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ABSTRACT

GRADES OR AGES: K-6. SUBJECT MATTER: Physical education. ORGANIZATION AND PHYSICAL APPEARANCE: The guide is divided into several straight-text chapters interspersed with lists and diagrams. It is mimeographed and spiral-bound with a paper cover. OBJECTIVES AND ACTIVITIES: Specific skill objectives for each grade level are listed. The major portion of the guide consists of lists and detailed descriptions of activities for each grade level, subsumed under the categories of games and contests, self-testing activities, rhythmic activities, or special conditioning activities. INSTRUCTIONAL MATERIALS: Materials needed for an activity are listed at the beginning of the activity description. In addition, the guide includes a list of supplies and equipment necessary for an adequate elementary school program and a bibliography of books, pamphlets, films, filmstrips, and recordings. STUDENT ASSESSMENT: Guidelines for methods of evaluating and grading and sample evaluation charts are included. (RT)

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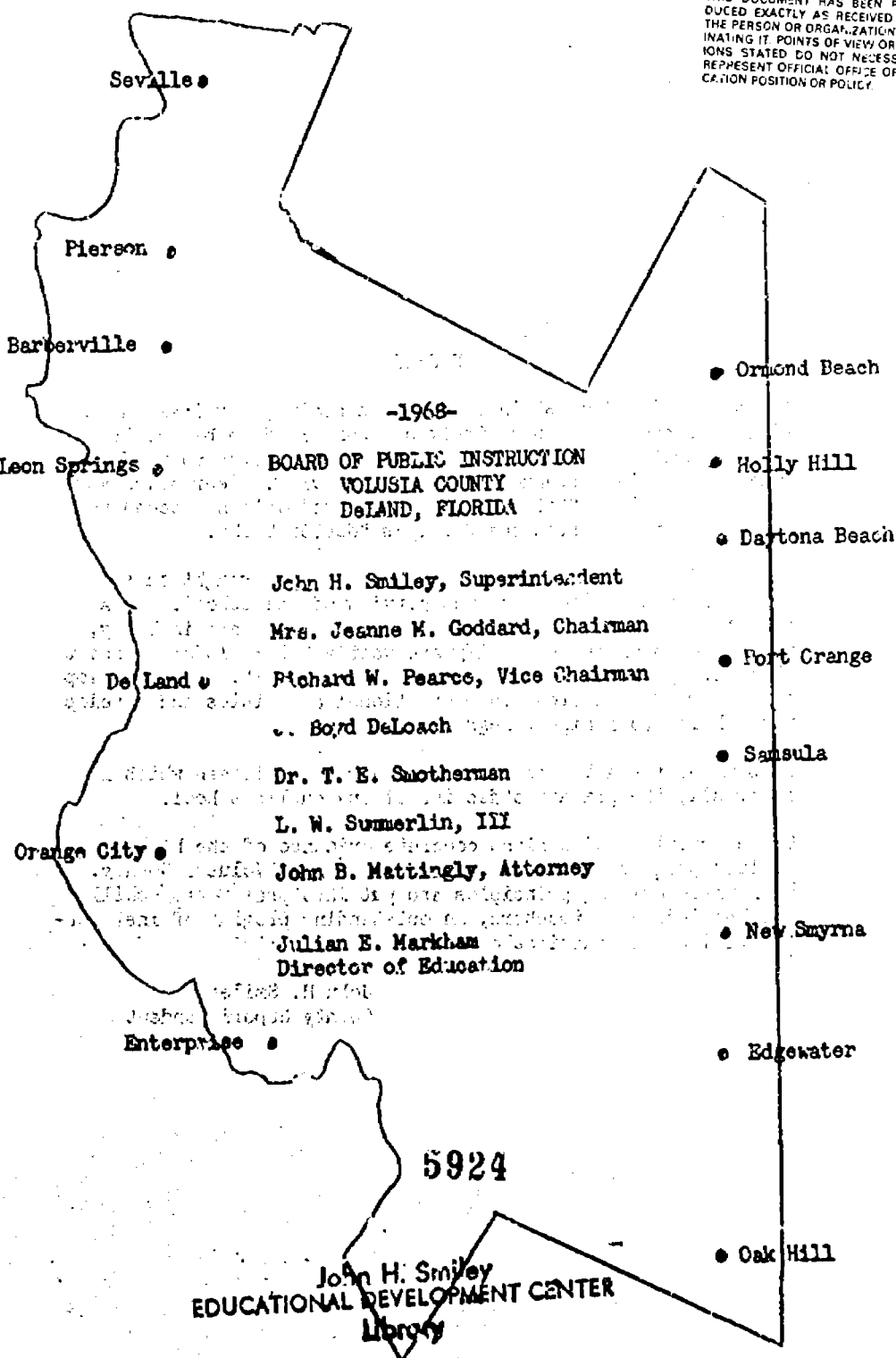
FITNESS and PHYSICAL EDUCATION GUIDE

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VOLUSIA COUNTY, FLORIDA

FOREWORD

In the "good old days" instruction in health, physical education, and recreation was simply not conceived to be the task of our public schools. Each child had his chores to perform, chores involving strenuous physical activity. Recreation was largely a family affair and a child learned all he needed to know about health from the family's "doctor book".

The growing complexity of modern society has brought these areas of instruction under the purview of the school. As a result, where adequate programs of instruction are in being, the children of the community are vastly better informed about their own physical being and how to care for it. They develop a much broader interest in recreational activities and develop more skills to a higher degree of perfection.

This makes for a better person and a better citizen which is after all, the primary objective of any public school.

Our curriculum guide gives concrete evidence of the high quality program available to the children of Volusia County. When these guiding principles are put into practice by skilled and knowledgeable teachers, an outstanding program of instruction will be the inevitable result.

John H. Smiley
County Superintendent

PREFACE

Not only does our guide give concrete evidence of the high quality program available to the children and youth of Volusia County; it furnishes a set of working papers complete with perspective, purposes, aims and elaborate attention to describing a great variety of activities.

This excellent guide encourages physical education teachers to seize each opportunity to weld the schools contribution to a physical development with other school efforts to secure the mental health and personal well being of every pupil. No area of the schools responsibility provides a greater range of activities which can support pupil choices and self direction.

We recognize and appreciate the extensive effort required of our teachers in production of this guide and commend it to all of our physical education teachers for its effective use.

Julian E. Markham
Director of Education

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WE GRATEFULLY ACKNOWLEDGE THE EFFORTS
OF THESE PHYSICAL EDUCATION INSTRUCTORS
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This guide was developed by a representative group of physical education teachers in Volusia County during the 1966 school spring semester and was sponsored by the program entitled "Professional Responsibility For Individual Development Through Education" which is known as the PRIDE Program.

The purpose of this bulletin was to set forth standards, guides and suggested modern ideas for the theory and practice of Physical Education. In this present form it is intended only as a guide to the construction, evaluation, and revision of physical education programs in public schools.

This is not a complete program in itself and neither is it a complete course of study. It is a suggested program which needs to be adapted to local conditions, and the individual needs and interests of each student.

Thirty persons participated in the development of this study and grateful acknowledgement is made to their fine contributions.

The time spent in formulating the materials, the thought given to produce a useful guide, and the hours of discussion stimulated by the task were looked upon by the writers as part of the growth of each participant.

Many thanks are especially due four members of the curriculum study who carried most of the editorial burden of this guide as Co-Chairman of the Physical Education and Health Committees—Miss Joan Gentry, Seabreeze Junior High School; Mr. Joe Piggotte, Mainland Senior High School; Mr. Michael Westberry, Principal of Lake Helen Public School, and Mrs. Freida Ellis, Osceola Elementary School.

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Leader and Consultant on,
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Guide for Physical Education
and Health Education, Grades
K-6"

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I. PHILOSOPHY OF PHYSICAL EDUCATION-FITNESS

A. Purposes and Aims

1. Build dynamic fitness for today and tomorrow through activities selected to increase strength, vigor, and functional organic capacity.
2. Develop physical ability and body coordination by providing a varied program of activities that demand the use of many different skills.
3. Develop among boys and girls of today, meaningful and vitalized, recreational habits and interests that will carry over in participation of post school physical activities.
4. Educate for behavior upon the principles of good sportsmanship, thus building toward good character and better citizenship.

B. Place in the Curriculum

1. Physical Education in the Elementary Schools is an integral part of the total school program. It is designed to give the child the opportunity through movement to learn about the wonders of his body, the "world about him" as he participates in a variety of movement activities, the stimulation of creativeness, of making choices and decisions, of solving problems, and of exploration.
2. Physical Education through proper motivation and a provision of meaningful experiences helps to promote healthful growth and development of the "whole child", physically, mentally, and socially.

C. Basic or Guiding Principles For An Effective Program

In planning an effective physical education program for the elementary school, the following guiding principles should be considered.

1. Physical education is education taking place through interrelated purposeful actions.
2. Physical education includes a sufficient amount of big muscle activity to acquire correct organic development.
3. Physical education undertakes the introduction of basic skills for highly organized sports through the use of lead-up games and modified rules.
4. Physical education is the development of recreational habits and interests that carry over into post school hours through a varied program of activities.

5. Physical education should present activities in such a manner that they will be educational and enjoyable.
6. Physical education should be included daily in the school program as it is an excellent tool in seeking release from everyday tensions, problems, and fatigue.
7. Physical education contributes to mental development by giving careful consideration to activities that aid in the ability to reason, to exercise judgement, and to solve problems.
8. Physical education should be planned and presented in a manner that aids in the development of character and the social graces.
9. Physical education should provide an instructor as the model of inspiration through her or his active participation in all activities.
10. Physical education should be planned to meet the needs of each individual child and the competition offered should be within the framework of the child's world.

II. SUGGESTED PROGRAM OF ACTIVITIES

A. Scope and Sequence of Activities (Specific Activities For Each Age Group)

1. Kindergarten

This section, concerning the kindergarten child, has been included in the physical education guide to permit kindergarten teachers, primary teachers, physical education teachers, and other educational personnel to become aware of the experiences and growth patterns of children and the continuity of their learning activities in early childhood. The growth and developmental characteristics of children in this period shows the need for many learning experiences in a variety of physical education activities and skills.

a. Active games to give the child proper development in large muscle activities.

- (1) Come Along (See page 24)
- (2) Charley Over The Water
- (3) Hit the Box (See page 24)

b. Dramatized rhythms to develop the sense of rhythms and interpretations.

- (1) Hickory, Dickory, Dock
- (2) Marjorie Daw
- (3) Jack in the Box

c. Singing games to develop a sense of responding to music

- (1) Mulberry Bush
- (2) Bluebird
- (3) Looby Loo

d. Fundamental rhythms to develop locomotive movement

- (1) Walk
- (2) Run
- (3) Skip
- (4) Hop

e. Self-testing and stunts to develop strength, agility, vigor and body control

- (1) Duck Walk
- (2) The Ostrich
- (3) Forward Roll

f. Classroom games to improve finger dexterity and arm and leg coordination.

- (1) Ten Little Fingers
- (2) Choo Choo Train
- (3) Rock-a-bye-Baby

2. Grade 1.

The areas of growth that are promoted by the physical education classes in the elementary school include coordination and power, socialization, conduct, and creativeness. The activities used as a means to promote this growth fall into four major fields: games, self-testing activities, rhythmic activities, and special conditioning activities.

a. Games and Contests

- (1) Coordination and Power. In grade one emphasis is on developing ability to manage objects in games. Types of activities include games of low organization such as chasing and dodging games.
 - (a) Stoop Tag (See page 27)
 - (b) Old Mother Witch (See page 25)
 - (c) Sam Snitch (See page 26)
 - (d) Call Ball (See page 24)
 - (e) Teacher Ball (See page 27)
 - (f) Target Toss (See page 27)
- (2) Socialization and Conduct. Games and contests provide opportunities for learning in the areas of socialization and conduct. The emphasis is in learning to follow rules, share turns, and have fun in games. It is at this grade level that children begin learning to care for game equipment.
 - (a) Mother Goose Party
 - (b) Halloween Party
 - (c) Valentine Party
- (3) Creativeness. Games and contests provide opportunities in developing dramatic play and originality in imitative games thereby promoting growth in the area of creativeness. The activities would include dramatization of stories in movement, nursery rhymes, and follow-the-leader type games.
 - (a) Did You Ever See A Lassie? (See page 74)
 - (b) Simon Says (See page 31)
 - (c) Find the Leader (See page 32)
- (4) Desired Physical Outcomes.
 - (a) Muscular development
 - (b) Endurance and agility
 - (c) Important basic skills
 - (d) Cardio-respiratory development
 - (e) Enjoyment
 - (f) Sportsmanship
 - (g) Ability to follow directions
 - (h) Proper use of equipment

b. Self-Testing Activities

- (1) **Coordination and Power.** Self-testing activities provide excellent opportunity in promoting growth in the areas of coordination and power. There should be a strong emphasis in developing balance, ability in stunts, ability in handling objects, and ability in hanging, climbing, and jumping. Types of activities requiring equipment should include activities using mats, balance beam, stall bars, rings, jungle gym, climbing ropes, box, spring board, and jump ropes. Suggestions for activities both with and without equipment include:
 - (a) Animal walks (See page 61)
 - (1) Crab walk
 - (2) Rabbit walk
 - (3) Chicken walk
 - (b) On mat: two consecutive forward and backward rolls.
 - (c) On line or balance beam: walk forward and backward, and walk with object on head.
 - (d) Bouncing a ball and rolling balls at a target.
 - (e) From rings: swinging and sitting in rings.
 - (f) From stall bars: hanging and side swinging.
 - (g) From jungle gym: climbing.
 - (h) From ropes: hanging and swinging.
 - (i) From box: Two-foot take off; and stand and jump off.
- (2) **Socialization and Conduct.** Stunts provide opportunities for growth in the ability to wait for one's turn, in developing thoughtfulness for others, in learning to accept responsibility for the care of equipment, and in acquiring social concepts through imitative stunts.
- (3) **Creativeness.** Self-testing activities should provide opportunities to be creative. Children should have the opportunity to make up simple stunts. Such creative activities might include:
 - (a) Ball bouncing
 - (b) Rope jumping
 - (c) Apparatus stunts
- (4) **Desired Physical Outcomes.**
 - (a) Relaxation
 - (b) Strength
 - (c) Endurance
 - (d) Skills
 - (e) Good posture
 - (f) Flexibility
 - (g) Enjoyment
 - (h) Self-confidence

c. **Rhythmic Activities**

(1) **Coordination and Power.** In order to promote coordination, experiences are provided in fundamental movements and in design using accent and tempo. The following types of activities are suggested.

- (a) Fundamental locomotor movements: walk, run, skip, gallop, hop, and jump.
- (b) Axial movements: bend and stretch, sway and swing, whirl and twist, rise and fall.

(2) **Socialization and Conduct.** Rhythmic activities should provide opportunities for children to learn to dance with others providing growth in the area of socialization. The following activities are suggested:

- (a) How Do You Do, My Partner? (See page 72)
- (b) Chimes of Durkirk (See page 75)
- (c) Shoemaker's Dance (See page 73)

(3) **Creativeness.** Rhythmic activities should contribute to developing creative expression.

(a) Rhythmic activities should include creative experiences in fundamental movement. The activities might include all the locomotor and axial movements suggested under coordination and socialization.

(b) Creative experiences in ideas and mood should be included. The activities might include: impersonations of animals and characters, and impersonations of the elements of nature, such as wind, rain and sun.

(4) **Desired Physical Outcomes:**

- (a) Beauty of movement
- (b) Body control
- (c) Ability to keep time with music
- (d) Good posture
- (e) Coordination

d. **Special Conditioning Activities**

(1) **Coordination and Power.** Special conditioning activities should be included to give experiences in using large body movements in telling or illustrating a story. Also experiences should be provided emphasizing sitting and standing properly. The following activities are suggested:

- (a) Soldier Boy
- (b) Horsey, Horsey
- (c) Farm Animals
- (d) Tale of Peter Rabbit
- (e) The Elephant's Child

- (2) Socialization and Conduct. The emphasis is in developing an understanding of how other people like to see us stand and sit. The activities recommended are the same as in coordination and power above.
- (3) Creativeness. The emphasis should be in providing experiences using large body movements to tell or illustrate an original story.
- (4) Desired Physical Outcomes. Acquisition of feeling of satisfaction from a comfortable, alert and balanced position should be obtained.

3. Grade II

a. Games and Contests

- (1) Coordination and Power. There should be a strong emphasis in Grade 2 in developing accuracy in handling objects and in developing the power to stop and start. Suggested activities are:

- (a) Target Toss (See page 27)
- (b) Beat the Bunny (See page 28)
- (c) Circle Stride Ball (See page 31)
- (d) Teacher Ball (See page 27)
- (e) Gray Owl (See page 28)
- (f) Fox and Geese (See page 30)
- (g) Gardner and Scamp (See page 28)
- (h) Stone (See page 29)

- (2) Socialization and Conduct. The major emphasis of games and contests involve learning how to avoid being "It". All forms of "You Can't Catch Me" games are used. Suggested activities include:

- (a) Cat and Rat (See page 31)
- (b) Slap Jack (See page 33)
- (c) Hill Dill (See page 32)
- (d) Midnight (See page 32)

- (3) Creativeness. In order to grow in creativeness, games should be used which develop dramatic play. Children should be encouraged to make up new games and create homemade targets, games, equipment and rules. Suggested activities are:

- (a) Run Rabbits Run (See page 29)
- (b) Gardner and Scamp (See page 28)
- (c) Huntsman (See page 29)
- (d) Marbles
- (e) Suotlon Darts
- (f) Bean Bag Toss

- (4) Desired Physical Outcomes:

- (a) Muscular development
- (b) Endurance

- (c) Agility
- (d) Importance of skills
- (e) Cardiorespiratory development
- (f) Good sportsmanship
- (g) Ability to understand and follow directions
- (h) Safety
- (i) Proper use of equipment

b. Self-testing activities

- (1) Coordination and power. In grade 2, self-testing activities are excellent opportunities for further development in balance; in handling objects; and ability in hanging, climbing, jumping and stunts. Suggested units included:

- (a) On mat, two consecutive forward & backward rolls.
- (b) Without equipment, animal walks. (see page
- (c) From stall bars, hanging and side swinging.
- (d) On lines and balance beams, walk forward and backward, and walk with object on head.
- (e) From rings, swinging and sitting in rings.
- (f) From jungle gyms, climbing.
- (g) From ropes, hanging and swinging.

- (2) Socialization and Conduct. There should be experiences helping children learn to care for self-testing equipment and to work together to carry out a group project.

- (3) Creativeness. Self-testing activities provide an excellent opportunity for growing in creativeness. Inventing stunts and similar activities are recommended.

(4) Desired Physical Outcomes

- (a) Relaxation
- (b) Strength
- (c) Endurance
- (d) Skills
- (e) Good posture
- (f) Flexibility

c. Rhythmic Activities

- (1) Coordination and Power. Rhythmic activities can contribute to growth in coordination and power by emphasizing fundamental movements using accent, tempo, and phrasing. A few suggested units are:

- (a) Locomotor—walk, run, skip, gallop, hop, and jump.
- (b) Axial—bend and stretch, sway and swing, whirl and twist, rise and fall.
- (c) Applying tempo and accent to any of the above.
- (d) Experiences in design using phrasing in ball bouncing.
- (e) Folk dances; such as Danish Dance of Greeting.
(See page

- (2) **Socialization and Conduct.** The emphasis is on learning to dance with others. Traditional group dances could be used.

- (a) Chimes of Dunkirk (See page 73)
- (b) A-hunting We Will Go (See page 75)
- (c) How Do You Do, My Partner (See page 70)

- (3) **Creativeness.** Rhythmic activities are good opportunities to develop creative expression. In addition to the activities listed under coordination and power, the following are suggested.

- (a) Impersonation of characters, animals, toys, elements of nature
- (b) Did You Ever See A Lassie? (See page 74)
- (c) Looby Loo (See page 72)
- (d) Shoemaker's Dance (See page 71)

- (4) **Desired Physical Outcomes**

- (a) Beauty of movement
- (b) Body control
- (c) Ability to keep time with the music
- (d) Good posture
- (e) Coordination

d. **Special Conditioning Activities**

- (1) **Coordination and Power.** Special conditioning activities should be included to give experiences in using large body movements, in telling or illustrating a story, and learning how to grow tall.

- (a) Activities for dramatizing stories in movement: wind, leaves, snow, rain, and at the beach.
- (b) Activities for learning how to grow tall: good posture, balance stunts.

- (2) **Socialization and Conduct.** Activities should include experience in using large body movements in telling or illustrating a story, and in dramatizing growing themes in movement.

- (3) **Creativeness.** Activities should include stories encouraging originality of movement and emphasize experience in using large body movements to tell or illustrate a story.

- (4) **Desired Physical Outcomes.** A feeling of satisfaction gained from a comfortable, alert and balanced position should be obtained.

4. Grade III

a. Games and Contests

1. **Coordination and Power.** In Grade 3, a simple progress is made to athletic events. Quick responses, strategy, daring, speed, and accuracy in throwing and catching are learned. Suggested activities are:

- | | |
|--------------------------|---------------|
| a. Sack relay | (See page 38) |
| b. Duck, Duck, Goose | (See page 39) |
| c. Three Deep | (See page 38) |
| d. Hook-On | (See page 37) |
| e. Bean Bag Target Toss | (See page 42) |
| f. Bowling | (See page 39) |
| g. Soccer Dribble Relays | (See page 38) |

2. **Socialization and Conduct.** Emphasis should be on development of cooperative play. Introduction should be made of the importance of respect for the opinion of others in group games. Suggested units might include partner games and games of other lands.

- | | |
|--------------------|---------------|
| a. Partner Tag | (See page 38) |
| b. Buddy Spud | (See page 35) |
| c. Japanese Tag | (See page 37) |
| d. Flying Dutchman | (See page 36) |

3. **Creativeness.** Emphasis should be placed on small group games and the variations derived from inventiveness. Development of dramatic play is important for this age group.

- | | |
|---|---------------|
| a. Develop new games by varying the rules of previously learned games such as the ones listed under coordination and power. | |
| b. Charades | (See page 36) |
| c. Bird, Beast or Fish | (See page 34) |

4. Desired Physical Outcomes

- a. Balance development
- b. Muscular development
- c. Endurance and agility
- d. Cardio-respiratory development
- e. Enjoyment
- f. Sportsmanship
- g. Proper use of equipment
- h. Safety

b. Self-Testing Activities

1. **Coordination and Power.** Emphasis should be on balance, development of agility in stunts, ability to handle objects, eye-hand coordination, progression in simple athletic events.

- a. Human Ball
- b. Rocking Horse
- c. Inch Worm

- d. Chinese Get Up
- e. Wheelbarrow
- f. Tandem
- g. Obstacle and Challenge Course (See page
- h. Sit-ups
- i. Push-ups
- j. Pull-ups
- k. Knees bends
- l. Way Back

2. Socialization and Conduct. Emphasis is on learning how to test for strength and skill. Stunts listed under coordination could be used for Stunt Shows.
 3. Creativeness. Emphasis is on originality by developing new stunts through variation of actions used in previously learned stunts.
 4. Desired Physical Outcomes
 - a. Relaxation
 - b. Strength
 - c. Endurance
 - d. Developmental skills
 - e. Good posture
 - f. Flexibility
- c. Rhythmic Activities
1. Coordination and Power. Emphasis should be on studies in meter, note values, phrasing and fundamental movements. Studies in phrasing include activities in axial and locomotor movement with particular use of swings and sways. Locomotor movement is recommended for studies in note values.
 - a. Locomotor--Walk, run, skip, gallop, hop and jump.
 - b. Axial--bend and stretch, sway and swing, whirl and twist, rise and fall.
 - c. Quarter note--walk.
 - d. Half-note--step-bend, bend
 - e. Whole note--step and point three times.
 2. Socialization and Conduct. Rhythmic activities are excellent opportunities in providing experience in rhythmic patterns of other peoples and in partner dances.
 - a. Indian rhythms include the following dance steps: step drag close, shuffle, backtrot, toe flat, heel toe, step hop, hop.
 - b. Indian Braves
 - c. Indian style
 - d. Broom dance
 - e. Jolly is the Miller
 - f. Bleking

3. Creativeness. Experiences in phrasing, meter, and note value; and in ideas and moods should be included. For studies in meter and note, see coordination and power under rhythmic activities.

- a. Did you Ever See a Lassie?
- b. Looby Loo
- c. Shoemaker's Dance

4. Desired Physical Outcomes

- a. Beauty of movement
- b. Body control
- c. Ability to keep time to music
- d. Good posture and coordination
- e. Music appreciation

d. Special Conditioning Activities

1. Coordination and Power. Emphasis is on exercising, running drilling and simple standards of good posture.

- (a) Posture Test
- (b) Practice good posture in walking, standing, sitting and running.

2. Socialization and Conduct. Emphasis is on the ability to recognize good posture in others. Activities might include:

- (a) Taking turns recognizing good posture
- (b) Posture improvement in others

3. Creativeness. Emphasis is on large body movements using transportation themes and mechanics and industry themes. Originality should be stressed.

4. Desired Physical Outcomes. A feeling of satisfaction gained from a comfortable, alert and balanced position should be obtained.

5. GRADE IV

a. Games and Contests

1. Coordination and Power. In Grade 4, the skills learned in the third grade are used for limited competitive activities. The emphasis is on developing power and control of force in handling objects. The child begins to use a sense of strategy in his play.

- (a) Hot Potato
- (b) Balloon Ball
- (c) Beat Ball
- (d) Long Jump Rope
- (e) Long Base
- (f) Newcomb

2. Socialization and Conduct. Leadership qualities begin to develop and the student can assume more responsibility.
3. Creativeness. The fourth grader becomes interested in why a game is played as it is. The study and analysis of rules, techniques, equipment and strategy of a game is helpful.
4. Desired Physical Outcomes.

- a. Cardio-respiratory endurance
- b. Muscular agility
- c. Improvement of basic skills and running speed
- d. Safety
- e. Learning sports skills
- f. Recreational carry-over
- g. Leadership and sportsmanship
- h. Game appreciation
- i. Growth of team spirit
- j. Self-discipline

b. Self-Testing Activities

1. Coordination and Power. The emphasis is on practice in development of balance and agility in stunts, and activities involving hanging, climbing, and jumping.

- a. Forward roll
- b. Backward roll
- c. Cartwheel
- d. Head stand
- e. Log roll
- f. Back spring
- g. Obstacle and challenge course
- h. Sit-ups
- i. Push-ups
- j. Knee bends

2. Socialization and Conduct. The child must learn to respect the opinion and judgment of others. To learn the role of the official and to take part in handling a game does much to create the image of fair play and sportsmanship.

3. Creativeness. Some children are interested in studying and analyzing rules and techniques of games. Encourage the child to think of varied uses of techniques and modified rules.

4. Desired Physical Outcomes.

- a. Muscular strength
- b. Coordination
- c. Muscular endurance
- d. Skill
- e. Good posture and body mechanics
- f. Relaxation
- g. Flexibility
- h. Self-confidence and courage
- i. Satisfaction
- j. Safety
- k. Understand purpose of warmups
- l. Use and care of equipment

c. **Rhythmic Activities**

1. **Coordination and Power.** Emphasis is in developing ability in vigorous stunt-like movement patterns (especially boys) in more difficult dance steps. Also included is a study in meter, note values and phrasing.
 - a. Jolly is the Miller
 - b. A-Hunting We Will Go
2. **Socialization and Conduct.** The child should have experiences in group dancing, in dancing with partners, and in traditional old and social dancing. Activities are listed under coordination and power.
3. **Creativeness.** Interest is shown in inventing rhythmic stunt-like movements, dances with challenging steps, and the use of creative accompaniment.
4. **Desired Physical Outcomes**
 - a. Beauty of movement
 - b. Body control

d. **Special Conditioning Activities**

1. **Coordination and Power.** Emphasis is on fundamental exercises in running drills, posture development, and general body tone. Activities are the same as Self-testing.
2. **Socialization and Conduct.** The child should learn the proper way to lead exercises and to help others with faulty posture.
3. **Creativeness.** The student can learn to invent mimetic exercises, and to manipulate a posture manikin to show good or bad posture.
4. **Desired Physical Outcomes.** A feeling of satisfaction obtained from a comfortable, alert and balanced position should be obtained.

6. **GRADES V & VI**

a. **Games and Contests**

1. **Coordination and Power.** The skills and strengths developed in the lower grades become increasingly important in the upper elementary grades as more highly organized and competitive activities are presented.
 - (a) Hopscotch
 - (b) Bowling
 - (c) Buddy Spud
 - (d) Captain Ball
 - (e) Goal Soccer
 - (f) Bounce Ball
 - (g) Giant Volleyball
 - (h) Modified Girls' Basketball

- (i) Modified Boys' Basketball
- (j) Kickball
- (k) Meyer Ball

2. Socialization and Conduct. The child continues the practice of respecting judgments and opinions of others by learning to umpire and referee games and contests, by running a tournament, and by planning games for social recreation.
3. Creativeness. The child is encouraged to initiate new activities or modify old ones. Children can help in the selection of events for a program or field day.
4. Desired Physical Outcomes.

- (a) Cardio-respiratory endurance
- (b) Muscular agility
- (c) Improvement of basic skills and running speed
- (d) Learning sports skills
- (e) Safety and recreational carry-over
- (f) Sportsmanship
- (g) Game appreciation
- (h) Enjoyment of competition
- (i) Proper care and use of equipment

b. Self-Testing Activities

1. Coordination and Power. Emphasis is on development of balance, agility in stunts, hanging, climbing, jumping and athletic events.

- (a) Heel Click
- (b) Indian Wrestle
- (c) Hand, Knee, Shoulder Balance
- (d) Angel Stand
- (e) Stomach Balance
- (f) Hand Spring
- (g) Knee Spring
- (h) Neck and Shoulder Stand
- (i) Kip
- (j) Pyramids
- (k) Obstacle and Challenge Course
- (l) Knee Bends
- (m) Push-ups
- (n) Sit-ups
- (o) Pull-ups
- (p) Way Back

2. Socialization and Conduct. Emphasis is on assuming responsibilities:

- (a) Exercise leader
- (b) Captain
- (c) Equipment manager

3. Creativeness. Emphasis is in selecting events, planning program, promoting publicity for program or field day should be stressed.

4. Desired Physical Outcomes.

- (a) Strength and coordination
- (b) Endurance
- (c) Skill
- (d) Good posture and body mechanics
- (e) Enjoyment
- (f) Self-confidence
- (g) Satisfaction in accomplishment
- (h) Use and care of equipment

c. Rhythmic Activities

1. Coordination and Power. For boys the emphasis is on vigorous athletic and stunt-like rhythms and dances showing prowess in skill. For girls the emphasis is the same plus light and lyrical movements and marching to simple commands.
2. Socialization and Conduct. Experiences should be provided in group and partner dances, using dances with frequent changes of partners. Both social and folk dances should be utilized.
3. Creativeness. Emphasis lies in inventing simple pattern dances and creating dances for special occasions.

4. Desired Physical outcomes

- (a) Beauty of movement
- (b) Body control
- (c) Keeping time to music
- (d) Coordination
- (e) Self-expression
- (f) Poise

d. Special Conditioning Activities

1. Coordination and Power. Emphasis is on fundamental exercises and how to improve posture. Activities are the same as those for self-testing.
2. Socialization and Conduct. Emphasis is on leading mimetic exercises, understanding social values of posture, and working for class improvement of posture.
3. Creativeness. Emphasis is on selecting or inventing exercises for drills, and learning to select proper exercises for improving posture.
4. Desired Physical Outcomes. A feeling of satisfaction obtained from a comfortable, alert, and balanced positions should be obtained.

III. METHODS OF TEACHING

A. Planning the Year's Program

The physical education teacher takes many factors into consideration when planning the year's program. Certainly the following points are basic in good planning.

1. Philosophy
2. Objectives and goals
3. Learning readiness of the child
4. Size of classes and length of periods
5. Needs and characteristics of the child
6. Number of physical education instructors
7. Availability of facilities and equipment
8. Number of periods per class with physical education teacher during year

It must be kept in mind that the overall effectiveness of the program will primarily depend on two things. First, there must be a philosophy of physical education in which the instructor can justify his program. This philosophy must be expressed in such a way as to be in direct correlation with the school philosophy and education in general. Second, immediate and long range objectives must be kept in mind during the course of the year. Periodic evaluation of the program is of prime importance.

Grades Kindergarten Through Third. Many types of Physical exercise are needed in kindergarten through third grade. This age group needs opportunities to participate in activities utilizing a variety of large muscle movement. The instructor should plan an assortment of activities suitable for his class that could be introduced informally as an integral part of the total program of activities for the children. Time, placement, and emphasis of physical activities will vary according to the maturity of the groups. On the primary level, at least 30 minutes daily should be given to class instruction. The physical education class period should be carefully planned in order to present a wide variety of activities so that a number of skills can be learned. Points to consider when building the daily, weekly, monthly, or semester's program in physical education should include:

1. The specific grade level
2. The general and specific objectives
3. The number of pupils in the class
4. The age and sex
5. The interests and needs of the pupils
6. The carry-over values of the activities
7. The available facilities and equipment

GRADES FOUR THROUGH SIX

Children in grades four, five and six are growing rapidly and developing new needs as they progress. Growth needs can be met by means of longer, more vigorous, and more sustained play in the activities they experienced in the primary grades. Over exertion must be avoided. Children in this age group frequently drive themselves too hard in play.

As coordination is established, practice is essential for continuous growth. Opportunities should be provided for the following skills and activities.

1. Skills and techniques which involve the total muscular system.
2. Rhythmic activities.
3. Stunt skills and challenge type apparatus.
4. Running and tag games.
5. Team games simple in organization but offering each child an opportunity for vigorous play.

Authorities in the field of physical education strongly advise that no pupil able to attend a public school be permanently excused from the physical education program because of general organic or nervous weakness, of a crippled condition, recent injury, or health deficiency. These students should be assigned temporarily or permanently to some less vigorous forms of activity.

Over the period of a school year, the percentage of time to be allotted to various physical education activities should be determined.

<u>SUGGESTED ALLOTMENT OF TIME</u>		
<u>GRADES</u>	<u>TYPE OF ACTIVITY</u>	<u>PERCENTAGE OF TIME</u>
Primary K-3	Rhythmical activities and body mechanics	45
	Running games and small group play	25
	Apparatus play	20
	Stunts	10
Intermediate	Rhythmical activities and body mechanics	30
	Games and relays	20
	Running games	15
	Apparatus, stunts, and physical fitness	20
	Team games	10
	Individual and dual games	5

B. Unit Planning For Progressive Development

A well-planned unit of instruction necessarily provides for progressive development. Because many levels of ability are present in the heterogeneously grouped physical education class, an effort must be made to meet the needs of the low range as well as the advanced group. Simple lead-up games and drills are helpful in achieving the skill and confidence the less skilled group must have in order for all ability levels to play together successfully.

There must be several opportunities in the course of the unit for the student to measure his progress. Improvement is a great stimulant in physical education. The program must be geared in a way that all the students, regardless of ability, show progress if they concentrate their efforts.

Ways To Measure Progress

1. Tests
 - a. Skills test
 - b. Written Tests
 - c. Physical Fitness tests
2. Progress Check Lists (Self-Testing Activities.)
 - a. Stunts
 - b. Tumbling
3. Individual Apparatus Play
 - a. Challenge Course (obstacle course)

SUGGESTED PLANSPLAN I

Primary Level (K-3)

Physical Fitness Exercise	5 minutes
Rhythms	10 minutes
Games of low organization	10 minutes
Evaluation	5 minutes

	30 minutes--Total

PLAN II

Primary Level (K-3)

Physical Fitness Exercise	5 minutes
Teaching new Activities	15 minutes
Reviewing games	10 minutes
	30 minutes--Total

PLAN III

Primary Level (K-3)

Physical Fitness Exercise	5 minutes
Self-Testing Activities	10 minutes
Lead-up team games	15 minutes
	30 minutes--Total

PLAN IV

Primary level (K-3)

Physical Fitness Exercise	5 minutes
Relays, Large Group Play, Mimetics, etc.	25 minutes
	30 minutes--Total

SAMPLE YEARLY PROGRAMGrades K-3

GRADE	WEEKS	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
K	36	Rhythmic Activities	Play Activities	Rhythmic Activities	Play Activities	Rhythmic Activities
1	36	Play Activities	Rhythmic Activities	Play Activities	Rhythmic Activities	Play Activities
2	36	Large Group Play	Small Group Play	Self-Testing Activities	Large Group Play	Rhythmic Activities
3	36	Small Group Play	Team Games	Large Group Play	Self-Testing activities	Rhythmic activities

SAMPLE YEARLY PROGRAMGrades 4-6

Grade	Weeks	Monday	Tuesday	Wednesday	Thursday	Friday
4	36	Team Game Activities	Small Group <u>Play</u> Large Group play	Rhythmic Activities	Self-testing play	Small group <u>play</u> Large Group play
5	36	Rhythmic activities	Small group <u>play</u> Large group play	Team game activities	Self-testing <u>apparatus*</u> <u>Stunts**</u> Individual & Dual Sports	Team game activities
6	36	Small Group <u>play</u> Large group play	Rhythmic activities	Team Game Activities	Self-testing <u>apparatus</u> Individual & Dual Sports	Team Game activities

* Self-testing apparatus--horizontal bars, horizontal ladder, rope, climb, peg boards.

Challenge (obstacle) course

** Stunts--Primarily tumbling mat activities.

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**ACTIVE
GAMES**

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(2) The n-person non-cooperative game

(a) Introduction

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GRADE K

COME ALONG (13)

- PLAYERS:** Any number
- EQUIPMENT:** None
- DIRECTIONS:** Players join hands and form a single circle. "IT" is on the outside of the circle. "IT" runs around the circle, taps one of the players on the shoulder, and says "Come Along". The one who is tapped starts in pursuit and tries to tag "IT" before he gets to the vacant place. If he succeeds, he becomes "IT" and challenges another player.

GRADE K

HIT THE BOX (13)

- PLAYERS:** Any number
- EQUIPMENT:** One ball or bean bag and a cardboard box
- DIRECTIONS:** Children stand in a circle facing the center where the box has been placed. They take turns trying to toss the ball or bean bag into the box. Each child runs in to retrieve his equipment and tosses it to the person on his right in the circle.
- SCORING:** One point is scored for each time the ball or bean bag stays in the box.

GRADE I

CALL BALL

- PLAYERS:** Not more than 8
- EQUIPMENT:** One ball
- DIRECTIONS:** Should the skill of the group be such that the children have difficulty in catching the ball on the fly, it may be advisable to permit them to catch it on the first bounce.

For a player, when his name is called, to catch the ball and thus become the thrower. For the thrower to toss the ball in such a way that the player whose name has been called has an opportunity to catch it.

One player, selected by the leader to be the thrower, is given the ball. The other players take positions in a line in front of and facing the thrower as shown in the diagram. At a signal from the leader, the thrower calls the name of some player and then tosses the ball straight up into the air. The player, whose name is called, runs out and attempts to catch the ball.

Should he succeed in catching the ball before it touches the ground, he changes places with the thrower. Should a player whose name has been called fail to catch the ball, the thrower shall retrieve the ball, call the name of another player and again toss the ball. Should the thrower toss the ball in such a way that the player whose name he called does not have reasonable opportunity to catch it, the player is considered as having caught the ball and shall change places with the thrower. The leader shall be the judge as to whether the player has a reasonable opportunity to catch the ball. Should the thrower interfere with the player trying to catch the ball, the latter shall be considered as having caught the ball. If, when the thrower has tossed the ball three times, none of the players called have succeeded in catching it, the thrower shall say "I have had three turns and I choose (so and so) to be the thrower!"

The game continues in the above manner until the end of the playing period.

GRADE I

FARM ANIMALS (3)

PLAYERS: Any number

EQUIPMENT: None

DIRECTIONS: Children line up at one end of the playing area. A safety line is established at a distance of twenty-five yards and one child is chosen to be the farmer. Each child chooses a farm animal he wants to be and does not tell anyone what he chose.

When everyone has made up his mind what he wants to be, the farmer stands in the middle of the playing area and imitates any animal he wishes. If he says, "Moo, Moo" all those who chose a cow must run to the safety line. Those who are caught by the farmer must stand on the sideline (in the pen.) If he says "Quack, Quack" all ducks run and so on.

If the farmer wishes to do so, he may choose one or two from those who were caught to help him. The last one to be caught becomes the new farmer.

OLD MOTHER WITCH (3)

PLAYERS: Not more than 8

EQUIPMENT: None

DIRECTIONS: At the leader's signal, turns and walks away from the group impersonating a Witch.

The children follow, chanting:

Old Mother Witch
Fell in a ditch
Picked up a penny
And thought she was rich.

The "Witch" turns suddenly, points to one of them and says, "Whose children are you?"

The child may answer any name he chooses, such as "Mrs. Smith's". When a child finally answers "Yours" the "Witch" attempts to tag as many children as possible before they can cross the starting line. Children tagged are eliminated from the game. Children not tagged go to the starting line and the game then continues as before.

When the "Witch" has had 3 turns, she chooses another "Witch" from among those not tagged.

SCORING: The "Witch" tagging the most, WINS.

GRADE I

SAM SNITCH

PLAYERS: Not more than 8

EQUIPMENT: None

DIRECTIONS: At a signal from the leader, the "IT" calls, "Sam Snitch, Sam Snitch wants (so and so) come over." Whereupon those players whose names are called run toward the opposite end line, and the "IT" attempts to tag them before they can cross it. All players who are tagged stand to one side of the playing area. If a player crosses either side to avoid being tagged, he is considered as having been tagged. If a player succeeds in crossing the end line to which he is running, without being tagged, he is safe, and remains on that end line until a new "IT" is chosen.

"IT" takes his place in the center of the playing area and calls one or more of the remaining players in the same manner.

When "IT" has had three turns, he then says, "I have had three turns, and I have tagged (so many) players. I choose (so and so) to be "IT". The new "IT" must be chosen from the players who have not been tagged. If all have been tagged the last one is the new "IT".

The "IT" having tagged the most players is the winner.

GRADE I

STOOP TAG (12)

PLAYERS: 4-60

EQUIPMENT: None

AREA: Playground or Gymnasium

DIRECTIONS: One player is chosen to be "IT". If played in the gym, or on a playground, it is good to set aside boundary lines.

"IT" chases the other players, trying to tag one of them. The players may escape being tagged by suddenly stooping or squatting, but each player may stoop only three times. After the third time of stooping the player may resort only to running to escape being tagged. Any player tagged becomes "IT".

GRADE I

TARGET TOSS

PLAYERS: 2 equal teams

EQUIPMENT: 2 wastebaskets and 2 balls or bean bags.

DIRECTIONS: Children are divided into two teams. Each child takes turn tossing ball or bean bag into basket with one point given for each successful throw. Team reaching "Game" first wins.

SCORING: A certain number of points is designated "Game". One point for successful throw.

GRADE I

TEACHER BALL (3)

PLAYERS: 6-10

EQUIPMENT: Rubber ball

DIRECTIONS: The children are in groups of 6 or 10 players with one child as the leader or "Teacher". The leader faces the others who form a line about 8 feet from him. He tosses the ball to each starting at the head of the line and continuing in turn to the foot of the line. Anyone who misses the ball goes to the foot. If the "Teacher" misses he goes to the foot. The child at the head becomes the leader and the play is continued.

GRADES 1-2

BEAT THE BUNNY (7)

PLAYERS: Any number

EQUIPMENT: Small ball, large ball

DIRECTIONS: The Bunny (small ball) is started first and is passed from child to child around the circle. When the Bunny is half way around the circle, the Farmer (large ball) is started.

If the Farmer catches the Bunny, the Farmer wins. If the Bunny catches the Farmer, the Bunny wins. If either ball is dropped, the child who lost it must recover it and start it back in play again before the other ball passes his position or it counts as a win for that ball.

Note: If balls are too difficult for the group to handle, use beanbags of different colors.

GRADES 1-2

GARDNER AND SCAMP

PLAYERS: 8 to 10 per group

EQUIPMENT: None

DIRECTIONS: One player is the Scamp and stands inside the circle. Another player is the Gardner and walks around outside the circle, saying "Who let you into my garden."

The Scamp answers, "No one" and the Gardner begins to chase him. Scamp runs in and out and across the circle and does tricks and stunts which the Gardner must imitate as he chases him.

When Gardner catches Scamp, they choose new players for the next game.

Note: If Gardner fails to imitate Scamp, a new player is chosen for the Gardner and the old Scamp remains "IT" again.

GRADES 1-2

GRAY OWL (7)

PLAYERS: 8 to 10 per group

EQUIPMENT: None

DIRECTIONS: "IT" walks around outside of circle touching each person lightly and saying "Gray Owl" as he touches them. When he touches someone and says "White Owl" that person chases

"IT" around the circle. If chaser can tag "IT" before "IT" reaches vacant place in the circle, the tagger remains "IT". If chaser does not catch him "IT" gets to walk around the circle again. If first "IT" is not tagged after two tries, he chooses a new "IT" from the persons in the circle.

GRADES 1-2

HUNTSMAN (3)

PLAYERS: Any number

EQUIPMENT: None

DIRECTIONS: One child is the hunter. He calls "Who wants to go hunting with me." The other children answer "I do" and fall in line behind the hunter who leads them anywhere within a designated area. They must follow him and do everything that he does. Suddenly the hunter calls "Bang" and all children must run back to a safe area. The first one back usually becomes the hunter.

GRADES 1-2

STONE (7)

PLAYERS: 10-19 to a group

EQUIPMENT: None

DIRECTIONS: Player, in center, is STONE. He sits there while other players skip around him.

When the STONE jumps up, players run to either goal as STONE chases them. Anyone tagged by the STONE before reaching a goal becomes a STONE too, and sits in the center with the first STONE. The other players continue to skip around the STONES. No STONE can move until the first STONE moves.

Game goes on until all children are caught.

GRADES 1-2

RUN, RABBITS, RUN (7)

PLAYERS: Any number

EQUIPMENT: None

DIRECTIONS: Mark out areas for homes with one or more rabbits in each. "IT" (the fox) calls, run, rabbits, run and all just leave home and go to different safe areas without being tagged. Those who are tagged by "IT" must go to the den and remain out of the game until a new "IT" has been chosen.

Usually the last or one of the last to be left in the game is chosen to be the new "IT".

Variation: "IT" may call skip, hop, gallop, trot, dance, walk, etc. instead of run. All (including "IT") must follow the directions called.

GRADES 1-2

TAKING A TRIP

PLAYERS: Any number

EQUIPMENT: None

DIRECTIONS: Children stand in a single circle. One child is chosen by the leader to be first. He then decides a mode of transportation that he would like to use when he takes his trip. He takes his trip around the outside of the circle pretending to use the transportation he chose. (Example: Pretending to be riding an airplane.) When he returns to his place he chooses the next person to have a turn. Game continues until all the children have had a turn.

GRADES 1-3

FOX AND CHEESE (12)

PLAYERS: Small group

EQUIPMENT: None

AREA: Rectangular area 30 ft. by 20 ft. Short boundary lines are designated as end lines. The Fox take a position in the center of area. Geese takes position behind one of the end lines.

DIRECTIONS: Fox must tag as many Geese as possible. The Geese must cross the opposite end line without being tagged.

Game starts when Fox calls "Run, geese, run" whereupon Geese run and attempt to cross opposite end line without being tagged. Geese who run out of bounds, are considered as being tagged. Tagged geese are eliminated from game and stand out of bounds on one side. Geese not tagged continue to run to opposite ends when Fox call "Run, Geese, Run."

When Geese have run three times, the Fox says "I have had three turns and I have caught _____ Geese. I choose _____ to be Fox. The new Fox shall be chosen from those Geese who have not been eliminated. If all have been tagged, the last one caught is the new Fox.

Game starts over again with new Fox and everyone else are Geese.

SCORING: At the end of the period, the Fox tagging the most Geese is winner.

GRADES 1-6

SIMON SAYS (3)

PLAYERS: Any number

EQUIPMENT: None

DIRECTIONS: Single circle facing inward.

The leader takes his place in the center of the circle or in front of the group and starts by making a motion of some sort and says "Simon says, do this." All the players are supposed to do likewise. At times the leader will say, "Do this" or make the designated action. If someone moves or follows the action without the words "Simon says" he gets a dud, and must pay the penalty when he has acquired three of them.

GRADE 2

CAT AND RAT (3)

PLAYERS: Any number

EQUIPMENT: None

DIRECTIONS: Children join hands and form a circle with one child inside the circle (Rat) and another child outside the circle (Cat). The cat tries to catch the rat. Children assist the rat by lifting their arms to let him in and out but prevent the cat by doing so by lowering hands or squatting down. When Rat is caught, he joins circle and Cat then becomes a Rat and a new Cat is chosen. If group is large or play is slow, there may be 2 Cats chasing one Rat. Also there could be two Rats and two Cats with some means of identifying Rats.

GRADE 2

CIRCLE STRIDE BALL (3)

PLAYERS: Any number

EQUIPMENT: Volley ball or large rubber ball

DIRECTIONS: The players are in a circle. Each player takes a stride stand position with feet touching foot of player on both sides. The child who is "IT" stands in the center with the ball. He rolls the ball attempting to roll it out of the circle between the feet of any of the players. If he is successful, the person who allowed the ball to pass out between his feet becomes "IT". The players must use their hands to stop the ball.

GRADE 2

FIND THE LEADER

PLAYERS: Any number

EQUIPMENT: None

DIRECTIONS: Players stand in a circle facing center.

One player is asked to leave the room. While he is out, a leader is selected from among the players in the circle. The leader starts any motion he chooses with his hands, arms, head, or feet, which is immediately imitated by the other players. The child who left the room returns and as he watches the group change from one motion to another he tries to find the leader. Players should make every effort not to be obvious in their observance of the leader whose changes of motion they follow. The leader, too, should help confuse the guesser by looking at any other player as if he thought he was the leader. The "IT" is allowed three guesses to find the leader. If unsuccessful, he must "give up" and select another player to be "IT".

If he guesses correctly, he may be "IT" again until he has had three turns, after which he selects another to take his place. This game is most successful when played by approximately ten to fifteen children.

GRADE 2

HILL DILL (3)

PLAYERS: Any Number

EQUIPMENT: None

DIRECTIONS: The group of children stand behind line with "IT" half way between them and another line at opposite end of playing space. "IT" calls "HILL DILL come over the hill or I'll catch you standing still." All leave safety line and run across playing area to opposite line. "IT" tags as many as he can. Those caught then help "IT" catch runners on next calls. Those caught by "IT" must hold hands (couples) and have to stay together while chasing others.

GRADE 2

MIDNIGHT (3)

PLAYERS: Any number

EQUIPMENT: None

DIRECTIONS: One player is the fox and the others are the chickens. The fox may catch the chickens only at midnight. The game starts

with the fox standing in a den marked on one corner of the playground and the chickens in a space marked in the opposite corner. The chickens come out and scatter around, approaching as closely to the fox as they dare. They keep asking him, "What time is it?", he answers with any hour he chooses. Should he say "Three o'clock" or "eleven o'clock", etc. they are safe, but when he says "Midnight" they must run for their goal as fast as they can to avoid being tagged by the fox. All that are tagged return to the fox's den and help him tag the next time. Only the first fox may tell the time of night.

GRADE 2

SLAP JACK

PLAYERS: Any number

EQUIPMENT: None

DIRECTIONS: The children form a circle, standing with their hands folded behind them palms turned up. One player is selected to be "IT". He runs around behind the circle and slaps someone on the hand. The one slapped gives chase. If "IT" is tagged he must return to the circle and the chaser becomes "IT". If "IT" isn't caught, he continues to be "IT" and the chaser returns to the circle. When a player has had an opportunity to run and has returned to the circle, he folds his hands in front to show that he has already played and is not to be chosen again.

GRADES 2-3

HIT THE CLUB (5)

PLAYERS: Small group (two teams)

EQUIPMENT: Two Indian Clubs, one volleyball

DIRECTIONS: A player must roll the ball and knock down the opponents' Indian Club, thus scoring a point for his team. A team wins by scoring the most points.

Players take positions behind their club. Player stands to one side of his club and rolls ball trying to knock opponents team and thereby making a point. First players on opposing team recovers the ball and rolls it back toward the opposite club. Second player on other teams catches ball and rolls.

AREA: 30 feet by 10 feet, two clubs 20-25 feet apart.

SCORING: One point for knocking down club.

BEANBAG TOSS

- PLAYERS:** Any number
- EQUIPMENT:** Small buckets or one-gallon cans, beanbags
- DIRECTIONS:** There should be an equal number of children participating in each line. The buckets are placed about six feet in front of each line. Each child tries to get the bean bags into the bucket in front of him. One point is given for each bag landing in the bucket. After everyone has had a turn the total number of bags to hit the bucket is counted. The line with the most wins.

GRADE 3

BIRD, BEAST OR FISH (6)

- PLAYERS:** Any equal number
- EQUIPMENT:** Pencil, paper
- DIRECTIONS:** The players divide into teams of equal size, spaced around a large circle. Each team sends an actor up to the leader, who is stationed in the center. The leader writes down the name of a living creature and shows it to all the actors from the different teams. When all have seen the name, they race back to their groups. As they go, they show by symbolic action, what category the creature belongs to. To show that it is in the beast category, they go back on all fours, for a bird, they mimic flying, and for a fish, with hands together, they show the undulating movement of fish swimming through the water.
- As they attempt, with pantomime, to show the identity of the assigned creature, their teammates shower them with guesses. The actors may not make a sound but may, with gestures, indicate whether the guesses are "hot" or "cold".
- The game is repeated again and again, with new actors being sent up each time and a new word being chosen. The leader should begin by using simple creatures, like "eagle" "lion" and "shark", and should work up to tough little-known ones or to ones that are hard to classify, like "turtles" or "spiders".
- SCORING:** When a team member finally guesses correctly, the actor rushes back to the leader, who gives his team points on a score. If several teams are playing, it is wise to give several teams the credit each time, possibly 3 points for the first team to guess, 2 points for the second, and 1 point for the third.

GRADE 3

BUDDY SPUD

PLAYERS: Any equal number

EQUIPMENT: One volleyball

DIRECTIONS: The playing area is about a 50 foot square with boundary lines. The leader divides the children into pairs or buddies, and the pair to be "IT" is chosen. The pairs place themselves anywhere within the play area. The ball is given to the pair that is "IT". The Buddies are supposed to hit another pair (one of a pair will do) below the waist with the ball. All pairs not "IT" can move anywhere within the playing area. The "Buddy" with the ball may not move but may try to hit another couple or pass to his "Buddy". The "Buddy" without the ball may run to a more advantageous point and his "Buddy" may then pass the ball to him. In turn he tries to hit another couple. If another couple is hit with the ball they become the "IT" couple. The game then proceeds as above.

GRADE 3

BOUNCE BALL (1)

PLAYERS: 10 to 36 players

EQUIPMENT: A tennis ball, small or large rubber ball

AREA: Gymnasium or playground

DIRECTIONS: The class is divided into two equal teams, with one team on each side of the center line.

The game starts with one player dropping the ball and then batting it with the palm of his hand across the center line to the opposing team. The server may have two trials to get the ball over. If he fails on his two trials, the opposing team scores one point. One person serves until his team scores five points, then the ball is given to the opposite team. The ball must bounce once or may be bounced any number of times before returning it to the other side. The ball may be dribbled up from the back of the court to get into a more advantageous position to return it. The ball must be hit from above with the open palm. A time limit should be set to determine the length of the game.

SCORING: One point is given when the opponents fail to return the ball; fail to hit the ball from above with the open palm; fail to bounce the ball before returning it; or fail to return the serve.

GRADE 3

CHARADES

PLAYERS: Any number

EQUIPMENT: None

DIRECTIONS: Phil, who has been chosen "IT" says, "I'm thinking of a one-syllable noun that rhymes with "bail!" The word he is thinking of is "JAIL" but none of the other players know this. The object of the game is for them to find it out. In turn, each of the other players guesses at Phil's secret word, knowing only that it must be a one-syllable noun rhyming with "BAIL!" The novelty of the game is that they may not offer their guesses; they must act them out, for Phil to identify.

Listed below are several examples:

Jane rises and shakes herself, clutching at an imaginary support, pretending that she is fighting a heavy wind. "No, says Phil, it is not a "gale!"

Alice pretends that she is a playful puppy and wags her hand behind her. "No, it is not a puppy's tail says Phil."

Jim pantomimes the action of walking down a staircase, holding tightly to the bannister. "No, it is not a "rail" says Phil.

Finally, Rex clutches imaginary bars and shakes them angrily. He pretends to peer through them. "Yes, said Phil, you have guessed it. The word is "Jail!"

Having guessed the word, Rex then starts the game again from the beginning by thinking of a new one-syllable noun.

The most important rule of the game is that the person who is "IT" in this case Phil, must identify each word which has been acted out as a guess, before ruling on it.

The goal of the other players is not to stump Phil, but rather to guess his word.

Therefore, if he has difficulty in identifying the word being acted out by a player he may ask some of the other players to help act out the word. If he still cannot guess the word, the other players reveals it, and Phil's word is also revealed. Then a next person is chosen to be "IT!"

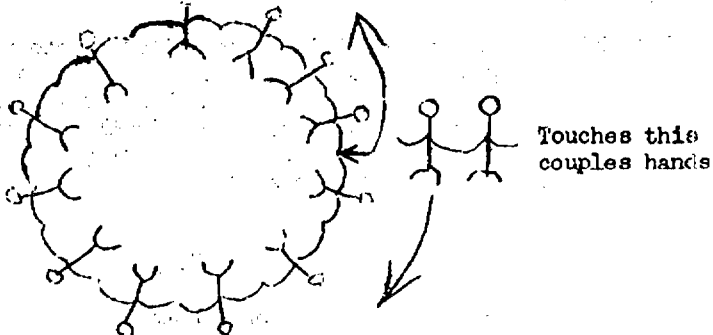
GRADE 3

FLYING DUTCHMAN

PLAYERS: Any equal number

EQUIPMENT: None

DIRECTIONS: Two children are selected as "IT". The rest of the children form a circle. All face center and hold hands. The "IT" pair walks around the circle on the outside and touches the hands of one pair in the circle. This pair breaks hands with the rest of the circle and runs in the opposite direction from the "IT" pair. They try to get back to the space they left before the "IT" does. If they succeed then the "IT" is "IT" again. If they fail then they become "IT".



GRADE 3

HOOK-ON

PLAYERS: Any number

EQUIPMENT: None

DIRECTIONS: All children playing, with the exception of two, take partners and hook elbows. The couples scatter out in any way they wish. The two chosen begin the game by chasing the other. To keep from being caught the one being chased may hook elbows with one child of one of the couples. The child on the other side of this couple then becomes the runner. If caught the runner becomes the chaser and the chaser becomes the runner.

GRADE 3

JAPANESE TAG — CALLED KAGE-BOHIONICO

PLAYERS: Equal number

EQUIPMENT: None

DIRECTIONS: The children scatter by pairs in a designated play area. The couple selected to be "IT" tries to step on the shadows of another couple. If the "IT" couple succeeds in doing so the couple on whose shadow they stepped becomes the new "IT".

GRADE 3

PARTNER TAG

PLAYERS: Any number

EQUIPMENT: None

DIRECTIONS: The leader divides the children into pairs, with each pair joining hands. One pair is chosen to be "IT" and must hold hands and try to tag another couple. If a couple breaks holding hands they automatically become "IT". A rule should be made that there be no tagging back so that children not playing may have a turn.

GRADE 3

SACK RELAY

PLAYERS: Any equal number

EQUIPMENT: One sack (burlap) for each line participating

DIRECTIONS: Any desired distance is marked off--equal distance for each line. The first child in each line begins the race on the command of "GO", by putting both feet into the sack and hopping down to the marker and back. The next child then takes the sack and repeats the performance. The first line to finish wins.

SCORING: One point for each race won.

GRADE 3

SOCCER DRIBBLE RELAY

PLAYERS: Equal number

EQUIPMENT: Soccer balls, markers

DIRECTIONS: An equal number of children should be in each line. An adequate distance from the first person in each line is marked off as the distance the ball is to be dribbled. The first group to finish dribbling the ball to the marker and back is the winner.

SCORING: One point for winner.

GRADE 3

THREE DEEP

PLAYERS: Any number

EQUIPMENT: None

DIRECTIONS: Two children are selected, one as a runner and one as a chaser. The rest of the children form a double circle with everyone facing the center. The chaser then goes after the runner. To keep from being caught the runner runs to the front of one of the couples in the circle and takes a stand. The child in the outside circle then must run. If a runner is caught he turns and becomes the chaser and the chaser becomes the runner.

GRADE 3-6

BOWLING

PLAYERS: Not more than eight players

EQUIPMENT: Three Indian Clubs, two Softballs

DIRECTIONS: Each player attempts to knock down as many clubs as possible each time the ball is rolled. The player scoring more points than any other player wins the game.

Area 30 to 40 feet long and 10 feet wide, with a foul line at one end. At opposite end from foul line, set up clubs in a triangular formation with head pin nearest the foul line. Choose one retriever to reset pins. Other players line up in a single line behind foul line and are the bowlers.

First bowler rolls the two balls one at a time, toward the Indian Clubs. One point is scored for each club knocked down. After a player has been a bowler and rolled his two balls, he becomes the retriever for the next bowler. The old retriever takes his place at the end of the line of bowlers.

SCORING: Player with the highest number of points at the end of the period is declared the winner.

GRADES 3-6

DUCK, DUCK, GOOSE

PLAYERS: Any number

EQUIPMENT: None

DIRECTIONS: One child is selected as the tagger. All other children form a circle facing the center. The tagger walks around the outside of the circle and each child he passes he gives the name of "DUCK". When he comes to someone he wishes to have chase him he touches his shoulder and says "GOOSE" then the "GOOSE" chases the tagger. If the tagger is caught he must go to the "MUSH POT" in the center of the circle. If the tagger reaches the spot vacated by the "GOOSE" he is safe and the "GOOSE" becomes a tagger.

GRADE 4

BEAT BALL (1)

- PLAYERS:** Two teams of nine players each.
- EQUIPMENT:** Softball diamond and softball
- AREA:** Playground or softball diamond (35 or 40 feet)
- DIRECTIONS:** When a team is in the field, each player is assigned a position. When a team is at bat, a batting or throwing order must be followed.

The first batter throws the ball into the field and runs the bases in order, continuing until he reaches home base or is put out. The players in the field catch the ball and throw it to the first baseman; the first baseman throw the ball to the second baseman; the second to the third and the third to the catcher. If a runner reaches home base before the ball does he scores a run; otherwise he is out. The ball must be thrown to each baseman in order. The baseman must have his foot on the base before throwing the ball to the next baseman.

If a ball reaches a baseman or catcher before the runner touches the base, the runner is out. Three outs and the team changes places.

- SCORING:** A run is scored each time a runner successfully runs to all the bases.

GRADE 4

LONG BASE (1)

- PLAYERS:** 2-20
- EQUIPMENT:** Softball and bat
- AREA:** Playground or gymnasium. Mark off a home plate as in softball, a pitchers' box thirty feet distant and a long base three by six feet, thirty feet from the pitchers' box. For the younger group, the distance may be shortened and the long base should be placed to the left or right of the pitchers' box to avoid collision.
- DIRECTIONS:** Divide the group into two teams of five to ten players each, with a pitcher, catcher, long baseman. One team is at bat and the other team is scattered in the field as in softball.

The batter steps in the box, and the pitcher pitches the ball to the batter who attempts to hit it. A batter remains at bat until he hits the ball. Any ball that touches the bat is a fair hit. (foul; foul tip or fair hit.) When the batter hits the ball, he runs quickly to long base and remains there

until the next batter hits a ball, or he may attempt to run home before being put out. Several players may occupy long base at the same time, provided there is a player at bat. All players on long base may return to home base on any hit except a foul ball. A run is scored for each base runner who reaches home base without being put out. If a base runner leaves long base, he cannot return, except on a fly ball caught. The teams exchange positions when three outs are made.

A runner is out:

1. If a fly ball hit by him is caught.
2. If the ball is held by the long baseman with one foot on base, before the runner reaches base.
3. If the runner is tagged out at home base.
4. If tagged or hit enroute to home base or long base (off base) by a ball held or thrown by an opposing player.
5. If the runner does not tag home base.
6. If all players are at long base and there is no one to bat, the side is out.

SCORING: A point is scored for the team at bat each time a runner reaches home without being put out. Five to seven innings usually constitutes a game.

GRADES 4-6

BARNYARD GOLF (8)

PLAYERS: 2-4

EQUIPMENT: Beanbag or ball per player; 9 # 10 tin cans or bicycle tires scattered in irregular formation. The holes are numbered.

AREA: Playground, gymnasium or corridor

DIRECTIONS: Players follow each other in sequence, each trying to get his beanbag or ball in hole 1 with as few throws as possible. Play continues in like manner for the remaining holes.

SCORING: The winner is the player who makes nine holes in the fewest throws (strokes).

GRADES 4-6

BALLOON BALL (4)

PLAYERS: Any number

EQUIPMENT: Balloon

DIRECTIONS: Rows one, three and five are Team A. Rows two, four and six are Team B. The aisle near the windows is Team A's goal; or

the left and right sides of the room may be the goals. A balloon is tossed into the air in the center of the room by the teacher. The seated players strike it with the open hand and try to get it over their opponents' goal. Players may not strike the balloon with their fists or leave their seats. If either of these violations is committed, the balloon is tossed into the air by a member of the team which committed the violation.

SCORING: Each goal counts one point. The team scoring the greater number of points wins the game.

GRADES 4-6

BEAN BAG BALANCE (4)

PLAYERS: Any number

EQUIPMENT: Beanbags or erasers

DIRECTIONS: One player is chosen for the runner, and another for the chaser. They come to the front of the room. Each is given a beanbag or an eraser. The other players are seated.

The chaser and runner place the beanbag or eraser on their heads. At a signal the chaser attempts to catch the runner before he reaches his seat. If either player touches or loses the beanbag or eraser, he takes his seat. He then must choose a player to take his place. If the runner is touched by the chaser, the runner chooses another runner.

GRADES 4-6

BEANBAG TARGET TOSS (8)

PLAYERS: 2 or more

EQUIPMENT: 3 beanbags

AREA: Playground, gymnasium or classroom

DIRECTIONS: The concentric circles are drawn on the ground or the floor. Throwing line drawn 10-30 feet away from rim of outer circle. Each player throws three beanbags at target in one turn. The winner is player with most score in predetermined number of rounds. Beanbags landing on line do not count.

GRADES 4-6

BEATER GOES 'ROUND (4)

PLAYERS: Any number

EQUIPMENT: Rolled newspaper or knotted cloth

DIRECTIONS: The children are arranged in a circle with their hands behind them. One child is chosen to be the beater and stands outside the circle, carrying a rolled newspaper in his hand.

The beater goes around behind the circle and places the rolled newspaper in the hands of a player. The beater then turns to the one either the right or left and taps him lightly on the back. The one tapped runs around the circle, pursued by the newspaper-holder, while the original beater joins the circle, taking the place of the player to whom he had given the newspaper. The newspaper-holder tries to catch the runner. Whichever of these two is last to reach the vacant place becomes the beater. The new beater places the paper in the hands of another player and the game continues.

GRADES 4-6

CHAIN TAG (4)

PLAYERS: Any number

EQUIPMENT: None

AREA: Playground

DIRECTIONS: One player is chosen to be "IT". As soon as "IT" tags a player, the two join hands and become "IT". When they tag another player, he joins hands with one of the two. As the line grows, the only players who may tag are the end players. Runners may dodge under the arms of the players in the line.

GRADES 4-6

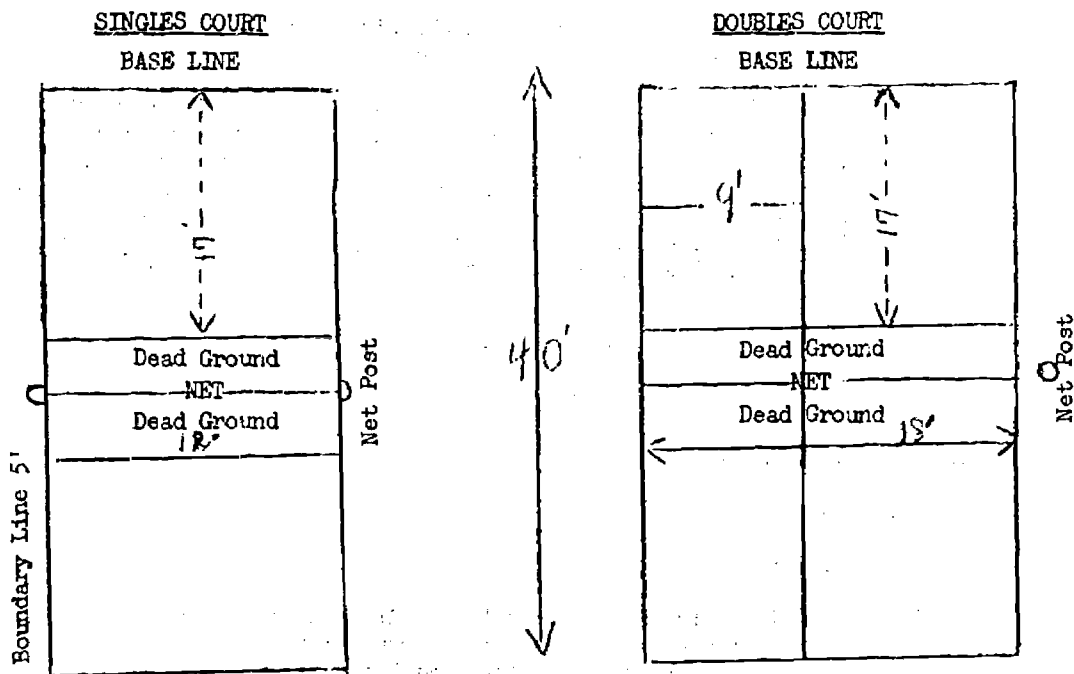
DECK TENNIS (8)

PLAYERS: 2-4

EQUIPMENT: 2 posts, 3 x 3 inches by 7 feet, 2 feet and 4 inches in ground at center of side lines. 4 eyelets on posts for net ropes. Net stretch tightly so top is 4 feet 8 inches high for entire length. Deck Tennis ring.

AREA: Playground, gymnasium. Singles court, 12x40 feet; doubles court 18' wide. Divided into two 9 foot courts. Neutral area 3' from the net on each side.

(see drawings on next page)



DIRECTIONS: Deck Tennis ring is thrown back and forth over net in effort to prevent opponent from returning it. Ring must be caught with one hand, and must be returned immediately with the same hand. The ring must travel in an upward direction, for a down stroke is always a foul either on the service or a rally stroke.

For singles game one player is on each side of the net. For doubles games two persons play on each side of the net as partners.

Server standing outside of the right court tries to throw ring with upward toss beyond neutral area and into diagonally opposite half court. If the server or a teammate makes a point, the ring is thrown again by the server from left court. The server continues to alternate from left to right courts until his team makes an error or fouls.

Fouls: Catching the ring with both hands, changing the ring from catching hand before throwing, stepping on or over the rear boundary line while serving, making a downward stroke while throwing the ring or permitting the ring to touch any part of body other than catching hand.

SCORING: Game consists of 15 points. Serving side scores a point whenever the receiving side misses a play or makes a foul. If the game reaches 14 all, it is a deuce game and one player or team must win two successive points in order to win. A match consists of two out of three games.

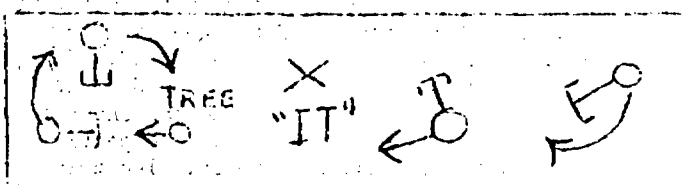
GRADES 4-6

FIRE ON THE MOUNTAIN

PLAYERS: Any number

EQUIPMENT: None

DIRECTIONS: Players form a double circle and all face center. Those on the inside represent trees, and players on the outside circle take their places behind the trees, one behind each tree. One player chosen as the lookout (IT) stands in the center.



The lookout cries, Fire on the Mountain! Run! Run! and begins clapping. Players on the outside circle begin running to the left. After they have gone around the circle at least two times, the lookout stops clapping and takes his place in front of a tree. The runners do the same. The runner who can not find a tree becomes the lookout and former trees are now the runners. The game continues as long as desired in the same manner.

GRADES 4-6

GOOD MORNING, JUDGE (4)

PLAYERS: Any number

EQUIPMENT: None

DIRECTIONS: One child is chosen to be the Judge, and is seated in the front of the room with his back to the seated group. Another player is chosen to call on the Judge.

The player chosen to call on the Judge tiptoes up to the front and in a disguised voice says, "Good Morning, Judge!" The Judge may ask the player to repeat once. The Judge has three chances to guess who is bidding him Good Morning. If he succeeds, he remains the Judge. As soon as he fails to recognize someone, that person becomes the new Judge. The former Judge selects the next player to call on the Judge.

GRADES 4-6

HANDS UP--HANDS DOWN (4)

PLAYERS: Any number

EQUIPMENT: Coin

DIRECTIONS: The players are seated in two rows, and a leader is chosen to stand before each row or team. To determine which team shall start the game, the leader tries to guess in which hand the play director holds some object. A coin is given to the starting team.

At a signal from the leader of the guessing team, the players pass the coin rapidly from one player to another. Each player makes the motion of passing in order to deceive the guessing team. After a short period of passing, the leader calls out "Hands Up" and all passing stops and hands are raised overhead, tightly clenched. The leader then says "Hands Down" and all hands are brought down on the desk, with opened palms down. The first player of the guessing team guesses where the coin is. Example: "Mary's right hand!" Mary raises her right hand and puts it in her lap if she does not have the coin. Each player on the guessing team has one guess, and is penalized one point for each wrong guess. The passing team then becomes the guessing team and vice versa. The coin goes to the new passing team, and the action continues as before.

SCORING: After the two teams have had equal turns at guessing and passing, the scores are totaled. The team with the smaller number of points is the winner.

GRADES 4-6

HOPSCOTCH (8)

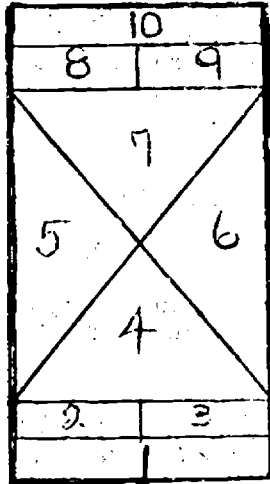
PLAYERS: 1-10

EQUIPMENT: One small, flat beanbag, button or other small object per player.

AREA: Hard surface area; court painted, drawn, or chalked.

DIRECTIONS: There are many different hopscotch games but I shall use the American version. Player stands at "start" and tosses object into space, hops over his space and lands with left foot in space 2 and right foot in space 3. He then hops on one foot into space 4 and lands on two feet in space 5 and 6. He continues hopping, landing with one foot in a single space and two feet in adjacent spaces. When he hops into space 10 on one foot he may take extra hops around on this one foot so that he will be in a position to start back. When he reaches spaces 2 and 3, he leans over, retrieves the object from space 1, hops into space 1, and out. On his next turn, he tosses the object into space 2, avoids landing in this space until he has returned. On his return, he stops on one foot in space 3, retrieves his object from space 2 hops into space 2, then 1, then out. The first player continues tossing into each space in turn. If he commits a foul, he loses his turn and the next child starts. A player resumes his turn where he last missed. The same foot must be used for all single-space hops. First child completing the game is the winner.

Fouls: Stepping on any line, tossing object on a line or into wrong space, hopping more than once in a space square except where the rules permit, changing feet on single hops, touching hand or other foot to court when hopping or retrieving object.



GRADES 4-6

HOT POTATO (3)

PLAYERS: Any number

EQUIPMENT: Eraser

DIRECTIONS: All the players but one form a circle around the room. One player is chosen to be "IT" and does the calling. An eraser is given to one player.

When the player who is "IT" calls "pass the potato" the player with the eraser (not throwing it) starts passing it to his right or to his left. After a short period of passing from one player to another the "IT" calls, "Hot Potato!" Whoever is caught with the eraser becomes "IT".

GRADES 4-6

LONG JUMP ROPE (8)

PLAYERS: 3 or more

EQUIPMENT: 3/8" sash cord, 16' -24' long

AREA: Playground or gymnasium

DIRECTIONS: To teach beginners, have them first stand next to the rope and jump over it, then swing the rope slightly from side to

side and have them jump it each time it touches the ground. Increase the arc of the swinging rope. Then have them stand next to the rope, swing it over-head, and have them jump over it as it touches the ground on the other side of them. Jumping off both feet should be taught first, with emphasis on jumping on toes, and landing on toes, and balls of feet with knees slightly bent to absorb the jar. The double jump as the rope touches the ground should be taught next. To help children get the rhythm of double jump, calling "AND JUMP, AND JUMP" or "JUMP, JUMP" helps.

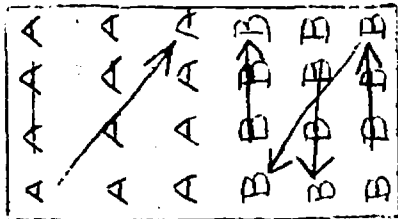
GRADES 4-6

NEWCOMB RULES

PLAYERS: There are 12 players on a team, arranged in three rows. The player on the right in the first row is the server.

EQUIPMENT: 1 volleyball

AREA:



DIRECTIONS: To throw the ball in such a manner that it will hit the court on the other side of the net, and to prevent ball thrown by the opposing team from landing on the ground.

To start the game, the server, on whichever team has been designated to start the game, moves to the right rear of the court making the team rotate as shown in the diagram. The server then tosses the ball over the net, while the other team attempts to catch it and throw it back. The ball is tossed back and forth over the net until it touches the ground.

In order to be a legal serve, the ball must completely clear the net. If the ball goes into the net it is an illegal serve and scores a point for the other team. If it touches the top of the net and goes on over, the serve must be done over; however, if this happens after the serve, it is legal.

If the ball goes out of bounds, either on the serve or on a play, a point goes to the team which did not touch it last. If the ball is caught out of bounds, it must be thrown to a teammate before it can be thrown over the net.

Players may not move with the ball.

SCORING: Each time the ball hits the ground a point is scored for the team on the other side of the net, unless the ball, which has not been touched, hits out of bounds.

After each point the ball is put into play immediately by the team who was just scored against. This done by a serve after the team was rotated.

In order to keep the players informed of the score the server announces the score each time a serve is made, putting his own score first.

GRADES 4-6

PULL TAG (4)

PLAYERS: Any number

EQUIPMENT: None

DIRECTIONS: Players form a large circle, facing center. One player is selected to be "IT" and stands on the outside.

"IT" runs around the circle and tags a player who leaves his place and runs in the opposite direction. When the two finally meet at the vacant place, they take hands and pull each other away from the opening. The only advantage in returning to the opening first is to secure a better position for pulling. The unsuccessful player becomes "IT" in a new game.

GRADES 4-6

TETHER BALL (8)

PLAYERS: 2

EQUIPMENT: 1 tether ball (tennis or volleyball size)

AREA: Playground or gymnasium

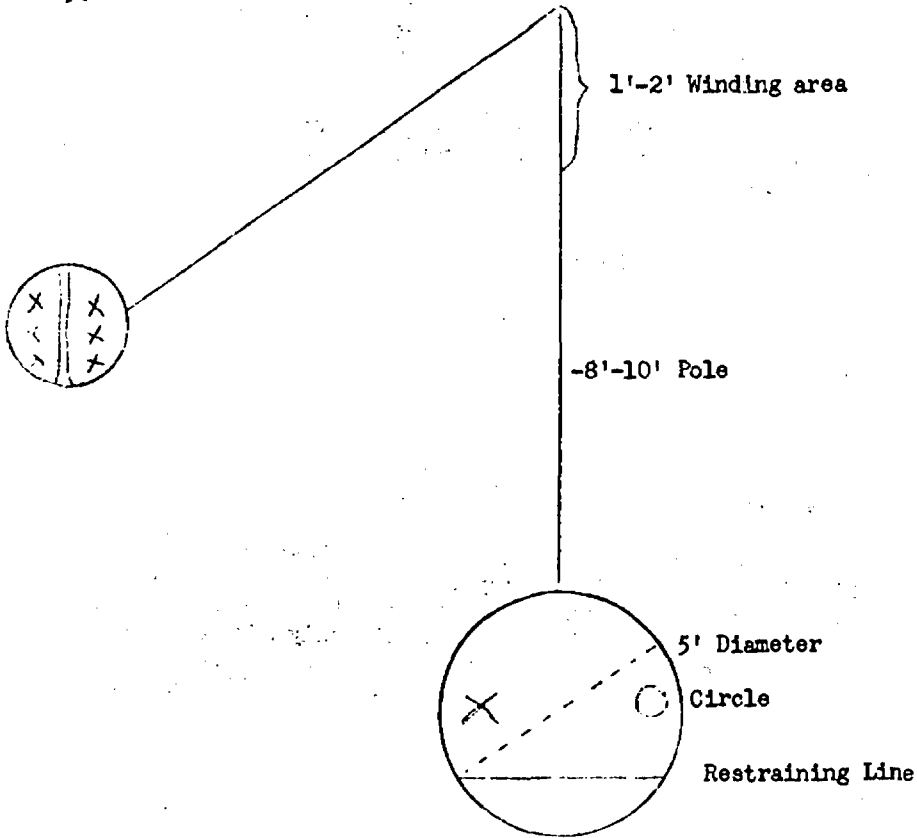
DIRECTIONS: The object of the game is to wind the ball around the pole. The person on the right (O) hitting it to the right, the person on the left (X) hitting it to his or her left, which is in the opposite direction. The winner is the person who first winds the ball around the pole within the "WINDING AREA."

Variations: May be played in any combination of the following:

1. Played as singles, or as doubles.
2. Played with bare hand or fist, or paddles, either forehand or backhand.
3. Played using a restraining circle three by five feet, a restraining line through center, no restraining circle or line, and using different length of cord.

SCORING: In the upper grades scoring may read 5 for inside circle, 3 for middle circle and 1 for outside circle.

(See diagram next page)



GRADES 4-6

TOMMY TIDDLER'S GROUND

PLAYERS: Any number

EQUIPMENT: None

DIRECTIONS: The playing area is divided by a line into two equal parts. One space belongs to "Tommy Tiddler" and the other to the players. One player is chosen to be "Tommy Tiddler!"

"Tommy Tiddler" stands on his side of the line and cross it. All the other players are on the other side of the line, and venture across onto "Tommy Tiddler's" ground, picking up gold and silver. "Tommy Tiddler" may tag any person or player on his ground, anyone tagged changes places with him.

GRADE 5

CAPTAIN BALL (1)

- PLAYERS:** 20 (twenty)
- EQUIPMENT:** Ball
- AREA:** Gymnasium or playground
- DIRECTIONS:** There are ten players on a team--five basemen and five guards. Basemen occupy circle in their own territory. The guards are at liberty to run.

The captains of the teams toss for choice of end, or of receiving first. The game starts by throwing the ball to the center guard of the team winning the toss. The rules and fouls are as in the current Girl's Basketball Rules. At the beginning of the second half, players change sides and positions: the basemen at North end of court become guards at South end, so players always have basemen at same end. Other team receives the ball at the beginning of the second half. When the guard gets the ball, he works it down to his basemen. When a basemen gets it, he throws it to another basemen, preferably to the center circleman. Basemen should not throw back to guards, nor should guards necessarily try to throw to center circleman, but to any basemen for a score is made only when a basemen, passes to a basemen, never when a guard passes to a basemen.

- SCORING:** One point is scored when a basemen catches a ball thrown by his own basemen. Two points when the captain (center circleman) catches the ball from his basemen. The ball goes to the center only at the beginning of each half. Game is played in ten minute halves, with 5 minutes between halves.

GRADE 5

GIANT VOLLEYBALL (1)

- PLAYERS:** 12-36 Two even teams, one on each side of the net
- EQUIPMENT:** Ball-giant volleyball or cageball, 18" in diameter
- AREA:** Playground or gymnasium--Volleyball court
- DIRECTIONS:** Use regular volleyball rules, with these exceptions:
1. Two hands may be used for the serve, and another player may help the ball over the net.
 2. The server stands with both feet behind the boundary line and in the center when serving.
 3. Any number of hits may be used by a player in trying to get the giant volleyball over the net.

GRADE 5

GOAL SOCCER (1)

PLAYERS: 12-36

EQUIPMENT: Soccer ball or rubber ball which may be kicked.

AREA: Soccer field or playground where stationary goals may be used.

DIRECTIONS: Two equal teams, players on each team are numbered. The fielding team space themselves along the 25 yard line. The kicking players stand behind the end line with the first player on the starting line.

One kicks the ball, which is on the end line between the goal posts. He then attempts to run to base and back to the goal before the fielders on opposite team can successfully dribble and kick the ball through the goal, putting him out.

There are three outs to a side. The player next in line for the kick acts as goalkeeper, when 1 is kicking 2 is the goalkeeper, etc. The goalkeeper has privileges of a regular goalkeeper. (He may use his hands to stop the ball or may pick up the ball to throw or kick it.) The game is played in innings. The team with the most points at the end of an even number of innings is the winner.

Fouls: To touch the ball with the hands (except the goalkeeper.) If someone touches the ball, the runner is safe and a point is scored.

SCORING: If the runner successfully reaches the goal before the ball enters the goal, a point is scored for his team.

GRADES 5-6

BASKETBALL (2)

PLAYERS: There are 5 players on each team, a center, 2 forwards and 2 guards.

EQUIPMENT: Basketball, whistles, goals, pennies.

DIRECTIONS: To start the game, the referee tosses the ball up between the two centers who stand in the center circle. Each tries to tap the ball to one of his own players. If the ball goes out of bounds it's tossed up again. A center player may not touch the ball until another player has touched it.

The object of the game is for each team to work the ball down the court and make a basket in its goal. The ball may be thrown with one or both hands, passed, batted, bounced, dribbled or rolled. A player may not stop dribbling and then start again, nor may he take more than one step with the ball.

When a basket is made, a member of the team scored upon throws the ball in from out of bounds under that goal. The ball is started at the center only at the beginning of each half of the game.

Personal Fouls: Tripping, holding, charging, pushing, and touching an opponent.

Penalty For A Personal Foul: If a player is fouled upon while shooting a basket, he gets 2 free throws, otherwise only 1 free throw is awarded. The player fouled upon is the only one who may take the free-throw. If he makes or misses the basket, an opponent throws the ball in from out of bounds under the basket.

Violations: Kicking the ball. Stepping into the free-throw lane during a free-throw. Dribbling go out of bounds. a second time.

Penalty for Violation: An opponent throws the ball in from out of bounds at the point on the sidelines nearest the spot where the violation occurred.

SCORING: 2 points for a basket made in regular play.
1 point for a basket made on a free-throw.

GRADES 5-6

BASKETBALL (2)

GIRLS

PLAYERS: There are 6 players on a team.

EQUIPMENT: Basketball, 6 pennies, whistles, goals.

DIRECTIONS: The object of the game is for the players on one team to get the ball in their own basket and to prevent the other team from getting the ball into their basket.

There are 3 forwards in one half and 3 guards in the other. Any one of the forwards may act as Center. Players must remain in their own half of the court. Only forwards may shoot.

The referee puts the ball into play by tossing it up between the two center players. Each tries to tip it to a player on her team. After the ball has been tipped, neither jumper may touch it until it has been touched by another player or hits the floor.

The ball may be bounced or thrown from player to player.

Fouls: Touching the ball while it is in possession of a player, pushing, tripping, blocking, charging and unsportsmanlike behavior.

Penalty for a Foul: One free throw to be taken by the player fouled if a forward, or a person chosen by the captain if a guard is fouled.

Violations: Bouncing the ball more than once. Causing the ball to go out of bounds. Stepping over a zone line. Running with the ball.

Penalty for a Violation: An opponent takes the ball out of bounds at the point nearest the place where the foul occurred.

After each score the ball is put in play by a jump-ball at the center of the court.

If two opponents catch the ball at the same time, it is tossed up between them by the referee.

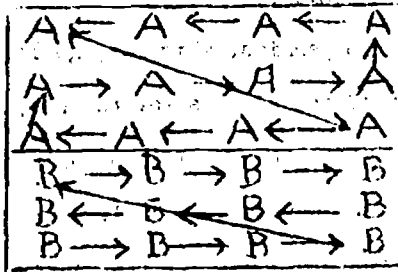
After each basket, the scoring team should rotate clockwise so that players get a chance to play other positions.

SCORING: 2 points for a field goal
1 point for a free-throw

GRADE 5-6

ELEMENTARY VOLLEYBALL

PLAYERS: There are 12 players on a team arranged as indicated in the diagram below. The player on the right in the first row is the server.



EQUIPMENT: One volleyball, Net.

DIRECTIONS: The object of the game is to hit the ball over the net in such a manner that the opponents cannot return it.

To start the game, the server moves to the right rear of the court. The server then hits the ball over the net with an underhand pass. The opponents try to return the ball, with an overhand or underhand pass. A player may not hit the ball twice in succession. The ball may only be hit three times on any side before it goes over the net.

In order to be a legal serve, the ball must completely clear the net. If the ball goes into the net it is an illegal serve and the ball goes to the other team, who puts it into play by serving. If it touches the top of the net and goes on over, the serve must be done over. However, if this happens after the serve, it is legal.

If the ball goes out of bounds on the serve it goes to the other team. If the ball goes out of bounds during play and serving team was the last one to touch it, a side out is called and the ball goes to the other team. However, if the team opposite the server is the last one to touch the ball a point goes to the serving team.

Fouls are as follows:

1. Letting the ball hit on your side of the court.
2. Hitting the ball out of bounds.
3. Hitting the ball more than once in succession.
4. Touching the net.
5. Hitting the ball more than 3 times on a side.
6. Hitting the ball into the net.
7. Letting the ball come to rest in the hands.
8. Assisting on the serve.

Penalties are as follows:

1. A foul by the receiving side gives a point to the serving team.
2. A foul by the serving side constitutes "breaking a serve" and the ball goes to the other team.

SCORING: Only the serving team may score. 21 points is a game. The serving team rotates (indicated in the diagram on page 54) immediately before each turn at service. In order to keep the players informed of the score the server announces the score each time a serve is made, putting his own score first.

GRADES 5-6

KICKBALL (2)

PLAYERS: 10 on a team—2 teams.

EQUIPMENT: Soccer ball

AREA: Center field

DIRECTIONS: There are ten players on a team, a catcher, a pitcher, three basemen, two shortstops and three fielders. For fewer players, the shortstops may be eliminated. For more players, additional fielders may be added.

Players take their places as indicated in the diagram on page 56.

The first player on Team B stands behind home plate and attempts to kick the ball (rolled to him by the pitcher) into the field and then run to first, second and third, and home bases before being tagged by fielder, hit below the waist with a thrown ball, or "thrown-out" at base. To be "thrown-out" a fielder with the ball in his possession must tag the base before the runner gets there. If this occurs on second or third base the runner may attempt to get back to the base he left if it is unoccupied.

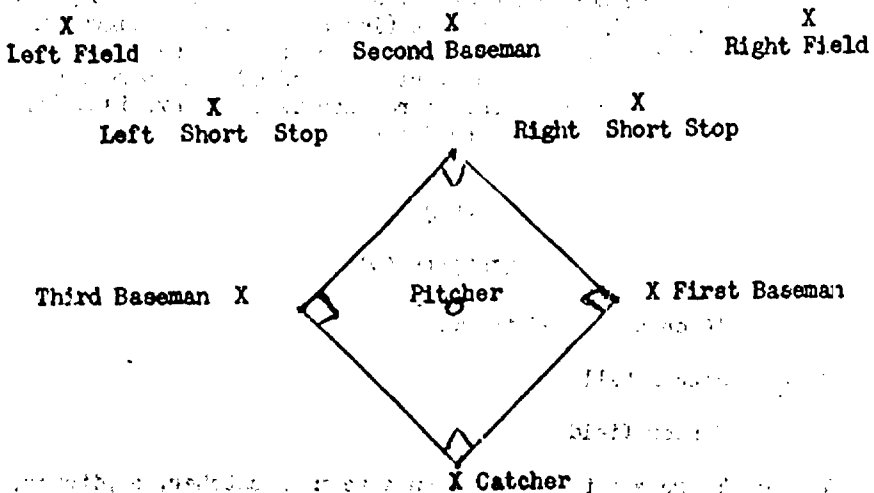
If four balls are pitched which fail to go over home base, the ball is placed on the base and the kicker is allowed a free kick.

If a pitched ball crosses home plate and is not kicked, a strike is called. Three strikes constitute an out. After three outs the teams change places.

The pitcher should roll the ball in such a manner that it will not bounce and will roll over home base.

To be a fair kick, the ball must land within the territory which is bound by an imaginary line from home through first base and from home through third base. A foul ball is counted as a strike unless it would make a third strike. After two strikes a foul ball does not count and taken over.

SCORING: 1 point for each person crossing home plate safely.



GRADES 5-6

MEYER BALL

PLAYERS: 2 teams of 10

EQUIPMENT: One basketball

DIRECTIONS: There are 10 players on each team, five are forwards and four are guards, which stand in the opposite half of the court. A captain stands in a three-foot circle at each end of the court. (Players must remain in their own half of the court.)

The object of the game is to get the ball to the Captain (the forward standing in the end circle.)

The referee puts the ball into play by tossing it up between the two players. Each tries to tip it to a player on his/her team. After the ball has been tipped, neither jumper may touch it until it has been touched by another player. The ball may be thrown or bounce-passed from one player to another, the guards attempt to intercept the ball and get it to a forward of their own team. The forwards try to relay the ball to the Captain or get it to another forward who might have a better opportunity. If two players get possession of the ball at the same time, a "jumpball" occurs. If the ball goes out of bounds, it is thrown in by an opponent of the player who touched it last. A goal may not be scored on a throw-in.

Fouls: Touching the ball while it is in the possession of a player. Pushing, tripping, blocking or charging. Unsportsmanlike behavior.

Penalty: One free-throw to be taken by the player fouled.

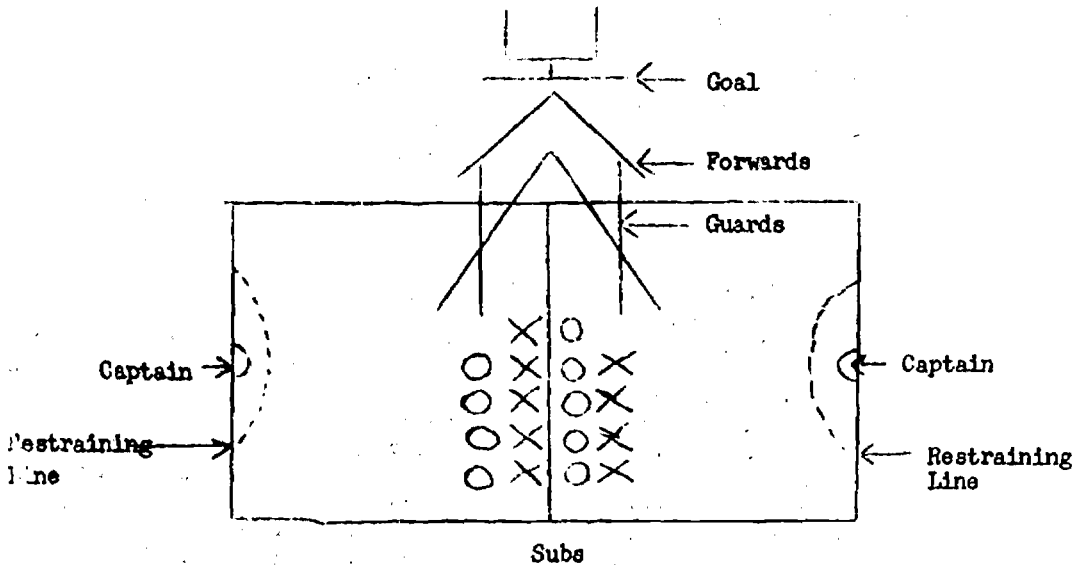
Violations: Running with the ball. Bouncing the ball more than once. Causing the ball to go out of bounds. Stepping over a zone line.

Penalty for a Violation: An opponent takes the ball out of bounds at the point nearest the place where the foul occurred.

After each score the ball is put in play by a jump-ball at the center of the court. Extra players will stand out-of-bounds at the center line and rotate in when their team scores, or ball goes out of bounds.

SCORING: If the captain receives the ball from a forward he scores a point for his team. If he receives the ball in a long throw from one of his guards he does not score a point, but he may attempt to throw the ball to one of his forwards or back to a guard.

(See diagram on next page)



GRADES 5-6

SIMPLE SOCCER

PLAYERS: 2 teams of 8

EQUIPMENT: Soccer ball, colored arm bands or pennies for means of identifying team members.

DIRECTIONS: Each team has: one goal keeper, three guards, and four forwards stationed on one half of the field shown (in diagram on next page).

After the throw-in from center field, by whichever team has been designated to start the game, players may go any place on the designated half of the field. All throw-ins are made with a two hand overhead throw, with both feet on the ground and together.

The object of the game is to kick the soccer ball between the opponents goal post, not over but between.

Players advance the ball by dribbling. They may play the ball with any part of their body except hands and arms.

The only time a player may use their hands is on a throw-in play.

If a player touches the ball with his hands or arms, a player on the opposing team gets a free kick from the center of the field. Other fouls are tripping, pushing with hands or arms, rough play and poor sportsmanship, each giving a free kick to the opposing player who was fouled. If the ball goes out of bounds, an opponent with a two-hand overhead throw, tosses it back into the field. A goal cannot be made on a throw-in. The ball must be played by a team member first.

The job of the goal keeper is to keep the ball from going between the goal posts.

The job of the guards is to get the ball to his forwards on the other half of the field.

The job of the forwards is to get the ball between the opponents goal posts.

SCORING: One point is awarded when a player gets the ball between the opponent's goal posts. After one team has scored, the other team puts the ball in play again by a throw-in at the center of the field.

In order to keep the players informed of the score the goal keepers will announce the score each time a goal is made, putting his own score first.

AREA:

O
 O

 A
 A A A
 B B B B

 A A A A
 B B B

 B

 O

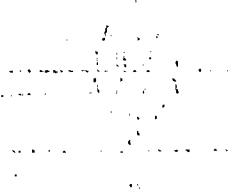
The first of these is the fact that the
 body is not a rigid structure. It is
 composed of many parts, each of which
 can move independently of the others.
 This is what makes it possible for us
 to perform such feats as the backflip
 and the frontflip.

The second is the fact that the body
 is not a simple mass. It is a complex
 system of interacting parts. This
 means that the way in which the body
 moves is determined by the way in
 which these parts interact with each
 other.

The third is the fact that the body
 is not a simple object. It is a
 complex system of interacting parts.
 This means that the way in which the
 body moves is determined by the way
 in which these parts interact with
 each other.

The fourth is the fact that the body
 is not a simple object. It is a
 complex system of interacting parts.
 This means that the way in which the
 body moves is determined by the way
 in which these parts interact with
 each other.

STUNTS and
TUMBLING
EXERCISES



STUNTSKINDERGARTEN

- DUCK WALK (13)** Deep knee bend to squat position. Hands on hips or tucked under armpits. Walk without raising hips.
- FORWARD ROLL (13)** Stand with feet well apart, knees bent. Place hands on the ground close to the feet. Lean over, tuck the head under so that the chin is on the chest. Taking the weight first on the hands, go over carefully until the back of the neck and shoulders can take the weight. Then roll over.
- THE OSTRICH (14)** Children bend body at the waist, grasp the ankles keeping knees as stiff as possible, and walk forward.

STUNTSGRADES 1-2

- CRAB WALK (12)** Sit down, take the weight on the hands and feet, and walk backward, forward or sideward. Do not let the body sag.
- RABBIT HOP (12)** Bend the knees deeply, extend the arms and place the hands on the floor in front of the body, without moving the hands, spring forward, bring the feet to the hands. Extend the arms, place the hands on the floor in front of the body and bring the feet to the hands. Repeat immediately.
- CHICKEN WALK (12)** Walk with the knees deeply bent. The arms are outside the thighs and the hands are clasped in front of the knees.

STUNTSGRADE 3

- HIGH KICK** Pupils stand erect and try to kick their feet as high as their heads. First right and then left foot.

- MEASURING WORM** The weight is supported on the hands and toes, with the body facing the floor. The student first walks his feet up to his hands, keeping the hands stationary, then walks his hands away from feet. Knees may not be bent.

- DUCK WALK** Deep knee bend, hands on knees, walk forward in this position. Place hands behind back, palms together, fingers pointing backwards to make a duck tail. Students quack like ducks.

- CRAB WALK** From squat position reach backwards and put both hands flat on the floor without sitting down. With head, neck and body in a straight line, and back toward the floor, run or walk.

CHURN THE BUTTER

Back to back, elbows locked, number 1 bends forward from the hips, number 2 springs from the floor, leans back and lifts feet from the floor. Repeat action with number 2 bending forward. (Have students of equal size.)

MULE KICK

The child stoops down and places his hands on the floor in front of his feet so that his arms are the front legs of a mule. He lowers his head like a mule, and supporting himself entirely with the front legs, kicks out with the hind leg.

FROG HAND STAND

Squat down with hands flat on the floor, elbows inside and pressed against the knees. Lean forward slowly, transferring the weight of the body onto the hands and elbows, until the feet swing clear of the floor. Keep head well up and point toes backwards. An additional stunt may be performed by leaning forward, touching the head to the floor, thus forming a tripod.

FORWARD ROLL

Place the hands on the floor. Bend head forward, chin touching the chest, back round, roll forward on the neck and back keeping the body in the shape of a barrel. Grasp the ankles while coming up to position of attention. The roll may also be done without the use of the hands.

BACKWARD ROLL

Standing straight, drop to a squat position, then roll backward in a ball, keeping the head well forward during the roll to avoid bumping it. Use the hands to assist in completing the roll. Stand on the finish.

CART WHEEL

From the position of attention on the mat, jump to a side stride position (heels about one foot apart sideways) swing left arm through the sideward position to upward, right arm remains at right side. Swing left arm to sideward position, right arm to upward position, bend trunk to the left swinging right leg sideways and upwards. Support the body weight on the left arm as left foot swings from mat. Continue the circle sideways, feet spread and overhead; supporting the body weight on the right arm; then on right leg; then on both feet to erect position.

TANDEM

One child A, gets down on hands and feet. Another child B, sits astride his shoulders, leans over, and places his hands on the ground in front of A. B then puts his insteps on A's back over the hips, and in this position they walk.

Variation: When three or more children walk in the position as described above, the stunt is known as the Centipede.

WHEELBARROW

Two children perform this stunt. One child bends over and places his hand on the floor in front of him. The other grasps him by the knees and lifts his feet from the floor. In this position they walk forward, the bottom one on his hands and the other on his feet.

- CHINESE GET-UP** Two children sit on the floor back to back with knees bent and elbows hooked. Both children should be about the same size to balance each other. Both children begin to rise to a standing position by pushing against the lower back of the other child. They then lower themselves in the same way without moving their feet.
- HUMAN BALL** Child sits on the floor with the knees drawn up close to the body. Puts his arms between and under his legs, linking the fingers together in front of his ankles, as shown below. Hold securely then roll, falling forward onto the lower leg of one side, and back to a sitting position. Continue rolling without stopping. Care must be taken to start the roll by going forward, rather than dropping to one side.
- ROCKING HORSE** Child lies on the floor face down. The arms are stretched back so that the ankles can be grasped. With chin up and hands holding ankles tight the child rocks back and forth.
- INCH WORM** Take the weight on the feet and hands, face downward, with the body parallel to the floor. In this position the elbows, back and knees are straight. Without bending the knees, walk up to the hands taking small steps, then walk forward on the hands until the body is fully extended and again parallel to the floor. Repeat in a continuous rhythm, walking alternately with the feet and with the hands.

STUNTS

GRADES 3-6

- KNEE BEND** Stand with feet comfortably apart. Hands on hips. To a count of 1, 2, bend the knees until the body is in a sitting position and return to beginning position. Repeat.
- FULL-UP** Bar parallel to ground and just high enough so that the children's feet do not touch the ground. Child jumps up, or is helped, and grasps the bar. While keeping his body straight he pulls himself up until his chin is well above the bar. Then he lowers his body to the beginning position and repeats.
- PUSH-UP** Support the weight on the hands and feet, facing downward, keeping the body straight and almost parallel to the floor. Keep arms straight and shoulders wide apart. From this position bend the elbows until the chin touches the floor. Body should remain straight. Without pausing straighten the elbows and return to the starting position and repeat.
- SIT-UP** Lie on floor on back. Clasp hands behind the head. Legs straight. Using the stomach muscles pull up into a sitting position. Lie back and repeat.

WAY BACK Stand with feet slightly apart, hands on hips. To a count of 1, 2, 3, 4 bend the body forward and touch toes. (1) Straighten and place hands on hips. (2) bring arms up and throw elbows backward as if trying to touch them behind the back. (3) Return to beginning position. (4) Repeat.

STUNTS

GRADE 4

FORWARD ROLL Described under Grade 3

BACKWARD ROLL Described under Grade 3

CART WHEEL Described under Grade 3

HEAD STAND

Draw an equilateral triangle on mat or ground. Have the student place his hands on two points of the triangle and his forehead on the third, he then walks his hips up as high as possible, keeping the back straight. He raises first one leg and then the other to gain an inverted position. The back is arched evenly, hips and knees are locked, and the toes pointing up. The weight's kept slightly off balance toward the hands. The student comes down by bending at the hips. (Student helpers may be used or students may work in pairs.)

JUMP STICK

Stand, holding stick horizontally across the front of thighs by grasping with hands about eighteen inches apart. Use overhand grasp. Jump forward over stick without touching or letting go. Do the same stunt backwards over stick.

HAND STAND

Stand with one foot forward, arms to side. Knees of forward foot flexed slightly and rear foot lifted as trunk bends forward and arms reach toward the mat or ground. As hands touch mat, the forward foot pushes off from the floor and both legs are lifted. Force of the push carries hips over the head so that performer is in an inverted position. In order to maintain balance, head should be up. Return to stand by reversing procedure. (May work with partner or helper.)

KNEE-DIP

Stand on one foot, grasping the other foot behind the back with the opposite hand. Try to touch bent knee to floor and return to standing position without losing balance.

SIDE ROLL

The pupil throws himself sideways as he falls, he lands on his feet and hand at the same time; thus breaking his fall. The hand and knee are immediately turned in to avoid injury. The shoulder is turned under and the child rolls over on his back with legs extended. As he rolls onto his face again, he brings his knee up and ends in a kneeling position.

LOG ROLL Three children on hands and knees on mat about three feet apart. The middle child rolls to the right at the same time the child on the right leaps over the middle child and rolls. The child on the left leaps over the rolling right person. This continues until signal to stop.

BACK SPRING One boy takes a position on the ground on his hands and knees. A second boy from the side throws his hands on the ground near the first boy, and turns a forward roll over the first boy's back. The boy under raises his back slightly just as he feels the first boy going over him. This may be used as training for the handspring. (Use helper or spotter.)

STUNTS

GRADES 5-6

HAND SPRING Take a short run and a hop, bend at the hips and place the hands on the mat, shoulders wide apart, fingers pointing ahead, elbows slightly bent, at the same time kicking the legs up and over the head and pushing hard with the arms and arching the back. Bring the legs under the body and allow the knees to bend to cushion the landing. Spotter should be used.

KNEE SPRING "A" lies flat with his knees drawn up and his feet firmly planted on the floor. "B" runs and places his hands on the knees of "A" and does a hand spring. As he goes over, "A" assists by bracing the back of "B" and giving a slight push if necessary.

NECK AND SHOULDERS STAND The pupil lies on his back and then raises his feet and hips until they are as nearly perpendicular over the shoulders as possible. The weight is balanced by the upper arm with the hand braced against the back.

KIP UP The pupil lies on the mat, then places his hands over his head with the palms on mat. The legs are brought up and back until he is partially in a neck and shoulder stand, the legs are whipped forward, the back is arched and the hands push up simultaneously the pupil lands with his knees slightly bent to cushion the landing. Pupil may go into forward roll or handspring if desired.

PYRAMIDS Come in many shapes, sizes and forms. Children should be allowed to put to creative use the individual and couple stunts they have learned. They should be allowed and encouraged to create their own pyramids and given an opportunity to show them to the rest of the class.

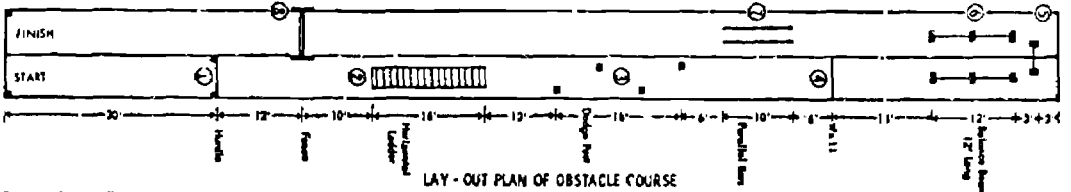
HEEL CLICK The heel click is done by jumping into the air from the side straddle position clicking the heels together more than once if possible.

- INDIAN WRESTLE** Two players lie on their backs facing opposite directions, side by side, with adjacent arms locked. At a signal, the adjacent legs are brought upward and interlocked at the knee. The wrestle consists in trying to force the opponent to roll over from his position.
- HAND, KNEE, SHOULDER BALANCE** "A" lies on his back, knees bent, feet flat on floor, legs spread, arms reaching forward and up. "B" stands between "A's" feet, places his hands firmly on "A's" thighs, just above the knee and leans forward so that "A" can grasp his shoulders as he kicks his feet up in the air. "B's" legs should be straight, toes pointed, back arched.
- ANGEL STAND** Partners stand close together, facing the same direction, "A" in front "B" in back, with his feet spread apart, knees slightly bent. "B" places his hand on "A's" waist. "A" grasps "B's" wrist. "A" springs up and places his feet on "B's" thighs, with his knees bent. "A" gradually leans forward spreading his arms sideways and straightening his knees. "B" at the same time, lets his hands slip down from "A's" waist and grasps his knees to support him.
- STOMACH BALANCE** "A" lies on his back with his knees bent to chest and his upper arms resting on the floor, elbows bent at right angles. "B" stands in front of "A" and places "A's" feet flat against his (B's) abdomen. He then places his hands on "A's" hands and springs up and forward as "A" straightens his knees. "B" should straighten his knees, point his toes, arch his back, hold his head up, spread his arms sideways and balance in this position. To recover, "A" bends his knees and "B" drops back into a standing position. "B" then leans forward grasps "A's" hands and pulls him up to standing position.

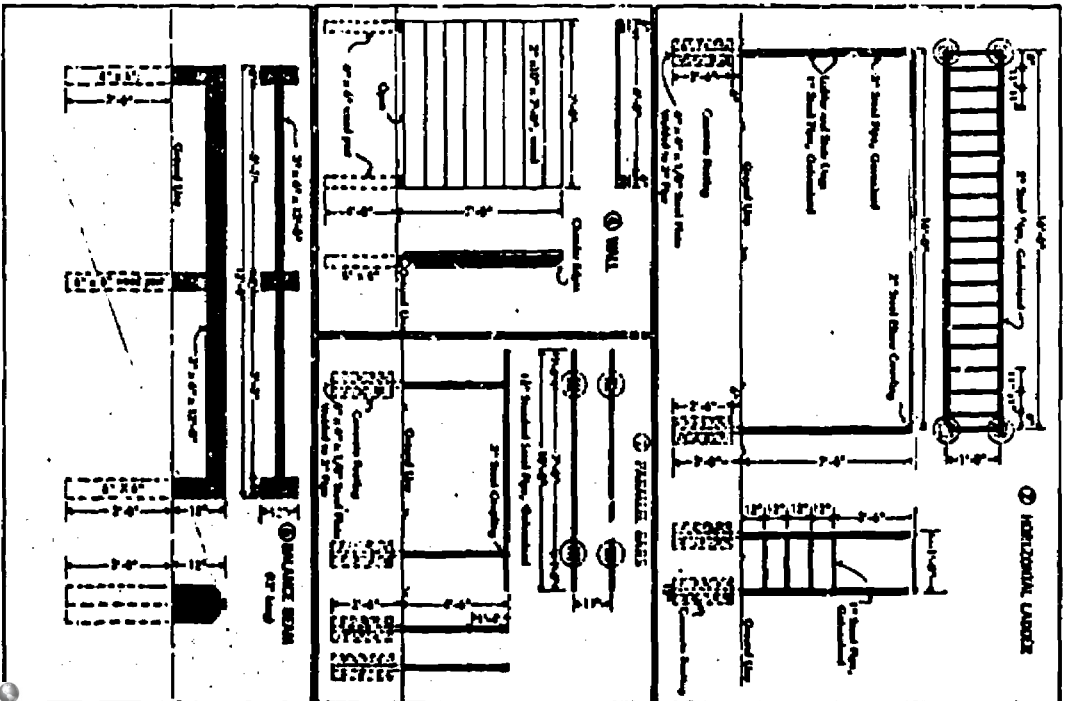
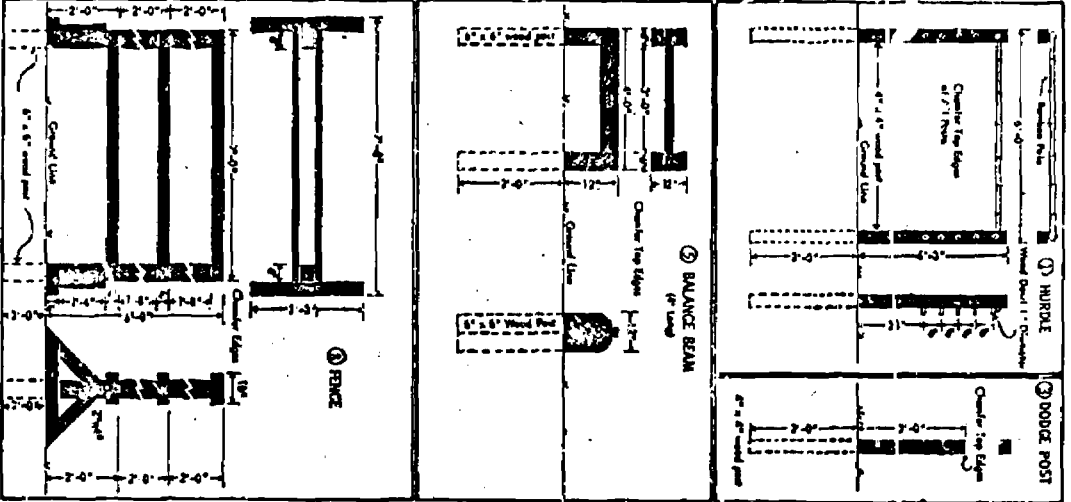
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AND/OR

OBSTACLE COURSE



LAY-OUT PLAN OF OBSTACLE COURSE



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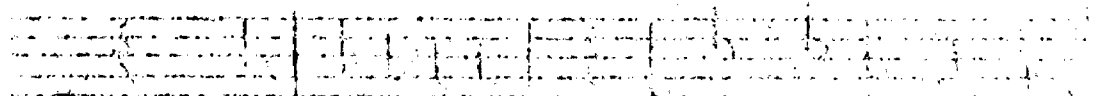
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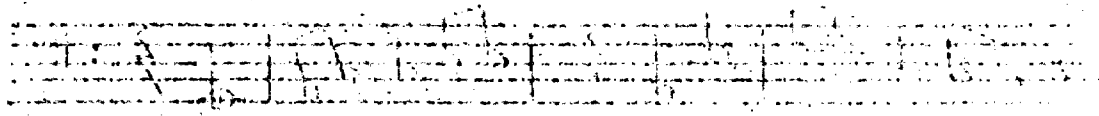
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How are you feeling?

How are you feeling?



I will show you the way

I will show you the way

HOW DO YOU DO, MY PARTNER? (12)

GRADE 1

How d'you do, my partner?
 How do you do today?
 Will you dance in the circle?
 I will show you the way.

Starting Formation: Partners in double circle with inside hands joined all facing counterclockwise. Boys form the inner circle, girls on the outside.

- Measures:** 1-2 Boys bow to partners
 3-4 Girls curtsy to partners
 5-8 Partners shake right hands, then turn to face counterclockwise and join left hands. With both hands joined they wait in readiness to skip through Measures 1-8.
 1-8 Skip with partner singing, "Tra, la, la, la, la." On the last two measures the boys move forward to the next girls ahead to repeat the dance with a new partner.

The image shows two staves of musical notation. The first staff is a treble clef with a key signature of one flat (B-flat) and a 3/4 time signature. It contains the melody for the first line of lyrics. The second staff is also a treble clef with a key signature of one flat and a 3/4 time signature, containing the melody for the second line of lyrics. The lyrics are printed below the notes.

How D'You Do My Part- Ner How Are You To - Day

Will You Dance In A Cir- Cle I Will Show You The Way

SHOEMAKER'S DANCE

GRADES 1-2

Starting Formation--Double circle, partners facing, boys on the inside circle and the girls on the outside.

- Measures: 1. Wind the thread; holding the fists in front of the body, roll one fist around the other three times.
2. Reverse the direction and repeat the action of Measure 1.
3. Tighten the thread: Jerk the fists apart two times.
4. Clap own hands together three times.
- 1-3. Repeat the action described for Measure 1-3.
4. Tap the pegs: Tap the fists together three times.
- 5-8. Boy takes girl's left hand in his right, and they skip in the circle counter-clockwise.
- 5-8. Repeat the above.

1 2 3 4

5 6 7 8

LOOBY LOO (7)

GRADES 1-2

1. Chorus is sung first and players walk or skip in circle with hands joined.
2. As each verse is sung, children act with the words, Chorus is repeated after each verse.

CHORUS AS SHOWN

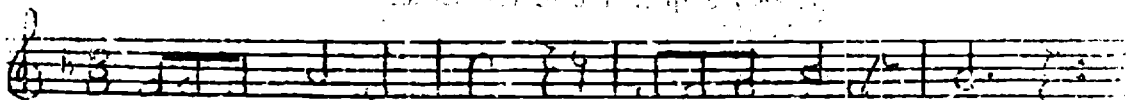
Verse 2: You put your left hand in, etc.

Verse 3: You put your right foot in, etc.

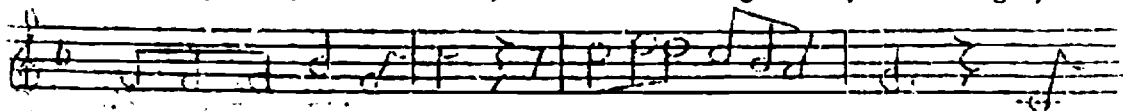
Verse 4: You put your left foot in, etc.

Verse 5: You put your head way in, etc.

Verse 6: You put your whole self in, etc.

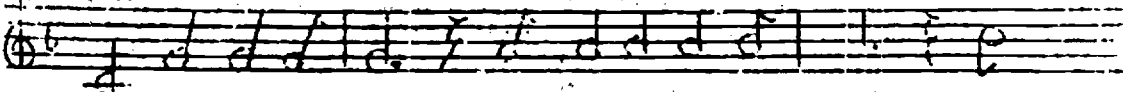


Here we go Looby Loo, Here we go Looby Light,

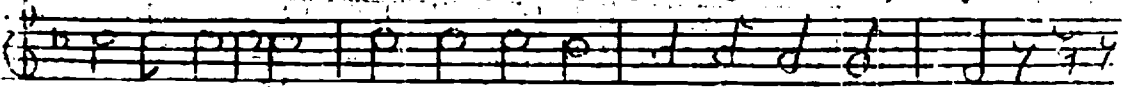


Here we go Looby Loo, All on a Saturday night. You

Verse:



put your right hand in, you put your right hand out, you



give your right hand a shake, shake, shake, and Turn your-self a- bout

CHIMES OF DUNKIRK

GRADE 2

Formation: A single circle, boys and girls alternating, is formed. Partners face each other with hands on own hips.

- Measures:** 1-2 All stamp (not too heavily) left, right, left.
- 3-4 All raise arms over head (so that faces can be seen between the arms.) All bend bodies sharply to the left and clap hands over head; bend to the right and clap, bend to the left and clap. This represents the ringing of the town's bells.
- 5-7 Partners take each other's hands with arms extended sideways. Starting with the left foot, they run in a small circle while turning their partners once around.
- 8 Players run forward on the last measure and secure a new partner.

The dance is continued until the music ends.

The musical score is written on three staves. The first staff contains measures 1 through 5, the second staff contains measures 6 through 10, and the third staff contains measures 11 through 15. The music is in 2/4 time with a key signature of one sharp (F#). The notation includes quarter notes, eighth notes, and rests, with some measures featuring dynamic markings like 'p' (piano) and 'f' (forte).

DID YOU EVER SEE A LASSIE? (5)

GRADE 2

Victor Record No. 21618; and No. 45-5066 (Album E 87)

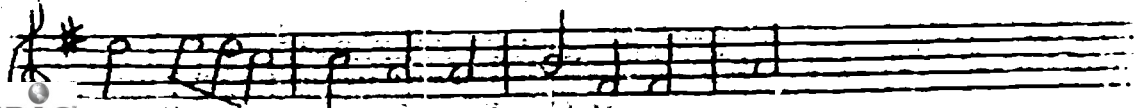
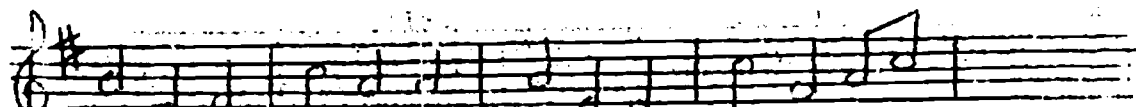
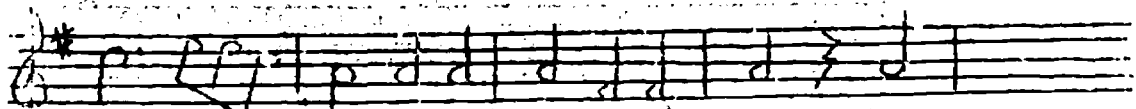
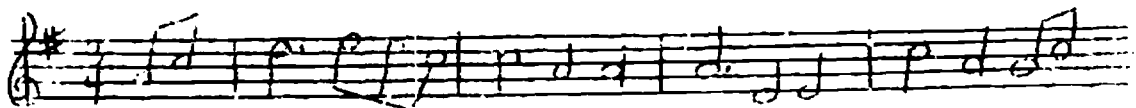
1. Did you ever see a lassie, a lassie a lassie?
2. Did you ever see a lassie do this way and that?
3. Do this way and that way, and this way and that way,
4. Did you ever see a lassie do this way and that?

Formation: Children form a single circle with hands joined, boys and girls alternating. A leader is selected to stand in the center.

Description: Moving to right or left, all sing. During the singing of lines 1 and 2 the center player decides what action to show the others.

During lines 3 and 4, the circle players stop walking and skipping and imitate the action of the leader. Movements should be rhythmical. The use of large, vigorous movements such as bending the body forward and touching floor with hands, jumping high into the air, clapping hands under a raised leg or running in place should be encouraged.

At the end of the verse the center player selects a new leader. The selection of boys by girls and of girls by boys should be encouraged.



A-HUNTIN WE WILL GO

GRADE 2

- Line 1. Oh, a-hunting we will go,
 2. A-hunting we will go,
 3. We'll catch a fox and put him in a box,
 4. And then we'll let him go.

- Formation: 1. Sets of two parallel lines, not more than six players. Partner face each other, boys on one side and girls on the other side.
2. On first 2 lines of song, head couple joins crossed hands and slides down center to foot of line. Other couples sing and clap hands to the rhythm. On 3rd and 4th lines, head couple slides back to position.
3. Song is repeated. During repetition, head couple drops hands, and each one skips outside of his own line to foot, followed by players in his own line. When head couple meets at foot, they join hands for an arch, and other players skip with partner under arch.
4. Second couple becomes new head couple when original head couple stays at foot of line. Game is continued until each couple has been at head of line.

The musical score is written on four staves in G major (one sharp) and 2/4 time. The lyrics are: "Oh, a-hunting we will go, A-hunt-ing we will go, we'll catch a fox and put him in a box, and nev-er let him go." The melody is simple and repetitive, with a consistent rhythm of quarter notes and eighth notes. The lyrics are placed below the corresponding notes on each staff.

JOLLY IS THE MILLER (ENGLISH) (12)

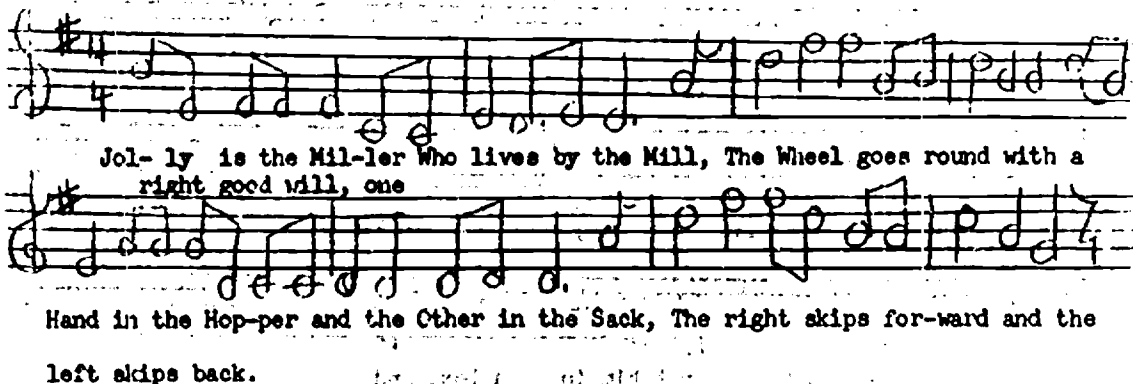
GRADE 3

Jolly is the miller, who lives by the mill,
The wheel goes around with a right good will.
One hand in the hopper, and the other in the sack,
The right skips forward and the left skips back.

Starting Formation: Partners in a double circle, facing counterclockwise. The boy is on the inside circle holding his partner's left hand in his right.

Measures: 1-6-- As the first three lines of the song are sung, all walk counterclockwise around the circle.

7-8-- On the last line, each boy skips forward to take the girl ahead for his new partner; at the same time, the girl skips in place or moves slightly backward to meet the boy.



The image shows two staves of musical notation in 4/4 time with a key signature of one sharp (F#). The melody is written on a treble clef. The first staff contains the first two lines of the lyrics: "Jol- ly is the Mil-ler Who lives by the Mill, The Wheel goes round with a right good will, one". The second staff contains the last two lines: "Hand in the Hop-per and the Other in the Sack, The right skips for-ward and the left skips back." The music consists of quarter and eighth notes, with some rests.

Jol- ly is the Mil-ler Who lives by the Mill, The Wheel goes round with a right good will, one

Hand in the Hop-per and the Other in the Sack, The right skips for-ward and the left skips back.

CLASS ROOM GAMES

... ..

... ..

CLASS ROOM GAMES

... ..

CLASS ROOM GAMES

... ..

CLASS ROOM GAMES

... ..

GOOD MORNING--KNOCK! KNOCK!

The player who is "IT" sits with his face in his hands (or blindfolded) and with his back to the other players. The leader motions to any other player who disguises his voice and says, "Good Morning, _____." The "IT" replies, "Good Morning _____," naming the player whom he thinks spoke to him. If the "IT" does not recognize the voice, the player may repeat his good morning until the "IT" has had three guesses. If the "IT" can name the speaker he may be "IT" again and another player is chosen to speak. If the "IT" cannot name the speaker in three guesses, the speaker becomes the new "IT".

Variation--Knock! Knock! this is played like "Good Morning" except that the player knocks on the floor behind the guesser and when asked who is there, replies "It is I" disguising his voice as best he can.

ERASER PITCH

Place a wastebasket in a convenient place from which a throwing line may be established, from ten to fifteen feet in distance. Players take turns, each throwing three erasers consecutively from the throwing line to the wastebasket. One point is scored for each eraser that goes into the basket. The player with the highest score at the end of the playing time may be declared the winner, or a set number of points may be established and the first player to win that score wins.

FIND THE LEADER

Players stand in a single circle facing center. One player is asked to leave the room. While he is out a leader is selected from among the players in the circle. The leader starts any motion he chooses with his hands, arms, head, or feet which is immediately initiated by the other players. The child who left the room returns and as he watches the group change from one motion to another following the leader's change, he tries to find the leader. Players should make every effort not to be obvious in their observance of the leader whose gradual changes of motion they follow. The leader, too, should help to confuse the guesser by looking at any other players as if he thought they were leaders. The "IT" is allowed three guesses to find the leader. If unsuccessful he must be "IT" again until he has had three turns, after which he selects another to take his place. This game is most successful when played by approximately ten to fifteen children.

SALESMAN

One child, the salesman, has ten objects which he "sells" to ten people in the room. As soon as a player buys (selects) an object he immediately puts it out of sight. When the salesman has sold everything, he tries to buy them back. If he remembers correctly what each buyer bought, he gets the object back again. When he has collected all objects another player becomes the salesman. The leader records the number of mistakes in collecting the objects.

SIMON SAYS

Players stand with fists closed, thumbs up. The leader stands in front and says, "Simon says, Thumbs up" or "Simon says thumbs down" and turns his thumbs up or down accordingly. Players do likewise. Should a player turn his thumbs down or up when the leader says only "Thumbs up" or "Thumbs down" he is out of the game.

RESOURCES

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Pinellas County Public Schools, 1963.
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7. Latchaw, Marjorie, A Pocket Guide of Games and Rhythms for the
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Growth Through Play, Prentice-Hall Inc. Englewood Cliff,
New Jersey, 1959
15. C. Maximum Utilization of Time and Space

The physical education period should be a fascinating one in movement for all students. Instructors must remember to take interest in the children if they expect them to take an interest in the program.

The following are suggestions for possible maximum utilization of time during a class period.

1. Going to and from Class
 - a. If possible, classroom teacher should have the children lined up and ready to go.
 - b. Use the nearest exit to playground.
 - c. Have the children go quickly but safely to their destination.
2. Roll taking
 - a. May be done during exercises.
 - b. May be done after school by securing an absentee sheet from the office.

The recommended basic physical requirements for a well-rounded physical education program include the following:

1. An indoor facility (playroom)
 - a. 2000 square feet
 - b. 15 to 18 feet high
2. An outdoor facility (hard surfaced court)
 - a. 65 feet by 100 feet
 - b. 10 feet between courts
 - c. 5 feet between court and sidelines
3. Playfield--The size depends on the number of teaching stations needed. 360' by 360' is needed for one teaching station.
4. Outdoor apparatus area.
5. Track and field area.
6. Adequate storage area.

How the instructor uses the area is largely up to them.

The instructor should be sure that they are getting the maximum usage out of the area for their program's sake.

- D. **Planning the Daily Lesson for Maximum Effectiveness**
- In preparing a daily lesson plan, combined efforts of the instructor and child should be considered. This type of plan stimulates more interest and results in worthy experiences in group dynamics. Consideration of space, equipment, weather, size of class, and differences in individual skills and techniques should be carefully regarded.

An example of a daily lesson plan in physical education is outlined below:

1. **Aim of lesson**
2. **Specific objectives**
3. **Time allotment**

- a. Primary (30-45 minutes)
 - b. Intermediate (45-50 minutes)
4. Activities
- a. Type
 - b. Time allotment
 - c. Equipment used
5. Procedure
- a. Introduction
 - b. Class Organization
 - c. Demonstration
 - d. Teaching hints
 - e. Participation in the activity
 - f. Evaluation and follow-up
6. Outcomes desired
- a. Skills
 - b. Knowledge
 - c. Attitudes
- E. How to Teach Skills in Physical Education Classes

It is important that learning of the various skills in the elementary school be accomplished. The reasons are as follows:

1. The practice of motor skills contributes toward the dynamic physical fitness and organic development of the child.
2. The development of game skills, beginning in the first grade will promote better participation and understanding of activities as the child passes from one grade level to the next.
3. The "development of optimum levels of skill has social and emotional implications for the individual." The skills learned in physical education classes provide an outlet for wholesome physical activity in childhood as well as adult life. Physical activity also provides an outlet from everyday tensions and worry.

Children should be exposed to organized sports with rule modifications for the various age groups. It is necessary that the instructor understand the principle of learning readiness. The child makes rapid gains and enjoys the activity more if he is ready to learn.

In addition to the major sport skills, such skills as jumping, climbing, aerobics and rhythmic endeavors can be taught by special units: stunts and tumbling, challenge (obstacle) course.

Outlined below is a sample program for the teaching of the major sport skills.

1. First and Second Grades
 - a. One of the fundamental skills that may be taught in the primary grades is how to handle and recognize the different kinds of balls.

- b. The skills of bouncing and catching a ball may be taught through relays.
- c. There are various games which first and second graders can play, such as "Call Ball" and "Square Ball" which teach the skills of throwing, catching, and quick response.
- d. Advanced second graders may be allowed to practice basket shooting.

2. Third Grade

There are many games which can be played by the third grader as lead-up games to the various major sports. It might be done with the following procedure in mind:

3. Exercises

- a. Have the children set up in lines or squads with line leaders.
- b. Have an exercise routine that is organized.
- c. Have exercise leaders.

4. Activities for First, Second, and Third Grades

- a. Make all games interesting to students.
- b. Stop game when they are enjoying it the most.
- c. Give as many children as possible a chance to be "IT" or the leader.
- d. Do not force an activity on a child.
- e. Give the children a little time to play on their own.

5. Activities for Fourth, Fifth, and Sixth Grades

- a. Have an established program.
- b. It is good if each class has a round robin schedule.
- c. Select captains and rotate them during the year.
- d. It is helpful to give each child a set of rules.

6. Cleanup

- a. Children should know where to line up.
- b. Children should know where equipment is kept.
- c. Emphasize to the child that the sooner the above are carried out, the more time they will have to play.

7. Recommended Physical Education Time per Grade Level

- a. First grade-----30 minutes
- b. Second grade-----30 minutes
- c. Third grade-----30 minutes
- d. Fourth grade-----35 minutes
- e. Fifth grade-----35 minutes
- f. Sixth grade-----45 minutes

It is important to use the space wisely and efficiently. Every effort should be made to see that the area is well equipped with the basic essentials the instructor feels are desirable.

The following are suggestions for keeping the area in maximum usable condition.

1. Keep area free from harmful debris (rocks, sticks, etc.)
2. Watch for depressions in the soil.
3. Periodically inspect all apparatus for repairs.
4. Avoid overworking any particular area.
5. Inform the children how each facility is used.
6. Be sure each child knows how to use facilities safely.
 - a. Demonstration by the Instructor
 - b. Trial and practice by the children
 - c. Praise, correction by the Instructor

The lead-up games which are useful

- a. Kick pin or Kick ball.
- b. Norewigan ball or Long base. This may be played by kicking a soccer ball, throwing a basketball, or batting a softball.
- c. Newcomb Ball for Volley Ball. This is excellent practice for throwing and catching. Nets should be low.
- d. Various relays are used in third grade to teach the children how to handle the balls. Dribbling, throwing, and catching all can be incorporated into relays.
- e. Dodge ball is an excellent third grade game. Children at this age like it, and it involves the skills of throwing, catching, and dodging.
- f. Though a little small, third grades can learn some organized sports such as basketball through the use of various lead-up games that teach the skills of shooting, dribbling, passing, etc.
- g. Third graders can be held among the different groups, and the children will surprise themselves with the number of baskets they can make.

To sum up the skills which can be taught to third graders:

- | | |
|-------------------------|--------------------|
| a. Running | d. Batting |
| b. Passing and catching | e. Basket shooting |
| c. Dodging | f. Dribbling |

The Physical Education director should keep in mind that the teaching of skills in the third and fourth grades must be made especially interesting, as children of this age are not necessarily athletically inclined, and are in a transitional period of growth.

3. Fourth Grade

In this age group the skills are best taught through participation. Fourth graders are mature enough to be exposed to the modified sports. Individual practice of skills should be presented first, keeping in mind the procedure of demonstration, trial and error, criticism and correction. The Fourth grade program is as follows:

- a. Flag football for boys
- b. Soccer or Kick Pin. As in the third grade, the lead-up games can be taught first to teach and practice the skills involved.
- c. Newcomb Ball--this is a fun game and children enjoy it because

they can do it well. After the skills have been practiced and the game introduced, a little class tournament can be held to introduce enough competition to make it interesting. Volley ball can be attempted toward the end of the unit, if the director thinks that they can play it well enough to enjoy it. Just as academic subjects must not be "over the heads" of the children, a Physical Education Director must be sure to gear his activities to the skill level of the group.

- d. Basketball--these skills are taught by relays, and individual practice. After the skills and rules have been presented, lead-up games, such as side-line basketball can be introduced. Fourth grade girls and boys should be given the game itself, with modified rules. The principles of fouling, sportsmanship and teamwork, are all taught here in connection with the skills. Basket and foul-shooting contests may be conducted teaching the skills of shooting.
- e. Softball--The main skills in softball are:
 - (1) Running
 - (2) Throwing
 - (3) Batting
 - (4) Fielding

These skills should be practiced for at least two weeks at the beginning of the softball season. For more effective teaching, divide the class into smaller groups, each group practicing a different skill. They learn quickly by doing. You may combine skill practice with actual game play.

4. Fifth and Sixth Grades

The various skills have been presented in the preceding grades. However, sometime should be spent in their practice and perfection. This is done by:

- a. Relays involving various skills.
- b. Demonstration, trial, error, praise and criticism, and correction.
- c. The actual playing of the game.

In these grades, there should be enough competition to make the students look forward to each new sport.

The elementary years are the formative years. If the principles of effective teaching are followed by the P.E. Teacher we can hopefully assume that learning for the sake of learning will be instilled in the pupils minds and that they will carry this on through all the remaining years of their education.

Techniques For Teaching Skills:

1. Know the skill thoroughly before attempting to teach it.
2. Make clear, concise explanations.
3. Adopt the skill to meet individual differences.
4. Explain the need for the skill.
5. Develop skills from simple to complex.
6. Have a "warm up period."
7. Demonstrate skill when at all possible to do so correctly.
8. Insist on taking turns orderly.
9. Teach the group to respect the whistle.

10. Encourage good performance.
11. Avoid excessive fatigue.
12. Correct errors when they first appear.
13. Provide opportunities to practice the skill.
14. Keep safety in mind at all times.
15. Evaluate the skill, your techniques, and the class response after completing a skill.

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RESOURCES

FOR SECTION III

1. Hagen, W. V., Dexter, G., Williams, J. F., Physical Education in the Elementary School. Copyright 1951

IV. Evaluation Of The Physical Education Program

A. Physical Fitness Tests

Physical fitness, while not the only objective of the physical education program, should be one of major concern and importance.

It is difficult for us as teachers to demand that our youth become physically fit; however, we can motivate them into wanting to do things that will improve personal appearance and body functions. To put it simply, our job is to try to make them want to do what we feel is best for them.

There can be little objection to the development and widespread use of physical fitness tests; but on our eagerness to develop and use new tests, we must keep them in the proper perspective. Testing is only one of the many devices the physical educator may use to measure the effectiveness of his program. Physical fitness tests used in the proper manner may be an invaluable aid to the teacher in helping the student to assume responsibility for his physical worth.

B. Skill Tests

The fundamental skills of movement are basic to all games and activities in which the child will participate in the physical education program. If the child masters these fundamental skills, he will be able to undertake and enjoy the more complicated skills, in later activities.

The following list of skills are basic and should be emphasized beginning with kindergarten. Only the degree of performance proficiency will vary with age and development of the individual. The basic skills are walking, running, skipping, hopping, sliding, galloping and jumping, leaping, throwing, catching, bouncing a ball kicking or batting a ball.

Listed below according to grade level are skills that should be developed and means of testing the development of these skills.

1. Grade 1

a. Use of balance beam

- (1) Walk from one end to the other of a balance beam without falling off.
- (2) Walk to the end of the balance beam, turn around and walk back without stepping off.
- (3) Walk to the middle of the beam, turn around and walk back.

b. Bouncing a ball

- (1) Bounce a ball a given number of times.
- (2) Bounce a ball with either hand or alternate hands.
- (3) Bounce a ball to a partner. Vary distance.
- (4) Bounce a ball and control it within a certain area.

- (5) Bounce a ball, clap hands and catch it.
Increase number of claps between bounces.
- (6) Bounce a ball and catch the ball to a rhythmic accompaniment.
- (7) Bounce a ball while running.

c. Throwing and Catching

- (1) Toss a ball into the air and catch it after one bounce.
- (2) Toss a ball into the air and catch it before it hits the ground.
- (3) Toss a ball against the wall and catch it on one bounce.
- (4) Toss a ball underhand into a basket at various distances. Start at six feet.
- (5) Roll a ball from ten feet and hit an eight and one-half-inch playground ball two out of five tries.

d. Kicking

- (1) Be able to kick a ball with either foot.

e. Jumping

- (1) Jump over an object knee high.
- (2) Jump from one foot to the other about 10 or 15 times.
- (3) Jump several times over a swinging rope.
- (4) Jump short self-turned by two other players.
- (5) Jump long rope turned by two other players.
- (6) Be able to turn a jumping rope for others.

f. Running

- (1) Be able to run without falling down or running into others.

2. Grade 2: Improvement of all skills learned in Grade 1

- a. Balance beam--walk from one end to the other of balance beam by heel to toe method; turn around and walk back.
- b. Bouncing ball--be able to bounce a ball and swing alternating legs over the ball at intervals.
- c. Catching and throwing

- (1) Starting at ten feet, be able to catch a ball thrown from partner, and to return the throw.
- (2) Be able to throw a small ball or bean bag through an 18 inch opening from a distance of five feet, increasing distance as skill increases.
- (3) Catch and throw a smaller ball.

d. Jumping:

- (1) Run and jump over a knee-high object.
- (2) Use a single jump rope and progress forward, alternating feet.
- (3) With rope in motion, be able to run in and start jumping.

e. Running

- (1) Run with other children without hitting them.
- (2) Run around circle and turn in at given points.
- (3) Be able to start, stop, go right, go left or backwards on command.

f. Striking a Ball:

- (1) Be able to hit a ball with your hand while ball is travelling in a circular motion.
- (2) Bounce a ball and hit it with fist.

3. Grade 3

a. Balance Beam

- (1) Walk across beam backward and forward without stepping off.

b. Catching

- (1) Be able to catch a ball thrown over a net.
- (2) Catch different sized balls thrown from various distances.

c. Throwing

- (1) Throw an eight and one-half ball a distance of 15 feet using a shoulder throw.
- (2) Throw a softball 20 feet with a fair degree of accuracy.

d. Climbing

- (1) Chin self at least once.
- (2) Climb a rope or pole to a height of at least five feet.

e. Climbing (girls)

- (1) Flexed arm hang 10 seconds.
- (2) Be able to climb a rope or pole to a height of at least four feet.

f. Dribbling and Dodging

- (1) Be able to dodge another runner trying to catch you.
- (2) Dodge ball when thrown by other players.
- (3) Be able to dribble or bounce ball without looking directly at it.

g. Jumping

- (1) Be able to jump single and double rope as it is turned at various speeds.
- (2) Be able to jump over a rope or bar placed at various heights.

h. Striking

- (1) Hit with a bat a softball pitched from various distances.
- (2) Be able to bounce and hit a ball with either hand.
- (3) Be able to hit a ball swung in a circular motion with either hand.

i. Running

- (1) Be able to run from 30 to 50 yards with good form.
- (2) Be able to run and jump over a swinging rope. Start at 6 inches and increase height.

4. Grade 4

a. Balance Beam

- (1) Perform all previously listed skills.
- (2) Walk balance beam, touching back knee after each step.
- (3) Balance on one foot and then the other.

b. Catching and Fielding

- (1) Use progressive distance and be able to catch a softball thrown from 40 feet.
- (2) Be able to catch a batted ball in air and on the ground.

c. Climbing

- (1) Chin self at least twice (boys).
- (2) Climb a rope to a minimum of 6 feet (boys).
- (3) Flexed arm hang at least 30 seconds (girls).
- (4) Climb a rope to a minimum of 5 feet (girls).

d. Dribbling

- (1) Be able to dribble a soccer ball with either foot a distance of 40 feet.
- (2) Be able to dribble a junior size basketball 30 feet or more with either hand.

e. Jumping

- (1) Be able to jump a bar 2 feet or higher (boys).
- (2) Be able to long jump 5 feet or more from a running start (boys).
- (3) Broad jump standing 28 inches or more (boys).
- (4) Jump rope at different speeds and combinations (girls).
- (5) Stand and broad jump 24 inches or more (girls).

f. Kicking

- (1) Kick a soccer ball on the ground a distance of 20 feet and between two points 10 feet apart.

g. Running

- (1) Run 40 yards without undue exertion.
- (2) Be able to run 100 yards at own pace.
- (3) Be able to move in any direction on command while running.

h. Striking

- (1) Be able to hit a 12 inch softball into fair territory, three out of five times. Slow pitch from 20 to 25 feet.
- (2) Using an 8½ inch playground ball, be able to hit with either hand a distance of 30 feet.

i. Throwing

- (1) Be able to throw an 8½ inch playground ball, overhand and underhand a distance of 20 feet (girls) and 30 feet (boys).
- (2) Throw a 12 inch softball 40 feet (girls) and 60 feet (boys).
- (3) Pitch a softball underhand in the strike zone 3 out of 6 times.

5. Grade 5

a. Balance Beam

- (1) All previous skills
- (2) Walk beam extending foot backward after each step.

b. Catching

- (1) Be able to catch a ball rebounded from a wall (tennis ball) when thrown by self or other player.

c. Climbing

- (1) Chin self 3 times (boys).
- (2) Climb a rope to minimum of 7 feet (boys).
- (3) Flexed arm hang, 9 seconds (girls).
- (4) Climb a rope to a minimum of 6 feet (girls).

d. Dribbling

- (1) Be able to dribble a soccer ball a distance of 60 feet keeping it under control.
- (2) Be able to make different movement while dribbling a basketball.

e. Jumping

- (1) Jump over a bar of 30 inches or more (boys).
- (2) From a running start, broad jump 6 feet or more (boys).
- (3) Standing broad jump 36 inches or more (boys).
- (4) Stand with feet flat on floor. Establish a mark on the wall by reaching up with one hand extended. From squat position jump and touch eight inches above established mark (boys).
- (5) Standing broad jump 26 inches or more (girls).
- (6) Jump a rope at various speeds (girls).

f. Kicking

- (1) Punt a soccer ball 20 feet (girls).
- (2) Punt a soccer ball 30 feet (boys).

g. Running

- (1) Be able to run 50 yards at full speed.
- (2) Be able to run at least 150 yards setting own pace.

h. Striking

- (1) Hit a softball into fair territory 4 out of 5 times when pitched from a distance of 30 feet.
- (2) Serve a volley ball across a legal height net beginning at a distance of 12 feet.

i. Throwing

- (1) Be able to throw an 8½ inch playground ball a distance of 30 feet, for (girls) and 40 ft. for (boys)
- (2) Throw a softball a distance of 50 feet (girls) and 70 feet (boys).
- (3) Pitch a softball in the strike zone, three out of six times. Girls, 25 feet and boys, 30 feet.
- (4) With softball be able to hit a target from 15 feet (girls) and boys 25 feet, four out of six times.
- (5) Pass a junior size football from a distance of 20 feet through a rubber tire one out of five times (boys).
- (6) With a junior size basketball make three out of six baskets from any angle not exceeding six feet.

6. Grade 6

a. Balance Beam

- (1) Walk beam sideways while playing catch with a softball with a partner.

b. Catching

- (1) Catch softball above and below the waist while moving to the left, right, forward or backward.

- c. Climbing
- (1) Chin self at least three times (boys).
 - (2) Climb rope to a height of 10 feet (boys).
 - (3) Flexed arm hang, 11 seconds (girls).
 - (4) Climb rope to a height of 7 feet (girls).
- d. Dribble
- (1) Dribble a soccer ball a distance of 40 feet while passing three obstacles.
 - (2) Dribble a basketball, changing directions on command. Use either hand.
- e. Jumping
- (1) High jump 40 inches (boys).
 - (2) Running broad jump 7 feet (boys).
 - (3) Standing broad jump 40 inches (boys).
 - (4) Jump 10 inches above extended mark on wall (boys).
 - (5) Jump rope with proficiency at any speed (girls).
 - (6) Standing long jump 30 inches (girls).
- f. Kicking
- (1) Punt a junior size football or soccer ball 40 feet or more with enough accuracy to be caught (boys).
 - (2) Be able to place kick a junior size football 40 feet (boys).
- g. Running
- (1) Be able to run 60 yards at full speed.
 - (2) Set own pace and run 200 yards.
- h. Striking
- (1) Hit five out of seven well-pitched softball in fair territory. Girls from 30 feet, boys from 35 feet.
 - (2) Serve volleyball into opposite court and above $6\frac{1}{2}$ foot net from 15 feet.
- i. Throwing
- (1) Throw a 12 inch softball 35 feet (girls) and 80 feet (boys).
 - (2) Pitch a softball into strike zone three out of six times from a distance of 30 feet (girls) and 35 feet for boys)
 - (3) Use a junior size basketball. Girls should make three out of six times. Boys should make four out of six from a distance of 6 feet or less.
 - (4) Pass a junior size football from a distance of 25 feet to a moving partner accurately enough to be caught 3 out of 6 times.

C. Knowledge Tests

Evaluation in physical education cannot be complete without the use of knowledge tests. The result offers the teacher an opportunity to appraise status and progression of the group or individual, to mark, and to indicate instructional weaknesses in terms of the mental accomplishments.

Knowledge tests may be classified into two groups.

1. Standardized--These tests that have been scientifically constructed and possess an accompanying set of norms.
2. Teacher-made--A test you might make up and administer to your classes.

Principles For Writing Test Questions

1. The important aspects of the subject matter should be covered in the same relative proportion that they were emphasized in the instructional unit.
2. Directions should be explicit.
3. Ambiguity should be avoided.
4. A large number of items should be included.
5. Stereotyped determiners should be avoided.
6. Statements should be brief.
7. The distribution of scores for the examination should approximate the normal curve.
8. Trivial items should not be included

Types of Questions

1. Recall questions--Limits the answer to one word or one phrase.
2. Recognition questions--Those used are:
 - a. Matching
 - b. Multiple choice
 - c. True-False

Criteria Used to Evaluate Tests

1. Reliability and objectivity
 - a. Both refer to consistency of the measurement of any given test.
 - b. To determine reliability, one examiner is involved; objectivity, two examiners.
2. Validity--asks the question "Does the test measure what it intends to measure."

GATOR BALL TEST

1. What is the object of the game of Gator Ball?
2. Usually from _____ to _____ players on one team.
3. A regular Gator Ball game lasts _____ minutes.
4. What is the penalty for fouling?
5. The three ways to score are: _____

6. You put an out of bounds ball back into play by a _____.
7. If two players knock the ball out of bounds at the same time, how do you put the ball back into play?

THE NEXT STATEMENTS ARE TRUE OR FALSE

8. _____ You may kick a fly ball anytime.
9. _____ You may kick the ball anytime.
10. _____ You may pass the ball anytime.
11. _____ A kick over the goal line is worth two points sometimes.
12. _____ At the beginning of the game the defense is 10 yards back.
13. _____ The ball that is used is called a Gator Ball.

- * Each answer in questions 1-7 is worth ten points.
 ** The True and False questions are worth five points apiece.

ELEMENTARY SOCCER TEST

1. How many players play on one elementary soccer team?
2. Name two types of balls that can be used to play this game.
3. What is the object of the game of Elementary Soccer?
4. You can only score points when your team is _____.
5. Name three ways your team can score when they are serving.

- 1.
- 2.
- 3.

6. Name three ways to lose your serve.

- 1.
- 2.
- 3.

7. On your paper there were five things for you to practice and I want you to name two of them.

- 1.
- 2.

- * Each answer in question 1-7 is worth 3 points apiece.

D.

USE OF EVALUATION CHECK INSTR

Evaluation is broad and comprehensive. It contains many techniques to be used jointly by the individual, the teacher, and the group as a whole. Evaluation also assists in showing the teacher where he or she is going, how and by what means he or she is going to reach the objectives.

1. Evaluation chart for Games, Kindergarten through Grade Three.

Scoring Key: Satisfactory-S- Improved--I-- Need Help --NH--

CATEGORYSCORING

Subjective evaluation

Does he show good sportsmanship?

Can he adjust to defeat?

Does he control his temper?

Does he accept decisions?

Does he play fair?

Does he follow directions?

Does he participate actively?

Is he a good leader?

Is he a good follower?

Can he skip?

Can he dodge and throw?

Objective evaluation

How many times can he catch a ball, out of 10?

How many times can he throw a ball?

How many times can he jump a rope
without missing?

EVALUATION CHART FOR TEAM SPORTS, INTERMEDIATE GRADES

2. CATEGORY

Sportsmanship

Gets along well with others

Plays fairly

Accepts officials' decisions

Team Play

Plays for team, not self

Good Loser

Understands rules

Good winner

Democratic Attitude

Helps others learn skills

Encourages others

Cooperated

Leadership

Knows the job to do

Does a good job

Plans well

Followership

Helps settle disputes

Takes suggestions

Takes proper turn

Emotional Growth

Accepts defeat

Respects rights of others

Feeling of success

Self-control

EVALUATION CHART FOR RHYTHMS and DANCES

3	Movements to Music	SCORING				
Walk						
Run						
Jump						
Hop						
Slide						
Gallop						
Skip						
Clap						
March						
Polka						
Waltz						
Two-Step						

IV. Evaluation of Program Results

In evaluation of the program these questions should be considered.

1. Is each child better in some way because he has participated in the program?
2. Is he a better sport?
3. Does he use good judgement?
4. Is he a good leader?
5. Is he a good follower?
6. Is he happy and enjoying the activities?
7. Is he always finding excuses to stay away from the physical education class?
8. Has his over-all physical skill development improved?
9. Has his over-all social development improved?
10. Is he more emotionally stable?

RESOURCES

Bucher Charles A. and Evelyn M. Reade: Physical Education and Health in the Elementary School, The MacMillan Company, New York, 1964, pp.203,206,208, and 210.

V. TEACHING AIDS

A. Books and Pamphlets

1. Adams, Georgia S. Measurement and Evaluation, New York, Holt, Rinehart and Winston, Inc. 1964
2. Blake, O. William, and Anne M. Volp, Lead-up Games to Team Sports. Englewood Cliffs, New Jersey: Prentice-Hall, Inc. 1964
3. Dauer, Victor P. Fitness for Elementary School Children Through Physical Education, 2nd Edition, Minneapolis: Burgess Publishing Company, 1965
4. DeWitt, R. T., Teaching Individual and Team Sports, Englewood Cliffs, New Jersey: Prentice-Hall, Inc. 1953
5. Fait, Hollis P. Physical Education for the Elementary School Child, Philadelphia: W. B. Saunders Company, 1964
6. Gesell, Arnold, and Frances Ilg, The Child From Five to Ten, N. Y. Harper and Row Publishers, Inc. 1964
7. Miller, Arthur and Virginia Whitcomb, Physical Education in the Elementary School Curriculum, 2nd Edition, Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1963
8. Miller, Kenneth (editor) Physical Education Activities, Dubuque, Iowa: William C. Brown Company, 1963
9. Nagel, Charles, Methods Guidebook for the Elementary Classroom Teacher, Palo Alto: The National Press, 1957
10. President's Council on Youth Fitness, Youth Physical Fitness, Washington, D. C.: Superintendent of Documents, United States Government Printing Office, 1961
11. Radler, D. H. and Newell C. Kapharz, Success Through Play, New York: Harper and Row, Publishers, Inc., 1960
12. Schon, Anderson, Hodgins, Van Fossen, Physical Education Methods for Elementary Schools, 2nd. Edition, Philadelphia: W.B. Saunders Company, 1953

Free and inexpensive pamphlets and booklets

1. The Healthy School Child, John Hancock Mutual Life Insurance Co. Life Conservation Service, 1931. Free.
2. The Health Bulletin (Monthly) North Carolina State Board of Health.
3. Literature on Adenoids and Tonsils, Chickenpox, Diphtheria, Eyes, Flies, Measles, Hookworms, Influenza, Malaria, Pellagra, Scarlet Fever, Small-pox, Teeth, Tuberculosis, Typhoid, and Whooping Cough, North Carolian State Board of Health. Free

4. What Every Teacher Should Know About the Physical Condition of Her Pupils, by J. D. Rogers, U. S. Department of the Interior, Office of Education, Pamphlet No. 68, 1936, 36 p. Order from United States Government Printing Office. 5 cents.
5. The Relation of the School to Mental Health of the Average Child, by Jessie Taft, National Committee for Mental Hygiene, 1936, 15p. 15 cents.
6. Behavior Problems of School Children, National Committee for Mental Hygiene, 1931, 20p. 15 cents.
7. Child Management, by D. A. Thom, U.S. Children's Bureau, Publication 143, 1937. 107 p. Order from U.S. Government Printing Office, 10 cents.
8. Air and Sunshine, National Tuberculosis Association, Distributed by state Tuberculosis Association, 1932. 15 p.
9. Why Sleep? Sleep helps Children Grow, U. S. Dept. of Labor, Children's Bureau, Folder No. 11, 1935. 8 p. Free.
10. Teaching Unit on Good Health and Good Manners, Distributed by State Tuberculosis Association. Free.
11. The Exceptional Child, the Dull, The Bright, & the Specially Talented, by George D. Stoddard, Child Welfare Pamphlet 8, Iowa Child Welfare Research Station, University of Iowa.
12. Safety Teaching in the Modern School, National Safety Council, Education Division, A brief outline of methods and materials, 7 page. Free.
13. Eye Hazards in Play, by C. Edith Nerby, National Society for the Prevention of Blindness, 1934. 12 p. 5 cents.
14. American Dental Association, Department of Dental Health, 212 Superior Street, Chicago, Illinois, Stories and Pamphlets.
15. American Federation of Organizations for the Hard of Hearing, 1537 Thirty-fifth St. Washington, D.C. Posters, Pamphlets, Monthly publications and reprints.
16. American Heart Association, 50 W. 50th St. N. Y. Pamphlets, reprints, educational material for Exhibits.
17. Milk Research Council, 22 E. 40th St. N. Y. Pamphlets, reprints and Posters.
18. A Guide Design for Teaching Dental Health in Florida Schools. Bulletin 7, 1963. State Dept. of Education, Tallahassee, Fla.
19. Better Health for Florida's Children, Bulletin 4-E, 1957, State Department of Education, Tallahassee, Florida
20. A Guide-Health Program in Florida Schools, Bulletin 4D, Revised 1964, State Department of Education, Tallahassee, Florida.

B. Films, Filmstrips, and Phonograph Records

1. Basketball Fundamentals, Sound Film 13 minutes. Coronet Instructional Films, 65 S. Water Street, Chicago, Illinois
2. Batting Fundamentals, Sound Film, 11 minutes. Coronet Instructional Films, 65 S. Water Street, Chicago, Illinois
3. Beginning Baseball, Slide Film, Athletic Institute, 209 South State Street, Chicago, Illinois.
4. Beginning Basketball, Slide Film, Athletic Institute, 209 South State Street, Chicago, Illinois.
5. Beginning Volleyball, Slide Film, Athletic Institute, 209 South State Street, Chicago, Illinois.
6. Soccer--The Universal Game, Hollywood, Panamerican Films, 5356 LaMirada Avenue, Hollywood 27, California
7. Softball Fundamentals, Sound Film, 13 minutes, Young America Films, 18 East 41st St. New York 17, N.Y.
8. 1966 Catalog of Phonograph Records and Filmstrips for Classroom and Library, Kindergarten to Grade 12, Educational Record Sales, 157 Chambers St. New York, N.Y. 10007

C. Supplies and Equipment

Adequate supplies and equipment are essential to a good program of Physical Education. While these are usually bought through funds set aside in the regular school budget, there are other means of securing certain items. Handmade equipment produced by school fathers has proven very successful. Often the P.T.A. will purchase supplies and equipment with money made from school projects. Such items as jump ropes, Indian clubs, bean bags, etc., are donated to the school.

The care of equipment is very important. The items should be stored in a cool, dry place in an orderly manner. All equipment should be marked and should be issued by the Physical Education Director, squad leaders or other appointed persons. An inventory should be taken in the fall and in the spring of all school equipment.

The following is a list of supplies and equipment necessary for an adequate elementary school program.

1. Balls

- a. Footballs (junior size)
- b. Soccer, official
- c. Soccer, rubber
- d. Volley, official
- e. Volley, rubber
- f. Basketballs, official
- g. Basketballs, rubber
- h. Softballs
- i. Utility balls, 8½ inch, 10 inch.

2. Softball gloves, bats, bases.
3. Beanbags
4. Indian Clubs
5. Jump ropes
 - a. Individual ropes, 6 to 8 feet
 - b. Long ropes, 12 to 25 feet.
6. Record player and amplifier
7. Tape measure
8. Volleyball nets
9. Piano
10. Ball inflator
11. Blackboard
12. Bulletin board
13. Steel filing cabinet
14. Jungle jim
15. Mats, can be 33x60 inches, 3x5 feet, or 4x6 feet
16. Stop watches
17. Marble dust and markers
18. Track and obstacle items
 - a. Jump and vault standards
 - b. Hurdles (12, 15, 18 and 20 inches)
19. Vertical and horizontal bars
20. Whistles
21. Recreational games, such as checkers, horseshoes, etc.
22. First aid supplies
23. Skish
24. Horseshoes
25. Loop tennis set
26. Tether ball set
27. Table tennis set

D. Facilities

The term "facilities" is used to designate play areas that are surfaced and equipped with permanent or semipermanent equipment such as posts, blackboards, and backsteps.

The average program of elementary school physical education is help outdoors. In case of rain or extreme cold, it is moved inside to the classroom, auditorium or other available space. Some of the schools have "sheltered areas" or structures outdoors where games and rhythms can be taught during bad weather. Some schools have indoor playrooms where classes can be held. There should be at least 2000 feet of play space with a 15 to 18 foot ceiling. There should be store rooms for equipment and two to four basketball blackboards (8½ feet high).

Outdoor Play Areas Include:

1. Hard-surfaced areas. These are used for basketball, volleyball, dancing, roller skating, rope jumping, hopscotch, individual blackboards and baskets. These areas should be marked off for basketball, volleyball, and shuffleboard.
2. Playing fields. These are large play areas for directed play, team games, and group games. The sizes for the various team sports areas are as follows:

- a. Soccer 140 by 280 feet
- b. Softball 180 by 180 feet
- c. Touch football 140 by 280 feet
- d. Volleyball 45 by 80 feet

These are not the playing field dimensions, but rather the area of space needed for each game.

A total area of 360 feet by 360 feet would be ample for all playing fields. When space is limited, different games can be played on the same area at different times.

3. Outdoor apparatus area. These are areas that contain apparatus used mostly by children in the primary grades. Some examples of this type of outdoor apparatus are:
 - a. Swings, constructed so that they can be locked when not in use.
 - b. Sliding board
 - c. Teeters and merry-go-rounds
 - d. Climbing mazes
 - e. Balance beams
 - f. Climbing ropes
4. Track and field facilities
 1. A grassy playing field for running events
 2. Special area for long jumping. A runway of 50 feet is needed. The pit should be 8 to 10 feet wide and at least 10 feet long.
 3. Special area for high jumping (boys only). The pit is 15 feet wide and 10 feet long, filled with sawdust and shavings from 1 1/2 to 3 feet above the ground level.

E. Resources for:

1. Information on facilities, equipment and supplies

- a. Wolverine Sports Supply
336 South State Street
Ann Arbor, Michigan
- b. New York Athletic Supply Company
321 East 149th Street
Bronx, New York 10451
- c. The Program Aids Company Inc.
550 Garden Avenue
Mount Vernon, New York
- d. Murray's Athletic Equipment Corp.
76 Franklin Street
New York, N. Y. 10013
- e. Recreation Equipment Corp.
724 W. 8th Street
Anderson, Indiana

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- f. General Playground Equipment Inc.
P. O. Box 608
Kokomo, Indiana 46901
 - g. Florant Inc. (Ribbons, Medals, Plaques & Banners)
2147 S. W. 8th Street
Miami, Florida
 - h. Jayfro Athletic Supply Co. Inc.
P. O. Box 1065
New London Conn.
2. Available Agencies and Materials

- a. Association Films, Inc.
1621 Dragon Street
Dallas, Texas 75207
- b. Education Service Center
Volusia County Schools
P. O. Box 790
DeLand, Florida 32721
- c. Florida Development Commission
Florida Film Library
Tallahassee, Florida 32304

RESOURCES

1. Boyer, Madeline Haas, The Teaching of Elementary School Physical Education Games and Related Activities. New York: J. Lowell Pratt and Company, 1965.
2. Bucher, Charles A., Methods and Materials in Physical Education and Recreation. St. Louis: The C.V. Mosby Co. 1954
3. Salt, Fox, Stevens, Teaching Physical Education in the Elementary Schools. 1960.
4. Spencer, Charles E. and Brown, Olive Duncan, Physical and Health Education for Elementary and Secondary Schools. State Superintendent of Public Instruction, Raleigh, N. C.

VI. POLICIES

A. Pupils' Dress

Due to the lack of dressing facilities, most students in the elementary school do not dress for physical education although dressing in proper uniform would add to the students' performance both mentally and physically. Most students learn and play better when they are comfortable. Since many of the schools do not have adequate facilities, the following are some suggestions to make the student feel more comfortable during physical education.

1. Have student bring and wear tennis shoes or sneakers during physical education. A shoe change is quick.

2. Have student wear or bring an old shirt to play in.
3. Have students wear an old pair of shorts under their regular school clothes.

Changes in clothing suggested above could be made in the classroom just prior to and after the Physical Education period. With the cooperation of the classroom teacher, valuable physical education time could be saved.

B. Instructor's Dress

When choosing his uniform, the instructor should select clothing that is comfortable, neat and allows freedom of movement. Some suggestions are made below as to what might be desirable for the instructor's uniform.

1. The shirt should be loose fitting to allow freedom of movement.
2. The pants or shorts should be loose fitting. White seems to be the desirable color in warm weather.
3. Rubber soled shoes (sneakers or tennis shoes) are best. They are washable, comfortable, allow greater freedom of foot movement, render ankle support, and come in different colors to blend with the instructor's outfit.

In elementary school, the physical education instructor is someone special to the student. The student looks up to him. It is imperative that each instructor do his best to set the best example possible. Good grooming and appearance can make a lasting impression on your students.

C. Excuses from Class

A Doctor's recommendation to excuse a pupil from participating in the physical education program must always be considered valid. While we are not in a position to question such excuses, we should make an attempt to have the student participate in some manner such as score-keeper or roll-taker. A student who is to be permanently excused should bring a doctor's excuse every year. A written excuse from the parent may be accepted on a temporary basis. Pupils may be excused on occasion at the discretion of the physical education director. It should always be kept in mind that physical education is an integral part of the total education of the individual and must always be treated as such.

D. Grades

Shall the elementary school child be given a grade in physical education? The consensus among elementary physical educators and educational leaders seems to indicate a preference for letter grades. If physical education is truly a vital and necessary part of the total educational process, it should be thought of as a school subject. This process usually includes a pupil evaluation in the form of recorded marks at intervals determined by school policy.

How shall the grade be determined? Schools faced with limited facilities find that shower and dressing regulations are of little value in the determination of grades. The following guide is suggested:

1. Performance 20%
 2. Improvement 20%
 3. Written Work 20%
 4. Leadership 20%
 5. Attitude and cooperation 20%
- 100% of Grade

It is vitally important to be able to justify all physical education grades. Determining grades is extremely difficult for the teacher who does not meet each class a minimum of three times weekly. Even then the class load may be too great for the teacher to familiarize himself adequately with each child.

It is felt that the grading procedure at the elementary level should be determined by the available facilities, the length of class period and the teacher-pupil ratio. We recommend that the physical education class not exceed 30 pupils.

E. Care of the Equipment

The greatest single money-saver in the budget is to take the best possible care of the equipment. The general pattern for a well organized program in taking care of the athletic equipment are as follows:

1. A storage room of adequate size
2. A good marking system
3. Issue equipment in an efficient manner
4. Educate the students to take good care and respect the equipment.

Equipment Room

The name or initials of the schools should appear on all equipment. Consecutive numbering of items of one type should be done.

Checking Out Equipment

Only certain appointed personnel should be allowed in the equipment room at any time. Students who lose or damage equipment should be made to pay for it, or denied further use of any more equipment.

Leather Goods

Cleanliness is a must for leather goods. Saddle soap or a commercial cleanser can be used. Do not guess at the pressure. Use a pump that shows the pressure at each stroke. Glycerin should be used on the needle when inserting it.

Anytime leather goods become wet they should be dried as soon as possible at room temperature and never forced dried. During this time the pressure in the balls should be at normal.

When balls are stored they should never be folded or crushed but partially inflated to hold their shape.

When storing boxing gloves they should be hung by their laces. Also to keep them free from bacteria they should be periodically treated with carbolic acid so not to carry infection to the boxers.

Wooden Equipment

Keep this equipment away from excessive amounts of heat for heat is wood's main enemy. All wooden equipment should be either varnished or painted, since unprotected wood rapidly loses or absorbs moisture.

Textiles

All garments should be kept clean and stored in a dry, well ventilated room for mildew is the most destructive enemy of it. Also woolen goods must be protected from moth damage. Nets should be taken in during bad weather and stored in a dry place. Nets that are left up and not in use should be loosened to relieve tension.

Metal Equipment

In order to prevent rusting all metal equipment must be kept painted or oiled.

Rubber Goods

Oil and grease deteriorates the rubber so should be removed as soon as possible with soap and water. Never use cleaning fluids and try to keep from being exposed to heat for long periods of time.

Mats

Mats should, if possible, be stored flat. Never allow a mat to be pulled or dragged across the floor. Hard soled shoes should never be allowed on a mat. Canvas covered mats should be beaten often and cleaned with a vacuum cleaner. Mats with cotton covers should be laundered often and plastic covered mats should be washed weekly with a mild soap and rinsed with a cloth wrung out in clear water.

F. First Aid

In most schools a person or persons are designated to give minor first aid. Such treatment must conform with the state laws in regard to procedure used. In the case of minor injuries, the student should be sent to the designated person. The instructor should not take time away from the whole class to treat such injuries. Another student should always accompany the injured to the treatment room. In case of serious injury, the instructor should administer First Aid, within the confines of the law, and accompany the student to the treatment room. (This will require either returning the class to their room or having the classroom teacher take over. Notify the Principal who in turn will notify the parents and the proper reports completed.)

VII. CLASS MANAGEMENT

A. Classification of Pupils

The physical education program offers the teacher a challenge for good class organization which will not only be of assistance to her but will offer experiences to each child.

Complications in planning arise when groups have little homogeneity. If pupils from several grades are assigned to a single group skill teaching suffers and it is difficult to fit a program to individual needs because of wide variation within the group. Adequate individual attention is necessary because no two children are entirely alike.

The quality of the program is affected by the size of the class. When faced by a class of fifty with only a small space available, it is necessary to rely quite heavily upon mass activities, such as games accommodating large groups. A group of twenty-five per teacher combined with good facilities permits a good deal of attention to individuals and individual and dual activities.

Classes should be limited to thirty. Forty should be regarded as maximum.

Terms frequently used in class organization for the physical education program are squads, units, groups, or teams. It is a recommended means of teaching cooperation, group consciousness, leadership, followership and similar desirable traits.

Points to consider for good class organization are:

1. Squads may be organized in all grades including the first.
2. Be sure children understand the value and objective of organization.
3. Help them develop by aiding them in assuming leadership and followership positions.
4. Do not use squads merely for competitive purposes. This will add to problems rather than assist them.
5. Give them an opportunity to aid in the organization.
6. Change squads often.
7. Provide opportunities for each child to act as a leader at some time during the year if at all possible.
8. Evaluate the group organization constantly.
9. Make it a cooperative experience at all times.

B. STUDENT LEADERSHIP

The student leader may be selected for the first time by the teacher but the children should be given opportunities to select their own leader by the second and/or third week of each semester.

The length of the leadership period can best be pupil-teacher determined. Elements of leadership are superior knowledge and skill. It is important, however, that every child be given an opportunity to be in a key position in the class several times each semester, either as a squad leader or the leader of some activity.

Duties of the Squad Leader include:

1. Checking the attendance of squads.
2. Assisting the teacher in planning the daily, weekly and semester's program.
3. Assisting the teacher with demonstrations, and helping each squad member to learn each activity.
4. Assisting the teacher and squads to evaluate the program.
5. Setting patterns of good sportsmanship and fellowship as an example for the others to follow.
6. Checking equipment in and out to squad, and assisting in the repair of equipment.

The use of a squad leader can produce more efficient, effective teaching. It can also enable the teacher to work more in the role of a supervisor. As soon as possible, however, the pupils should select the leader they believe to be most qualified.

Squad leaders may serve for a semester's term or be changed more frequently. The former method adds unity to the program as well as increased leadership skill, whereas the latter passes leadership opportunities around.

The development of leadership is one of the most important objectives of physical education. Among the qualifications of good leaders are initiative, responsibility, good judgment, diligence, cooperation, interest, and the ability to think constructively.

In the lower grades leadership qualities and techniques should be developed during regular classes by providing opportunities to lead games and relays to assist in keeping score, to secure equipment and supplies, and to help the teacher in many other ways.

In the upper grades one of the better means of developing such qualities is through a Leadership Club. Leaders may be chosen in several ways:

1. election by the children
2. selection by the teacher
3. rotation so that all may have an opportunity to serve

The length of service may vary, depending upon several factors, i.e., if one of the major objectives is to develop leadership qualities for many children, a shorter period should be used than if stability, efficiency and better service is desired. The number of members in a Leadership Club will vary with each school. A general rule might be to have one leader for every six to eight members in the regular class.

C. Checking Attendance

1. Alphabetical roll call. Calling out the names of the students from the roll book. This method should be used at the beginning of the year to acquaint the teacher with the children and the way their names are pronounced.
2. Numbers. Each student is given a number taken from the sequence of names in the roll book. Students line up according to height. When the command "Attendance by numbers—count" is given, the students step forward, calling out their respective numbers in order. When a number is not called, the teacher calls and records the number of absentee. This method of attendance taking is fast, accurate, and may be used either on the playground or in the gym.
3. Squads. Students are chosen, elected, or assigned to one of four or more squads. Squad leaders record the names of their respective squad members on cards that are given out when an attendance is taken. In response to the command, "Attendance by squads—report," squad leaders in succession report the status of their squads by "All present" or if there is an absentee, his name is given.

D. Record Forms

Record cards and sheets on which pupils' achievement can be recorded over a period of time can be made by each school. These should be based on the tests to be given, which should, in turn, be based on the physical education program in use. Examples are shown of three different types of records:

1. An individual record card, on which the best score made in three trials for each of eight events may be recorded. Space is also left for recording the scale score in each event.
2. A class record sheet on which the scores for a specific skill test given to all members of a class on five different dates may be recorded.
3. A check sheet listing specific skills on which each member of a class has been tested. This sheet is drawn up for primary grades, and the score or mark should be some simple rating of performance. See examples on following pages.

E. Desirable Class Size

The recommended teaching load of 30 pupils provides for effective physical education instruction. Situations in which there are fewer or more than the recommended number will necessitate careful organization and selection of activities.

SAMPLE INDIVIDUAL RECORD CARD

Pupil _____		Age _____				
Grade _____		Height _____				
		Weight _____				
Event	Date of Test	Trial Scores			Best Score	Scale Score
		1	2	3		

SAMPLE CLASS RECORD SHEET

Event _____		Grade _____		Dates of Tests				
Instructor _____				1	2	3	4	5
Name of Pupil	Test 1	Test 2	Test 3	Test 4	Test 5	Best Score		

					Pupil's Name EVENT
					Walk: March time to Music
					Walk: March time without music
					Walk: March time accent first beat with feet
					Walk: March time accent third beat by hand-clapping
					Walk: Combined hand-clapping and accent on 1st and 3rd beat with feet
					Walk: Clapping and accenting on 2nd and 4th beat
					Walk: 3/4 time
					Walk: Changing tempo 4/4 time
					Walk: 2 beats to one step
					Walk: Changing Tempo 3/4 time

VIII. The Physical Education Program in Relation to Safety, Health & Guidance

There are several areas of safety education that should be covered in the elementary school physical education program. These areas can be taught by the physical education teacher as well as by the classroom teacher. The following areas are suggested:

- | | |
|-----------------------------|------------------------|
| A. Safety on the playground | E. Safety in the water |
| B. Safety in the home | F. Bicycle safety |
| C. Safety on the school bus | |
| D. Safety on the streets | |

Safety habits can be taught by the discussion method or by the use of films and other audio-visual aids. Safety education provides excellent activities for the physical education teacher on rainy days. The lack of time makes it necessary for most of the safety teaching to be done by the classroom teacher under the advisement of the physical education director.

Every physical education director is a guidance worker. It is to him that the problems of the children are brought because he has a more informal relationship with the students. For the most part children are uninhibited in their physical education classes giving the director the opportunity to direct their thinking and behavior habits along the lines of attitudes, personality, cleanliness, and other important personal qualities that need to be developed in these formative years.

The physical education director is usually the health coordinator in the school. Although he may not have the time to do the health teaching, he should coordinate the health program for the school year, in accordance with the principal, school nurse and Gray Ladies. He should make himself well acquainted with the health facilities of the school, such as the infirmary, first aid supplies, etc. It may also be his duty to see that the lighting and ventilation in the classrooms meet minimum standards.

A conscientious health coordinator will outline the health program for the classroom teacher to follow. He will distribute the outline of the units to be followed as the teacher sees fit. At intervals the health coordinator may ask for posters, booklets, etc., from the students covering the particular unit they have just finished. Poster contests may be held among the different age groups.

The following is a typical outline of the school health program that might be distributed among the classroom teachers at the beginning of the year.

HEALTH EDUCATION

The purpose of the school health program is to put emphasis on healthful living, and to try to improve the child by providing him with important facts concerning health, thus teaching him to produce better health for himself throughout his life. The main purpose of the teacher, in fulfilling the role in this development, is as follows:

1. To see the class in terms of the individuals who make up the group. A good teacher teaches each child, not only subject matter.

2. To understand how boys and girls grow and develop.
3. To constantly work with and observe the children.
4. To impart to the children the knowledge of proper health habits in daily living.
5. To so motivate the children that they will have a strong desire to live a healthful life, and develop a strong, healthy body.
6. To always be there to help the children with any special health problems which may arise.

Health teaching may be correlated with many other subjects, such as science, social studies, etc. At least 15 minutes each day should be devoted to health instruction. This may be done in any way the classroom teacher desires. I shall, however, suggest the units to be covered, in periods of three to four weeks each. A good health program encompasses the following units:

1. Cleanliness. Be sure to motivate the children, and set a good example. A daily inspection of nails, hair, etc. in connection with this unit is good.
2. Teeth and dental care. Proper care of the teeth, and the place of the dentist in life is especially stressed. This should be touched upon throughout the year, with special emphasis and teaching done during dental health week, the dates of which will be announced later.
3. Clothing. This is an interesting unit. The type of clothing for different occasions is stressed. I have a fashion show assembly skit which I may present in connection with this unit. We want our young people to dress properly, while at the same time keeping up with the times and fads of our youth.
4. Food Habits. This is one of the most important units. Includes the proper way of eating, the importance of a well-balanced diet, food for the over-weight, and under-weight, the importance of a good breakfast, etc.
5. Sleep, rest and relaxation.
6. Communicable disease control. We are especially concerned with the common cold. I have some good films and posters on this.
7. Sanitation.
8. Exercise and posture. This is one of the most important units, and will be worked on constantly by me.
9. Mental and emotional health. Concentration, attitudes, friendliness, control, courtesy, obediency, and all are stressed here.
10. Safety and first aid. This, as all the other units, has to be adapted to the grade level. The lower grades usually deal with it the first.
11. The study of the human body. This, of course, is greatly regulated by the grade level. The children will love this phase of the program if presented correctly.
12. Temperance. This includes general living habits, such as moderation in candy, chewing gum, etc., and gives an excellent opportunity to present the dangers of the smoking habit.

There are many books in our library which can be used in your Health teaching program, and I have a great deal of material which you have only to ask for. I will be having poster contests in connection with several of the units, and on rainy days I will have films and filmstrips on Health and Safety which I will show the children. Let our motto be "Healthy Children in _____."

IX. RELATED PROGRAMS

A. Intramural Programs

The intramural program should be based on activities taught in the physical education classes and should be so scheduled that every boy and girl has an opportunity to participate. Tournaments may be set up for individual and dual games, both active and quiet, as well as for team games. Pupils in small schools can take part in such a program if several grades are included as a unit. Larger schools can use classes or interest clubs as a basis for team organization.

Organizing the Intramural Program

It is important that pupils take a large part in organizing the intramural program. Committees of pupils, elected by their fellows, should work with the teacher in selecting activities, drawing up schedules, and choosing teams. Once the plans are put into effect all pupils should accept responsibility for seeing that the details of the program are carried out efficiently and for making the program a success. Frequent change of committees, election of leaders and rotation of responsibilities will make available to many boys and girls the opportunity to experience the responsibilities of leadership, followership, and participation in democratic situations. Pupils can act as officials for the games chosen. Managers, appointed or elected, should be responsible for keeping the roll of players, preparing record and score cards, choosing time keepers and score keepers, assisting with the care of equipment and notifying captains of any changes in the schedules. Handicapped pupils may take their part in such managerial duties.

Teams

A simple method of selecting teams is by lot. The names of boys and girls desiring to play a game are written on slips of paper and elected captains draw the slips until the teams are made up. This prevents the humiliation that many children experience daily when sides are chosen. For some games an effort should be made to equalize the playing skill of the groups. A satisfactory method of doing this is to use the three-point classification based on age, height, and weight. Teams are then made up within the different grades or clubs so that each team has an equal number of pupils in the various classes, thus having about the same team strength. At the end of each season of play team memberships should be changed.

Types of Activities to be Chosen

Individual and dual and team games can be used for intramural competition. Among those suitable are tether ball, paddle tennis,

handball, badminton, net ball, soccer, long ball, end ball, field ball, volley ball, basketball, speed ball, and softball. Track and Field events may be used. Less strenuous types of activities such as horseshoes, outdoor checker, croquet, table tennis, archery and others may be chosen for pupils unable to take part in the vigorous team games. These games need not be reserved for physically handicapped children, however, for all children should be able to play quiet games.

B. Extramural Program

Extramural competition utilizes students, as participants, from one or more schools. It differs from interscholastic competition in that it provides a program for all--regardless of skill. There are no leagues, championships, or season schedules.

Playdays, sports days, festivals, pageants, exhibitions, etc., all are considered extramural events. Let us take a look at the first two: Playday and Sportsday.

1. Playday

Playdays differ from traditional competitive meets of the interscholastic type in that all the visiting players take part in a number of different and varied games on the same day. The emphasis is on the spirit of play rather than winning.

Some suggested activities for a playday are:

- | | |
|-----------------|---------------------|
| a. Cageball | h. Shuttle relay |
| b. Dodgeball | i. Pyramid building |
| c. Volleyball | j. Group stunts |
| d. Basketball | k. 50 yard dash |
| e. Kickball | l. Hopscotch |
| f. Sack relay | m. Indian wrestle |
| g. Potato relay | n. Seven jumps |
| | o. Virginia |
| | p. Posture parade |
| | q. Poster contests |

2. Sports Day

Sports Day is a different type of playday. It was developed in the Mid Western States. It differs from the regular play day in that it is based on events between representative teams of different schools. The teams are made up in advance of players best qualified to represent their school in the sport in question. In order to allow a large number of students to participate, which is the objective of these extramural activities, it would be wise to enforce a rule that would permit no player to play in more than one game of any sport. But be encouraged to participate in as many sports as he wants to.

A typical Sports Day might find representative of the schools participating in events such as these:

- | | |
|---------------|--------------|
| a. Volleyball | e. Ping Pong |
| b. Basketball | f. Dodgeball |
| c. Softball | g. Soccer |
| d. Horseshoes | h. Kickball |

Some aspect of track could be put into a sports day-- 50 yard dash, broad jump, etc.-- but a track sports day alone could be an outstanding attraction by itself.

C. Recess and Noon Activities:

There are times when a child may wish to engage in activities of his own choosing. These times present a learned situation for the child, and each teacher should realize this. Our children, today, have more free time than their predecessors. Thus, they must learn how to use this time wisely. They must learn how to create their own activities so as to be able to gain refreshment and release tension whenever needed. We must educate our youth to the fact that much can be derived from the proper use of leisure time.

Administrative Details:

During the noon and recess periods adequate facilities and equipment should be available to the participating classes. Proper supervision is an essential during these time periods. Time periods should be set up as to allow for proper distribution of children on the grounds at different times. The allotted time period should be long enough to allow the children to play, and also, to clean up before coming inside. Primary grades should have their own place to play. This is a safety precaution that should be followed each and every time. One teacher per 5-75 students should be the maximum.

The noon hour lunch and recreation period should not be so compact as to force the children to rush through lunch. Sufficient time should be allotted to each lunch. And, by all means, schedule non-competitive activities for the recess period as it is understood that a child needs to grow through outdoor exercise. But let us not neglect his indoor activities. Eating lunch in a relaxed atmosphere will promote good eating habits as well as proper digestion.

FIRST GRADE

SKILLS DEVELOPMENT & TESTING

I. Organic Vigor

A. Strengths

(1) Leg

1. Ability to do a standing broad jump a distance of approximately own height plus 2 inches.
2. Ability to jump over a bar which is approximately knee high.

(2) Arm and Shoulder Girdle

3. Ability to do 6 modified push-ups
4. Ability to do 6 modified pull-ups with palms turned toward body.
OR--Ability to climb a rope a minimum of 24 inches above one's own reach.

(3) Abdominal

5. Ability to do 5 curl-ups

(4) Back

6. Kraus tests

B. Endurance (cardiovascular)

7. Enough endurance to walk or run 500 yards without stopping.

C. Speed

8. Ability to run 30 yards in 7 seconds.

II. Neuro-Muscular Skill

A. Head-Eye Coordination

9. Ability to throw an 8" ball into the air and catch it.
10. Ability to throw an 8" ball to another child 10' away.
11. Ability to catch an 8" ball thrown from a distance of 10'.
12. Ability to knock down an object 6' away with a rolling ball.
13. Ability to bounce an 8" ball and catch it 3 times out of 5.

B. Foot-Eye Coordination

14. Ability to kick a utility ball 10'.

15. Ability to kick a rolling ball 4 out of 5 times.
16. Ability to jump a rope turned by two people 5 times in succession.
17. Ability to jump a rope turned by self 5 times in succession.
18. Ability to run in a turning rope and jump 5 times in succession.

C. Flexibility and Relaxation

19. Ability to do a forward roll and come to one's feet.
20. Ability to do a backward roll and come to one's feet.

D. Rhythms

21. Ability to clap to rhythmic patterns. (To be done alone with varying rates of speed and direction.)
 - a. Forward
 - b. Backward
 - c. Sideward
22. Ability to walk.
23. Ability to run.
24. Ability to hop. (all to
25. Ability to jump.
26. Ability to skip. rhythmic
27. Ability to gallop.
28. Ability to slide.
29. Ability to bounce a ball. patterns.)

E. Balance

30. Ability to hop alternately on right and left foot 5 times. Repeat.
31. Ability to walk on 7' balance beam (4" wide.)
32. Ability to do a standing broad jump and land properly. (see leg strength)
33. Ability to jump and land properly. from a height of 36".

F. Agility

34. Ability to start and stop on signal.
35. Ability to dodge moving objects.
36. Ability to change direction as in shuttle run.

III. Social

A. Individual Social Skills

37. Listening to and following direction.
38. Being alert to objectives of games.
39. Playing with a partner.
40. Being a good leader.
41. Develop self-control.
42. Using supplies and equipment properly.
43. Practicing the use of good English while at play.

B. Group Behavior

- 44. Learning to work in a small group.
- 45. Learning to cooperate with teammates and leader.
- 46. Cooperating in carrying through group plans.
- 47. Admitting when tagged or out.
- 48. Taking turns cheerfully.
- 49. Accepting handicapped children.
- 50. Accepting children of all races.

IV. Recreational

C. In Rhythms

- 51. Playing rhythm band instruments to music.
- 52. Creating movements to rhythmic patterns.
- 53. Mimicing actions while listening to records or singing.
- 54. Developing steps and patterns to be used as a basis for social events.

D. In Games

- 55. Learning to set up own group goals.
- 56. Enjoying simple games in which all children participate.
- 57. Enjoying simple relays.
- 58. Imitating actions that have been observed.
- 59. Playing the games learned in class during play-time and free-time.

NAME	IV - Superior	V - Satisfactory	O - Unsatisfactory	Organic & Neuromuscular Skills Chart
				Do a standing broad jump own height and 2"
				Do six (6) modified pushups
				Walk or run 500 yards without stopping
				Run 30 yards in 7 seconds
				Throw a ball into the air and catch it
				Jump a rope turned by 2 people 5 times in succession
				Do 5 curl-ups
				Do a forward roll to feet

SECOND GRADE

SKILLS DEVELOPMENT & TESTING

I. Organic Vigor

A. Strengths

(1) Leg

1. Ability to do a standing broad jump a distance of approximately own height plus 3 inches.
2. Ability to do a running jump over a bar thigh high.

(2) Arm and Shoulder Girdle

3. Ability to do 10 bench push-ups.
4. Ability to climb rope 4 feet over arm reach.
5. Ability to hand walk parallel ladder 12 feet.

(3) Abdominal

6. Ability to do 10 curls without stopping.
7. Ability to raise feet 6" off floor and hold 10 seconds (in lying position).

(4) Back

8. Ability to "mad-cat" exercise 15 times.

B. Endurance (cardiovascular)

9. Ability to walk or run 500 yards.
10. Enough endurance to do 15 squat jumps.

C. Speed

11. Ability to increase speed to 6.0 seconds on 30 yard run.

II. Neuro-Muscular Skill

A. Hand-Eye Coordination

12. Ability to catch a "C" ball thrown by partner 10 yards away 4 out of 6 times.
13. Ability to throw softball through hula hoop held vertically using overhand throw at a distance of 15'.
14. Ability to bounce a ball continually for 2 minutes with both hands (right and left).
15. Ability to throw beanbag through 18" hoop using underhand throw at distance of 10'.

16. Ability to roll ball over a 12" plate from a distance of 15'.
17. Ability to hit a moving target with 8" ball 10' away.
18. Ability to throw 8" ball 3' above reach and catch it.

B. Foot-Eye Coordination

19. Ability to kick a moving ball 3 out of 5 times while running.
20. Ability to run around softball diamond at full speed touching the bases.
21. Ability to run in and jump rope 10 times without missing and run out.
22. Ability to jump rope 15 times without missing.

C. Flexibility and Relaxation

23. Enough flexibility to do 2 forward rolls in succession and 2 backward rolls in succession.
24. Enough flexibility to do a "human ball".

D. Rhythms

25. Ability to walk to 4/4 rhythmic count.
26. Ability to change tempo according to music.
27. Ability to run and jump to 4/4 rhythm.
28. Ability to gallop to 4/4 rhythm.
29. Ability to skip with partner to rhythm of music (4/4-2/4).
30. Ability to change directions while walking or skipping in a circle 4/4 count.
31. Ability to bounce ball to music (4/4-3/4).
32. Ability to slide with a partner to 4/4 count.

E. Balance and Agility

33. Ability to walk forward the length of a balance beam, turn around and return without falling off.
34. Ability to skip and change directions.
35. Ability to do a stork stand for 10 seconds.
36. Ability to run and change directions.
37. Ability to hop alternately on each foot 5 times without losing balance.

III. Social

38. To play in small and/or large groups.
39. To practice good sportsmanship.
40. To exercise respect for fellow students by preventing physical injury.
41. To avoid inflicting hurt feelings or embarrassment to other students.
42. To use care when using the equipment of other children.
43. To follow instructions.

44. To show respect for authority in any social climate.
45. A willingness to accept defeat and exercise honesty in team sports.
46. Admitting when tagged by another student or with a ball.
47. Keeping score correctly.
48. Taking turns in games.
49. To play by the rules.
50. To be willing to help others.
51. Identification of self with group.
52. To have a wholesome group spirit.
53. To take care of all kinds of equipment.

IV. Recreational

A. Desire Activities During Leisure Time

54. Enjoying performance of simple stunts.
55. Enjoying performance in low organization games.
56. Enjoying performance in self-testing activities.
57. Enjoying performance of singing games.
58. Play games according to rules.
59. Ability to use skills towards benefit of team.
60. Ability to do basic steps in dancing.
61. Ability to participate in all recreational activities concerned with the elementary child.

SKILL TEST

NAME

- Broad Jump
- Curl-ups
- Pull-ups
- 600 yard walk-run
- Forward rolls
- 30 yard dash
- Target (15 ft.) throw
- Rope jumping 15 times (minute)
- Keep time to music (clap)
- Walk to rhythmic count
- Skip, hop, jump, gallop to music

Tests given at beginning and end of school year. Individual tests which do not have direct scores will be graded by teacher using the following form.

- 5--excellent
- 4--good
- 3--average
- 2--fair
- 1--poor

THIRD GRADE

SKILLS DEVELOPMENT & TESTING

I. Organic Vigor

A. Strengths

(1) Leg

1. Ability to do standing broad jump one's height plus 3 inches.
2. Ability to climb rope to height of 5 ft. at reach of extended arms using arms and legs.
3. Ability to perform a running broad jump.

(2) Arm and Shoulder Girdle

4. Ability to do 20 modified pull-ups.
5. Ability to do 20 bench push-ups.
6. Ability to climb rope to height of 5 ft. starting at reach of extended arms using arms and legs.

(3) Abdominal

7. Ability to do 20 curl-ups.
8. Or ability to do 25 sit-ups.

(4) Back

9. Upper back (Kraus test) raise legs and hold 10".
10. Lower back (Kraus test) raise legs and hold 10".

B. Endurances

11. Ability to do 20 squat jumps.
12. Ability to jump rope 50 steps without ceasing.
13. Ability to do 600 yard walk-run in 3 minutes 45 seconds.

C. Speed

14. Ability to do 30 yard dash in 5.5 seconds.

II. Neuro-muscular Skill--Hand-eye Coordination

- A. 15. Ability to throw a soccer ball and hit a fixed tire from a distance of 15'.
16. Ability to hit a moving target (child running or dodging) with a soccer ball thrown from a distance of 10' at least 1 out of 3 times.
17. Ability to catch a soccer ball thrown from a distance of 15' at least 1 out of 2 times.
18. Ability to bowl a soccer ball down a 6' lane at a distance of 15'.

19. Ability to throw a softball underhanded accurately through a tire 15' away using only one hand.
20. Ability to bounce a soccer ball to music with a 2/4, 4/4, or 3/4 rhythm.
21. Ability to volley a ball 5 times in succession against a wall.

B. Foot-Eye Coordination

22. Ability to kick a stationary soccer ball 14 ft.
23. Ability to kick a rolling ball 4 out of 5 times.
24. Ability to jump rope 15 times without missing.
25. Ability to run in and jump rope 12 times without missing and run out.
26. Ability to jump on object $\frac{1}{2}$ the height of the individual.
27. Ability to block with legs or body a soccer ball thrown from approximately 15' at least 3 out of 5 times.
28. Ability to jump over scores of objects 3' high.

C. Flexibility

29. Ability to do 2 forward rolls and 2 backward rolls and recover to feet.

D. Rhythms

30. Ability to skip with one or more children with good spring in rhythm to music in 2/4, 3/4, and 4/4 time.
31. Ability to change direction with the musical phrase skipping or walking; forward, backward, in circles or at an angle.
32. Ability to slide with one or more children in rhythm to music.
33. Ability to do rhythmic activities in specific patterns.
 - a. to walk forward 4 steps and backward 4 steps.
 - b. to do right hand round, left hand round, both hands round, and grand right and left while performing basic figures of American play party games and dances.
 - c. to walk, skip, slide in: circle formation, clockwise, counterclockwise; with partners, side by side, face to face.
34. To respond accurately to 8 count phrases.
35. To hop 4 hops on one foot and 4 hops on the other, and continue alternating from one foot to another.

E. Balance

36. Ability to hop alternately on right and left foot 10 times.
37. Ability to walk a balance beam forward and turn around and return.
38. Ability to run or skip and change directions.
39. Ability to do stork stand for 12 seconds.
40. Ability to do standing broad jump without losing balance.

F. Agility

41. Ability to dodge moving objects.
42. Ability to run and change directions as in the shuttle run.

III. Social

43. Playing group activities without fighting and arguing.
44. Planning group activities.
45. Ability and desire to carry through to completion a group act.
46. Accepting success or failure.
47. Being loyal to a team.
48. Cooperating.
49. Using good English at play.
50. Showing determination to succeed in activity.
51. Being honest in keeping a score.
52. Admitting when tagged or when an out is made.
53. Accepting responsibility.
54. Being a leader as well as having a willingness to follow.
55. Following directions and abiding by the rules of the game.
56. Showing respect for care of the equipment.

IV. Recreational Skills

57. Learn the difference between clockwise and counterclockwise.
58. Moving with a partner--leading and following.
59. To grow in ability to create simple dance forms; create one's own rhythms for leisure time.
60. To know how to use climbing apparatus for climbing and a low horizontal bar for rotating the body around the bar in forward motion.
61. Ability to perform simple stunts.
62. Ability to play simple group games to be used in every day play as: line soccer, newcomb, and single dodge ball.

MATERIALS FOR EVALUATION OF PROGRESS AND ACHIEVEMENT

	5	4	3	2	1	NAMES
						Full-ups (Limit 40)
						Modified Push-ups (Limit 40)
						Curl-ups (Limit 40)
						Standing Broad Jump (Best of 2)
						Height in Rope Clim- bing(to 10')
						Shuttle Run (time) (Best of 2)
						30 Yard Dash (time)
						Squat Jump

PRE-TEST and POST-TEST