—7.8 boys and 8.1 girls  
70 yd. hurdles—12.6 for boys and 13.2 girls  
high jump—minimum of 3' as high as possible  
standing broad jump—5'4" for boys and 5'0" for girls  
softball throw—106' boys and 79' girls  
660 yd. walk and run—2:21 boys and 2:43 girls

### **Camping Evaluation**

#### **Written Test**

Write an essay describing how you would teach your parents to enjoy the outdoors using the skills and activities you have learned. Discuss what you have learned about planning a camping trip, shelter, fire building, food, safety, and any other aspects you think necessary for a full understanding and enjoyment of outdoor life.

#### **Skills Test**

Use compass to find direction  
Build a cooking fire  
First aid skills: stop bleeding, bandaging, artificial respiration  
Knot tying—tie 3 kinds of knots  
Use and care of tools  
Identification of harmful snakes and plants.

### **Gymnastics Evaluation**

#### **Written Test**

##### **A. True-False**

1. During a cartwheel only one hand is on the mat at all times. (F)
2. The position of the legs has no effect on the frog-hand balance. (F)
3. When doing a forward roll, the arms are between the legs and the hands on the floor. (T)
4. When doing a forward roll from a squat position, the head should always touch the mat. (F)
5. The head is held backward throughout a backward roll. (F)
6. In a headstand, an equilateral triangle is made by the head and the hands. (T)

7. To complete a headstand, balance must be gained before the legs are brought up. (T)
8. Learning a kip is an important lead-up to a handspring. (T)
9. A spotter is not needed after the headspring and handspring are learned. (F)
10. Two feet should always be kept on a balance beam. (F)
11. When doing a seat drop, the hands should be at the sides with the palms down. (T)
12. Arching the back is important in executing a front drop. (T)
13. A rope can be climbed only by those with special training. (F)
14. A routine consists of a series of stunts done in succession. (T)
15. Both the high bar and the low bar are used for vaulting. (F)

#### B. Multiple Choice

1. A balance beam is made of (a) fibre glass, (b) aluminum, (c) *wood*, (d) steel.
2. The proper height for grasping a rope for climbing is (a) over the head, (b) *chest high*, (c) eye level, (d) at the waist.
3. Which is a stunt not performed on a trampoline? (a) knee drop, (b) *scale*, (c) flip, (d) bounce.
4. Which vault is done on the side horse? (a) courage, (b) straddle, (c) front, (d) *all of these*, (e) none of these.
5. A forward roll can be done from which position? (a) squat, (b) standing, (c) walking, (d) *all of these*.
6. A half twist is done from a forward roll by (a) starting backwards, (b) twisting the body while on your back, (c) *crossing the legs*, (d) none of these.
7. Strong (a) leg, (b) back, (c) neck, (d) hand, (e) *none of these muscles* are needed to perform a good headstand.
8. The hands and knees touch the trampoline at (a) *the same time*, (b) different times in the hands and knees drop.
9. Which routine is easiest to perform on a trampoline? (a) front flip, back drop, seat drop, front flip, (b) hands and knees drop, back drop, knee drop, front drop, (c) *knee*

*drop, seat drop, hands and knees drop, front drop, (d) front drop, knee drop, back flip, front flip.*

10. The horizontal stand, thigh mount, and the fan are all examples of (a) headstand, (b) *pyramids*, (c) rope climbs, (d) rolls.

C. Fill in the blanks:

1. Pull-ups are done on a ..... (horizontal bar)
2. The ..... and ..... are used for vaulting. (low bar and side horse)
3. The ..... is used when learning a front flip instead of a full bounce. (knee drop)
4. The ..... is just as important as the mount on a balance beam. (dismount)
5. A routine consists of a series of ..... (stunts)

D. Matching:

- |   |                 |
|---|-----------------|
| 1. squat, tuck chin, roll over (f)                                    | a. trampoline   |
| 2. stirr-up (c)   | b. side horse   |
| 3. hand, hand, foot, foot contact with mat (k)                        | c. rope climb   |
| 4. hands and head form a triangle (g)                                 | d. gymnast      |
| 5. concerned with safety of participant (e)                           | e. spotter      |
| 6. name given to participant (d)                                      | f. forward roll |
| 7. part of this apparatus is called the "bed" (a)                     | g. hand stand   |
| 8. this piece of apparatus is used for vaulting (b)                   | h. pyramid      |
| 9. scales, pivots, and squats are done on this piece of equipment (j) | i. headstand    |
| 10. strongest on bottom, smallest on top (h)                          | j. balance beam |
|   | k. cartwheel    |

**Skills Test**

1. Series of rolls: forward, backward, shoulder, cartwheel.
2. Hold headstand for 8 seconds.
3. Trampoline: compulsory stunts—knee drop, seat drop, front drop, back drop, hands and knees drop. Perform 4 of these stunts or stunts of own choice combined into a routine.
4. Balance Beam: mount, balance, walk forward, backward, sideways, knee scale, dismount.

5. Rope Climb: have student climb as high as possible and judge accordingly.
6. Vaulting (side horse): front and straddle vault—grade on form and execution.

### Square Dance Test

#### A. Fill in the blanks:

1. \_\_\_\_\_ is the name in the square dance that is described below.

In a circle face your partner, and grasp partner's right hand and step forward with the right foot. Proceed forward, passing partner on the right side and taking a step to each of the beats. Grasp the left hand of the next person. Proceed, passing this person on the left, and grasp the next person's right hand. Continue around the circle.

(grand right and left)

2. Hooking elbows with the hands carried at the height of the locked elbows and swinging is called \_\_\_\_\_. (elbow swing)
3. \_\_\_\_\_ position is also the Skater's Position. (promenade)
4. \_\_\_\_\_ is the oral cue for the square dancers. (calling)
5. \_\_\_\_\_ is the movement in which one places the heel diagonally forward, then brings the same toe into place beside the right foot. (heel-toe)

#### B. True-False

1. Active couples are those who start the dance or to whom the call is addressed. (T)
2. A right hand turn once around with a person is the alle-mande left in a square dance. (F)
3. The head couples are couples 2 and 4 in a square. (F)
4. The girl is always on the boy's right. (T)
5. Toward the head of the column is up. (T)

#### C. Multiple choice

1. The active couple progressing around the set to dance with the standing couples is called the (a) side couple, (b) *visiting couple*, (c) dancing couple, (d) progressive couple.
2. The Cotton-Eyed Joy square dance is (a) *mixer*, (b) processional, (c) round.

3. A corner or neighbor is the dancer on (a) *boy's left or girl's right*, (b) *boy's right or girl's left*, (c) *boy's left or girl's left*, (d) *boy's right or girl's right*.
4. When a dancer hears the call "circle right" all the dancers move (a) *clockwise*, (b) *counterclockwise*.

### Social Dance Quiz

#### A. Fill in the blanks:

1. \_\_\_\_\_ is the name of the social dance step in which the movement is step-together-step-hold, etc. (two-step)
2. The \_\_\_\_\_ means that partners face each other, toes straight ahead. The boy's right arm is around the girl; the girl's left arm and hand are placed on the boy's upper arm and shoulder. (closed position)
3. \_\_\_\_\_ is essential to dance. (movement to music)
4. \_\_\_\_\_ is a step forward left, step sideward right, close left to right, then a step backward right, step sideward left, close right to left. (box or waltz step)

#### B. True-False

1. In social dance the closed positions of a girl and boy is that the boy holds the girl around her waist with his right hand, his left hand in her right hand. (T)
2. The open position is the same position as the closed position except the boy's left and the girl's right hand are not joined. (F)
3. A boy should always escort his partner to her seat before he leaves her to get a new partner. (T)
4. One must never apologize when he or she steps on their partner's toes! (F)

- C. Discuss several reasons why you feel it is important for you to know how to dance.

### Rhythms Evaluation

#### Rhythms Checklist

Check first time dance is done and later in the year

Key: E—excellent  
 G—good  
 P—poor  
 F—failure

## NAMES

- Ability to leap in 3/4 time
- Ability to slide in 3/4 time
- Ability to swing partner
- Ability to do grand right and left
- Ability to do grand march
- Ability to square for four
- Ability to do the waltz
- Ability to do the polka
- Ability to promenade
- Ability to run with partner to music
- Ability to move clockwise or counter-clockwise with a partner
- Ability to do the schottische
- Ability to do the mazurka
- Ability to do non-locomotor movements
- Ability to respond to successive beats at different intervals
- Ability to do combination of walk and runs to music
- Ability to express an idea to music through movement

### Skills Test

The following dances will be danced by the class, which will be divided into two groups.

#### A. Cotton-Eyed Joe Mixer

Check for the following:

1. Recognition of terms in dance
2. Ability to stay on beat of music
3. Ability to perform
  - a. allemande left
  - b. heel and toe
  - c. two-step

#### B. Puttjenter (German quadrille)

Check for the following:

1. Recognition of type of folk dance (quadrille)
2. Ability to choose partners quickly and make the formation (square of 4 couples)

3. Ability to do successfully:

- a. Face corner
- b. Two-hand swing
- c. Weave the ring
- d. Right and left hand mill

After evaluating both groups of class, discuss mistakes and successes.

**Creative and Folk Dance Test**

A. Fill in the following blanks

1. \_\_\_\_\_ is to produce form or to invent a new form as a work of thought or imagination, such as making a movement. (creativity)
2. The sounds that make music are called \_\_\_\_\_. (tones)
3. \_\_\_\_\_ is a French term for the dance in which four couples dance in a square formation. (quadrille)
4. \_\_\_\_\_ is a traditional dance of the common people of a country. (folk dance)
5. The grouping of notes within a measure creates the underlying \_\_\_\_\_. (rhythm)

B. True-False

1. A mazurka is a combination of three spring walking steps and a hop. (F)
2. A dancer always frees one foot by raising the heel of that foot off the floor. This shows the other dancers on what foot he will begin dancing. (T)
3. The polka is not a "hop and slide" dance step in 2/4 time to uneven rhythm. (F)
4. The Festival Procession learned in class is appropriate for the opening of festivals. (T)

C. Multiple choice

1. The purpose of a folk dance is (a) to allow students to dance to music, (b) *to tell a story about the country from which it came*, (c) to tell a story about the country you are in now, (d) to allow boys and girls to make up a dance on the spur of the moment.
2. A person can invent a creative dance if he will (a) think hard, (b) study dance a long time, (c) *listen to the music and tell what it means to him*, (d) look at a professional and copy him.

3. The "get acquainted" dances in which all change partners during the dance is called a (a) couple dance, (b) progressive circle, (c) round, (d) *mixer*.
4. A group of dancers in a designated formation are a (a) *set*, (b) square, (c) circle.
- D. Match the following folk dances to the country from which they came:

- |                             |             |            |
|-----------------------------|-------------|------------|
| ___1. Oklahoma Mixer (2)    | 1. Scotland | 6. France  |
| ___2. The Roberts (1)       | 2. America  | 7. Russia  |
| ___3. Festival processional | 3. England  | 8. Ireland |
| ___4. Minuet (6)            | 4. Germany  | 9. Slavic  |
| ___5. Puttjenter (4)        | 5. Israel   | 10. Norway |
| ___6. Mayim, Mayim (5)      |             |            |

Soccer Evaluation -----

**Skills Test**

1. Ability to trap a soccer ball rolled with feet and legs from a standard 6 out of 8 times.
2. Ability to pass soccer ball with feet to a teammate 30 feet away.
3. Ability to foot dribble a soccer ball 8 times in succession.
4. Ability to place-kick a soccer ball 30 feet through a goal 4 out of 5 times.

**Written Test**

A. Fill in the blanks

1. For the kick-off the ball is placed ..... (in the center of the field).
2. In soccer, a goal counts ..... (one point)
3. The game is divided into ..... (four equal periods)
4. Only the ..... can pick the ball up with his hands. (goalie)
5. There are ..... on the team. (eleven men)

B. True-False

1. The field shall be rectangular and not longer than 120 yds. nor less than 110 yds. (T)
2. The ball should be 20 inches in circumference. (F)
3. Substitutes can go in only when the ball is dead. (T)
4. Each quarter of the game lasts 20 minutes. (F)
5. The signal for a goal are both hands raised over head. (T)



## Softball Evaluation 6th Grade

### Skill Test

1. Ability to throw a softball 30 feet and hit a circular target 2 feet in diameter, using overhand throw, 3 out of 5 times.
2. Ability to bat pitched softball into fair territory in the out-field 4 out of 6 times.
3. Ability to catch a softball from 30 feet 6 out of 7 times.

### Written Test

#### A. Fill in the blanks

1. A softball diamond has \_\_\_\_\_ and \_\_\_\_\_. (three bases and a home plate)
2. There \_\_\_\_\_ players on a team. (9)
3. The catcher and the first baseman catch with a \_\_\_\_\_. (mitt)
4. Each team gets \_\_\_\_\_ outs. (3)
5. The \_\_\_\_\_ calls balls and strikes. (umpire)

#### B. True-False

1. A batter is out on the 4th ball. (F)
2. A pitch that a player swings at and misses is a strike. (T)
3. After three strikes the batter is out. (T)
4. The bases are 90 feet apart. (F)
5. A fly ball caught in foul territory is an out. (T)

#### C. Multiple Choice

1. Which player is not in the infield: (a) shortstop, (b) *center fielder*, (c) catcher.
2. The batter may not run (a) *when the ball is in the pitcher's hand*, (b) after a fly ball is hit, (c) when a grounder is hit.
3. How many players are in the outfield? (a) 4, (b) 3, (c) 2, (d) 1.
4. Who composes the battery: (a) *pitcher and catcher*, (b) second baseman and shortstop, (c) the outfield.
5. For the scorebook, the first baseman is numbered (a) 1, (b) 4, (c) 3, (d) 5.

## Basketball Evaluation

### Skills Test

1. Ability to shoot 4 out of 10 lay-ups from under the basketball goal.
2. Ability to dribble a minimum of 30 feet.
3. Ability to catch a basketball thrown from a distance of 30 feet 5 out of 7 times.
4. Ability to pass a basketball with a side arm pass 30 feet accurately enough to be caught 5 out of 7 times.
5. Ability to throw a 2-hand chest pass 17 feet.

### Written Test

#### A. Fill in the blanks

1. The goal is ----- (ten) feet high.
2. There are ----- men on a team. (5)
3. A member of the first team is called a ----- (first stringer)
4. To pass the ball to another to shoot is called a ----- (feed)
5. The game is begun by a ----- (toss-up)

#### B. Define:

1. *Zone defense*: A defense which gives players a specific area of the court to cover.
2. *Fast break*: A system of offense which attempts to advance the ball to the forecourt before the defense is organized.
3. *Field goal*: A goal scored from the playing floor during the action of the game equalling 2 points.
4. *Cripple*: An easy shot such as a lay-up.
5. *Rebound*: Retrieving the ball after an unsuccessful shot at the basket.

### Checklist for Teacher Observation of Pupils

Check three times during the year—fall, winter, spring

Key: E—excellent  
G—good  
P—poor  
F—failure

**A. Recreational**

- Ability to run without falling.
- Ability to dodge a ball.
- Ability to kick a ball accurately.
- Ability to enjoy relays.
- Ability to enjoy performing stunts.
- Ability to make variations and invent new steps.
- Ability to know the basic dance steps and be able to do them.
- Ability to officiate at games.
- Ability to participate in singing games.
- Ability to show alertness at all times.
- Ability to enjoy vigorous activity in free time.

**B. Social**

- Ability to participate constructively in group planning.
- Ability to contribute one's best to group discussions.
- Ability to respect the contributions of others in discussions and play.
- Ability to carry out group plans voluntarily.
- Ability to meet responsibilities for the success of group enterprise without being reminded or penalized.
- Ability to work for the group using initiative.
- Ability to play group games and have wholesome group spirit.
- Ability to play alone and with a group.
- Ability to enter enthusiastically into activities.
- Ability to show complete honesty in all activities.
- Free and confident self-expression.
- Ability to offer and receive help.
- Ability to assume responsibility as a leader.
- Ability to accept decisions cheerfully.
- Ability to observe rules and boundaries.
- Ability to settle difficulties with poise.
- Ability to act the same whether or not the teacher is present.
- Ability to have responsibility toward caring for school equipment.
- Ability to try to improve skills and abilities.
- Ability to take part in rhythms.
- Wholesome attitude toward the opposite sex.

**C. Emotional**

- Ability to begin play with enthusiasm.
- Ability to continue to play with enthusiasm and pleasure.
- Ability to be relaxed and good-natured when play is over.
- Ability to show emotional stability whether team is winning or losing and whether or not all parties are in agreement.

# APPENDICES

## Appendix A

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### SOURCES OF OFFICIAL RULES

Many sporting goods stores carry rule books on a wide variety of sports. If you are unable to obtain the books you are seeking from local authorities, write to the following sources. To save time, it might be well to enclose payment with your order. (Note: Prices subject to change. Some prices include mailing charges.)

The following list is not all-inclusive. Therefore, The Athletic Institute would appreciate receiving information which will make this list more complete, or which will help correct such data as may become outdated.

THE ATHLETIC INSTITUTE, Merchandise Mart, Room 805,  
Chicago 54, Illinois.

<i>Activity</i>	<i>Source of Rules</i>	<i>Cost</i>
Aerial Tennis	Sells Aerial Tennis Co. Box 42, Kansas City 3, Kansas	(free)
Archery (Field)	National Field Archery Assn. Route 2, Box 514, Redlands, California	\$1.75
Archery (Target)	National Archery Assn. J. Robert Kest, Secy.-Treas. 23 E. Jackson Blvd., Chicago 4, Ill.	\$ .75
Badminton	American Badminton Association Donald Richardson, 20 Wamesit Rd. Waban, 68, Mass.	\$ .15
Bicycling	Amateur Bicycle League of America, Inc. 144 E. 208th St., New York 67, N. Y.	
Bowling (Ten Pin)	American Bowling Congress 1572 E. Capitol Drive, Milwaukee 11, Wisc.	\$ .08
Casting (Official Rules for Fly and Bait Casting; NAACC by laws)	American Casting Association Box 51, Nashville 2, Tenn.	\$ .25
Croquet	General Sportcraft Co., Ltd. 33 New Bridge Rd., Bergenfield, N. J.	\$ .25
Dartball	Wisconsin State Dartball Comm. 9333 W. Lincoln Ave., West Allis 19, Wisc.	\$ .40
Darts	General Sportcraft Co., Ltd. 33 New Bridge Rd., Bergenfield, N. J.	\$ .25
Deck Tennis	General Sportcraft Co., Ltd. 33 New Bridge Rd., Bergenfield, N. J.	\$ .25
Horseshoes	General Sportcraft Co., Ltd. 33 New Bridge Rd., Bergenfield, N. J.	\$ .25
Marbles Shooting	National Marbles Tournament Cleveland Press Bldg., Cleveland 14, Ohio	(free)
Shuffleboard (Deck)	National Shuffleboard Assn. 304 Pierce St., Clearwater, Fla.	(free)
Table Tennis (includes in- structions) (rules only)	U. S. Table Tennis Assn. 210 Saturn Dr. North Star, Newark, Delaware	\$ .10 (free)
Tether Ball (inflated Ball)	W. J. Voit Rubber Corporation Los Angeles 54, California	(free)
Volleyball (includes rules)	U. S. Volleyball Assn. USVBA Printer P. O. Box 109, Berne, Indiana	\$ .75
Quoits	General Sportcraft Co., Ltd. 33 New Bridge Rd., Bergenfield, N. J.	\$ .25



## Selected Physical Fitness Tests

### 1. Kraus-Weber—"Minimum Muscular Fitness Test"

Ten test items (now six) were set up on a pass or fail basis. The authors agreed that the ability to lift a section of the body a specified number of degrees by a given set of muscles indicated enough muscle strength for daily living. One item, the famous or infamous "touch the hands to the floor", proposed to measure flexibility. This is the most controversial item on the test. One may be quite flexible in one area of the body and be completely inflexible in another.

Source: Dr. Hans Kraus  
30 Central Park South  
New York 19, New York

### 2. Boys Clubs of America—A certificate test

This test was designed to provide goals of fitness for boys, to motivate them to improve their own fitness level, and to give them a sense of pride and achievement in physical fitness.

The test consists of:

- |                        |                               |
|------------------------|-------------------------------|
| 1. Sit-ups             | 5. Vertical wall jump         |
| 2. Pull-ups            | 6. Rope climb                 |
| 3. Push-ups            | 7. Indoor running broad jump  |
| 4. Standing broad jump | 8. Outdoor running broad jump |

Source: National Committee on Physical Programs  
Boys' Clubs of America  
381 Fourth Avenue  
New York 16, New York

### 3. The AAHPER Fitness Test

This test was designed for school use to determine the contributions of a physical education program to the development of all school-age children.

The test consists of:

1. Pull ups for boys  
Flexed arm-hang for girls
2. Sit-ups
3. Shuttle run
4. 600 yard walk-run
5. 50 yard dash
6. Softball throw for distance
7. Standing broad jump

Three aquatic tests:

1. 15 foot swim
2. 30 foot swim
3. 100 yard swim

Source: The American Association for Health, Physical Education, and Recreation  
1201 Sixteenth Street, N.W.  
Washington, D. C. 20036

### 4. President's Council on Youth Fitness

This test was devised to screen out those school children who need immediate and remedial or specific work to develop physical fitness.

The test consists of:

1. Pull-ups
2. Sit-ups
3. Squat thrusts

Source: Superintendent of Documents  
U. S. Government Printing Office  
Washington 6, D. C.

## 5. N.R.A. Tests

This group devised at least two tests "to increase participation, particularly among those youngsters whose physical skills are not in ratio with their interest."

Football test consists of:

1. Punting for distance
2. Drop or place kick for distance
3. Forward passing for distance
4. Snapping for accuracy
5. Drop or place kicking for accuracy
6. Forward passing for accuracy
7. Punting for accuracy

Softball test consists of:

1. Base running for speed
2. Catcher's throw to second for accuracy
3. Catching fly balls
4. Bat for distance
5. Fungo hit for distance
6. Throw for distance
7. Throw and catch
8. Fielding ground balls
9. Pitch for accuracy
10. Throw for accuracy

Source: National Recreation Association  
8 West 8th Street  
New York 11, New York

## 6. YWCA Fitness Tests for Women

This test was designed "to help women evaluate their physical efficiency."

This test consists of:

- |                                 |                         |
|---------------------------------|-------------------------|
| 1. Stork test for balance       | 7. Push-ups             |
| 2. Wall test for back           | 8. Sit-ups              |
| 3. 90 degree twist              | 9. Testing back muscles |
| 4. Standing broad jump          | 10. Knee to forehead    |
| 5. Finger touch to toes         | 11. 15 minute mile walk |
| 6. Fingers touching behind back | 12. Pinch test          |

Source: Bureau of Communications  
National Board, Y.W.C.A.  
600 Lexington Avenue  
New York 22, New York

## 7. Red Cross Swim and Stay Fit

"A project designed to contribute to the physical and mental fitness of the individual by providing an opportunity to participate in meaningful and enjoyable activity (swimming) over an extended period of time. Its goal is to improve the physical fitness of the swimmer; . . . it is meant to encourage regular swimming."

The test or plan consists of:

Starting at any desired distance, the swimmer swims a total of 440 yards during one visit to the facility. This is continued until he reaches a total of 3 miles, then 10, 20, 30, 40, and 50 miles. Pins, certificates, and emblems can be obtained for each of these achievements.

Source: Any local Red Cross Chapter OR  
Mr. Arnold Wikenhofer, Director  
First Aid and Water Safety Services  
Southeastern Area, The American Red Cross  
1955 Monroe Avenue  
Atlanta, Georgia

8. Royal Canadian Air Force 5 BX Plan for Men, XBX Plan for Women (now being used by American military units).

The Plans were designed "to tell you what to do, when to start, how fast you progress, and how far you should progress to achieve a desirable level of physical fitness."

The material is too extensive to include in this paper. The purposes explain the content of the booklets.

Sources: This Week Magazine  
P. O. Box 77-E  
Mt. Vernon, New York

OR:

RCAF Pamphlet 30/2 AFP 50-5-2  
Roger Duhamel, F.R.S.C.  
Queen's Printer and Controller of Stationery  
Ottawa, Canada

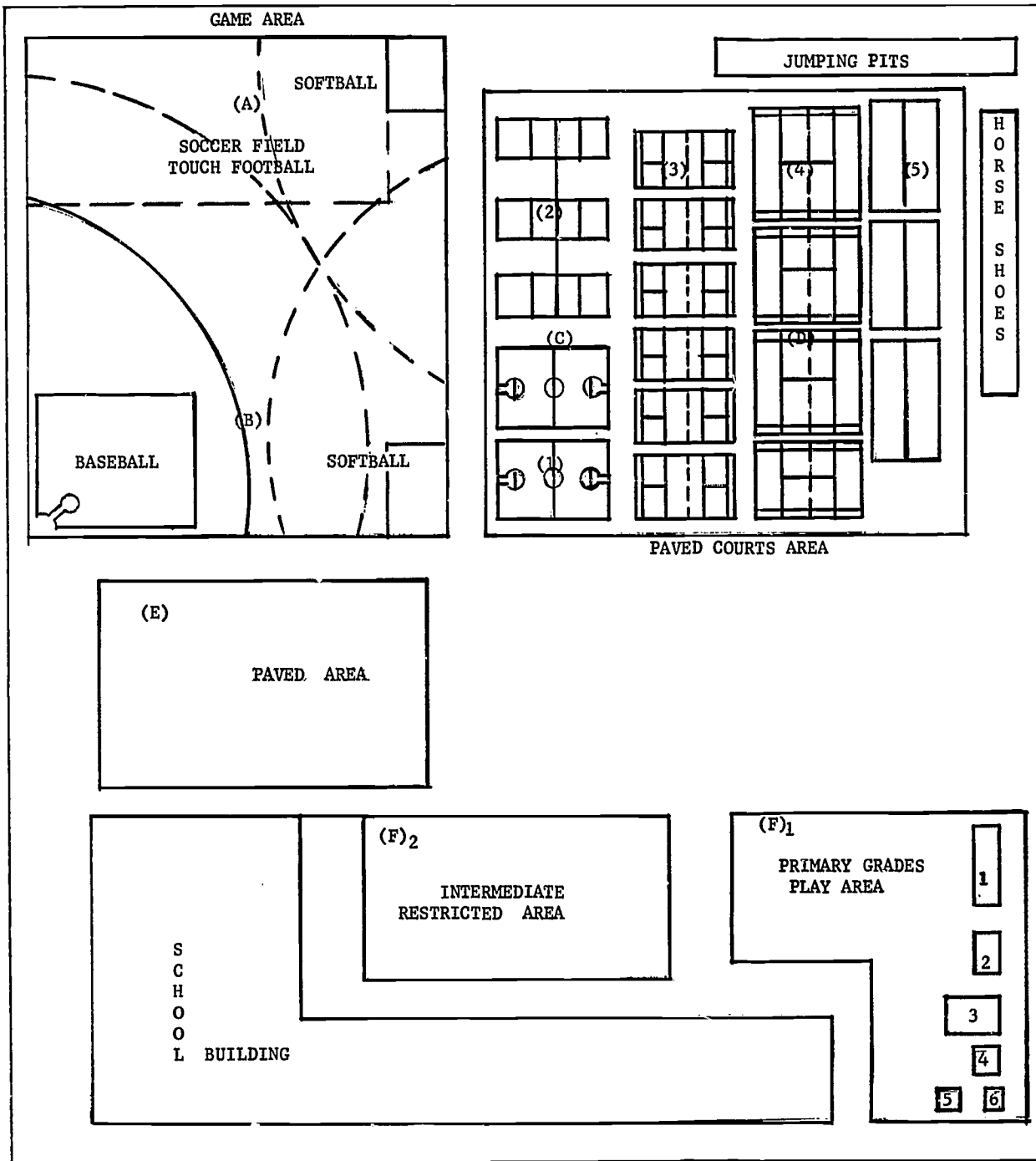
9. Standards for Junior AAU Physical Fitness Tests.  
These tests were combined to measure the fitness of all areas of the body.  
Norms are available from 6-18 years.

The test consists of:

1. Sprints
2. Walk and run
3. Sit-ups
4. Pull-ups
5. Standing broad jump
6. Push-ups
7. Baseball throw
8. Continuous hike for distance
9. Running high jump

Source: Amateur Athletic Union  
231 West 58th Street  
New York, New York

**Appendix B**  
**PLAY AREAS AND DIMENSIONS**  
**SUGGESTED LAYOUT FOR PLAYGROUND AREA**



**PAVED COURTS AREA**

- (1) Basketball Courts
- (2) Handball Courts
- (3) Badminton Court
- (4) Tennis Courts
- (5) Volleyball Courts

**PAVED AREA**

- All Weather Play Area
- Deck Tennis
- Shuffleboard
- Dancing
- Hopscotch
- Circle Games
- Relays
- Overflow Parking

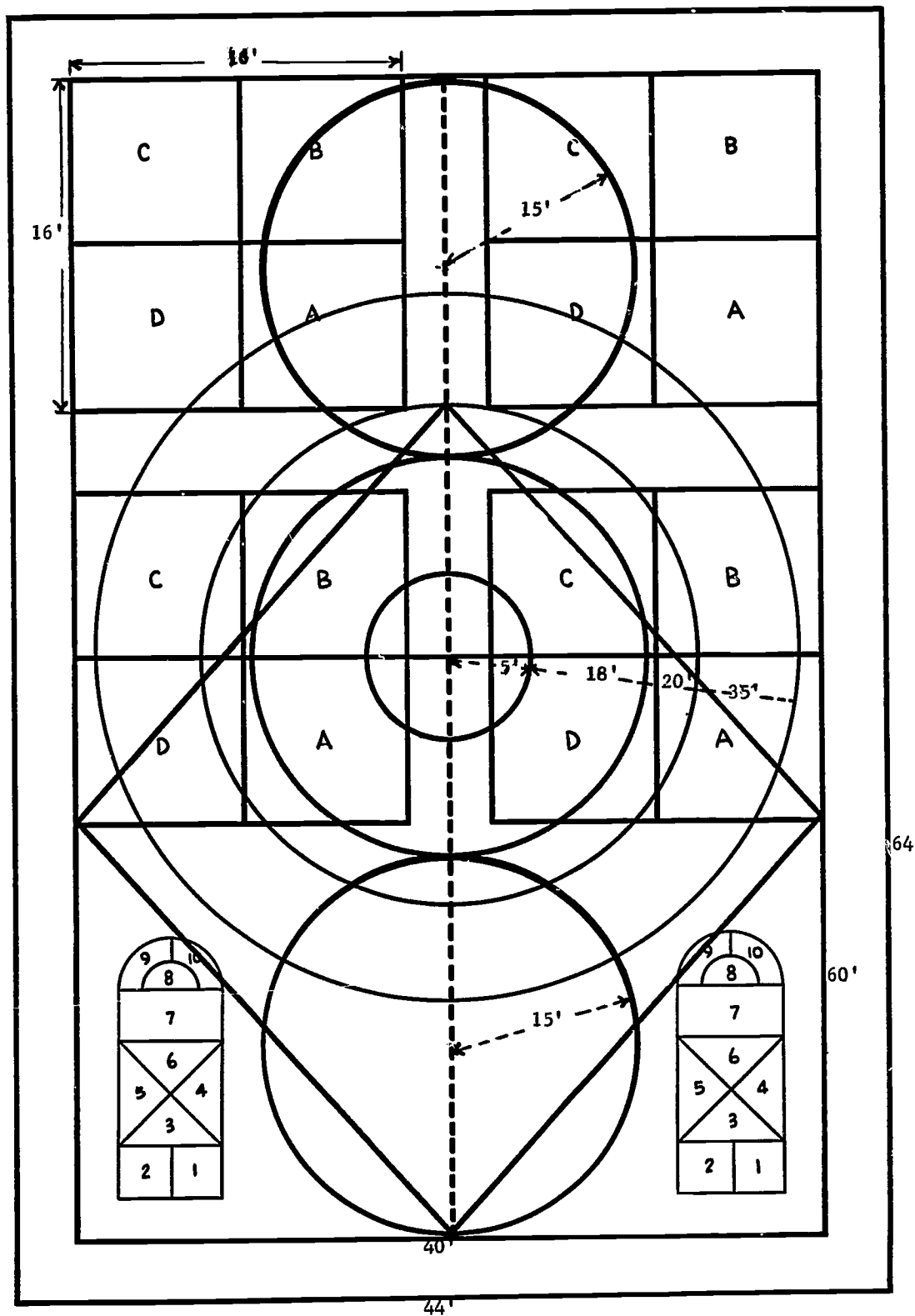
**INTERMEDIATE RESTRICTED AREA**

- Jungle Gym
- Horizontal Ladder
- Balance Beam
- Monkey Ring
- Chin Bars
- Tether Ball

**PRIMARY AREA**

- (1) Gym Frame
- (2) Sand Box
- (3) Slides
- (4) Climbing Tree
- (5) Horizontal Bars
- (6) Climbing Fence

**PLAN OF MARKING AN ELEMENTARY SCHOOL  
ACTIVITY ROOM OR OUTDOOR PAVED AREA**



## Appendix C

### EQUIPMENT AND SUPPLIES

The following suggested minimum supply list for a class of 30 pupils could serve a number of classes each day. Possibly some supplies can be kept in each classroom, with all classes having access to the remaining items in a central cabinet.

#### Playground Equipment

It is recommended that each school have a restricted area for permanent playground equipment—one for primary and one for intermediate.

*Jungle gym:* Triple horizontal bar with three fixed heights: 3 feet, 4 feet, and 5 feet. *Horizontal ladders:* 5 feet for primary and 6½ feet for intermediate. *Sandbox,* with removable cover, and 6" x 8" sitting ledge, fresh sand, refilled annually. *Chin bars:* graduated heights 4', 5', 6' *Tether ball:* (Volleyball Type 2-4). Balance beam, Monkey rings.

#### Suggested Materials

Grades		Item	Items for Class of 30	Replacement Rate	Suggested Price
1-2-3	4-5-6				
x		Rubber playground balls 6", 8", or 10" diameter	4-6	1-2 per year	2.00
	x	Rubber playground balls 8" diameter	4-6	1 per year	2.00
x	x	Beanbags 6" x 6", double stitched, 1/3 full of navy beans	12	6 per year	.60
x	x	Short skip ropes 7' to 8' for primary 8' to 9' for intermediate	12-16	8-16 per year	.75
x	x	Long skip ropes 24' to 30'	2-4	2-4 per year	.05
x	x	Record player with full amplification and adjustable speeds	1	Tubes & needles annually	100.00
x	x	Records for rhythms, singing, games, dancing, marching	10-20	6-12 per year	1.25 to 4.98
x	x	Indian clubs	10-20	1-6 per year	15.00
	x	Jumping standards	1 pr.		1.00
x		Quoits and ring toss games	2-4	2-4 per year	8.25
	x	Aluminum crossbars	3-4	3-4 per year	10.00
	x	Croquet sets	2-4		58.00
x	x	Balance beam	1-2		9.00
	x	Rubber soccer balls	2-4	1-4 per year	16.00
	x	Archery equipment	2-4		2.00
	x	Softballs, rubber covered	6	1-4 per year	3.00
	x	Softball bats	3	2-3 per year	4.00
	x	Softball bases	1-2 Sets	1 set biennially	5.00
	x	Catchers' masks	1	1 every 3 years	158.00
	x	Mats	2-4	1 per year	6.00
	x	Volleyballs, rubber	2-4	1 per year	6.00
x	x	Volleyballs, leather		1 every 3 years	10.00
	x	Volleyball nets	1-2		60.00
	x	Standards for nets	2-4		12.00
	x	Rubber basketballs	2-4	1-2 per year	35.00
	x	Basketball goals	1 pr.		
	x	Goal Hi (Set goals at 8 feet)	1 pr.		
	x	Rubber footballs	2-4	1-2 per year	5.00
	x	Tether ball (volleyball type)	1-2	1 per year	10.00
	x	Wiffle bats	2-4	1-2 per year	1.50
x	x	Wiffle balls	2-4	1-2 per year	.30
x	x	Bowling kit	1	1 every 5 years	80.00
x	x	Whistles	1 per teacher	1 per year	1.00
x	x	Stop watch	1	1 per year	7.00

## Appendix D

### SUGGESTIONS FOR SELF-MADE, INEXPENSIVE MATERIALS

1. Milk cartons from the cafeteria can be used for bowling pins, or Indian clubs. Local bowling alley may supply old bowling pins, which can be used for many games.
2. Old spindles or cones from a mill can be used for Indian clubs, etc.
3. Children can bring large tin cans or bushel baskets for target tossing games in the classroom or on the playground. Be sure the cans' edges are smooth.
4. Children may bring ears of dried corn and heavy cloth material for making beanbags in 6" squares.
5. Empty feed bags filled with straw, sand, or sawdust make ideal softball bases.
6. Paper plates can be used for marking play areas for running and tagging games.
7. Bottle caps can be used for target tossing games.
8. Quoits may be made from heavy rope and held together with tire tape.
9. A piece of rope or clothes line will serve as a volleyball net when strips of white cloth are tied every few inches and permitted to dangle 3 or 4 feet.
10. Standards for nets can be constructed by closing one opening in an old tire with plywood and pouring the tire full of cement. Center a length of 2" metal pipe in the cement to serve as the staff and place eyelets at varying heights so the net can be raised and lowered.
11. Large tin cans make good tom-toms with pieces of an old inner tube stretched over the can and tied with shoe laces.
12. Jump ropes may be made of soft cotton rope. Long jump ropes should be approximately 12 feet long. Individual jump ropes should be 5 to 6 feet in length.
13. Old automobile tires or tubes may be used for relay races.
14. Empty plastic bottles may be used for tenpins or other games where upright objects are used.
15. A shaker for marking boundaries may be made by using a number 10 can with holes in the bottom. A wooden handle approximately 30 inches long should be nailed to the can. The shaker should be filled with plus-5 marble dust.
16. Used telephone poles or curbing around the school parking area can be used for balance beams.

## Appendix E

### TOURNAMENT DESIGN

A round robin tournament can be easily drawn up for teams of any number; however, the most suitable number is from 4 through 12. If more teams are available, form additional leagues. Play-offs may be used to determine the final champion if time permits.

An example of a 7 or 8 team league is presented. Note that by using X as the eighth team, an eight team league is complete. Team number one remains constant while other teams rotate around counter-clockwise. There will be one less round than actual teams. If two or more rounds are desired, just repeat the process.

1 vs x  
2 vs 7  
3 vs 6  
4 vs 5

Thus:

1 vs x	1 vs 7	1 vs 6	1 vs 5	1 vs 4	1 vs 3	1 vs 2
2 vs 7	x vs 6	7 vs 5	6 vs 4	5 vs 3	4 vs 2	3 vs x
3 vs 6	2 vs 5	x vs 4	7 vs 3	6 vs 2	5 vs x	4 vs 7
4 vs 5	3 vs 4	2 vs 3	x vs 2	7 vs x	6 vs 7	5 vs 6

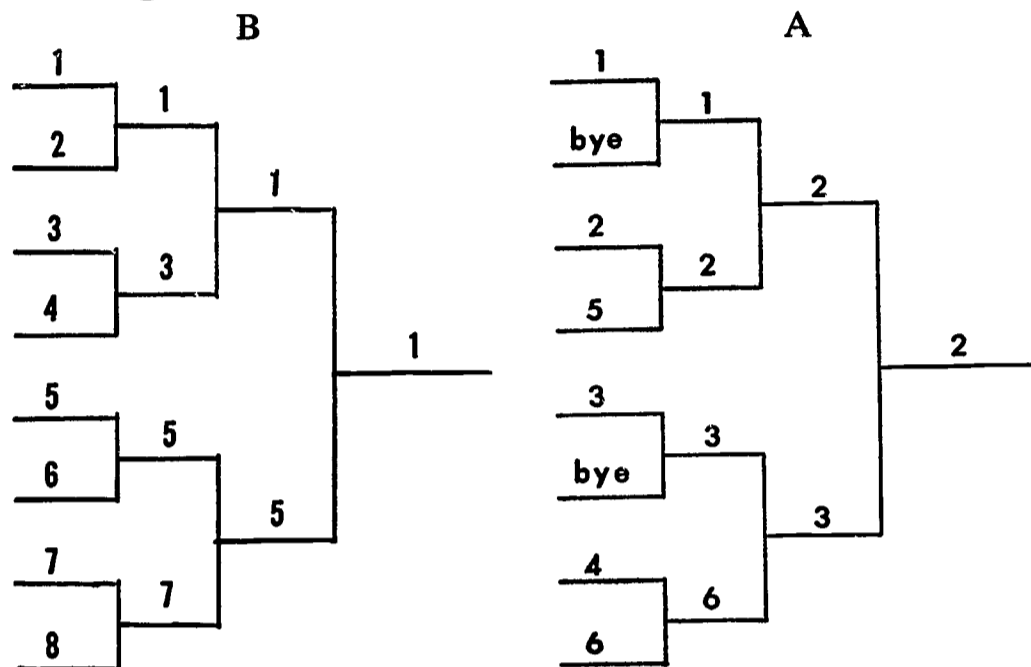
The easiest way to determine the number of games to be played in a round robin tournament is to write down the number of teams: 7, 6, 5, 4, 3, 2, 1. Cancel the highest number and add the remaining figures 6, 5, 4, 3, 2, 1. Since the total is 21, the instructor knows he is to plan for 21 games.

Single elimination tournaments, which are less desirable but most often necessary, can be formed by any power of 2, thus: 2-4-8-16 and 32. Sixteen teams or players make a suitable number. Use the next higher power and fill in with byes so that all byes are eliminated in the first round. Remember the quarter-finals and semi-finals must have even number of players or teams, except in tournaments of less than eight teams. Always schedule byes in the first round of the single elimination tournament.

The following bracket (Figure A) illustrates a single elimination tournament consisting of six teams with two byes in the



first round. Bracket B illustrates a single elimination tournament consisting of eight teams with no byes necessary.



### LADDER OR CHALLENGE TOURNAMENTS

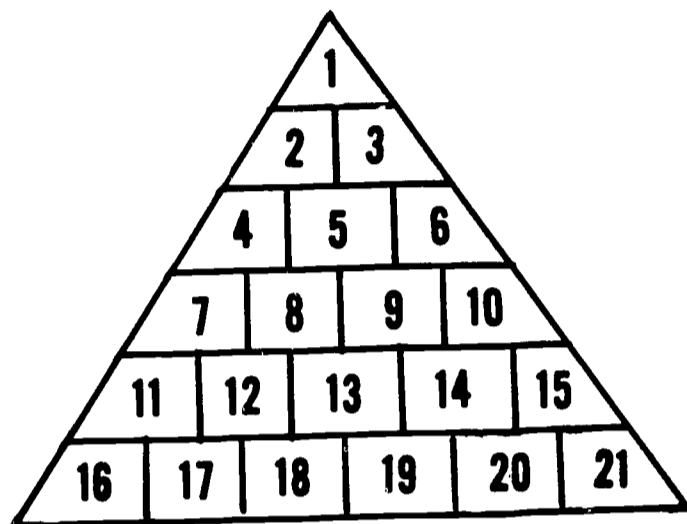
•	Bill	•
•	Max	•
•	John	•
•	Mike	•
•	Joe	•
•	Ted	•
•	Roy	•
•	Jim	•
•	Henry	•

This type tournament is excellent for individual sports; horse-shoes, ping-pong, etc. For doubles just add names of partners. A player may challenge either of the two players above. If the player in the lower position wins, they change places. Challenges may not be repeated for a period of 24 hours. Player on top at the designated date is the winner. Ladders may be designed in several economical ways—clothes pins with names printed on them placed on an upright stick anchored or tabs hung on small nails, etc.

If the number of entrants exceeds 12, it is wise to use two or more ladders.

### PYRAMID TOURNAMENTS

Using a similar system, the pyramid tourney may be successful.  
If lesser number, blot out areas from bottom, outside in.



A player may challenge any player on the line above. If the player on the lower level wins, they change places. Challenges may not be repeated within 24 hours. A given date will designate the champion.

## Appendix F CUMULATIVE RECORD

Name \_\_\_\_\_ Birth Date \_\_\_\_\_

Attendance Days Absent	1	2	3	4	5	6	Total

Parents' Name \_\_\_\_\_

Address \_\_\_\_\_ Phone No. \_\_\_\_\_

Health Record \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Student's Doctor \_\_\_\_\_

Teacher's Comments \_\_\_\_\_

\_\_\_\_\_

Mod = Modified Fitness Test

Event	1	2	3	4	5	6

1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade

*The South Carolina Cumulative School Health Record*  
(Form A), Revised 1962

This is a cumulative health record on one card. It is a revision of the 1951 edition which was printed in two cards. This record is recommended for use in South Carolina schools. It is suggested that the 1951 edition be continued in use for pupils for

whom it has already been set up and that the 1962 revised edition be used for others receiving this service for the first time. This record is accompanied by a special referral form and a manual for use of the record.

*Health Appraisal Form for Periodic or Special Referral*  
(Form B), 1962

This form was developed for convenience in securing information for the cumulative record from the parent, the physician, the dentist, and others. It is like the cumulative record except that it is designed for one appraisal only.

*South Carolina Manual for Use of the Cumulative School Health Record, Revised 1962*

Recommendations for the use of the record and explanation of items on the record are discussed in this booklet. This information is important for effective planning for services and for entering information on the cumulative record over a period of 12 years.

These materials were developed by the South Carolina Joint Health and Education Committee of the State Department of Education and the State Board of Health. They are printed and distributed at cost by the State Department of Education as a service to schools. An order form including a price listing is available with sample copies of the revised record forms and manual. Please address orders to:

*Supervisor of Health Education*  
*State Department of Education, Columbia, South Carolina.*

NAME OF PUPIL (Last, First, Middle) SCHOOL (In Pencil)	Birth: Year      Month      Day Birth Certificate Checked by:      Date
NAME OF PARENT - GUARDIAN RESIDENCE ADDRESS (In Pencil)	Sex      Race
BUSINESS ADDRESS (In Pencil)	PHONE (In Pencil)
FAMILY PHYSICIAN (In Pencil)	DENTIST (In Pencil)

DISEASE AND ILLNESS HISTORY (Give year if possible; otherwise yes)				COMMENTS (By Whom - Date)
Headache (Frequent)	Rheumatic Fever	Diabetes		
Sore Throat (Frequent)	Heart Trouble	Convulsions		
Ear Infections (Frequent)	Asthma-Allergy	Muscle or Bone Weakness		
Other Illnesses, Injuries or Operations:				

SCREENING PROCEDURES													COMMENTS -- FOLLOW-UP (By Whom - Date)	
GRADE	Pre-School	1	2	3	4	5	6	7	8	9	10	11	12	
DATE (Year)														
Height	Fall													
In Inches	Spring													
Weight	Fall													
In Lbs.	Spring													
Vision	Both Eyes													
Without	R													
Glasses	L													
Vision	Both Eyes													
With	R													
Glasses	L													
Type of Test														
Person Giving Test (Give Initials)														
Hearing	R													
	L													
Type of Test														
Person Giving Test (Give Initials)														

TEACHERS' OBSERVATIONS (Code: X-Condition Observed; C-Condition Corrected)													COMMENTS -- FOLLOW-UP (By Whom - Date)	
GRADE	Pre-School	1	2	3	4	5	6	7	8	9	10	11	12	
DATE														
Abnormal Gait														
Poor Posture														
Skin Lesions														
Tires Easily														
Poor Food Habits														
Frequent Headaches														
Inflamed Eyes														
Squinting-Crossed Eyes														
Eyes Too Close-Too Far														
Frequent Inattention														
Hearing Difficulties														
Mouth-Teeth														
Frequent Colds														
Frequent Sore Throat														
Marked Aggressiveness														
Undue Shyness														
Speech Defect														
Tics or Mannerisms														
Nail Biting														
Undue Fidgetiness														
Excessive Use of Toilet (Urinate)														

Refer to South Carolina Manual For Use of the Cumulative School Health Record.

Attach additional pages as needed for all sections of this record.

**PREVENTIVE PROCEDURES -- INOCULATIONS AND SPECIAL TESTS**

INOCULATIONS	BASIC SERIES (Give Dates)	BOOSTERS (Give Dates)		SPECIAL TESTS	DATE	RESULT	DATE	RESULT	DATE	RESULT	DATE	RESULT
Diphtheria				Hemoglobin								
Whooping Cough				Urinalysis								
Tetanus				Tuberculin								
Typhoid Fever				Feccs								
Polio-myelitis Inactivated (Salk)	Doses											
	Types											
Polio-myelitis Attenuated (Oral)	First Take											
Smallpox												

**MEDICAL APPRAISAL BY PHYSICIAN (By Whom - Date)**      **COMMENTS -- FOLLOW-UP (By Whom - Date)**

Grade	SIGNIFICANT CONDITIONS (Physical, Mental, Emotional) -- RECOMMENDATIONS	COMMENTS -- FOLLOW-UP (By Whom - Date)
Pre-School		
Elementary		
Junior High		
Senior High		

**DENTAL APPRAISAL BY DENTIST (Code: X-Condition Observed; C-Condition Corrected)**      **COMMENTS -- FOLLOW-UP (By Whom - Date)**

	Pre-School	Elementary	Junior High	Senior High	COMMENTS -- FOLLOW-UP (By Whom - Date)
Grade and Date					
Decayed, Missing, Filled					
Needs Space Maintenance					
Needs Orthodontia					
Needs Crown and Bridge					
Needs Prosthesis					
Abscessed Teeth					
Fluoride Therapy (Give Dates)					
Examining Dentist					

Recommended by: The South Carolina Department of Education and The South Carolina State Board of Health -- Revised 1967



## Appendix G

### LEGAL STATUS OF PHYSICAL EDUCATION

The South Carolina law establishing the requirement for physical education was passed in 1924 (Article 996). The 1962 Code (21-416) retains the original wording of the law of 1924.

The law reads:

"21-416. Courses in physical education.

"There shall be established and provided in all the public schools of this State physical education training and instruction of pupils of both sexes, and every pupil attending any such school, insofar as he is physically fit and able to do so, shall take the course or courses therein as provided by this section. Suitable modified courses shall be provided for students physically or mentally unable or unfit to take the course or courses prescribed for normal pupils."

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