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ABSTRACT

This booklet presents six articles dealing with rejuvenating physical education instruction in the elementary schools. The first article encourages the use of the 50-yard dash, the broad and high jumps, and relay races in physical education programs. The second article presents movement exercises that are designed to help children explore, solve problems, and individually interpret the movements of their bodies. The third article describes the compass cross-country program for elementary students, focusing on instructional techniques, scoring, and administrative and safety precautions. The role of closed circuit instructional television in physical education programs is discussed in the fourth article. The fifth article describes four telelessons for the physical education teacher, and the sixth article deals with the use of motivation in allowing children to experiment with their own capabilities. (BRB)

SIX SUGGESTIONS FOR ADDING NEW ZEST AND VITALITY TO THE PHYSICAL EDUCATION PROGRAM

IDEA BOOK

in Physical Education for the Elementary School Teacher

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It is at the elementary school level that the foundations are laid for a lifetime's interest in activity and physical well-being. An important objective of physical education instruction in the early grades is to awaken an enthusiasm for participation in vigorous action and to develop an awareness of the potential of the human body for creative and satisfying movement. This cannot be accomplished with an unimaginative program, with an annual repetition of meaningless exercises and games. It calls for the highest skills of the classroom teacher, assisted by the physical education specialist. It demands new approaches to movement, new ideas for activity, new ways to coordinate games with traditional subject matter, new techniques capitalizing on the latest technical developments in teaching tools. This booklet suggests a half dozen ways to rejuvenate physical education instruction in the elementary schools.

Track for Boys and Girls

TYRUS TERRELL

One of the earliest physical activities which developed as a sport was track. The fundamental movements of running, jumping, and throwing which were necessary for survival also provided the means for expressing the basic energies and biological urges in man. Running, jumping, and throwing started as natural and simple activities, but recent times have seen a change and current writing stresses complexities of form. Many of the track and field events have been made to appear so difficult that the ordinary physical education teacher doubts his ability to teach them.

It is *not* necessary for a teacher to have had a competitive background or to have had instruction in all the subtleties of form in order to successfully direct track. The elementary school teacher need not let his uncertainty about the many technicalities prevent him from including track for both boys and girls in his program. The teacher should remember that running and jumping skills have been an integral part of children's play activities of all nations from the earliest times. If the teacher takes advantage of the natural inclination of children to compete in these activities, he can have a successful program.

Undue importance is given to style in running. For the elementary school teacher, it is best not to concern himself or the children with the mechanical details of running. For example, track coaches say that the slower the run, the shorter the stride and the faster the run, the longer the stride. Your children have never heard this saying but they will instinctively adjust the length of their stride to the speed of the run without any urging from you. *It is a natural response,* and track authorities have noted this naturalness in physical play of elementary school students.

The events usually included in field days for elementary schools are the 50-yard dash, the high jump, the broad jump, and the relay. In terms of physical demand and degree of difficulty, these events fit the maturity level of elementary school children.

50-YARD DASH

The most important part of this race is the start, and since the most natural way of starting is the standing start, it should be used. Few special instructions are needed for this. The teacher may want to suggest that heels and toes should be kept in a straight line when the runner assumes the starting position. Usually a right handed person will want to put the left foot forward at the starting line, but if a child prefers to start the other way no special issue should be made of it. It is easy to progress from the standing start to the crouching method used by college and high school sprinters.

An enthusiastic and successful teacher of track and field is John Honea, of Tyrrell Elementary School, in Port Arthur, Texas. Honea uses a stop watch to maintain interest and ensure participation in elementary track. He has his students run in pairs and gives the time for both runners. He has found that timing serves as an excellent motivational device. The teacher should choose the pairs and pick runners of equal speed if possible. The homogeneous grouping gives the beginner a feeling for com-

petition. The daily timing of each student encourages them to work to improve their previous times. Partners can be changed from time to time to ensure more even competition.

BROAD JUMP

The important thing for this event is to have a sand pit for the youngsters to land in. If the sand is there, the jumping will occur. The major problem for broad jumpers is getting the step for the take-off. Track rules allow a narrow 8-inch board for the take-off jumping area. All fair jumps are measured from the front of the board. Achieving the skills necessary to take off from this small area is difficult, and for this reason, beginning jumpers should be given a wider area from which to make the take-off. One line should be drawn approximately 4 feet from the sand pit and another 3 feet beyond the first line, or 7 feet from the pit. This leaves a take-off area with a width of 3 feet. Any jump that is made from within the two lines should be measured. Care must be taken to note the actual place on the ground from which the runner jumps and the measurement should be made from that point rather than from the front line of the take-off area.

The length of the run to the take-off should not be more than 60 feet. It is a common error of beginning jumpers to use too long a run-up in imitation of more mature athletes.

While in the air, the youngsters should be encouraged to keep their feet up and attempt to fall forward when they land in the pit. They should know that if they put their hand down behind them or fall back when they land. then that mark must be measured.

HIGH JUMP

There are several methods of form in the high jump but the one that is best suited to the elementary school youngster is the simplest and most natural to use. This is the scissor style, so-called because of the scissoring action of the legs in clearing the bar. It is very easy to progress from the scissor style to the eastern style and finally to the straddle form that is used by most world competition jumpers at the present time. Most children can readily learn the scissor form because of its simplicity. Another advantage of this style is that it is the safest because the jumper lands on his feet. In the scissor style, those who jump off of the left foot will run in from the right side at about a 30 degree angle to the cross bar. If the left leg is the jumping leg, then the right leg or inside leg will be thrown over the bar first. The jumper will clear the bar in a sitting position and land on his or her feet. Right footed jumpers will approach from the left side.

RELAYS

The relays are probably the most popular of all track events for both spectators and participants. The main skill to be learned is the relay pass. Youngsters enjoy learning and practicing the technique of the stick pass for they can see it will have direct application in competition.

Standing Drill. Form the children into groups of 4 to 6. Form a straight line with about 5 feet between runners. All the runners remain standing but they move their arms in simulated running action. The runner at the end of the line holds the stick in his left hand and calls "hand" to the runner ahead of him. This is the signal for the runner who is to receive the stick to extend his right hand back, palm down, and thumb to the inside. The runner with the stick then hands the stick with a lifting motion up into the palm of the receiving runner. The stick is immediately changed into the left hand and the procedure is repeated to the next runner until the stick is passed to the last runner. All the runners continue the simulated running action with the arms throughout the drill. The line does an about face and the drill is repeated from the other direction after the last runner receives the stick. The stick is always passed with the left hand and received in the right hand. The drill can also be practiced using a jogging step, with runners standing farther apart.

Running Drill. In this drill, station the runners about 30 yards apart. The runner who is to receive the stick must mark a "touch-off" mark 7 or 8 walking strides from where he is standing. When the incoming runner reaches the touch-off mark, it is the signal to begin running. The technique of the baton exchange is exactly the same as the standing and jogging drill. These drills are progressive and effective as a means of teaching the so called "blind pass" method of the baton exchange used in the sprint relays.

The blind pass is used in the 220 relay. This relay may be run on the straightaway or the curve with each runner covering a distance of 55 yards. It is suggested that as much distance as is necessary be allowed for the exchange so there need be no concern for an illegal pass.

Shuttle Relay. Another popular type of relay is the shuttle relay. Here again, the progressive sequence of walking, jogging, and running should be used in teaching the exchange. The runners should be about 5 yards apart for the walking drill, and 10 yards apart for the jogging drill, and 40-60 yards apart for the running drill. The pass is from right hand to right hand and the incoming runner will always move off to his left as he hands the stick. This is to avoid collision. When passing the stick, it should be held at the bottom with the "big end" being placed in the hand of the receiving runner. Since it will be taken at the top, this means that the receiving runner must work it up in the hand by pushing it up with the heel of the left hand as soon as it is received so he in turn can hand the "big end" to the next runner.

It is true that some special facilities such as jumping pits are required by a track program. Also some special equipment such as a stop watch, a tape measure, batons, and a whistle are helpful but not absolutely necessary. All that is actually necessary is a play area of any size, preferably a grassy one. No special footwear is needed. In fact it is recommended that the children compete barefooted unless cold weather or rough ground prohibits it.

Mature college runners enjoy running barefooted for the feeling of freedom and exhilaration it gives. Children already know the joys of barefoot running and will take to it naturally.

Fit your events to the area that is available and to the equipment that you can obtain. The act of participation is more important than having exact distances, following exact rules, and insisting on perfect conditions. There is a saying that good running is the result of a lot of running. So keep it simple and let them run.

A good program can be developed from the interest the teacher demonstrates toward the natural tendency of children to run, jump, and throw. ★

Youngsters show good form when running naturally without special training.

Exploring Movement Experiences

LAYNE C. HACKETT
ROBERT G. JENSON

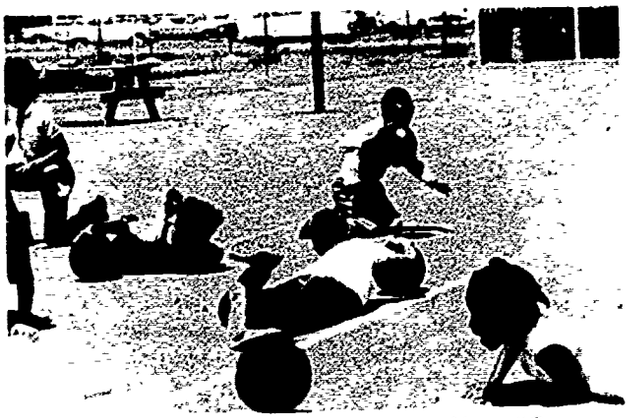
Students from kindergarten through grade six and their teachers in Palo Alto, California. participated in an experimental program of movement exploration during the summer school session of 1964. The term "exploration" is just what it says: the search for a solution to a problem. "Movement" indicates that some action is used in seeking the solution. Through individual analysis of the problem, each participant is encouraged to interpret and respond within the limitations of his own physical and mental ability. Each child is separately engaged in solving the problem, and during this process he experiences the gamut of traditional fitness activities without being involved in a mass calisthenics program. The key phrases of this concept of movement exploration are: *exploration, problem solving,* and *individual interpretation.*

The Palo Alto program was founded on the basic structure of movement exploration described in *Who Can* by Liselott Diem of Germany. The specific needs of American children were recognized and the workshops directed emphasis in movement exploration toward these differences. For example, it was obvious that the boys and girls were uncomfortable in the early stages of this new program. They tended to move automatically into formal line and circle patterns and to hesitate to respond without specific instructions or demonstrations to show them *how* to act. An effective means of avoiding this period of discomfort was to include ball handling activities early in the lesson. By having to concentrate on an object rather than solely on themselves, the children soon were completely involved in the lesson.

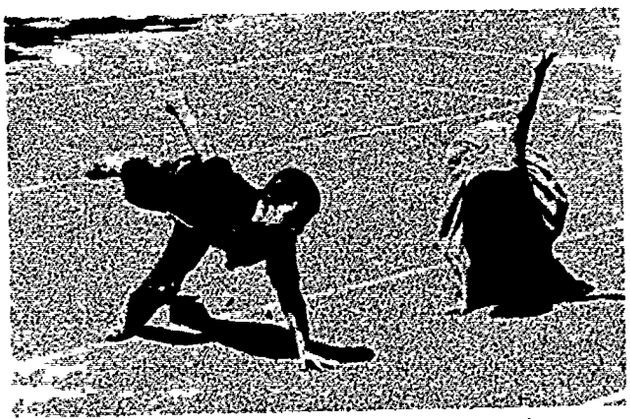
Our self-analysis revealed another need—that of educating the classroom teacher. He too was initially uncomfortable in this new teaching situation. He tended to rely on line and circle formations and to demonstrate or give instructions that were too specific for individual interpretation. In a school system where the classroom teacher is also the physical educator, he must understand fully what is expected of him. Through discussions, demonstrations, and teacher-participation in movement exploration, we attempted to relay the following basic ideas:

1. A teacher should adapt the problem (question) to the level of the participants.
2. A teacher should present the activities in a simple to complex progression.
3. A teacher should have some knowledge of the responses his group is likely to make.
4. A teacher should be familiar enough with physical skills to know when a problem is being solved incorrectly (e. g., when a child responds to "How high can you *jump*?" with a *leap*).
5 A teacher should expect and *encourage* individual responses which may differ from the teacher's personal interpretation.
6. A teacher, in turn, should be creative in his problem asking.

An inevitable question at any workshop was, "What place does movement exploration have in the elementary school physical education program?" Movement exploration is not, of course, the only part of physical education at the elementary school level, but it could be a healthy



Each child is engrossed with the problem, "Can you bounce the ball until you're lower than ever before, then roll over and continue bouncing the ball?"



Through creative response to "Who can make a bridge using only one foot and one hand?" these first graders improve in strength and balance.

replacement for formal calisthenics, less creative rhythmic lessons, and monotonous skill drills. A more ambitious estimate is that movement exploration can be incorporated into all parts of elementary school physical education except as a substitute for low organizational games. (Through these elementary games, children gain social and moral values such as sportsmanship and honesty.)

Those involved in the movement exploration experiment in Palo Alto were convinced that there is sound justification for teaching via this approach. Some of the reasons were:

1. Each child can develop at his own rate.
2. The teacher does not have to possess great physical skill in order to teach through this method.
3. A minimum of equipment and supplies (none) is necessary, but the program can be extended to include the most elaborate facility.
4. Large groups still benefit from individual experiences.
5. Discipline is not a problem.
6. Everyone is always active and learning.
7. The skilled and less skilled profit from each lesson.
8. It is fun! ★

A thirty-minute video tape demonstrating movement exploration at the elementary school level has been completed and will soon be available to school districts with inservice educational television facilities. Write to the authors for information.

Compass Cross Country

ROBERT S. ADAMS

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A lead-up game to track that is fun for elementary school children, helps develop their walking and running skills, and can be played all year round is compass cross country. This activity includes the basic skills required for distance running. Keeping in mind the age level of the child and possible physical damage of distance running to the body, the activity can be organized so that walking and occasional pausing are necessary. Thus the possible harmful effects of simply copying the cross-country program of older students can be avoided.

BRIEF DESCRIPTION OF THE GAME

The game bears a similarity to cross country in that it involves covering a designated course in the shortest time span possible. However, the course is organized with designated checkpoints at varied distances, each checkpoint at a different compass reading from the others. The contestant is given a compass and a direction sheet at the start of the race. This sheet tells the contestant the exact distance to each checkpoint, the compass reading or azimuth to be followed, and the identification which should be found and brought with him from each checkpoint. At the signal from the starter, the contestant has to translate his stride, either running or walking, into distance and quickly sets out to cover the course, obtain the various clues from the checkpoints, and report back at the finish line. The contestant, or team, with the least lapsed time wins. The course distance, the number of checkpoints, the complexity of the clues, and the ruggedness of terrain all add to the interest and physical demands of the event.

INSTRUCTIONAL TECHNIQUES

The children should do some walking and running using different warm-up drills such as hopping, skipping, backward and regular walking, and running relays. This will condition them to run greater distances and help them relax by learning to run and walk in even strides.

Small groups may be formed so that each child's normal stride can be measured accurately, both walking and running. When each child is familiar with his own stride, the teacher can measure out short distances, 5, 10, 15 yards, which each child can practice measuring. The teacher can test the child's accuracy by laying out various distances unknown to the child for him to measure. This should be done both running and walking. The child should practice on the level, uphill, downhill, and on rough terrain as there would be differences in stride.

The child must learn to use the compass correctly. He must not only learn how to read it quickly and accurately, but also learn to look for anything that might cause the compass to deviate, besides compensating for the normal deviation. He should learn to sight an object after fixing a point on the compass so that he can proceed to the checkpoint quickly without having to take numerous compass readings. The distance is figured according to the individual's stride. After the child becomes more skilled at the game, he should practice the use of back azimuth so that he will be able to circumvent obstacles such as streams, trees, and boulders and still be accurate in figuring distance.

Learning to read maps is important. After learning the fundamentals of map reading, the child has to learn how to apply them to out-of-door landscapes.

Each child is now ready for a simple course assignment. The distances for the course must be reasonable in length, depending upon the age and physical condition of the child. The beginning course should be short and get increasingly longer as the child develops in the skills of the game and as more endurance is developed. It must be remembered that if three checkpoints are used and each is approximately 200 yards, the course distance is nearly a half mile. The total distance of the course adds up quickly.

LAYING OUT THE CROSS-COUNTRY COURSE

When this game is conducted during a regular class period the course will be short. If the course is run after school when there is more time, the distance can be somewhat longer. The course should also be kept shorter during inclement weather.

The teacher has to determine what the total playing area will be before any course is laid out. The school grounds, in most cases, will be sufficient in size and complexity for the elementary age child. How complicated the course is depends upon the interest and abilities of the children. After the child has demonstrated skill, the checkpoints may be made more difficult to find, or may even be hidden.

If a somewhat rugged area that the school may use is nearby, courses could be established in relation to possible class discussions of survival training. This could also be used as a field trip, eliminating the aspect of speed, and run as a nature study class which would provide a longer span of time and therefore a more intricate course.

The teacher may start one team at the starting point and another at the end of the same course going in the opposite direction. Other courses may be laid out in advance keeping all the teams going in different courses and directions.

ADMINISTRATION AND METHODS OF SCORING

This can be an individual or team game. Both ways will be interesting and fun for the children. When the children are learning their strides it would be best to have teams so that the children can help each other. By using three simple checkpoints, the jobs of measuring the distance, reading the compass, and verifying the checkpoint can be rotated at each checkpoint.

Team championships are determined on a point basis. The first five runners to finish from each team are given points corresponding to the place in which they finished (first place, 1; second place, 2; and so on), and the team with the lowest total score wins. Another way of scoring would be the length of time each team takes to finish the course, with points for each right clue returned from each checkpoint.

HINTS FOR THE TEACHER

The deviation for the magnetic compass must be calculated. When making maps it will be possible to give true north and magnetic north so the children must interpret the directions carefully. For example, Maine is 22 degrees west of true north and Washington State is 24 degrees east of true north. Magnetic deviation is not only caused by the earth's magnetism. It is strongly affected by the presence of steel and iron. A barbed-wire fence can even cause a variation. Care should be taken to see that this effect, called magnetic deviation, is as small as possible.

The skilled students could learn to calculate their stride in the metric system and maps made to correspond. At the checkpoint the child could be required to solve an arithmetic problem, or the teacher could put a box in the ground containing leaves, flowers, rocks, or grasses from which the child would have to pick the correct clue as given in the directions. This may be used where the land is flat and few trees are on the school grounds. Also, at the checkpoint, the child may be required to sketch the landscape at a certain compass reading.

The ramifications of this activity into other subject fields are limited only by the imagination of the teacher who instructs the class. Some possibilities of relating this game to other areas of general education are as follows:

ARITHMETIC

1. Familiarity with the use of numbers.
2. Knowledge of how to use measurement tools.
3. Reading and interpreting the compass.
4. Ability to judge distance.
5. Understanding the metric system.

GEOMETRY

1. Knowledge of types of trees, leaves and barks.
2. Understanding different angles.
3. Working with geometric patterns.

SCIENCE

1. Knowledge of types of trees, leaves and barks.
2. Knowledge of types of rocks.
3. Study of grasses.
4. Study of flowers.
5. The working of magnets.
6. Understanding the compass and how it works and the ability to make a compass

GEOGRAPHY

1. Knowledge of maps.
2. Ability to make maps of school grounds and surrounding areas.
3. Understanding the local terrain.

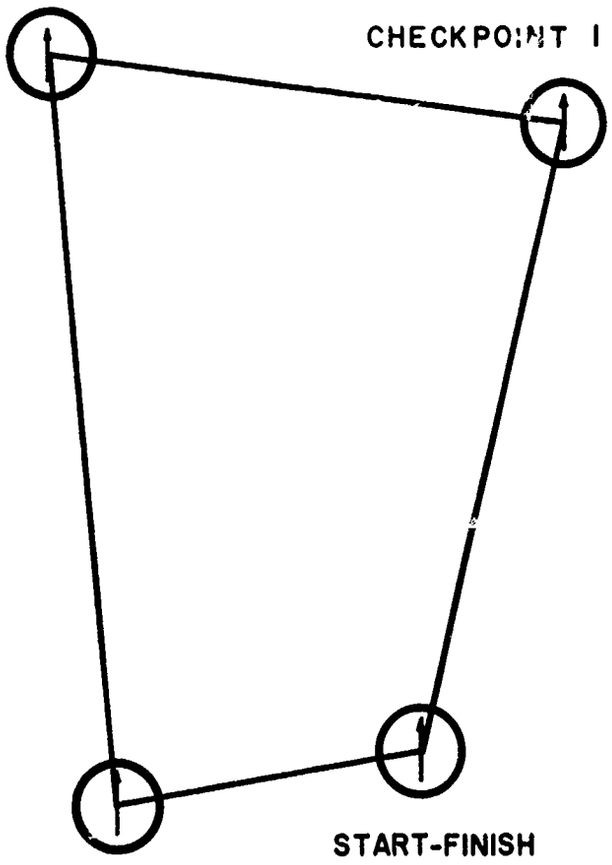
HEALTH

1. Appreciation of fitness.

SURVIVAL TRAINING

1. Positioning of the sun at various times of day at each of the seasons.
2. Knowledge of the prevailing winds.
3. Understanding the direction of the flow of streams, the side of trees upon which moss grows, the way trees slant, and other signs of direction.

SIMPLE CROSS-COUNTRY COURSE



READING, LANGUAGE, SPELLING

1. Learning how to follow written directions.
2. Writing what is observed at a checkpoint when looking in a certain direction.
3. Learning to spell words pertaining to phases of the activity.

ART

1. Drawing flowers, leaves, or landscape features they must be able to identify.
2. Making maps, reliefs, and charts of the area.

SAFETY FACTORS TO BE CONSIDERED

The children should be in good physical condition before they run any type of long, complicated course. Any foreign objects such as nails and glass should be removed from the area. The children should not be allowed to leave the school grounds. This eliminates the crossing of any roads or busy streets. They should be warned about any ditches, holes, or other types of dangers that might cause serious injury. ★

DIRECTIONS

1. *Proceed 300' at a compass reading of 14°.*
2. *Checkpoint No. 1 obtain a* MAPLE LEAF.
3. *Proceed 250' at a compass reading of 278°.*
4. *Checkpoint No. 2 obtain a* QUARTZ CRYSTAL.
5. *Proceed 350' at a compass reading of 175°.*
6. *Checkpoint No. 3* NAME THE WILD FLOWER.
7. *Return to starting line 81° for 150' to check in.*

Closed Circuit Instructional Television

F. G. BARDSLEY
THOMAS W. ECK

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When the TV set is turned on in the classroom, the results are dynamic. In the classroom there is a presentation of subject matter illustrated and followed up in a manner that has never before been possible for the ordinary classroom teacher.

As the television lesson takes place, the students receive the educational benefit of the cooperative efforts of a group of teachers. It is no longer necessary for a teacher to depend on her own training and particular talents in order to make a lesson meaningful and interesting. The classroom teacher has a partner in the person of a television teacher who can assist in the tremendously complex task of presenting subject matter.

After careful analysis, closed circuit instructional television was introduced as a teaching aid in the Chelmsford School System in the fall of 1962. Since this time the facilities have been expanded to include three closed circuit channels within the high school and two channels to the junior high and seven elementary schools. The studio is located in Chelmsford High School with full broadcast capabilities including two Ampex VR-1500 portable Videotape recorders.

At the present time approximately forty programs are telecast each week covering a variety of subjects and specialized areas such as physical education, music, and art.

In the area of physical education, we have found that CCTV has provided the solution to the problem of the need for increased time and personnel in a rapidly growing school system. During the past year, the Physical Education Department has used CCTV effectively to supplement the elementary school program by designing video tapes based on the following objectives:

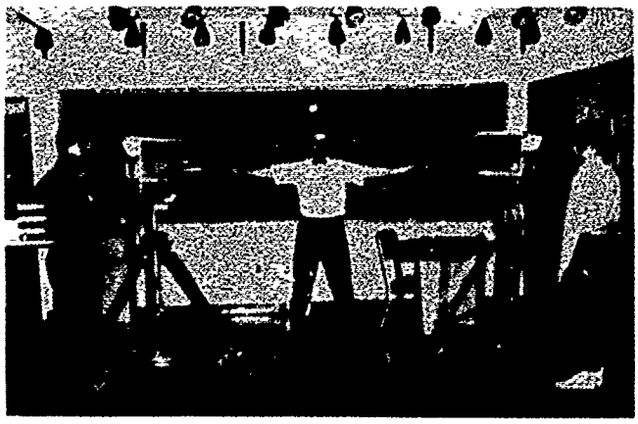
1. The development of organic vitality.
2. The development of many neuro-muscular skills.
3. The development of proper ideals and attitudes toward physical activity.
4. The establishment of desirable habits of conduct.

Each day two complete programs are telecast to 102 classrooms. These programs are used in addition to the regularly supervised half-hour period each week. They ensure the elementary school population of 3,400 pupils, a total of 55 minutes of physical education a week. The taped programs are adapted to meet the needs of grades 1 through 3 and 4 through 6.

Each program has something in common. Posture is emphasized daily from a sitting and standing position. From this point on, the needs of the particular grade levels as well as the adaptability of the classrooms to the program are taken into consideration. The dress and age level of the participants is also a prime factor in planning the program of body mechanics. Monthly each instructor makes a series of four tapes.

The degree of difficulty and complexity is increased throughout the school year. In order to ensure that the proper goals are being reached, each elementary supervisor spot checks the various classrooms in the building to which they are assigned for the day.

The televised physical education program provides excellent support for the physical education instructor in



A physical education instructor from the Chelmsford School System prepares a video tape recording of a calisthenics lesson on Ampex VR-1500 for broadcasting to the 3,400 pupils throughout the schools in the town. Utilization of the video taped physical education program (with a different instructor) is pictured in an elementary school classroom below. Photos by Ampex Corporation.

that more time may be devoted to the teaching of skills during the regular period. Prior to the use of CCTV, it was necessary to depend on the classroom teacher to follow up the regular program. This method was not successful because of the varying age and training of some of the elementary teachers. Frequently there was little if any follow up. However, the utilization of television has freed the classroom teacher of this responsibility and it eliminates the necessity of depending on untrained help to teach physical education.

The Ampex recorders permit taping of the programs well in advance of the telecast date. This allows the instructor time to prepare the program at his own convenience and it also enables the instructor to have time to visit the classroom to watch student reactions. It is also possible to modify or change a tape if this is so indicated by the classroom reaction. ★

Play on a Higher Level

MARJORIE H. BOND

5

To play is a function of childhood and basic to a youngster's development. Play is the child's real world and with it comes serious purpose, for here the child can try on those various roles he sees in life to discover how these will fit. Curiosity, daring, and adventure lead to the attainment of sureness about one's self and to some understanding of the world. The child who fails to meet this challenge in play is, himself, the loser. A large portion of this personal exploration in play is of a physical nature and so ought to be of interest to the physical educator because it is he who deals with its consequence. Can we be assured that the children of our land today are gaining in those experiences, both in preschool years and at school, which will lead to physical growth and skill development at an early age?

Much of our physical education design and instruction is of a stop gap nature due to less than adequate play experiences of children at home and in school. All too frequently the elementary teacher has reason to feel that the poorly coordinated boys and girls of the class would now be ready for directed physical education activities properly belonging in the elementary curriculum if father and mother had encouraged practice with the physical materials of active play. Most of the fundamental body actions can be performed by a child before the advent of school. Many times the child needs only to have the stage set for this learning, and his small successes gained at increasingly difficult tasks have sufficient motivative power to urge him ahead. A step to jump from or to jump over, something to climb, a rope to jump and to twirl, a ball to roll and to throw, to turn a cartwheel and somersault. to run and to hop—these experiences help the child to learn something of himself, and by so doing, to the establishment of his own movement patterns children ought to benefit from a personal exploration of such physical play tasks. With these skills as a part of the child's equipment, the elementary school teacher can direct their use in stunts, games and rhythmic play. The child learns to improve his skill when he uses it in action.

Our concern here is with those classes where boys and girls are not given either adequate instruction or opportunity for the benefits of play. We know that advanced movement skills grow out of previously learned and adequately performed motor activity. A complex skill is developed out of successful performance of the simpler entities contained within it. There also appears to be a propitious time for acquiring many of the various motor patterns. When a student evidences a deficiency in achievement for any one or more of these motor learnings we find that such a lack of ability may affect his succeeding opportunity to learn.

Omissions of skill in motor patterns are believed to be associated with other deficiency patterns in a child's development. We are beginning to accumulate evidence in this area which indicates the existence of close relationships between physical skill deprivation and emotional blocking. It becomes increasingly evident to all of us as teachers that the learner learns as a total person, although the complex interrelationships of this process even now remain unclear to us.

Our best professional effort should be directed toward improved physical play experiences for the elementary school youngster. It is here that the joy of movement has its foundation. These early years provide the basis for the healthy drive of individual and team competition which follow. A healthy body is an active one. The elementary school child ought to profit by the direction of our wisest and most able teachers of physical education for these developmental years are the ones which count the most for him. The question then is raised as to whether this is so. All too often the reply must be a "no."

The Women's Physical Education Department at Southern Illinois University is concerned over the lack of agreement between actuality and an obvious goal of our profession. In appraising our own local situation we found that most commonly in the 31 southern counties of the state of Illinois it is the classroom teacher who is (or perhaps is *not*) teaching physical education. Oftentimes a lack of proficiency, disinterest, fear, little or no equipment, underdeveloped play space, no course of study, overemphasis on basketball and Little League, and insufficient organizational or planning skill are there to plague this teacher. We believed that we could offer help.

Our University has its own television station and encourages the development of educational programs. We decided that a series of televised programs could be constructed to reach this teacher-in-the-school and in so doing assist him in two ways. First, by carefully explaining something of the need which all boys and girls have for the attainment of adequate physical development and skill performance, we would try to kindle a greater desire on the part of the classroom teacher to teach physical activity. Second, we would demonstrate a variety of practical ways in which the teacher might present these skills for learning and practice in the elementary classes. The series would be video taped and so made available upon request to schools within the 85 mile radius of our WSIU television station. By taking advantage of open circuit television, teachers could view these programs at home when there was no organized school television viewing possible.

As the desirability of such a project began to take shape, three additional factors were considered. The recently published Illinois state guide for teachers and administrators was used as a major reference source. This booklet is an excellent programming aid to the novice teacher in need of ideas. It has been made available to all schools within the state. Programs were not geared to a single class level, for in so doing other classes would ignore them. The construction of a guidebook was considered an essential part of the project, in order that viewers might review the lesson prior to the program and that there might be continued reference to the televised materials. The guidebook also included additional reference aids to be used in the preparation of lessons by the teacher who watches the program and resolves to assume the initiative in planning physical education activity periods. When the viewing was to be by group, it was suggested that a demonstration by a physical education specialist followed by a discussion period would further aid the learning teacher. Evaluative forms were completed for each separate program viewed.

As the project began to take shape it was decided that the television lessons would offer some variety of subject matter and that there need be neither relationship nor continuity in the four programs. The content of each lesson was to be directed toward a focal point while supplementary material was added in the form of suggested methods of use for handling the topic of the lesson. Broad variety in the use of visuals on these programs was to be desired so that we might discover which types of televised visual aids are truly the most helpful to the learning teacher. The Southern Illinois University Elementary School would cooperate with the television project in both the preparation of films and the use of live subjects for the telecasts.

Six months were devoted to building the series of four taped telelessons which was named *Play on a Higher Level.* A brief resumé of the content of the four 30-minute telelessons for the teacher follows:

Telecast #1—*The Work Called Play* is built upon the skills of throwing and catching. The value of exploratory play, natural movement as a foundation skill, and the need for guidance and goal learning are briefly discussed and demonstrated in the actions of play. Progression in the development of skill is a significant feature and useful practice formations are presented.

Telecast #2—*The Freedom To Move* has used running as its focal point. The human need for vigorous activity, individual expression in movement and the teaching responsibility of guidance are feature points of the tape. Teaching methodology and organizational plans are included, and again the progressive development of skill is used.

Telecast #3—*Building a Body Fit For Life* emphasizes the place of physical fitness in total fitness. A fitness program is presented which screens out the physically underdeveloped youngster for special body building work. Particular skills featured include fitness tests, body building exercises, stunts, and self-testing activities. A sampling in a wide variety of physical education program activity stresses the recreational aspect of total fitness.

Telecast #4—*Dance: An Art and a Feeling* features creative dance as its theme. Rhythmic movement and rhythmic locomotion, creative imagination and perceptual awareness are among the features presented. Creative dance as a skill is shown as a film clip prepared by an Arizona elementary teacher for experimental use in a school district.

Dr. Bond is shown here on the set for the television program entitled "Play on a Higher Level."

Games Can Wait

LARRY GRAY

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Too much time is often placed on highly organized competitive situations in the primary grades. This overemphasis creates a high degree of pressure and tension, particularly on the part of those children who give evidence of low levels of achievement in basic skills. (For example, a third grade girl who had reached only a low level of skill in catching a ball showed extreme tension during a game of Newcomb. When questioned, she admitted being "scared to death" that the next ball might come to her and that she might miss it.) An original conclusion, that highly organized games were being presented too early, was amended to include the point that skills were not, in many cases, being sufficiently mastered to the point where games of this type became practical.

Why are skills not being achieved despite the many class sessions devoted to drills designed for that purpose? Our answer, unhappily, was that the drills themselves were being conducted in a competitive manner by using relays as motivators. Learning, we know, takes place best when the motivation is internal. Children are highly motivated in terms of physical activity, and from the time of birth they are constantly experimenting with new motions. Lack of success is rarely frustrating to the preschool youngster. However, primary grade students became easily frustrated when they failed to immediately grasp the technique of, say, dribbling a large rubber ball. In comparing their experience to that of the preschool child, it was observed that the variable factor in the case of first, second, or third graders was their exposure to fellow classmates and to the teacher. From the latter comes the possibility of a disapproving glance (even if this is not forthcoming, the youngster wants to impress the "gym teacher"); from his classmates come the highly probable titters and snickers of ridicule (often, from those who had failed themselves).

We searched for a way to put the children back in the position of the preschooler, that is, to give them opportunities to experiment and practice physical skills of various kinds in an unselfconscious atmosphere. They should be free to conduct their own experiments, at their own speed, safe from the eyes and comments of classmates. Since each student obviously could not be placed in the gymnasium alone, a method had to be found that would engage all members of the class in activities simultaneously. If they were all busy with their own work none would have time to observe and/or ridicule anyone else. There was still the danger of frustration due to attempts to impress the teacher but it was thought that these might be minimal.

An experimental lesson plan meeting these requirements was prepared and carried out with six classes of primary children. First, several activities which had been demonstrated and practiced before were selected for inclusion: rope climbing, using a rope to swing over a high jump bar, rings, dribbling, throwing, catching, rope jumping, and tumbling. (Activities that had been used previously were chosen in order to observe the reactions of youngsters who had "frozen up" when all eyes were upon them.) After the customary exercise period, the various pieces of apparatus and equipment were pointed out to the children and they were told that they could spend the rest of the period doing and using whatever they pleased. They were

to be absolutely on their own with the provision that they follow safety precautions. Their immediate reaction was joyous, to say the least.

Once started, every one of the boys and girls kept active for the full 22 minutes that remained of the period. What they went through was a sort of self-imposed interval training. They worked hard at an activity for three or four minutes until fatigued, rested for perhaps 30 seconds, and then moved on to another activity at which they would work for several more minutes. Some, as a result of the sheer joy of unrestricted movement suddenly took off on a run of two or three laps around the gymnasium. The noise level was quite high—a factor that all too many physical educators deplore, but one we considered encouraging.

When children can try out stunts on their own, at their own speed, they gain skill and confidence without stress. The teacher's role is one of encouragement and individual explanation.

Most gratifying, however, were the observations made of the low achievement group. Boys and girls who had heretofore made only half-hearted attempts to climb the rope actually strained to raise themselves a few feet; children knocked off the cross bar time after time as they tried to swing over and yet *they stuck with it* and some finally achieved success; a second-grade girl who had screamed in frustration while trying to dribble in a relay spent three full minutes intently trying to gain some mastery over that bouncing ball, having little success but completely at ease; two stiff-fingered boys had fun playing catch and, by their own trial and error (not because teacher said so), found that they had more success when they relaxed those fingers.

"When can we do this again?" was the question as they lined up to leave. And the answer was "Soon!" and "Often!" Activities are varied but the atmosphere of freedom and experimentation remain constant. Let us continue to allow them to experiment and improve unselfconsciously; the games can wait! ★

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ACTIVITY BOOKSHELF FOR THE ELEMENTARY SCHOOL TEACHER

We strongly recommend that elementary school teachers get some experience themselves in the activities which they incorporate in their physical education instruction. The kind of teacher workshop described in Idea 2 in this booklet is one way to gain appropriate experience; other good ways include attendance at university summer school sessions, clinics sponsored by state or local professional groups in physical education, or recreation programs conducted in local communities. To corroborate and follow up such participation, the teacher will need access to recent literature explaining the newest approaches to instruction at the elementary school level. Here is a sampling of the kinds of references which the teacher will find helpful and stimulating.

Who Can, by Liselott Diem (Frankfort, Germany: Wilhelm Limpert Publisher, 1962—available in the United States from Gretel Dunsing, George Williams College, 5315 Drexel Ave., Chicago, Ill.). This book by Liselott Diem, of the Sportshochschule in Cologne, sets forth basic principles of the program of movement exploration developed in Germany.

Physical Education for the Elementary School Child, by Hollis F. Fait (Philadelphia: W. B. Saunders Company, 1964). A definitive explanation of the program of instruction for grades 1 through 6.

Physical Education for Today's Boys and Girls, by Gladys Andrews, Jeannette Saurborn, and Elsa Schneider (Boston, Mass.: Allyn and Bacon, Inc., 1960). The authors integrate the needs and interests of boys and girls into a sound and comprehensive program establishing movement as its basic foundation. Contains detailed instructions for many approaches to physical education instruction.

Physical Education for the Classroom Teacher, by Helen Fabricius (Dubuque, Iowa: Wm. C. Brown, 1965). Written so that the nonspecialist in physical education can guide and direct children through a series of physical education activities that will contribute to their growth, development, and health. Activities are classified by grade level to assure progression.

A Manual-Workbook of Physical Education for Elementary Teachers, by Helen L. Young (New York: Macmillan Company, 1963). Shows how to create a physical education program to meet the needs of any elementary classroom situation. Describes numerous activities with methods for teaching them.

Rhythmic Activities for Grades K-6, by Dudley Ashton (Washington, D.C.: American Association for Health, Physical Education, and Recreation, 1964). This latest addition to AAHPER's Classroom Teacher Series (prepared in cooperation with the NEA Department of Classroom Teachers) presents teaching suggestions to help introduce rhythmic motor experiences and to develop and improve rhythmic skills, at each age level.

After-School Games and Sports, by George I. Werner (Washington, D.C.: American Association for Health, Physical Education, and Recreation, 1964). Another in AAHPER's Classroom Teacher Series, this manual presents adaptations of games suitable for youngsters in grades 4, 5, and 6, with information about how to plan and lead after-school programs of physical activity.

Five other titles in the AAHPER's Classroom Teacher Series are: *Classroom Activities, Outdoor Education, Teaching Dental Health to Elementary School Children, Teaching Nutrition in the Elementary School,* and *Teaching Safety in the Elementary School.* (Order from NEA Publications-Sales, 1201 Sixteenth Street, N.W., Washington, D. C. 20036.)