

ED 164 155

RC 010 765

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 TITLE Navajo Area Health and Physical Education Curriculum Guidelines.
 INSTITUTION Bureau of Indian Affairs (Dept. of Interior), Window Rock, Ariz.
 PUB DATE Oct 74
 NOTE 151p.; Not available in hard copy due to sideways reading material

EDRS PRICE MF-\$0.83 Plus Postage. HC Not Available from EDRS.
 DESCRIPTORS Activities; *American Indians; *Community Health; Consumer Education; *Curriculum Guides; Drug Education; Elementary Education; Family Life Education; First Aid; *Health Education; Human Body; Human Development; *Hygiene; Mental Health; Movement Education; *Physical Education; Research Methodology; Safety Education; Sex Education

IDENTIFIERS *Navajo (Tribe)

ABSTRACT

Based on health education needs of Navajo children as established by the Navajo Area health and physical education committees, this curriculum guideline for health and physical education is delineated into three phases reflecting emphasis of instructional techniques (introductory, exploration/extended learning, widened learning) and three levels reflecting approximate grade levels at which skills, concepts, and activities are initiated. Levels encompass grades K-8. Major headings under goals and objectives are personal and community health (cleanliness), systems (digestive, circulatory, respiratory, reproductive, nervous), community health (dental care, immunizations, physicals, hospital/medical personnel, health careers), safety, first aid, physical education, human growth and development, mental health, consumer health education, and alcohol, narcotics, tobacco. For the numerous secondary goals and objectives under each major heading, skills, concepts, and activities are listed, along with material and resources (books, films, pamphlets, filmstrips). The guideline provides sample unit plans for each major topic and tests to be used for evaluation. Appendices contain a unit of instruction on the ear and material on planning a physical education curriculum, including rationale, yearly plan, activities by grade level, and equipment. The publication also gives Navajo Area Health Curriculum Committee recommendations. (RS)

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JUNE 1973
Second Printing October, 1974

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RECOMMENDATIONS OF THE NAVAJO AREA HEALTH CURRICULUM COMMITTEE

Whereas the Navajo child's health needs are basically the same as those for all other children and,

Whereas certain health problems are more prevalent among the Navajo people and,

Whereas the Navajo Area B.I.A. schools do not presently have a sequentialized health and physical education program,

The Navajo Area Health Curriculum Committee recommends --

That each school provide sequentialized instruction in health for a minimum of thirty minutes to two hours weekly through the academic program.

That the Health Education Guide -- A Design for Teaching (Health Education Associates, Ltd., P. O. Box 61, Wynnwood, Pa. 19096) be purchased in sufficient quantities by each school to provide a copy for each instructor as required by their individual programs.

That this health education program include personal and community health, safety and first aid, human growth and development, family life education, alcohol, narcotics, and tobacco, mental health, and consumer health education.

That the subjects of alcohol, tobacco, narcotics, and family life be taught by carefully selected staff members who:

- a) Are personally interested in teaching the course(s).
- b) Are not overly permissive or conservative.
- c) Can discuss the topic(s) without becoming emotionally or personally affected.
- d) Will present information in a factual manner.
- e) Will seek information as required.

That each staff member be made aware that "mental health is caught, not taught" and will provide instruction and personal example to develop the ground work for good mental health in all students.

That each sixth grade student be given the "Basic First Aid" course published by the American National Red Cross and that this same course be retaught at the eighth grade level.

that interested and qualified physical education teachers be secured at each school according to the following ratio guide:

- a) 0-300 - one teacher.
- b) 300-650 - two teachers.
- c) 650-900 - three teachers.
- d) 900-1200 - four teachers.

that all students be given forty minutes to four hours of basic physical education instruction weekly which will develop psycho-motor coordination skills through planned exercises, posture evaluation and corrective measures, rhythm activities, games and recreational activities, and sports skills which can be carried over into adult leisure-time living.

that a sample packet of Health and Physical Education Curriculum materials be maintained at the Area level, and that a complete listing of the same be provided each Agency as updated. Each Agency should be responsible for purchasing identical material and distributing an identical packet to each school in its jurisdiction.

that the Area Office follow through on the Navajo Area Health Curriculum Committee's recommendations by providing funds, support, and leadership to insure that every employee:

- a) Is informed regarding the Health Curriculum Guidelines.
- b) Takes the "Standard First Aid Multi-media" course published by the American National Red Cross in cooperation with the Bell Telephone System.
- c) Maintains a high level of proficiency in first aid techniques.

that each Agency provide:

- a) Funds for the procurement of health teaching materials.
- b) Adequate instructors in health and physical education.
- c) Trained instructors to teach the Red Cross Standard First Aid Multi-media course.
- d) Methods of evaluating the proficiency of each employee in first aid techniques.

that the local school administration shall:

- a) Provide adequate time for health and physical education instruction in the academic program.
- b) Follow the recommendations of this committee for the selection of instructors for specific areas of the health and physical education curriculum.

- c) Participate in the Standard First Aid Multi-media course and insure that all staff members participate in the course and demonstrate proficiency in first aid techniques.
- d) Insure that all health and safety instruction is incorporated into all areas of the total school program.
- e) Coordinate and correlate with other aspects of the school health services:
 - 1. Healthful school living (Environmental Health).
 - 2. School health services (immunizations, physicals, et cetera).

hat the attached Navajo Area Health Curriculum Guidelines be used as the guide to those aspects of health which need to be emphasized with the Navajo child.

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INSTRUCTIONS TO TEACHERS

The scope and sequence of the Guide is delineated into three phases and three levels. The phases reflect emphasis of instructional techniques. The levels reflect approximate grade level at which skills, concepts, and activities are initiated.

Level 1 -- Grades K - 2 or 1 to 3 years in school.

Level 2 -- Grades 3 - 5 or 4 to 6 years in school.

Level 3 -- Grades 6 - 8 or 7 to 9 years in school.

Phase I -- Introductory Phase

In this phase, material is introduced through initial instruction utilizing skills, concepts, and activities which the pupils discover and practice.

Phase II -- Exploration and Extended Learning

In this phase, emphasis is placed on formalized teacher-made units with emphasis on the "why" aspect of material covered.

Phase III -- Widened Learning

In this phase, emphasis is placed on discussion and differentiation of information previously learned.

Legend to Guide

The numbers adjacent to the goals, objectives, skills, concepts, and activities indicate the grade levels at which the material is to be introduced.

The notation 1-2-3 indicates that Phase I is presented in Level 1, Phase II in Level 2, and Phase III in Level 3.

The notation 2-3 indicates that Phases I & II are presented in Level 2 and Phase II in Level 3.

The notation 3 indicates that Phases I, II & III are presented in Level 3.

SAMPLE UNIT PLANS

Sample Unit Plans are provided beginning on page 41 for each major topic covered in the Health & Physical Education Guideline. Teachers using the Guide should feel free to develop lesson plans to meet their specific needs. The models are provided to assist them in their planning.

TESTS

Tests to be used for evaluation begin on page 48.

For purposes of evaluation of the Guide, it is recommended that the appropriate test be administered before and after presenting each unit. These tests are designed for the 6th grade level. Teachers of other grades may adapt the tests to their grade level.

The goal and objectives of the Navajo Area Health and Physical Education Curriculum Guidelines are based on student needs established by the Navajo Area Health and Physical Education committees.

PERSONAL AND COMMUNITY HEALTH

Goal: To gain knowledge of the importance of good health habits through cleanliness.

CLEANLINESS - 1-2-3

Hands and Nails

- Wash hands:
 - Before meals
 - After using the toilet
 - After play.
- Clean nails daily or as needed.
- Trim nails regularly.
- Cut off hang nails.
- Push back cuticles daily.

- Soap
- Towels
- Scissors
- Wash cloths
- Nail clippers
- Nail brush
- Flat toothpicks
- Nail file.
- Film: "Cleanliness and Health"
- Film: "Body Care and Grooming"
- Film: "Gateway to Health"

Objectives:

1-2-3 To understand the results of the use of the common wash basins, wash cloths, towels, and soap.

BATHING AND SHAMPOOING

- Bathe daily (or sponge bath)
- Wash all parts of the body thoroughly, especially ears, neck, elbows, knees, ankles, and between the toes.
- Shampoo hair twice a week.
- Brush hair thoroughly before washing.
- Dry body and hair thoroughly.
- Apply skin lotion.

- Deodorant
- Body Lotion
- Shampoo
- Comb
- Brush

GOALS AND OBJECTIVES

SKILLS-CONCEPTS-ACTIVITIES

MATERIALS AND RESOURCES

1-2-3 To know the proper care of the feet.

Feet

Clean and dry daily between toes and under toes.
Clip toe nails straight across.
Wear clean socks daily.
Use disinfectant or foot spray when possible.
Rotate pairs of shoes bi-weekly.
Recognize symptoms of athlete's foot.

Foot Spray or powder
Clean socks and shoes
Film: "Care of the Feet"

1-2-3 To take daily personal care of his teeth.

Teeth

Brush immediately after each meal or snack.
Use correct type of brush.
Use correct type of toothpaste.
Keep brush clean.
Use own toothbrush only.
Keep two toothbrushes if possible.

Toothbrushes
Toothpaste
Salt
Baking Soda
Models
Film: "Learning to Brush"
Film: "What Do We Know About Teeth"

1-2-3 To be knowledgeable of the personal care of eyeglasses.

Eyes

Know the importance of the care and protection of the eyes.

Glasses
Camera

2-3 To understand reasons for wearing only prescribed lenses for own defects.

Know the importance of keeping the eyes clean.

TEXTBOOKS
Tune in the Health
College Entrance Book Company
Health and Growth series

Know the possible dangers of using make-up on and around eyes.

Scott, Foresman

3 To understand the methods of removing foreign objects from the eyes.

Know the importance of using one's own make-up.

Health for Life

Ginn

Know the importance of keeping foreign objects away from the eyes.

Investigating Your Health
Houghton Mifflin

	<p>Know the proper wearing and care of eyeglasses.</p> <p>Report visual problems and/or eye discomfort to the proper personnel (staff member).</p>	<p><u>Your Health and Safety</u> series Harcourt, Brace and World</p> <p><u>Modern Health</u> Holt, Rinehart, Winston</p>
<p>Re: To gain knowledge of the importance of good health habits through cleanliness (ears, sores, toilet habits).</p>	<p><u>Ears</u></p> <p>Wash both outer ears thoroughly daily.</p> <p>Avoid getting water in the ear canal.</p> <p>Check ears regularly for dirt, wax, and ear infection.</p> <p>Know the dangers of putting foreign objects in the ears.</p> <p>Recognize and report the symptoms of inner ear infection.</p> <p>Report and treat draining ears immediately.</p> <p>See appendix A on page <u>66</u>.</p>	<p>ASSOCIATIONS:</p> <p>American Dental</p> <p>American Medical</p> <p>American Podiatry</p>
<p>2-3 To learn how to prevent skin diseases and infestations.</p>	<p><u>Sores</u></p> <p>Recognize the symptoms of infections.</p>	<p>Bandages</p> <p>Medications</p>
<p>3 To learn the proper treatment and care of infections.</p>	<p>Know the importance of reporting sores, infections, and wounds to the proper person (staff member).</p> <p>Clean and treat sores three (3) times daily.</p> <p>Use only recommended medication and dressings in treating sores.</p> <p>Know the possibilities of spreading sores to other persons through close contact.</p> <p>Know the importance of proper follow-up in the treatment and care of sores.</p>	<p>Referral forms</p> <p>Standing Orders</p>

Toilet Habits

Use toilet tissue.
 Flush toilet after use.
 Wash hands after using the toilet.
 Know the proper use and behavior in rest rooms.

Toilet
 Toilet tissue
 Paper towels
 Soap

-2-3 To learn why certain types of clothing are worn according to weather conditions.

Clothing

Wash underclothing after each wearing.
 Change underclothing daily.
 Hang up outer clothing after each wearing.
 Wash and iron outer clothing as needed.
 Mend clothing as needed.
 Wear clothes and shoes that fit properly.
 Wear own clothing, shoes and socks or only clean clothing borrowed from others.
 Wear appropriate clothing and shoes for the season, weather, or occasion.
 Wear socks with shoes.
 Wear clean socks daily.
 Clean and polish shoes as needed.

Needle
 Thread
 Polish
 Iron

e: To gain knowledge of the importance of good health habits through cleanliness.

Environment. 1-2-3Home

Wash and sterilize dishes and utensils with hot water and detergent immediately after each use.
 Keep dishes covered when not in use.

Enclosure
 Cloth
 Basic cook book
 Adequate linen for rotation of use.
 Delousing solution.

GOALS AND OBJECTIVES

SKILLS-CONCEPTS-ACTIVITIES

MATERIALS AND RESOURCES

Use own drinking glass.	Mops
Wash hands before handling food.	Brooms
Wash fruits and vegetables before eating.	Buckets
Cook pork until well done.	Disinfectants
Keep all food stored in appropriate places.	Detergents
Obtain water from an approved source.	Containers for water
Store water in clean, covered containers.	Purifying agents
Purify water when necessary before use.	Shovels
Dispose of used water away from living quarters.	Air-tight containers
Keep a fresh water supply.	Lime
Isolate water supply from sewage.	Elbow grease
Bury trash and garbage away from living quarters.	Lumber
Remove trash and garbage from the home daily.	
Seek possible recycling processes for trash and garbage.	
Air bedding frequently.	
Wash linens weekly or as necessary.	
Clean sheep skins, mattresses, and other bedding frequently.	
Sweep floors often.	
Mop or scrub floors at least twice weekly.	
Use clean mops and brooms.	
Open window and/or doors to circulate fresh air.	

Build the outhouse away from the living quarters and water supply.

Clean or rebuild corrals periodically.

Build chicken yards away from the house.

School

Keep desks clean.

Use water fountains for drinking purposes only.

Avoid oral contact with water spouts.

Clean pet cages and aquariums on a regular basis.

Disinfect communal equipment monthly or as needed.

Keep trash and toys off sidewalks and out of the halls.

Use proper receptacles for trash and garbage.

Empty trash receptacles daily.

Place paper towels in proper receptacles after use.

Clean and disinfect commodes, lavatories, and showers daily.

Flush used toilet tissue.

Drain water after each use.

Use lavatories individually.

Avoid overcrowding in the showers.

Change bath water for each person.

Sweep floors as needed.

Damp mop floors daily or as needed.

Dust furniture daily.

Keep the storage areas clean and well ventilated.

- Keep the laundry area clean and well ventilated.
- Understand that the laundry area is to be used by employees and older students only.
- Change bedding weekly or as often as needed.
- Air mattresses twice yearly or as needed.
- Use plastic mattress covers and cotton mattress pads.
- Understand the importance of each student using his own washcloth and towel.
- Understand the importance of each student using his own toiletries.
- Use disinfectant for all cleaning in the dining room.
- Clean tables and floor in the dining room after each meal.
- Understand that each food handler must have a physical examination.
- Understand that no person with communicable diseases or sores handle food until complete recovery and/or healing has occurred.

Community Areas

- Know the importance of placing trash in the proper receptacles at home and in community areas.
- Know the importance of keeping public facilities clean and sanitary.
- Know the proper methods for disposal of trash and garbage in and around community areas.

Goal: To gain knowledge of the importance of good health habits through knowledge of body systems.

SYSTEMS 2-3DigestiveTeeth

Recognize how many by counting.

Investigate loss of primary teeth.

Learn the names of all the different kinds of teeth.

Research the functions of each type of tooth.

Understand the cause and prevention of dental caries.

Select pictures that illustrate teeth of various animals.

View and discuss movies and filmstrips.

Participate in discussion with health services personnel.

Construct drawings and/or diagrams that are related to dental health.

Write themes and short stories about the teeth.

Use models to explain and demonstrate the functions and care of the teeth.

Film: "Take Time for Your Teeth"

Film: "Teeth, Their Structure and Care"

Goal: To gain knowledge of the importance of good health habits through knowledge of body systems.

(Nutrition-Anatomical components)

Nutrition

Experience a variety of foods by tasting.

Evaluate the reasons for eating regular meals.

Categorize snacks as healthy or unhealthy.

Filmstrip: "Food for Fitness Basic 4"

Filmstrip: "Your Daily Bread"

Filmstrip: "The Power of Food"

Film: "Something You Didn't Eat"

Film: "And One to Grow On"

GOALS AND OBJECTIVES

SKILLS-CONCEPTS-ACTIVITIES

MATERIALS AND RESOURCES

Describe and discuss good eating habits.

Eat Slowly.

Chew thoroughly.

Maintain cheerful atmosphere.

Plan/prepare a meal to indicate or demonstrate proper portions and a balanced diet.

Film: "Foods and Nutrition"

Film: "Understanding Vitamins"

Film: "It's all in Knowing How"

Film: "The Color of Health"

Film: "Losing to Win"

Film: "The Flabby American"

Anatomical Components

Examine health texts and other materials for information on digestive organs.

Diagram the movement of a bit of food through the digestive system.

Demonstrate the parts of the digestive system through use of models.

-3 To know about common childhood diseases and their possible side effects.

Diseases

Extend understanding of various diseases and digestive disorders.

Prepare individual reports and presentations about common digestive disorders.

Stomach aches

Ulcers

Appendicitis

Indigestion.

e: To gain knowledge of the importance of good health habits through knowledge of body systems.

Metabolism

Analyze the importance of rest after meals.

Compare the metabolic rates of food absorption.

(Metabolism, Circulatory
Respiratory, Reproductive,
and Nervous).

Circulatory

Discuss common problems
Nosebleeds
Bruises.
Introduce anatomical components.
Heart
Arteries
Capillaries
Veins.
Trace a drop of blood through
the circulatory system.
Diagram the heart.
View and discuss films related
to the circulatory system.
List the services of blood to
the body.

Film: "How our Bodies Fight
Disease"
Film: "Defense Against Invasion"
Film: "Pump Trouble"
Film: "Guard Your Heart"
Film: "Open Heart Operation"
Film: "Heart Beat"
Film: "Arteriosclerosis"
Film: "High Blood Pressure"
Film: "Circulation of the Blood"
Film: "Horizons of Hope"
Film: "Man Alive"

Respiratory

Introduce anatomical components.
Research diseases:
Tuberculosis
Upper respiratory infection
Pneumonia
Sinus infection
Chronic draining noses
Asthma.
Observe air pollution and give
examples.
Dust
Smoke
Unburned hydrocarbons.

Reproductive

Discuss the anatomical components.
Relate genetic factors which
determine heredity.

GOALS AND OBJECTIVES

SKILLS-CONCEPTS-ACTIVITIES

MATERIALS AND RESOURCES

Nervous

Discuss nervous disorders.

Examine the five senses:

Film: "Eyes, Their Structure
and Care"

Sight

Diagram the structure of the eyes.

Emphasize the importance of the care and protection of the eyes.

Stress the importance of keeping the eyes clean.

Discuss the possible dangers of using the make-up on and around the eyes.

Discuss the importance of using one's own make-up.

Discuss the importance of keeping foreign objects away from the eyes.

Study the various visual problems such as far-sightedness, near-sightedness, eye strain, astigmatism.

Discuss the value of vision tests and wearing of glasses.

Encourage periodic check-ups for the eyes.

Demonstrate the functions of eye glasses.

Consider the possible damage to the eyes caused by wearing other people's glasses.

Report visual problems and/or eye discomfort to the proper personnel (staff member).

3 To understand reasons for visual problems -- those which are:

Inherited

Developed or acquired.

GOALS AND OBJECTIVES

2-3 To understand the cause of the loss of hearing.

2-3 To be knowledgeable of possible corrective measures and care to conserve hearing.

Re: To gain knowledge of the importance of good health habits through knowledge of body systems.

(Touch, Taste, Smell, Endocrine, Skeletal Musculatory, and Excretory).

SKILLS-CONCEPTS-ACTIVITIES

Hearing

Illustrate the structure of the ear.

Discuss the dangers of putting foreign objects in the ears.

Investigate the various causes of the loss of hearing.

Use models to explain and demonstrate the functions and care of the ears.

See appendix A on page 66.

Touch

Discuss the function of the skin as a sensory organ.

Demonstrate nerve endings, stimuli, and response to stimuli.

Experience reading by Braille.

Taste

Demonstrate the relationship between taste and smell.

Diagram the structure of the tongue.

Experience the functions and locations of the taste buds.

Smell

Research and experience the olfactory nerves.

Draw the structure of the nose.

Nervous

Research emotional problems and their causes.

Discuss bed-wetting as the result of emotional upsets.

Emphasize the importance of reporting disorders and malfunctions.

MATERIALS AND RESOURCES

Film: "Ears and Hearing"

Film: "The Nose, Throat, and Ears"

Evaluate environmental conditions relating to health and comfort.

Endocrine

Introduce the stage of maturation through reading and discussion. Film: "Growing Up Day By Day" Film: "Rodney"

Discuss growth patterns of individual children. Film: "Are You Positive"

Maintain height and weight growth charts.

Identify types, location, and functions of endocrine glands.

Skeletal

Identify the functions of the skeleton.

Film: "The Skeleton"

Film: "Human Body: Skeleton"

Protection of inner organs
Framework

Posture.

Define terms related to body structure and movement.

Joints

Marrow

Ribs

Spine.

Compare and contrast the various functions of the bones in the body.

Identify factors affecting posture.

Illustrate the effects of poor posture.

Appearance

Fatigue

Lower back pains

Deformities.

Practice and maintain good posture habits.

Recognize and investigate congenital abnormalities.

Musculatory

Define the functions of the muscles.

Distinguish the major muscles of the body.

Recognize common injuries.

Excretory

Identify the causes and solutions for malfunctions.

Constipation

Diarrhea.

Identify the primary functions of the excretory system.

Intestinal

Urinary

Perspiratory.

COMMUNITY HEALTH 2-3

Dental Care

Goal: To gain knowledge of the importance of good health habits through School and Community Health Services,

2-3 To develop an appreciation of the need for dental services.

Be aware of information and Services that are available.

Have regular checkups.

Realize the need for good personal care habits.

Film: "How to Catch a Cold"

Film: "Bacteria: Friend and Foe"

Film: "Man Against Microbe"

Immunizations

3 To develop an appreciation for:
Medical help throughout life.
Medical services and agencies which are available and how to use them.

Develop an understanding that immunizations should begin when children are small and continue regularly.

Film: "What is Disease?"

Film: "Purification of Water"

Film: "Clean Waters"

Film: "Health: You and Your Helpers"

GOALS AND OBJECTIVES

3 To learn about medical expenses.

Re: To gain knowledge of the importance of good health habits through School and Community Health Services.

SKILLS-CONCEPTS-ACTIVITIES

Understand the reasons for immunizations.

Prevent the spread of communicable diseases.

To build personal immunity.

Recognizes the symptoms of the various communicable diseases.

Know the agencies that work toward the prevention of communicable diseases:

USPHS

United Fund

Community Chest

State and County health services.

Physicals

Develop an understanding that physicals should begin when children are small and continue annually.

Maintains annual TB and cancer checkups.

Hospitals and Medical Personnel

Understand the work of various health personnel.

Be aware of the health departments and their responsibilities.

Know the use of common implements.

Recognize emergencies that require the aid of medical personnel.

MATERIALS AND RESOURCES

Film: "Peace and Voices in the Wilderness"

Film: "Which is my World?"

Film: "An Inquiry into the American Highways"

Film: "An Inquiry into the Growth of American Cities:

Film: "Earth will Blossom"

Film: "Noise"

Recognize symptoms of illnesses and diseases and the importance of following prescribed medication and care.	Film: "Air Pollution: A First Film" Film: "Water Pollution: A First Film"
Understand the relationship between medical science and Navajo Cultural beliefs.	Air Force Survival Manuals a. Training Manual
Know where to acquire Health Education information.	b. Medical Airman's Manual c. Search and Rescue

Re: To gain knowledge of the importance of good health habits through School and Community Health Services.

Health Careers

Investigate possible health careers by reviewing current literature.

Utilize resource people to present career information.

Organize a health careers club.

Visit various facilities that relate to health careers.

SAFETY

Goal: To develop attitudes and practices that will aid in the prevention of accidents.

In the Classroom and Dormitory

Walk in buildings.	Film: "No Defense"
Use right side of halls and doors.	
Keep chair legs on floor.	
Use pencils and scissors for intended use only.	
Handle pets cautiously.	
Use equipment properly.	
Paper Cutters	
Audio-visual equipment	
Staplers.	
Keep entrances and exits clear of obstacles.	
Use beds for sleeping and resting.	
Replace toys after use in proper receptacles.	

Store paint and other flammable materials in cool places.

Keep unsafe materials off the floor.

Check water temperature before entering shower.

On the Playground

-2-3 To develop a positive attitude toward safety in all aspects of the physical education and recreation program, including the:

Safe use of outdoor and indoor equipment

Hazards involved in using any equipment improperly.

Importance of reporting defective materials and equipment.

Use playground for active games.

Play in areas away from streets and roads.

Use swings properly:

One to a swing

Sit in swings

Keep a safe distance from moving swings

Keep all parts of the body

inside merry-go-round.

As a Passenger

Avoid overcrowding the driver. Film: "Motor Mania"

Stop vehicles to change drivers. Film: "On Impact"

Sit on the bed of the pickup. Film: "Night Driving Tactics"

Keep all parts of the body inside vehicle. Film: "None for the Road"

Remain seated while vehicle is in motion.

Refrain from throwing objects from or at moving vehicles.

Anchor all objects on pickup beds.

As a Pedestrian

e: To develop attitudes and practices that will aid in the prevention of accidents.

Stop, Look, and Listen before crossing street.

Wear light-colored clothing at night.

Walk on the left side facing traffic.

Cross roads and streets at intersections and/or crosswalks.

Observe traffic signals and signs.

Do not interfere with traffic.

Accept rides from known people only.

On Bicycles and Motorcycles

Wear helmets when riding a motorcycle.

Film: "The Talking Car: The Day the Bicycle Disappeared"

Know your vehicle and operate within your skill level.

Maintain cycles in good condition.

Ride bicycles and motorcycles with the flow of traffic.

Observe all traffic rules and signals.

Wear clothes which contrast with your surroundings.

Ride fully clothed and wear protective devices:

Goggles

High-top boots

Gloves.

In the Home

Be careful with hot water and grease.

Film: "Children at Play with Poison"

Turn pot handles in when on the stove.

Film: "Poison in the House"

Use knives and other utensils properly.

Film: "Sniffy Escapes Poisoning"

Film: "Families Off Guard"

Recognize dangerous household cleansers.

Film: "In a Matter of Seconds"

Film: "Safe Living at Home"

Use aspirin only as directed.

Film: "Safety in the Home"

Keep medicines and poisons out of the reach of children.

Film: "When Sally Fell"

- Store kerosene and gasoline in proper containers and in buildings away from the house.
- Take doors off of refrigerators or other appliances not in use or use some other approved safety device.
- Never use gasoline as a cleaning agent.
- Maintain all electrical cords and appliances in proper working condition.
- Know danger of electrical outlets and matches.
- Dispose of aerosol cans and batteries properly.
- Read and heed all warning labels on products.
- Learn to use and store tools properly.
- Practive safety measures when working around automobiles or other machinery.
 - Block wheels when changing tires.
 - Avoid working under a car supported by a jack.
 - Use extreme caution when working on a car with the engine running.
 - Avoid wearing loose-fitting clothing when working around machinery.
 - Wear safety goggles.
 - Avoid wearing jewelry when working on the electrical components of machinery.
 - Use tools for their designed purpose.

Use extreme caution when working with automobile batteries.

Use extreme caution when using battery chargers.

Avoid overloading electrical cords or outlets.

Use the right size electrical cord for the machinery or appliance.

2-3 To develop a sense of responsibility for self and others in regard to water.

Around Water

Use extreme caution around open water.

Film: "I'm No Fool with Water"

Swim only in known places.

Swim only in the presence of an adult.

Never swim alone.

2-3 To develop a sense of responsibility for self and others in regard to dangerous or infected animals.

Around Animals

Approach strange animals cautiously.

Recognize the symptoms of rabies.

Be cautious around snakes.

Know what to do about snake bites.

Move rocks with caution.

Be alert for animals on the road.

Learn to ride animals properly.

2-3 To develop a sense of responsibility for self and others in regard to fire.

Around Fire

Maintain monthly fire drills.

Know escape and alternate escape routes.

Know how to report a fire.

Use nonflammable materials.

Respect fires and stoves.
 Know how to use a fire extinguisher
 Learn various methods and materials that may be used to extinguish fires.
 Maintain fire extinguisher in good working order.
 Know the classes of fires and the types of extinguishers to use on each class.
 Know how to extinguish burning clothing on a person.
 Handle fireworks properly.
 Know how to extinguish a camp fire.
 Store and use flammable liquids safely.

Miscellaneous

Avoid placing tight objects around the neck.
 Use extreme caution around railroad tracks.
 Use extreme caution with firearms.

Dangerous Liquids and Poisons

Store and use flammable liquids safely.
 Recognize the skull and cross-bone symbol.
 Recognize all symbols for poisons.

1-2-3 To develop a sense of responsibility for self and others in regard to dangerous liquids.

Re: To develop attitudes and practices that will aid in the prevention of accidents.

Babysitting

Know how to contact parents.
 Check frequently on children.
 Know simple first aid measures.
 Know and follow the basic rules of safety.

Keep plastic bags away from small children.

Be aware of potentially hazardous objects around small children.

Additional Activities

View a film(s) which point up a serious accident problem in America.

Assign students to conduct a survey of safety hazard on the playground, in buildings, and in homes.

Assign reports from students on accidents recorded in newspapers and other periodicals.

Obtain statistical information from local health services.

Dramatize pedestrian safety rules.

Discuss occupations related to safety education.

Make safety posters and/or slogans.

Utilize resource people.

Discuss Civil Defense programs.

Place a candle in a jar, light it, extinguish with lid to prove effects of the lack of oxygen.

GOALS AND OBJECTIVES

SKILLS-CONCEPTS-ACTIVITIES

MATERIALS AND RESOURCES

FIRST AID

Goal: To gain the knowledge critical to saving a life or minimizing the severity of injuries and medical emergencies.

Objectives:

To learn method of stopping nosebleeds as early as possible.

To learn to react to accidents by locating an adult for assistance as quickly as possible, until they have had the Basic First Aid Course.

To learn first aid techniques in the 6th grade as outlined in the Basic First Aid Course published by the American National Red Cross, and to reinforce this knowledge by retaking the same course in the 8th grade.

FIRST AID 2-3

Encourage students to demonstrate first aid techniques at Chapter meetings.

Demonstrate technique for stopping nose bleeds.

Discuss what to do in case of accidents.

Discuss rudimentary first aid techniques in the lower elementary grades.

Stopping bleeding

Burns

Bites

Stoppage of breathing

Broken bones.

Recommend course:

"Basic First Aid"

The American National Red Cross

GOALS AND OBJECTIVES

SKILLS-CONCEPTS-ACTIVITIES

MATERIALS AND RESOURCES

PHYSICAL EDUCATION

Goal: To develop psycho motor coordination skills.

PHYSICAL EDUCATION 1-2-3

See appendix B on page 70.

Objectives:

<p>To have a basic well-balanced physical education program composed of physical fitness, recreation and health activities which will help him to:</p> <p>3 Appreciate a physical education program.</p> <p>1-2-3 Develop all of his body components.</p> <p>1-2-3 Develop mental and physical coordination.</p> <p>2-3 Develop a basic understanding of various activities.</p> <p>1-2-3 To be aware of the need for rest and relaxation.</p> <p>3 To learn the basic fundamentals of many groups and individual recreational activities.</p> <p>3 To be aware of the relationship between fitness and health.</p> <p>1-2-3 To develop an appreciation for games.</p> <p>1-2-3 To develop a sense of rhythm.</p> <p>3 To appreciate social and recreational activities as a vital part of life.</p> <p>3. To learn the value of participation.</p> <p>3 To develop skills in activities which can be used throughout life.</p>	<p>Evaluate physical deficiencies and use this information to develop appropriate exercises and activities for individuals.</p> <p>Utilize a variety of games, exercises and activities which develop upper body strength.</p> <p>Use video tape to view individual posture habits.</p> <p>Use posture charts for discussion of faults and corrective measures.</p> <p>Encourage 30 minute rest periods after meals.</p> <p>Allow 30 minutes to one hour of free time daily.</p> <p>Provide and supervise 15 minutes of planned exercise daily.</p> <p>Provide a required amount of games and sports daily.</p> <p>Learn skills of rhythm through folk dancing, square dancing, and creative movements.</p>	<p>Record Player</p> <p>Chicken Fat Record</p> <p>Dancing Records</p> <p>Exercise Records</p> <p>Balls</p> <p>Bats</p> <p>Jump ropes</p> <p><u>TEXTBOOKS</u></p> <p><u>A Complete Exercise Program Your Guide to Fitness</u> The Quaker Oats Company, National Sponsor of the Amateur Athletic Union</p> <p><u>Fitness for Elementary School Children</u> Burgess Publishing Company</p> <p><u>Play Activities for the Retarded Child</u> Abingdon Press</p> <p><u>Physical Fitness: Tests and Exercises</u> The Ronald Press</p> <p><u>Posture Exercise Handbook</u> The Ronald Press</p> <p><u>Modern Physical Education</u> Holt, Rinehart, Winston</p> <p><u>Physical Education for Children</u> Holt, Rinehart, Winston</p> <p><u>Creative Movement for the Developing</u> by Clare Cherry</p>
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GOALS AND OBJECTIVES

SKILLS-CONCEPTS-ACTIVITIES

MATERIALS AND RESOURCES

2-3 To develop self-confidence.	Encourage self-confidence and a competitive spirit through discussion, individual counseling, and experimentation.	Film: "Steps Toward Maturity and Health: The Social Side of Health, Physical Fitness and Good Health."
2-3 To develop the concept of team play.	Introduce students to a wide variety of sports rules and skills.	Film: "Beginning Responsibilities, Begin a Good Sport"
3 To develop sportsmanship.	Develop skills of team play.	
3 To develop a sense of competition.	"Learn to win with humility and lose with dignity."	
2-3 Learn the basic physical skills first.	Utilize activities which develop large muscle skills.	
2-3 To develop muscle coordination.	Build on large muscle skills until finer motor coordination abilities are developed.	
2-3 To develop a positive attitude toward safety in all aspects of the physical education program including the:		
Safe use of outdoor and indoor equipment.		
Hazards involved in using any equipment improperly.		
Importance of reporting defective materials and equipment.		

GOALS AND OBJECTIVES

SKILLS-CONCEPTS-ACTIVITIES

MATERIALS AND RESOURCES

ALCOHOL, NARCOTICS, TOBACCO

Goal: To provide the individual with adequate knowledge to enable him to make wise decisions concerning the use of Alcohol, Narcotics, and Tobacco.

Objectives:

To understand the negative effects and results of smoking and the medical use of alcohol and drugs.

2-3 To gain a knowledge of the general facts and information concerning the use of Alcohol, Narcotics, and Tobacco.

3 To be able to distinguish types and effects of the forms of Alcohol, Narcotics, and Tobacco.

3 To gain a knowledge of the effects of the various categories of Alcohol, Narcotics, and Tobacco.

ALCOHOL, NARCOTICS, TOBACCO -3

Provide articles which contain information about drugs.

Develop a list of slang terms related to drugs.

Draw pictures of the ways man uses drugs.

Utilize local resource people such as a pharmacist to discuss the differences between the uses and misuses of drugs.

Dramatize the proper and improper use of drugs.

Use physiological charts to demonstrate the effects of drugs on the body.

Analyze pictures of people who have taken drugs.

Develop a list of drugs used in the home.

Develop a bulletin board display of the different forms in which drugs appear.

Utilize local law enforcement personnel concerning narcotic abuses.

Encourage individual research to report drug facts.

Utilize field trips to drug stores and law enforcement agencies.

Utilize parents as resource persons.

Make use of buzz groups, panels, and small groups to present and discuss information.

Film: "To Your Health"

Film: "To Smoke or Not to Smoke"

Film: "Smoking and You"

Film: "The Time to Stop is Now"

Film: "Is Smoking Worth It?"

Film: "For Those Who Drink"

Film: "Time Pulls the Trigger"

Film: "The Huffy, Puffy Dragon"

Film: "Seduction of the

Innocent"

Film: "Alcohol and the Human Body"

Film: "Breaking the Habit"

Film: "Who--Me?"

Film: "How Safe am I"

Film: "Insight or Insanity"

Film: "Hooked" (Drug addiction among Teenagers)

Film: "The Losers"

PAMPHLETS

Why Pot--Why Not

Geo. W. Pflaum, Publisher

Living a Nightmare (Drugs)

State of Illinois

Let's Talk About Drugs

TANE Press

The Narcotic Addiction Problem

American Social Health Assoc.

Answers to the Most Frequently

Asked Questions About Drug Abuse

National Clearinghouse for

Drug Abuse Information

GOALS AND OBJECTIVES

SKILLS-CONCEPTS-ACTIVITIES

MATERIALS AND RESOURCES

Determine the costs of maintaining habits using alcohol, tobacco, and narcotics.

Use films that demonstrate the effects of alcohol, narcotics, and tobacco on the body.

Utilize the Federal Drug Administration personnel.

View films on the effects of withdrawing from habits involving alcohol, narcotics, and tobacco.

Demonstrate the effects of smoking by taking pulse for one minute then smoke one cigarette and take the pulse again.

Demonstrate the effects of smoking by taking a puff from a cigarette, do not inhale, and blow the smoke through a white cloth and note the brownish, yellow stains of tars and resins deposited outside the lungs of the smoker. Then take a puff, inhale, and again blow the smoke through a white cloth. Discuss the location of the yellow stains.

Research the affects of sniffing various toxic substances.

Drugs and You

Channing L. Bete Co.

Narcotics and Dangerous Drugs

National District

Attorney's Association

LSD, Some Questions and Answers

U.S. Department of HEW

Your Teen-ager and Smoking

American Medical Association

Narcotics, Some Questions and Answers

U.S. Department of HEW

The Up and Down Drugs

U.S. Department of HEW

Marijuana, Some Questions and Answers

U. S. Department of HEW

Drinking, Drugs, and Driving

H. K. Simon Co., Inc.

Alcoholic Beverages: Social Use .. Or Sick Abuse?

H. K. Simon Co., Inc.

What Everyone Should Know About Alcoholism

Channing L. Bete Co.

Smoking...or Health?

TANE Press

To Smoke or NOT to Smoke?

Channing L. Bete Co.

Glue Sniffing

TANE Press

Drug Information Center

Channing L. Bete Co.

Film: "Bitter Wind"

Hear a panel discussion on alcohol as an illness. Panel members should include medicine man, physician, AA member, minister, social worker, public health nurse.

Demonstrate a smoking machine, obtainable from the local Cancer Society.

Study traffic accidents and the number involving drivers who have been drinking.

Describe the characteristics of an alcoholic.

Make a chart illustrating the 13 steps to alcoholism:

1. You have begun to drink.
2. You start having "blackouts."
3. You find liquor means more to you than to others.
4. You consistently drink more than you mean to.
5. You start excusing yourself for drinking.
6. You start taking "eye-openers."
7. You begin to drink alone.
8. You get "anti-social" when you drink.
9. You start going on benders.
10. You know deep remorse and deeper resentment.
11. You feel deep, nameless anxiety.
12. You realize drinking has you licked.
13. You get help or go under.

Drug Abuse: The Chemical Cop-Out

National Association of Blue Shield Plans

Let's Talk About Drugs

H. K. Simon Co.

Drug Abuse: A Dead-End Street

H. K. Simon Co.

The Glue Sniffing Problem

American Social Health Association

The National PTA Smoking and Health Project

National Congress of Parents and Teachers

A Parent's Guide to the Prevention and Control of Drug Abuse

Henry Regnery Company

PAPERBACKS AND BOOKS

Drugs--All you Need to Know

The Naylor Company

Drugs: Insights and Illusions

Scholastic Book Services.

Drugs--Facts on Their Use and Abuse

Scott, Foresman, and Co.

Drug Abuse, Teenage Hangup

(Handbook for Teachers)

TANE Press, Inc.

What you MUST know About Drugs

Scholastic Book Services

What you Should know About Drugs

Harcourt Brace Jovanovich

The Drug Scene

Bantam Books

GOALS
AND

OBJECTIVES

SKILLS-CONCEPTS-ACTIVITIES

MATERIALS AND RESOURCES

TEACHER GUIDES

Concept: Use of Substances
that Modify Mood and Behavior
Arises from a Variety of
Motivations

School Health Education Study
Navajo Area Indian Health
Service

Drug Education

TANE Press

Selected Drug Education Curricula

National Clearinghouse for Drug
Abuse Information
Navajo Area Indian Health
Service

Teacher's Portfolio on Drugs +
Alcohol + Tobacco

U.S. Department of HEW
Navajo Area Health Service

HUMAN GROWTH AND DEVELOPMENT

Goal: To provide for the individual adequate knowledge of his own physical, mental, and emotional maturation processes.

Objectives:

- 2-3 To recognize the various roles of family members.
- 2-3 To recognize the similarity of growth patterns in all living things.
- 2-3 To understand that living things reproduce their own kind.
- 3 To perceive the variants in the care of the young.
- 3 To increase his understanding of the human maturation process.
- (Emphasize in grades 6 and 8)
- 3 To be aware of various forms of perversion.
- 3 To understand that living things reproduce in many ways.
- 3 To be involved in a structured family life program.

HUMAN GROWTH AND DEVELOPMENT 1-2-3

- Discuss the ways emotions effect the behavior of individuals within the home.
- Use role playing to teach the roles of family members.
- Examine pictures of different members of the family.
- Construct a family structure sheet with the names and duties of each member of the family.
- Compare the habits and roles of different members.
- Enumerate all the jobs necessary to the family's way of life.
- Raise plants and animals in the classroom.
- Care for plants and animals in the classroom.
- Use a question box as a means of obtaining student questions to be discussed in the class.
- Use Navajo person to discuss sex beliefs and practices among the Navajo people. (The San Diego Family Life series can be used as supplementary materials).
- Discuss dating. (Grade 6)
- Discuss selection of a mate. (Grade 8)
- Discuss marriage. (Grade 8)
- Discuss family planning. (Grade 8)
- Discuss child care. (Grade 8)

- Film: "How Babies Are Made?" (K-3)
- Film: "Boys Beware"
- Film: "Girls Beware" (Perversion)
- Film: "The Thread of Life" (7th Grade)
- Film: "As a Boy Grows"
- Film: "Girl to Woman"
- Film: "Human Growth"
- Film: "Boy to Man"
- Film: "From Generation to Generation"
- Film: "Story of Menstruation"
- Film: "It's Wonderful Being a Girl"
- Film: "1/2 Million Teenagers" (VD)
- Film: "Innocent Party" (VD)
- Film: "Dance Little Children" (VD)

BOOKS AND PAMPHLETS

- Curriculum Guide for Family Living Education
- Jefferson County Public Schools, Colorado
- Growing Up, Social Health Education Guide
- San Diego City Schools
- Love and Sex in Plain Language
- Bantam Books
- What You Should Know About Sex and Sexuality
- Scholastic Book Service

GOALS AND OBJECTIVES

- to understand such topics as:
- The Family
 - 2-3 Good health practices.
 - 2-3 Growth of plant and animals.
 - 2-3 Physiological changes.
 - 3 Reproduction of Plants and animals.
 - 3 Dating
 - 3 Venereal disease.
 - 3 Perversions
 - 3 Human reproduction.
 - 3 Contraceptives
 - 3 Preparation for marriage.
 - 3 Preparation for parenthood.

SKILLS-CONCEPTS-ACTIVITIES

Use a Navajo person to explain and discuss clan relationships.

MATERIALS AND RESOURCES

The Human Story

Scott, Foresman and Co.

VD: Facts You Should Know

Scott, Foresman and Co.

What You Should Know About

VD--and Why

Scholastic Book Services

Be Informed Leaflets

New Readers' Press

Planning Your Family

New Readers' Press

What a Miracle You Are BOYS

Western Publishing Co.

What a Miracle You Are GIRLS

Western Publishing Co.

Parents Tell Your Children

American Social Health

Association

Boys Want to Know

American Social Health

Association

Let's Tell the Whole Story About Sex

American Social Health Assoc

Navajo Indian Health Area

Office

Strictly for Teenagers (VD)

U.S. Department of HEW

Some Questions and Answers About VD

American Social Health

Association

Preparing for Your Marriage

American Social Health

Association

Life Goes ON

Harcourt, Brace and World
Masculinity and Femininity
Houghton Mifflin

Family Living and Sex Education Tests

Doubleday and Company
What Does it Mean to be a Man or a Woman?

Hush, Hush, Talk, Talk, a Discussion of Sex

Geo. A. Pflaum, Publisher

Human Growth

Harcourt, Brace, and World
Modern Sex Education
Holt, Rinehart and Winston

Film: "Early Marriage"

Film: "Steve and Kathy: Going Steady"

MENTAL HEALTH

Goal: To develop a healthy attitude towards self and others.

Objectives:

To develop an understanding and tolerance of:

- 1-2-3 Physical deficiencies
- 2-3 Limitations in other students.
- 3 Mental disorders.
- 1-2-3 To learn what he can do.
- 1-2-3 To develop the ability to cope with problems and stress at the level of his maturity.
- 1-2-3 To learn to work and to play and to share with others.
- 1-2-3 To learn to accept and deal with feelings and emotions effectively.
- 1-2-3 To develop the quality of respect in communication.
- 1-2-3 To learn to accept and to give love.

MENTAL HEALTH

Assist the student in assessing his strengths and weaknesses.

Assist the student in determining what he can do successfully.

Assist the student in setting realistic goals.

Discuss possible alternatives to reaching desired goals.

Discuss problems that cause stress and crises situations.

Discuss ways of coping with problems as maturity allows.

Decide when to decide.

Discuss the process of making decisions as maturity allows.

Discuss a healthy attitude in working and playing with others.

Discuss feelings common to all people.

Discuss how to deal with feelings.

Discuss personal needs.

Discuss ways various needs are met.

Discuss ways of helping others meet their needs.

Convey the quality of consistency by setting consistent examples.

Convey the quality of respect in communication by responding in an acceptable manner.

Demonstrate accepting, rejecting, and disqualifying responses and their effect upon those involved in a communicative situation.

Convey the acceptance and the giving of love (agape) by example.

Film: "Family Circus"

Film: "Mental Health"

Film: "Understanding your Emotions"

Film: "Act Your Age"

Film: "Make Your Own Decision"

Film: "Parents are People Too"

Film: "Getting Along with Parents"

Film: "Improve Your Personality"

Film: "Understanding Stresses and Strains"

Film: "Being Different"

Film: "What to do About Upset Feelings"

Film: "How Friends are Made"

Film: "Moments of Decision"

Film: "Our Angry Feelings"

Film: "Mirror, Mirror"

BOOKS

Human Development Program

Institute for Personal Effectiveness in Children

About Mental Health

Channing L. Bete Co.

Dimensions of Personality

Geo. A. Pflaum, Publisher

CONSUMER HEALTH EDUCATION

Goal: To develop critical thinking in regard to consumer health information.

Objectives:

3 To recognize and refrain from promoting common health misconceptions.

3 To recognize the need to develop a discriminating attitude toward health advertising.

2-3 To recognize the need to buy with caution.

CONSUMER HEALTH EDUCATION 2-3

Categorize common misconceptions concerning health practices.

Collect ads which present false claims and discuss in class.

Use tape recordings of radio and TV commercials and discuss in class.

Discuss reliability of information given in ads and commercials.

Demonstrate the solubility of different aspirins in water.

Discuss various considerations in buying such as:

Durability

Care required

Workmanship--quality

Size--Weight

Price comparison

Safety factors

Nutritional values of foods

Personal budget considerations

Multi-purpose

Reading labels and instructions.

Collect clothing labels for class discussions.

Demonstrate different types of clothing and materials and discuss the related buying factors.

PAMPHLET

Fact or Fallacy

TRANSPARENCY

How Safe Is Our Food

DCA Educational Products
Incorporated

Dept. H. E. 4865

Stenton Avenue

Philadelphia, Pa. 19144

- I. Title: Personal Health

- II. Goals and Objectives
 - A. To develop an awareness of good health practices
 - B. To know the value of immunizations
 - C. To know the value of cleanliness

- III. Activities to Develop Skills and Concepts
 - A. Develop a balanced daily menu
 - B. Maintain a personal health record
 - 1. Include immunization record
 - 2. Include height and weight record
 - 3. Include dental records
 - C. List infections that are caused by a lack of cleanliness

- IV. Materials and Resources
 - A. Films
 - B. Models
 - C. School nurse
 - D. Magazines, textbooks, and pamphlets
 - E. Kitchen staff

- V. Evaluation
 - A. Pre and Post tests
 - B. Follow up on health records
 - C. Observations of daily health practices

- I. Title: Safety
- II. Goals and Objectives
 - A. To prevent fires
 - B. To develop a sense of responsibility for self and others in regard to safety around fire
- III. Activities to Develop Skills and Concepts
 - A. Develop an escape route in case of fire
 - B. Inspect fire extinguishers
 - C. Use a fire extinguisher
 - D. Check building for possible fire hazards such as:
 1. Oily rags
 2. Flammable liquids
 3. Papers
 4. Electrical wiring
 - E. Learn the four classes of fires
 1. Oil, gas
 2. Electrical
 3. Paper (combustible materials)
 4. Grease
- IV. Materials and Resources
 - A. Local Fire Department
 - B. Flammable materials
 - C. Local fire codes (regulations)
- V. Evaluations
 - A. Pre and Post tests
 - B. Check timing and conduct during fire drill

- I. Title: First Aid

See American National Red Cross Materials

- I. Title: Physical Education
- II. Goals and Objectives
 - A. To develop Physical Fitness
 - B. To learn the basic skills of climbing, running, jumping, crawling, hopping, skipping and throwing.
- III. Activities to Develop Skills and Concepts
 - A. Relays races
 - B. Softball throw
 - C. Skipping rope
 - D. Obstacle Course
 - E. Rope climbing
- IV. Materials and Resources
 - A. President's Council on Physical Fitness Test
 - B. Softball
 - C. Rope
 - D. Obstacle Course
- V. Evaluation
 - A. Pre and Post test
 - B. Time Events
 - C. President's Physical Fitness Test

- I. Title: Alcohol
- II. Goals and Objectives
 - A. To learn about alcohol
 - B. To learn about the effects of alcohol
- III. Activities to Develop Skills and Concepts
 - A. View films on alcohol
 - B. Have local police come to class
 - C. Have AA representatives talk to class
 - D. Discuss affect of alcohol on all members of a family when one person abuses alcohol.
 - E. Discuss accidental deaths in relation to the use of alcohol.
- IV. Resources and Materials
 - A. Films
 - B. Police
 - C. AA Respresentatives
 - D. Accident Reports
- V. Evaluation
 - A. Pre Test
 - B. Post Test

- I. Title: Human Growth and Development
- II. Goals and Objectives
 - A. To provide an understanding of the physical, emotional, and maturation processes.
 - B. To recognize the similarity of growth patterns in all living things.
- III. Activities to Develop Skills and Concepts
 - A. View films on human growth and maturation
 - B. Raise plants and animals in the classroom
 - C. Discuss the various interests and activities at different age levels
- IV. Materials and Resources
 - A. Films:
 - 1. As a Boy Grows
 - 2. Girl to Woman
 - 3. Human Growth
 - 4. Boy to Man
 - 5. From Generation to Generation
 - B. Facilities for plants and animals
 - C. Question Box
 - D. Magazine, pamphlets, textbooks, et cetera
- V. Evaluation
 - A. Pre and Post test
 - B. Observations of interests in plant and animal projects
 - C. Observations of interests as they develop among the students

- I. Title: Mental Health
- II. Goals and Objectives
 - A. To improve self-image
 - B. To accept and deal with feelings and emotions effectively
- III. Activities to Develop Skills and Concepts
 - A. Discuss feelings common to all
 - B. Discuss personal needs
 - C. Discuss alternative ways of dealing with feelings
 - D. View film on feelings ("What To Do About Upset Feelings")
- IV. Materials and Resources
 - A. Films ("What To Do About Upset Feelings")
 - B. Mental Health Worker
 - C. Psychiatrist
- V. Evaluation
 - A. Pre Test
 - B. Post Test

- I. Title: Consumer Health Education
- II. Goals and Objectives
 - A. To develop critical thinking in regard to buying
 - B. To recognize the need to buy with caution
- III. Activities to Develop Skills and Concepts
 - A. Collect ads which present false claims
 - B. Discuss reliability of information given in ads and commercials
 - C. Demonstrate the solubility of different aspirins in water
 - D. Discuss various considerations in buying such as:
 1. Durability
 2. Care required
 3. Workmanship -- quality
 4. Size -- weight
 5. Price comparisons
 6. Safety factors
 7. Nutritional values of foods
 8. Multi-purpose
 - E. Read and discuss labels
- IV. Materials and Resources
 - A. Newspaper ads
 - B. Aspirins
 - C. Materials and price lists
 - D. Labels from products
- V. Evaluation
 - A. Pre and Post test
 - B. Observe buying habits of pupils

HEALTH EDUCATION
PERSONAL AND COMMUNITY HEALTH
PRE-POST TEST QUESTIONS

Multiple choice questions -- Circle the letter before the word or words that best complete the statement.

1. Everyone should brush his or her teeth:
 - A. Once a day
 - B. After each meal
 - C. Once a week
 - D. Every morning
2. You should visit the dentist:
 - A. Only when you have a tooth ache
 - B. Once a year
 - C. Twice a year
 - D. Only when he comes to the school
3. Which of the following foods is not good for your teeth?
 - A. Apples
 - B. Celery
 - C. Carrots
 - D. Marshmallows
4. If you have eyeglasses, you should wear them:
 - A. As your doctor tells you
 - B. Only when you read
 - C. All the time
 - D. When you play
5. If your eyes itch or hurt, you should:
 - A. Rub them
 - B. Use eye drops
 - C. Go to the doctor
 - D. Borrow your friends' glasses
6. If you have a sore, you should:
 - A. Bandage it yourself
 - B. Report it to an aide
 - C. Let it heal by itself
 - D. Put iodine on it
7. If you have only one pair of socks, you should:
 - A. Wash them twice a week
 - B. Not wear socks
 - C. Wash them once a week
 - D. Wash them each night
8. The floors in your home should be mopped at least:
 - A. Once a week
 - B. Twice a week
 - C. Every two weeks
 - D. Once a month
9. All trash and garbage should be emptied:
 - A. Daily
 - B. Weekly
 - C. Twice a week
 - D. Every other day

- 10. Your towel and washcloth should be used only by:
 - A. You and your parents
 - B. You and your family
 - C. You and your best friend
 - D. You alone

- 11. If you have a cold or sore, you must not:
 - A. Go to the store
 - B. Serve food in the dining room
 - C. Play basketball
 - D. Take a bath

- 12. One good eating habit is to:
 - A. Eat slowly
 - B. Eat quickly
 - C. Don't talk in the dining room
 - D. Eat a lot of food

- 13. The digestion of foods begins in the:
 - A. Stomach
 - B. Mouth
 - C. Throat
 - D. Small intestine

- 14. The best way to keep from catching a communicable disease is to:
 - A. Take medicine
 - B. Eat good foods
 - C. Immunizations
 - D. Isolation

- 15. The "Old Navajo" way of treating a sick person is to:
 - A. Have a "sing"
 - B. Go to the hospital
 - C. Call the doctor
 - D. Take aspirin

- 16. Those who need good health are:
 - A. Young people
 - B. Old people
 - C. Boys
 - D. Girls
 - E. Doctors
 - F. Nurses
 - G. Teachers
 - H. Aides
 - I. Everyone

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HEALTH EDUCATION
HEALTH AND SAFETY
PRE-POST TEST QUESTIONS

Write "T" if the statement is True and "F" if the statement is False.

- ___ 1. A good safety practice is to keep chair legs on the floor.
- ___ 2. A good safety practice is to swing legs off the merry-go-round.
- ___ 3. Stop, Look, and Listen before crossing the street.
- ___ 4. It is safe to accept rides from anyone who stops for you.
- ___ 5. Keep medicines and poisons out of the reach of children.
- ___ 6. Never swim alone.
- ___ 7. One should know and follow the basic rules of safety.
- ___ 8. One should always play on railroad tracks.
- ___ 9. One should be alert for animals on the road.
- ___ 10. One should use knives and other utensils with caution.
- ___ 11. Everyone should observe all traffic rules and signals.
- ___ 12. One should use aspirin only as directed.
- ___ 13. It is safe to work under a truck that is supported by a jack.
- ___ 14. Approach strange animals cautiously.
- ___ 15. Fire drills are unnecessary.
- ___ 16. Everyone should know how to report a fire.
- ___ 17. All liquid in bottles is safe to drink.
- ___ 18. Everyone should know how to extinguish burning clothes on a person.
- ___ 19. One should learn to ride animals properly.
- ___ 20. Children should swim only in the presence of an adult.

HEALTH EDUCATION
FIRST AID
PRE-POST TEST QUESTIONS

Multiple choice questions -- Circle the letter before the word or words that best answer the question or complete the statement.

1. What would you do first to stop bleeding?
 - A. Apply pressure on the cut with a pad.
 - B. Squeeze the pressure point.
 - C. Apply a tourniquet.

2. What do you do to stop a nose bleed?
 - A. Pinch the nose shut.
 - B. Hold your head down.
 - C. Tip your head back.

3. What do you do first for a burn?
 - A. Rinse in cold water.
 - B. Apply baking soda.
 - C. Cover it with butter.

4. What is the second step in caring for a burn?
 - A. Grease
 - B. Bandage
 - C. Remove the skin.

5. After you treat a bad burn, you should:
 - A. Rush him to the hospital.
 - B. Treat for shock.
 - C. Run for help.

6. You think a friend's arm is broken, but you are not sure. You should:
 - A. Have him move his arm to check.
 - B. Have him hold his arm still, or splint it.
 - C. Have him soak his arm in cold water.

7. How can you splint a broken leg if you don't have any boards, splints, or poles?
 - A. You can't splint it.
 - B. Tie it to the other leg.
 - C. Pull the leg straight.

8. What is the first step to follow for a poisonous snake bite on an arm or leg?

- A. Get the person to lie down.
- B. Take him to the doctor.
- C. Tie a rubber band or cloth band two inches above the bite (between the bite and the heart).

9. You should start mouth to mouth breathing:

- A. After calling the doctor.
- B. In five minutes
- C. As soon as possible.

10. What is the first "go" step for mouth to mouth breathing?

- A. Blow and listen.
- B. Tilt the head and open the throat.
- C. Press the stomach and check pulse.

11. Complete the following -

The first "get-ready" steps for mouth to mouth breathing are:

- A. _____ the mouth.
- B. _____ the head.
- C. _____ the nose.

12. Place the following in the correct order.

After the person starts breathing for himself:

- A. () Check to be sure he keeps breathing.
- B. () Call the doctor.
- C. () Give care for shock.

HEALTH EDUCATION
PHYSICAL EDUCATION
PRE-POST TEST QUESTIONS

Multiple choice questions -- Underline the word or words which best complete the statement.

1. A person should rest (20, 15, 30) minutes after eating.
2. A person should have (20, 15, 30) minutes of planned exercise everyday.
3. Physical education should develop (courage, self-confidence, cheating).
4. Skills of rhythm will be developed most through (walking, riding, dancing).
5. Physical education teaches a person (team play, to win at all cost, selfishness).

Write "T" if the statement is True and "F" if the statement is False.

1. Good posture is a part of physical education.
2. Team play is "self-centered."
3. "Learn to win with humility and lose with dignity" is the motto of a good sportsman.
4. Physical activity develops skills which can be used throughout life.
5. Organized sports develop total muscle coordination.
6. Sportsmanship means to play according to the rules.
7. In physical education, you should learn the basic skills first.
8. Sports help develop all parts of your body.
9. Physical education builds muscle coordination.
10. Physical education does not help your mental development.
11. In sports we need a sense or feeling of competition.
12. We should learn one sport only.
13. There is no difference between fitness and health.
14. We do not need to develop our upper body strength.
15. We need about one hour of free time daily so we can relax.

HEALTH EDUCATION
ALCOHOL, NARCOTICS, TOBACCO
PRE-POST TEST QUESTIONS

Write "T" if the statement is True and "F" if the statement is False.

- _____ 1. Alcohol, when used in the place of food, can damage parts of the digestive system.
- _____ 2. Alcohol changes behavior.
- _____ 3. Alcohol helps you to think more quickly and clearly.
- _____ 4. Alcoholism is an illness.
- _____ 5. An alcoholic can go without a drink of liquor for a long time.
- _____ 6. Drugs, if used properly, are helpful as healing agents.
- _____ 7. Aspirin is a drug and can kill if used improperly.
- _____ 8. A stimulant is any drug which makes you sleepy.
- _____ 9. A person who takes drugs illegally to take a "trip" often becomes addicted.
- _____ 10. Mixing drugs is a safe thing to do.
- _____ 11. Cigarette smoking affects the performance of an athlete.
- _____ 12. Smoking causes health problems or diseases.
- _____ 13. It is easy to stop smoking.
- _____ 14. It is better to smoke a pipe or cigars if one must smoke.
- _____ 15. Smoking makes breathing more difficult.
- _____ 16. Smoking makes your heart work better.
- _____ 17. A person who smokes or drinks will probably live longer than someone who doesn't.
- _____ 18. The six general groups of drugs are:
 1. Volatile chemicals
 2. Tranquilizers
 3. Stimulants
 4. Hallucinogens
 5. Sedatives
 6. Narcotics

- _____ 19. Tranquilizers are used for their quieting effect on the nerves.
- _____ 20. Glue, household cement, and gasoline are examples of drugs which cause brain damage and can cause liver, kidneys, and bone marrow to work improperly.

HEALTH EDUCATION
HUMAN GROWTH AND DEVELOPMENT
PRE-POST TEST QUESTIONS

Write "T" if the statement is True and "F" if the statement is False.

- _____ 1. Each person has a role to play as a family member.
- _____ 2. All humans and animals have their young in the same way.
- _____ 3. All living things reproduce their own kind.
- _____ 4. Human and animal babies become independent of their parents at the same age.
- _____ 5. Plants reproduce.
- _____ 6. Boys and girls mature at the same rate.
- _____ 7. The foods you eat affect the way you grow.
- _____ 8. Body changes affect your feelings and emotions.
- _____ 9. All living things have the same life span.
- _____ 10. Aging is a normal process for all humans.

HEALTH EDUCATION
MENTAL HEALTH
PRE-POST TEST QUESTIONS

Write "T" if the statement is True and "F" if the statement is False.

- _____ 1. You must have a lot of money to have friends.
- _____ 2. The teacher is the most important person in your room.
- _____ 3. Everyone wants to be happy.
- _____ 4. You can hurt someone by the things you say about them.
- _____ 5. You can do something better than anyone else.
- _____ 6. You should never show that you are angry.
- _____ 7. You can be happy all the time.
- _____ 8. Your ideas are important most of the time.
- _____ 9. Everyone needs to be loved.
- _____ 10. All of your problems will go away if you forget about them.

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HEALTH EDUCATION
CONSUMER HEALTH
PRE-POST TEST QUESTIONS

Write "T" if the statement is True and "F" if the statement is False.

- _____ 1. Ads try to inform us about a product and never try to make us think a product is better than it is.
- _____ 2. You should always buy your clothing without reading the label.
- _____ 3. All clothing is made so it won't catch on fire easily.
- _____ 4. All medicines advertised are good for your health.
- _____ 5. Some toothpastes will ruin your teeth.
- _____ 6. The cheaper product is always that best for you.
- _____ 7. Manufacturers use color of package, shape of package, advertising and other methods to make you buy their product.
- _____ 8. All food is safe for you to eat if you buy it in a store.
- _____ 9. The boxes of the same size always have the same amount of the same type of product in them.
- _____ 10. It is cheaper, in the long run, to buy clothing which has to be dry cleaned.
- _____ 11. When you have little money, it is wise to buy cheap shoes.
- _____ 12. When you have little money, it is wise to buy clothing which can be used only for dress-up occasions.
- _____ 13. All people need to take vitamins.
- _____ 14. All cereals are good for you.
- _____ 15. Your own money (income) is important in deciding what type of clothing to buy.
- _____ 16. It is wise to use a budget.
- _____ 17. You can trust all salesmen.
- _____ 18. It is cheaper to finance a purchase than to pay cash.

HEALTH EDUCATION
PRE-POST TEST ANSWERS

PERSONAL AND COMMUNITY HEALTH

- | | | |
|-------------|--------------|--------------|
| <u>B</u> 1. | <u>B</u> 8. | <u>A</u> 15. |
| <u>C</u> 2. | <u>A</u> 9. | <u>I</u> 16. |
| <u>D</u> 3. | <u>D</u> 10. | <u>C</u> 17. |
| <u>A</u> 4. | <u>B</u> 11. | <u>D</u> 18. |
| <u>C</u> 5. | <u>A</u> 12. | <u>A</u> 19. |
| <u>B</u> 6. | <u>B</u> 13. | <u>B</u> 20. |
| <u>D</u> 7. | <u>C</u> 14. | |

HEALTH AND SAFETY

- | | | |
|-------------|--------------|--------------|
| <u>T</u> 1. | <u>F</u> 8. | <u>F</u> 15. |
| <u>F</u> 2. | <u>T</u> 9. | <u>T</u> 16. |
| <u>T</u> 3. | <u>T</u> 10. | <u>F</u> 17. |
| <u>F</u> 4. | <u>T</u> 11. | <u>T</u> 18. |
| <u>T</u> 5. | <u>T</u> 12. | <u>T</u> 19. |
| <u>T</u> 6. | <u>F</u> 13. | <u>T</u> 20. |
| <u>T</u> 7. | <u>T</u> 14. | |

FIRST AID

- | | |
|-------------|-----------------|
| <u>A</u> 1. | <u>A</u> 10. |
| <u>A</u> 2. | 11. |
| <u>A</u> 3. | A. <u>Clean</u> |
| <u>B</u> 4. | B. <u>Tip</u> |
| <u>B</u> 5. | C. <u>Pinch</u> |
| <u>B</u> 6. | 12. |
| <u>B</u> 7. | A. <u>C</u> |
| <u>A</u> 8. | B. <u>B</u> |
| <u>C</u> 9. | C. <u>A</u> |

PHYSICAL EDUCATION

- | | | |
|-------------------|---------------------|---------------------------|
| 1. <u>30</u> | 2. <u>15</u> | 3. <u>Self-confidence</u> |
| 4. <u>Dancing</u> | 5. <u>Team play</u> | |
| <u>T</u> 1. | <u>T</u> 6. | <u>T</u> 11. |
| <u>F</u> 2. | <u>T</u> 7. | <u>F</u> 12. |
| <u>T</u> 3. | <u>T</u> 8. | <u>T</u> 13. |
| <u>T</u> 4. | <u>T</u> 9. | <u>F</u> 14. |
| <u>F</u> 5. | <u>F</u> 10. | <u>T</u> 15. |

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HEALTH EDUCATION
PRE-POST TEST ANSWERS

ALCOHOL, NARCOTICS, TOBACCO

<u>T</u> 1.	<u>F</u> 8.	<u>T</u> 15.
<u>T</u> 2.	<u>T</u> 9.	<u>F</u> 16.
<u>F</u> 3.	<u>F</u> 10.	<u>F</u> 17.
<u>T</u> 4.	<u>F</u> 11.	<u>T</u> 18.
<u>F</u> 5.	<u>T</u> 12.	<u>T</u> 19.
<u>T</u> 6.	<u>F</u> 13.	<u>F</u> 20.
<u>T</u> 7.	<u>T</u> 14.	

HUMAN GROWTH AND DEVELOPMENT

<u>T</u> 1.	<u>T</u> 8.
<u>F</u> 2.	<u>F</u> 9.
<u>T</u> 3.	<u>T</u> 10.
<u>F</u> 4.	
<u>T</u> 5.	
<u>F</u> 6.	
<u>T</u> 7.	

MENTAL HEALTH

<u>F</u> 1.	<u>T</u> 8.
<u>F</u> 2.	<u>T</u> 9.
<u>T</u> 3.	<u>F</u> 10.
<u>T</u> 4.	
<u>T</u> 5.	
<u>F</u> 6.	
<u>F</u> 7.	

CONSUMER HEALTH

<u>F</u> 1.	<u>F</u> 8.	<u>T</u> 15.
<u>F</u> 2.	<u>F</u> 9.	<u>T</u> 16.
<u>F</u> 3.	<u>F</u> 10.	<u>F</u> 17.
<u>F</u> 4.	<u>F</u> 11.	<u>F</u> 18.
<u>T</u> 5.	<u>F</u> 12.	
<u>F</u> 6.	<u>F</u> 13.	
<u>T</u> 7.	<u>F</u> 14.	

RESOURCES

BOOK COMPANIES

Geo. A. Pflaum, Publisher
38 W. Fifth Street
Dayton, Ohio 45402

Channing L. Bete Co., Inc.
45 Federal Street
Greenfield, Massachusetts 01301

The Naylor Company
1015 Culebra Avenue
San Antonio, Texas 78201

Harcourt Brace Jovanovich, Inc.
757 Third Avenue
New York, New York 10017

Houghton Mifflin Company
110 Tremont Street
Boston, Massachusetts 02107

Bantam Book, Inc.
666 5th Avenue
New York, New York 10019

EANE Press
2814 Oak Lawn Avenue
Dallas, Texas 75219

National Safety Council Catalog
425 N. Michigan Avenue
Chicago, Illinois 60611

Scott, Foresman, and Company
1900 E. Lake Avenue
Glenview, Illinois 60025

H. K. Simon Co., Inc.
P. O. Box 236
Hastings-On-Hudson, New York 10706

Holt, Rinehart, and Winston, Inc.
383 Madison Avenue, N. E.
New York, New York 10017

Scholastic Magazines, Inc.
50 West 44th Street
New York, New York 10036

The University of Michigan Press
615 East University
Ann Arbor, Michigan 48106

Burgess Publishing Company
426 South 6th Street
Minneapolis, Minnesota 55415

Peek Publications
4067 Transport Street
Palo Alto, California 94303

Arizona Tuberculosis & Respiratory Diseases
Association Catalog
1239 East McDowell Road
Phoenix, Arizona 85006

RESOURCES

BOOK COMPANIES

New Readers Press
Div. of Lauback Literacy, Inc.
Box 1313
Syracuse, New York 13210

Harper and Row, Publishers
School Department
2500 Crawford Avenue
Evanston, Illinois 60201

College Entrance Book Company
Div. Standard Publishing
104 5th Avenue
New York, New York 10011

HEALTH ORGANIZATIONS

President's Council on Physical Fitness
Washington, D. C. 202402

American Cancer Society
219 East 42nd Street
New York, New York 10017

American Heart Association
44 East 23rd Street
New York, New York 10010

American Medical Association
535 North Dearborn Street
Chicago, Illinois 60610

Human Development Training Institute, Inc.
4456 Twain Avenue
Suite H.
San Diego, California 42120

Consumer News
Office of Consumer Affairs
Washington, D. C. 20506
(Monthly Publication - \$1.00 a year
subscription)

American National Red Cross
Washington, D. C. 20006

American Dental Association
211 East Chicago Avenue
Chicago, Illinois 60611

United Cerebral Palsy Association
321 West 44th Street
New York, New York 10036

Metropolitan Life Insurance Company
1 Madison Avenue
New York, New York 10010

RESOURCES

FILMS

1970 Film Catalog
Public Health Service
U. S. Department of Health, Education &
Welfare
Window Rock, Arizona 86515
(Consult local unit)

Instructional Service Center
Attention: Library Technician
Box 66
Brigham City, Utah 84302

Educator's Guide to Free Films
Educator's Guide to Free Filmstrips
Educator's Guide to Free Tapes, Scripts, and Transcriptions
Educator's Progress Service
Randolph, Wisconsin 53956

OR

Educational Materials Service
Western District for E.P.S. Publications
Box 1921
LaJolla, California 92037

RESOURCES

HEALTH ORGANIZATIONS

American Public Health Association
1740 Broadway
New York, New York 10019

Community Health Affairs
600 Stockton Street
San Francisco, California 94120

National Council on Alcoholism
2 East 103rd Street
New York, New York 10029

National Safety Council
425 North Michigan Street
Chicago, Illinois 60611

Equitable Life Insurance Society
of the United States
1285 Avenue of the America
New York, New York 10019

American Association for Health, Physical
Education & Recreation
1201 16th Street N. W.
Washington, D. C. 20036

Navajo Area Indian Health Service
U.S. Public Health Service
Window Rock, Arizona 86515

American School Health Association
515 East Main Street
Kent, Ohio 44240

National Association for Mental Health
10 Columbus Circle
New York, New York 10019

National Dairy Council
111 North Canal Street
Chicago, Illinois 60606

National Tuberculosis Association
1740 Broadway
New York, New York 10019

National Society for the Prevention
of Blindness
16 East 40th Street
New York, New York 10016

Sex Information and Education Council
of the United States
1855 Broadway
New York, New York 10023

A P P E N D I X A

A UNIT OF INSTRUCTION ON THE EAR

UNITED STATES GOVERNMENT OFFICES

Department of Agriculture
School Lunch Division
Arlington, Virginia 22209

National Education Association
1201 16th Street N. W.
Washington, D. C. 20036

National Fire Prevention Association
60 Batterymarch Street
Boston, Massachusetts 02110

UNESCO
United Nations Building
New York, New York

Dairy Council of Arizona
618 South 21st Street
Phoenix, Arizona 85034

World Health Organization
25 23rd Street N. W.
Washington, D. C. 20037

Child Welfare League of America Inc.
4 East 23rd Street
New York, New York 10010

Bureau of Narcotics and Dangerous Drugs
U.S. Department of Justice (Regional Office)
405 I Street N. W.
Washington, D. C. 20537

Department of Health, Education & Welfare
Division of Consumer Relations
Washington, D. C. 22203

Department of Health, Education & Welfare
Public Health Service
Arlington, Virginia 22203

Pet Milk Company
Arcade Building
St. Louis, Missouri 63100

American Social Health Association
1740 Broadway
New York, New York 10019

Dairy Council of the Rio Grande Valley
139 Madison N. E.
Albuquerque, New Mexico 87108

National Institute of Mental Health
5454 Wisconsin Avenue
Chevy Chase, Maryland 20015

Family Service Association of America
44 East 23rd Street
New York, New York 10010

National Clearinghouse for Drug Abuse
Information
P. O. Box 1701
Washington, D. C. 20013

A UNIT OF INSTRUCTION ON THE EAR
A P P E N D I X A
NAVAJO AREA HEALTH AND PHYSICAL EDUCATION
CURRICULUM GUIDELINES

I. Anatomy.

A. Divisions of the Ear.

1. Outer Ear.
 - a. auricle.
 - b. external canal-1 1 2.

2. Middle Ear.
 - a. ear drum.
 - b. ossicular chain.
 - 1) malleus (hammer)
 - 2) incus (anvil).
 - 3) stapes (stirrup).

3. Inner Ear.
 - a. cochlea - end organ for hearing.
 - b. vestibule - sensory organ for balance.

II. Transmission of Sound.

A. Air Conduction.

1. Sound waves in the air are directed by the auricle into the external canal where they impinge on the eardrum.
2. Since the handle of the malleus is imbedded in the eardrum, the ossicular chain is set into motion, moving in and out producing a pressure wave in the fluid of the cochlea.
3. Fluid stimulates the hair cells of the inner ear initiating the nerve impulses. The nerve impulses are then carried by nerve fibers to the main trunk on the acoustic portion of the VIII nerve, and the message is sent to the brain.

B. Bone Conduction.

1. Since the inner ear is encased in bone, invisible vibrations of the bones will cause movement of the fluid in the inner ear directly.

2. Hearing by bone conduction is less efficient than air conduction because vibrations must be sufficiently intense to set the bones into movement before they are heard by the bone.

III. Disorders of Hearing.

A. Conductive Impairment - involves the outer or middle ear.

- | | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none">1. Symptoms<ol style="list-style-type: none">a. hearing loss.b. muffled hearing, but ability to understand speech is good.c. quiet voice. | <ol style="list-style-type: none">2. Causes<ol style="list-style-type: none">a. Outer<ol style="list-style-type: none">1. Microtia and Canal Atresia-lacking auricle and canal.2. Wax-most common (must completely occlude canal).3. Foreign Body - (must completely occlude canal).4. Tumor.5. Swelling of canal shut due to Severe Otitis Externa.b. Middle<ol style="list-style-type: none">1. Serous Otitis Media-retracted eardrum, accumulation of fluid in the middle ear (not infected) with conductive hearing loss. May be associated with allergic factors, colds other respiratory infections and problems leading to Eustachian Tube dysfunction.2. Suppurative Otitis Media<ol style="list-style-type: none">a. Acute-pus in middle ear, red, sometimes bulging eardrum, fever, pain, fullness, and varying transient hearing loss.b. Chronic - eardrum (sometimes other structures) are damaged by middle ear infection. Perforation of eardrum, intermittent drainage (usually less pain), and conductive hearing loss. | <ol style="list-style-type: none">3. Treatment<ol style="list-style-type: none">a. Most conductive impairments can be treated through removal of the wax or foreign body, medication, or surgery. |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

B. Sensorineural Impairment - damage to the inner ear or along the nerve pathway from the inner ear to the brain stem.

1. Symptoms

- a. hearing loss, often with decreased ability to understand speech.
- b. ring or buzzing sound often present.
- c. loud voice-long standing severe loss.

2. Causes

- a. Congenital.
 - 1. Hereditary.
 - 2. Damage to the embryo-German Measles.
- b. Acquired.
 - 1. Disease almost any viral disease.
 - 2. Trauma-such as skull fracture.
 - 3. Drugs-ototoxic.
 - 4. Old Age.
 - 5. Noise Exposure.

3. Treatment

- a. Normally sensorineural impairments can not be helped through medication or surgery, except for a few exceptions, although such remedial help as hearing aids and rehabilitation are available.

C. Mixed Impairments-combination of both conductive and sensorineural losses.

D. Central Deafness-damage to the VIII nerve between the inner ear and brain stem or brain.

E. Functional or Nonorganic Impairment-cause of hearing loss is psychological.

1. Symptoms

- a. inconsistent hearing loss.

2. Causes

- a. gain attention.
- b. receive compensation.

IV. Hearing Aid Rehabilitation

1. To orient the patient into becoming more of a part of his total surroundings.

2. Physical characteristics:

- a. microphone - changes acoustical energy into electrical energy.
- b. amplifier - amplifies the sound.
- c. receiver - changes electrical energy back into acoustical energy.
- d. battery - source of electrical energy needed to operate the amplifier.
- e. volume control - allows the hearing aid user to select his most efficient listening level.
- f. earmold - plastic plug that transmits the signal from the receiver into the ear cavity.

3. Types:
 - a. ear level.
 - b. body.
 - c. eyeglass.
 - d. bone conduction.

4. Care of the aid:
 - a. do not get any part of the hearing aid wet.
 - b. do not drop the aid.
 - c. extra batteries should accompany the child.
 - d. aid should always be turned off before its taken out of the ear.
 - e. remove the batteries each night.
 - f. do not bend the cord.
 - g. keep the earmold clean.

A P P E N D I X - B

PHYSICAL EDUCATION CURRICULUM

NAVAJO AREA PHYSICAL EDUCATION CURRICULUM

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CHARACTERISTICS OF THE CHILD
DURING FOUR DEVELOPMENTAL PERIODS
AND IMPLICATIONS FOR PHYSICAL EDUCATION

Characteristics of the Child

Implications for Physical Education

I. Exploratory Period in which the Self is the Center of Attention. Ages approximately 4 to 7.

1. Gradual growth in weight and height.
2. Disease susceptibility high.
3. Endurance is low; heart small.
4. Low visual ability to focus on small, fast-moving objects.
5. Bones soft.
6. Muscular control more effective with large objects.
7. Imitative.
8. Marked activity urge.
9. Short interest span.
10. Individualistic and assertive.
11. Indifferent to sex distinctions.

1. Need for regular weight and height record.
2. Need for daily health observation and to teach health conservation.
3. Need for frequent periods of relaxation and rest.
4. Need to control physical environment in environment in relation to special senses.
5. Need to emphasize posture in standing, sitting, and all activity.
6. Need to use large objects for muscular control.
7. Need to develop rhythms and dramatizations.
8. Need to encourage interest in running and tag games; also games of low organization.
9. Need to change activity frequently.
10. Need to teach safety for self and others in small groups.
11. Need to develop opportunities for varied physical activities for all boys and girls.

II. Exploratory Period in which the Self in Relations to Others is the Center of Attention. Ages approximately 7 to 10.

1. Gradual growth in weight and height.
2. Increased resistance to disease.
3. Endurance is improved.
4. Eyes are functioning properly except in special cases.

1. Need for weight and height record.
2. Need for daily health observation.
3. Need to lengthen periods of activity but relaxation and rest are still necessary.
4. Need to control physical environment with special regard to individual cases.

5. Muscular control improving, finer coordination possible.

6. Ossification is progressing.

7. Liking for excitement and adventure.

8. Gradual growth in interest span.

9. Beginning gregarious and cooperative.

5. Need to offer opportunities for finer coordination possible.

6. Need to continue postural emphasis in all activities.

7. Need to continue rhythms and dramatizations.

8. Need to introduce activities that encourage group cooperation.

9. Need to provide opportunities to play in more highly organized games with pupil leadership, planning, and evaluation.

III. Period of Rapid Growth in which Self Development is Comparable to Ideal or Hero as Center of Attention: Age approximately 10 to 13.

1. Rapid growth. Age of puberty. Girls in advance of boys by one to two years. Maturation levels vary between girls and boys and between individuals.

2. Endurance is decreased.

3. Danger of over-fatigue.

4. Individuals differ in maturation of special sense organs.

5. Great variability in muscular control.

1. Need to have records of child growth and knowledge of general habits.

2. Need for daily health observation by first period and core teacher.

3. Need to focus attention on individual students during this period of extreme variation of growth (posture, endurance, emotions, social attitude); need to teach conservation of health.

4. Need to continue attention to physical environment and its contribution to general well-being (individual and group).

5. Need to use many activities in special interest areas.

6. Rapid growth of long bones.

6. Need to teach techniques of relaxation and good body mechanics.

7. Girls interest in personal appearance and in boys.

7. Need to teach personal and social hygiene.

8. Boys more interested in approbation of other boys than in girls.

8. Need to develop standards of behavior and provide activities of interest to both groups.

9. Increased interest in competitive activities.

9. Need to promote sportsmanship and develop training rules.

10. Establishment of group loyalty; hero worship.

10. Need to discuss the function of ideals.

11. Decided physical and mental change.

11. Need to show sympathetic understanding of problems that arise.

12. Increasing power of attention and abstract reasoning.

12. Need to provide activities that are challenging to good leadership and followership.

IV. Maturing Period in which there is a Consolidation and Refinement of Powers. Ages approximately 13 to 16.

1. Girl's growth more nearly completed; boys still in period of rapid growth.

1. Need for inspection of records and knowledge of general health and growth of the child (weight, height, et cetera).

Physical activity is essential to the education, training, and therapy of the atypical child. In planning for these children no distinct separation should be made between physical fitness and motor function. Atypical children will respond favorably to any approach in which a great deal of emphasis is placed on active physical and recreational movement.

GUIDING PRINCIPLES

Development of play interests is similar to any other children except that the rate of development may be slower.

Mental age is an important guide in the determination of activities.

At an early age, chronological and mental age differences in groups should be kept within certain limits.

Activities must be related to atypical characteristics of the child.

Basic play and recreation needs and interests differ only in degree and method of expression.

Emphasis should be toward the concrete rather than abstract.

Physical expectation can be more than what is often required.

Small groups with sufficient personnel afford greater results. Individual attention and instruction is needed. The younger the pupil, the more individual attention is needed.

Progressive motivation that builds on itself is important. The experience is often much more important than the result.

It is important that the child be accepted as an individual.

SPECIFIC CONSIDERATIONS TO BE TAKEN INTO ACCOUNT WITH THE ATYPICAL CHILD

Verbal directions should be few and simple, using a calm and well-controlled voice.

New skills should be presented carefully, efficiently, and clearly.

Genuine praise and encouragement are indispensable; recognizing efforts as well as accomplishments is important.

Performance is often best during the first few times a skill is attempted.

Practice periods should be short, with frequent changes in activities.

Ensure that each child experiences success more often than failure.

New activities should be introduced early in the class period.

Short attention spans are often a result of disinterest, boredom, and lack of motivation and understanding rather than an inherent or universal characteristic.

Activities should be short and changed frequently.

Guiding individuals through correct actions or specific skills can be highly effective.

Visual aids of all types can be valuable tools and motivators.

The group climate should be free of rigidity and tension, emphasizing mutual respect and fair play.

Repetition, drill, and review are needed quite often. Keeping fun in fundamentals is important. The team game approach in teaching fundamentals is effective.

Individual abilities and interests should be utilized to the fullest.

Different approaches to the same skill or activity is sometimes a necessity.

Progress or success in skills or activities should be noticeable to the children.

Active participation by all individuals should be the ever-present goal in any activity.

Discipline must be consistent and firm but without threats and within the understanding and capabilities of the children.

Instruction must be paced, deliberate, and progressive. Materials presented in small, sequential, and concrete steps are usually more effective.

Allow each child to learn skills fully.

Stimulation of many of the child's senses often produces more effective results.

PLAY EXPERIENCES COMMON TO ALL PEOPLE

Play and recreation have been considered as expressions of and contributing to the development of the human personality in our culture. At different ages and stages in growth and maturation, there are certain play experiences that are common to the average person.

PATTERNS OF PLAY EXPRESSION: AGES OVERLAP

MANIPULATIVE AGE-- (INFANT AND PRE-SCHOOL)

The first stage in the development of self comes from interest in one's own body. The infant's play is to discover and learn about his body.

Changes in motor ability play a tremendous part in determining a child's play activities. Each new physical skill is a step toward more advanced skills. For example, the infant crawls and strengthens his back and limbs for walking and climbing; he balances while sitting; and his balancing aids him in walking. Grasping strengthens his muscles and reflexes for intricate manual manipulations.

The pattern of motor learning is not the same with all children. Some master the entire act, whereas others progress one step at a time. One child may walk as soon as he stands; another may stand until his balance is fairly secure before he takes a step.

Motor skills develop in sequence. Hand movements are inferior to arm movements in children under six. Ascending, as a climbing skill, precedes descending. By the 7th year, the child acquires skill in one-hand throwing, but successful catching comes later (hand-eye coordination). After learning the basic movements, children turn to stunting, adding difficulties (jumping over objects, using one leg, eyes closed). Play is the child's life.

EXPRESSIVE AGE -- (4 - 8)

As soon as the child recognizes animals and objects, he tries to impersonate them. As the child grows intellectually he wants to build and create with construction toys. Toy play reaches a peak about age 7 or 8.

By the time he enters school, make believe becomes more elaborate with games in which he not only physically plays the part of another person but also assumes that person's traits.

AGGRESSIVE AGE -- (6 - 10)

Team play begins. The child retains his individuality. He still lacks the "all for the team" drive of the adolescent. He participates primarily to enhance himself.

REBELLIOUS AGE -- (9 - 10)

During pre-adolescence, the sex roles play an important part in personality development. Some children are even violently antagonistic toward the opposite sex. Girls who are often included in boys' play, show "Tomboy" behavior, and boys, who are accepted in girls' play, may show feminine traits. Activity interests, rather than sex interests, provide the bonds when both sexes play together.

The aggression of this age stimulates competition in games and social relationships. Although they try to emulate adolescent and adult behavior, they are awkward in movements and in social skills. Part of their difficulty is due to increases in the physical size to which they are unaccustomed, and part to their emotional instability.

SOCIAL AGE -- (12 - 17)

The wish to be socially adept with members of the opposite sex, the urge to belong, and the desire to give one's life to a cause constitute the adolescent drives expressed in play. This is the age of team play. The tremendous urge to "give all for the cause" is as important as the activity.

Adolescents are engaged in more kinds of activities than at any other time in their lives. The primary drives of the late adolescent no longer express rebellion against adults. They now show the need for adult approval. They learn the life work and recreational patterns of the adult. Frequently leisure time is spent in further social experimentation or perfecting vocational skills, and it is often directed to hobbies and diversions with a conscious need to release tension.

AGE OF MATURITY

The personality has become established by the time adulthood is reached. As a person grows older, the values of team activities diminishes. The primitive fighting instinct may be physically expressed in activities, individual or dual, with the spouse. Highly personalized interests, as expressed in adult hobbies, deeply involve the person and often give him great satisfaction. Adolescent hobbies grow and change during a person's life. The pleasure derived from these activities forms the link between the past and the future.

Unfortunately, too many adults have insufficiently developed their hobby interests to enjoy them often. Too much adult recreation is enjoyed through association rather than through active participation. Much of the adult pleasure is vicarious. When the adult is a spectator, he has effortless fun and diversion through identification and regression. His strongest interest of participation is in individual, dual or family-centered activities. Much of his recreation comes from fixing and creating for the home and doing things with the family.

These common experiences are important, not only to satisfy biological and social needs, but because they provide the individual socially acceptable behavior patterns.

These six patterns of personal development are called "normal" and the person is likewise considered "normal" because of them. A person is "normal" partly because he has had learning and play experiences common to all people.

PURPOSES OF PHYSICAL EDUCATION

Physical Education is that phase of the program which provides for the needs of all pupils in the area of psychomotor development through planned physical exercise, posture evaluation, and corrective measures, rhythm activities, games and recreational activities, and sports skills.

STAGE I AND STAGE II

Stage I is the process which places major emphasis on teaching and refinement of lead-up games and skills that can be used later. Stage II is the process in which emphasis is placed on perfecting established and refined skills. Physical activity of this nature is usually for the benefit of a select few and is carried out through an organized competitive sports program.

Educators have long recognized the need for a thorough program of physical education during the early years of childhood. These are the years of rapid growth and development in which strength and stamina are acquired to form a healthy body. These are the years when posture habits are being formed and fundamental motor skills are being learned which give the individual poise, grace, and body efficiency. In these years, basic skills may be acquired that will give the individual wholesome recreational habits throughout his lifetime. In his early years, a child's notions of fairness, co-operation, and good sportsmanship are shaped by the give-and-take on the playing field. During the elementary school years, boy-girl relationships can be guided into wholesome, healthy channels through coeducational play. In the philosophy of today's schools, the whole child is educated -- not the mind alone, not the body alone, but the whole personality. Physical education, with its many kinds of activities offered to develop the whole child, has an important place in the program of the elementary school.

PURPOSES OF PHYSICAL EDUCATION

A list of the major purposes of physical education includes the following:

Development of basic muscular strengths and the co-ordinations used in fundamental skills.

Development of correct postural habits and the ability to relax.

Development of mastery of physical powers, with the capacity for sustained effort in vigorous play.

Development of body poise and creativity in motion through enjoyable rhythmical activities.

Development of body poise and creativity in motion through enjoyable rhythmical activities.

Development of sufficient skill in motor activities to provide pleasure and satisfaction.

Development of individual interest in maintaining optimum physical, mental, social, and emotional well-being.

Development of the desire to appreciate and master worthwhile physical recreational skills.

Development of social integration of each individual within the group through activities that give opportunities for satisfying experiences.

Development of emotional stability through frequent and vigorous participation in individual and group activities.

Development of desirable social attitudes inherent in group relationships, such as: leadership and followership, subordination of the individual to the welfare of the group, generosity to opponents, tolerance toward playmates of different races, creeds, or of different physical abilities.

Development of a sense of individual and group responsibility for behavior on the playground, in the school, and in the community.

Development of courage, initiative, alertness, self-control, and co-operation in individual and group games and activities.

IMMEDIATE OUTCOMES

The many purposes of physical education are not all achieved at one time. Some appear to be served almost daily, while others have a more remote quality. The immediate outcomes to which some progress toward fulfillment may be expected are those relating to the development of:

Motor Skills

Body Efficiency

Leadership-Followership

The Status of the Individual Within the Group

Creativity in Motion

Every child should have experience in the following types of activities:

Exercises related to body mechanics

Tag games and relays

Physical activity in small, informal groups

Individual games and sports (after the primary grades)

Team games and sports (with simple team games used during the lower and intermediate grades)

Group games

Social games

Rhythms

Folk Dancing

Social dancing (after primary grades)

Stunts

Tumbling

Swimming (as facilities are available)

KINDERGARTEN AND GRADES 1, 2, AND 3

Children should have acquired the following skills by the conclusion of the primary grades.

Catching and throwing large balls and bean bags with some degree of proficiency.

Running to a given mark and back without stopping.

Hopping on either foot.

Skipping using both feet.

Jumping using both feet.

Walking successfully on a low ledge, low ridge pole, or balance beam.

Playing singing games using the words, music, and actions.

Performing simple stunts.

Walking, running, galloping, and skipping to music.

Using a climbing apparatus for climbing a low horizontal bars for rolling, rolling over, or for hanging.

Students in these grades have a strong biological urge for action, a necessity for a variety of simple large muscle activities, a strong dramatic interest, a basic rhythmic expression, and a concern of individual rather than group performance. They need development of proper body alignment. Team activities should be introduced in the third grade.

GRADES 4, 5, AND 6

In grades 4, 5, and 6, children may be expected to achieve competence in the following skills:

Attaining and maintaining correct postures.

Playing individual and dual games such as paddle tennis, handball, croquet.

Catching, throwing, and batting small balls with accuracy.

Handling large balls with increasing accuracy and greater speed.

Controlling a soccer ball with the foot or feet.

Chinning ones self two or more times while grasping the bar with back of the hands toward the face.

Dancing and rhythmic skills.

Securing a partner for a game and leaving graciously at conclusion of the activity.

Carrying on at least one organized game without adult supervision.

Floating and using at least one swimming stroke successfully.

These skills meet the following needs and characteristics:

Need for vigorous and sustained activity.

Increased Perfection of Neuro-Muscular Patterns of Co-ordination.

Activities in Coeducational Groups.

Improvement of Body Mechanics.

Desire for Group Approval.

Pupil Leadership.

Wide Variety of Activities.

Program Planning.

GRADES 7 AND 8

In grades 7 and 8, children may be expected to attain the following skills and knowledge:

Understanding the principles controlling body mechanics; maintaining correct postural positions at all times.

Swimming well enough to have confidence in deep water.

Playing six or seven individual and dual games well enough to be accepted readily by other players.

Knowing general rules and technical skills used in playing standard national games such as soccer, speedball, softball, basketball, tennis, volleyball, et cetera.

Dancing folk and popular patterns.

Directing and playing several dual, individual, and/or team games without adult supervision.

Participating in the planning and carrying out of social events for boys and girls of own age.

These skills meet the following needs and characteristics:

Importance of Biological Changes

Continued Supervision of Body Mechanics

Importance of Coeducational Activities

Wise Guidance by Adults

Development of Pupil Leadership

Leisure Time Pursuits

Modified Programs for Pupils in Grades 7 and 8.

COMPETITION CAN DESTROY CHILD'S EAGERNESS

When play becomes over-competitive, so that winning becomes more important than playing, it can be destructive to many youngsters. The high emotion and tension so often engendered when adults unwisely create an atmosphere of competition is again exploitation rather than play. Competition which results in the rejection of a child because he cannot play well enough or run fast enough can permanently destroy a child's interest and eagerness in taking part in group play. If there are too many such experiences a child may pull away from other children instead of eagerly playing with them.

It is when grownups enter into the play of children to exploit it for purposes other than play, that the value of play becomes lost or distorted. There are many hours during the day when children can be "taught". It is our job to provide space, time, materials, opportunities, and sometimes guidance; but let us return play and playtime to the children. ("Early Childhood Education")

(NOTE: A discussion of PLAY, not discussion of instruction: but both are important. Where is the distinction between PLAY, INSTRUCTION, AND SPORTS!)

SELF-CONSCIOUS PLAY HAS NO VALUE

Play which is made self-conscious ceases to have the real value of play. Grownups sometimes blunder by entering too actively or even too enthusiastically into children's spontaneous play by making suggestions, laughing at the wrong moments at something that seems "cute" but is serious to the child, or giving criticism that downgrades what the children have worked out by themselves. The adult who steps in to "do over" the puppets, rewrite or rephrase the children's efforts at dramatization, touchup the painting, take out the awkward stitches or change the rules of the game may discourage rather than encourage the creative play of children of all ages. The imagination of a child is a sensitive thing. It can easily be made to shrink back by the unthinking adult. ("Early Childhood Education")

TOO MANY TOYS CAN BE FRUSTRATING

Children are easily overwhelmed by too many toys. Some playrooms look like a toy store thrown into confusion. The child who must pull everything off the shelves or dig through a play box to find what he wants is often so frustrated that he either ceases to carryout his idea or becomes destructive as he sweeps everything aside. Those things which might be played with sometimes--which are not the center of a child's present play interests--are better put away on reserve. Care must be taken to understand what is of value to the child. Many grownups want to throw out or label as "junk" those odds and ends which have significance to the young owner. His collections, his treasured old and battered toys, even

his odd bits of things, often lead to more creative play than those toys which adults feel are surely more appropriate.

The only-take-one-thing-out-at-a-time rule can also stifle the value of play. An imaginative child may put many things to uses that the toy manufacturer never dreamed of. A child should be free to use his possessions constructively in his own way, even if it is not labelled "The right way".

("Early Childhood Education")

MOVEMENT EDUCATION AIDS CHILD'S SELF-IMAGE

For years man has studied how the body is put together and how it works. But only recently have professionals started to seriously consider the psychological significance of how we feel about our bodies--how "body image and self self-concept actually affects our behavior."

According to the American Association for Health, Physical Education, and Recreation (AAHPER), there seems to be little doubt that a person's self-concept strongly influences his behavior. That is why physical education professionals are putting greater emphasis than ever on movement education during the elementary school years. These educators insist that every child must enjoy early and positive experiences in physical activities--running, skipping, jumping, throwing, and other free movement experiences. A child also needs to develop movement skills if he is going to build physical activity and its benefits into his adult life-style.

One of the key benefits is self-confidence in social situations. New physical education programs in elementary schools are putting major emphasis on individual needs, individualized learning and daily, year round activities for all young children.

According to Dr. Louis Bowers, a leading expert in health and physical education, "A child's self image and his social interaction with others depends to a large extent on how he sees himself and his body and what he can do with it. Through increasing the individual's range of movement his control over his body in performance and his confidence and interest in attempting new activities, he will perhaps see himself and others in his environment in a different light."

In a statement prepared by AAHPER, the need for early education in physical activity becomes even more clear: "for the child, movement is one of the most used means of non-verbal communication and expression. We believe that:

1. Each child is a unique individual with differing physical, mental, emotional, and social needs,

Every child has the need and right to benefit from physical education. Through teaching of carefully planned movement experiences, the child develops muscular strength, endurance, flexibility, agility, balance, and coordination. His knowledge of how these factors relate to lifelong physical fitness. (The New York Times")

CONSIDERATIONS FOR DESIGNING A PROGRAM

In designing the physical education program, to meet student needs, the following points should be taken into consideration:

1. The number of sessions per year.
2. Available facilities and equipment.
3. Student needs.
4. Activities desired.
5. Availability of certified Physical Education instructor(s). If none is available, personnel should be selected on the basis of interest, background, and/or experience. For example, a team-teaching situation could be utilized in which two classes are combined for Physical Education and an academic subject. One teacher would give half of the group Physical Education instruction while the other instructs the other half of the group in an academic subject. At the end of the desired time period, the groups would be rotated.
6. Daily or block scheduling. If Physical Education classes are to be held daily, a program with a different type of activity for each day of the week in the lower grades should be utilized. If classes are to be held one to three times weekly, a block unit program should be designed. In the upper grades (4-8), the unit ideally provides the activity program needed to refine skills.

The following chart may be helpful in determining the amount of time given to each major type of activity in the Physical Education program:

<u>ACTIVITY TYPES</u>	<u>GRADES AND YEARLY PERCENTAGES</u>								
	K	1	2	3	4	5	6	7	8
Movement Exploration and Body Mechanics	30	25	20	10	5	3	3	3	3
Rhythmical Activities	25	25	25	20	15	15	15	7	7
Stunts, Tumbling, and Apparatus	10	10	10	15	15	15	15	15	15
Fitness Activities and Testing					10	10	10	10	10
Relays			5	10	10	5	5	5	5
Simple Game Activities	35	35	30	30	15	15	10	7	7
Team and Individual Sports		5	10	15	30	37	42	53	53

PPE-PLANNING

Classroom instruction in Physical Education should be planned just as carefully as other learning experiences. Well planned instructional time, so that every pupil will achieve some degree of success with every lesson, creates the incentive for students to participate. In turn, participation leads to exploration and the building of learning experiences. Consideration needs to be given to the gifted, the shy and the over-active as well as the physically inadequate child.

Considerations:

1. Time limit per session.
2. Skill development of individual and group.
3. Learning requirements of individual and group.
4. Actual activities to meet determined needs.
5. Necessary equipment.
6. Class organization to facilitate ease of handling and optimum participation for each individual.

CLASSROOM ORGANIZATION

A five minute routine of posture exercises at the start of each period often sets the tone for everyone.

Teaching small groups makes it possible for pupils to have many opportunities to take part actively. Grouping can be made on the basis of specific skills, the nature of the activity, and/or interests.

Demonstrations can be helpful. Lecturing should be minimal. Getting through the activity (doing) is important.

Autocratic techniques may hinder the learning process and flow of activities.

Placing the pupils in "squads" is a helpful way to organize a class. There are many methods of organizing "squads". Some are listed below:

1. Have all the boys sit on one side of the room and all the girls sit on the opposite side, on the first day. Direct students to form squads as desired.
2. Place them in alternating squads (no more than 8 in a squad) of boys and girls so that girls are on boys' right. This is especially helpful in organizing for Rhythm activities.

3. Have a visual mark for children to identify squad positions.
(Such as cards taped to wall or pointing out some permanent "landmark" in the room).
4. Change squad leaders no more than monthly unless you feel changing someone would benefit your particular program.

Many methods may be used to control and ~~move~~ the group efficiently. Below are some recommendations:

1. Explain simply the signals to be used such as:
 - a. Hand in air means quiet.
 - b. Blast on a whistle means stop and listen.
 - c. Two blasts on a whistle means put up the equipment and come to squad formation.
 - d. Turn lights off means silence.
2. Force yourself not to raise your voice to be heard. NEVER give instructions while anyone is talking.

Rhythm activities can be particularly frustrating if not approached in a proper manner. Below are some considerations which can make your program a fun experience:

1. Allow students to interpret simple pieces of music and put on a play.
2. Extra boys or girls can participate in the center of a circle. They have an opportunity to learn the dance and can "cut" in easily.
3. Do not introduce too many dances in one period. One dance learned well and enjoyed is better than going through the motions of three.
4. Each week try to review last week's dance once.
5. Explain basic steps of dance; have children do these basic steps without music; then with music.
6. Play the music of the dance through at least once so students can relate to the phrasing of the music. It is often helpful to have students clap their hands quietly to the music and to clap louder where the music changes or is emphasized for movement in the dance.
7. Break each dance into sections and work each section separately first. Put the sections together to form the dance. This practice is particularly helpful when there are different steps to be learned.

PHYSICAL EDUCATION AND OTHER LEARNING ACTIVITIES

Children usually learn quickly, easily, and with a great deal of satisfaction. Activities that are planned and enjoyed by children present a magnitude of opportunities for interaction in communication and use of English.

SUGGESTED YEARLY PLAN

This is a suggested outline. The actual yearly plan must be constructed according to the program needs of the local school.

Grades K - 2

Instructional emphasis is on teaching towards developing a variety of physical skills. A sense of accomplishment, rather than perfection, is the rule.

September - October

Organization and Orientation
Simple Group Games
Elementary Ball Skills
Throwing and Catching Games

November - December

Ball Skills
Beginning Stunts and Tumbling
Chasing and Fleeing Games

January - February - March

Stunts and Tumbling (Tube Tumbling)
Beginning Gymnastics
Relays
Rhythmic Activities

April - May

Individual and Dual Games
Beginning Skills for Track
Ball Skills

Grades 3 - 8

Instructional emphasis is on striving towards refinement of old and new physical skills through involvement, participation, and self-directiveness in activities.

September - October

Orientation
Running Games
Soccer Lead-up Games (girls)
Football Lead-up Games (boys)
Testing - October

November - December

Throwing and Catching Games
Beginning Stunts and Tumbling
Relays
Basketball Lead-up Games

January - February - March

Volleyball Lead-up Games
Beginning Stunts and Tumbling
Gymnastics and Tube Tumbling
Softball Lead-up Games

April - May

Softball Lead-up Games
Individual and Dual Games
Track Activities
Testing - May

I. MOVEMENT EXPLORATION AND BODY MECHANICS

A. MOVEMENT EXPLORATION GRADES K - 2

Movement exploration is, as the term implies, discovering how the body can move and what great potential of movement the body has. Through exploration and discovery, the child gains knowledge and forms a number of movement skills that are basic to successful participation in future movement activities and in communicating ideas. The child is given the opportunity to understand and accept his body, to lose his stiffness, and to learn the joy of free movement. Many times movement exploration may lead directly into a creative dance experience or form the basis for a folk dance. As such, it is the process, the solving of a problem, the discovering of a new way, rather than an end product, that is important.

Movement exploration denotes planned, problem-solving experiences, progressing in difficulty, through which the child learns to understand and control the many ways in which his body moves to improve his skills. It is a method for teaching movement whereby the individual is guided through progressively less teacher-directed and more child-directed experiences so designed to elicit his own movement pattern in relation to his personal capabilities and limitations. In a child-directed experience, the responsibility for movement patterns or response is more with the child than the teacher.

Do you watch your children as they are playing a simple tag game to see how each child runs, how he changes directions, stops, dodges, tags? When you watch, do you see 30 different ways of dodging? As many different ways of running as there are different children in the class? Do you ask yourself, "Why does Timmy keep running straight ahead instead of dodging in All Day Tag?" or "Why does Bruce keep falling down, literally tripping over his own feet?"

You are on the way toward movement exploration when you begin or continue to ask yourself such questions as this in your classes. Let's look at seven steps that can guide you on your way to using this approach.

SEVEN STEPS OF MOVEMENT EXPLORATION:

1. The first step must be to translate any questions about timing or moving into a problem that can be presented to children for solution -- presentation of problem: What do you do to make your body change directions while running? Can you skip around the room without touching anyone else?

2. Exploration session begins. Children will move at various speeds, et cetera.
3. Guidance -- suggestions to some, praise for others. This step is one of the most difficult steps because each child is different. Each child needs different words of encouragement. Each responds differently.
4. Explore some more. The cues you give need to be tried. The encouragement you give will deserve further effort.
5. Take a brief rest session to discuss some of the movements and patterns that you feel are good as it appears necessary.
6. The finishing touch. Try again.
7. Just as you have "Show and Tell", it is useful as the last step in the exploratory process.

Movement Education -- the total contribution made to an individual's development through any movement experience. It involves the way an individual feels in movement, how he feels about movement, how well he moves, and what he understands about movement.

To focus on the child learning movement, it is essential to consider the following aspects of the movement experience:

How the child feels about movement.

Why he moves.

How well he succeeds.

What it means to him.

What it means to his peers, his teachers, his parents.

How the child feels in movement -- Psychological effects.

How well the child moves.

The process of movement; the way he moves.

The product of movement; results of performance.

What the child understands about movement.

What his body can do.

What factors affect or influence his movement.

What to do to control his movement.

Basic Movement -- Elementary forms of movement carried on for the development of increased understanding to include:

The locomotor forms of walk, run, hop, leap, jump.

The non-locomotor forms of stretch (extend), bend (flex), twist (rotate), swing, pull, and push.

Fundamental Motor Patterns -- Beginning combinations and applications of elementary forms of movement to include: Combinations of locomotor skills (such as: slide, skip). Combinations of non-locomotor skills (such as: twist and extend). Combinations of locomotor and non-locomotor skills (such as: Jump and stretch). Manipulative skills: throwing, catching, striking. Combinations of locomotor skills and manipulative skills.

MOVEMENT ACTIVITIES

Can you stretch like a morning flower?

Walk like a chimpanzee that has a thorn in his foot.

Walk through a deep puddle of jello. Now sit in it. Can you crawl througha jell

How fast would you run to run in the air? How long can you stay in air?

Can you float like a bubble?

You are a great giant. Push you legs into the floor with your hands.

Gallop like a horse on a cloud.

Blow a feather around the room and do not let it touch the floor.

Can you fly through the air with an umbrella like Mary Poppins?

Walk like an angel on a cloud.

Can you curl like a worm?

Wiggle like a puppy dog's tail.

Jump in a pile of leaves.

Can you walk like an astronaut in space?

Can you crawl like a snake?

Can you move like Syrup on a pancake?

Can you pretend you are carrying a bucket of water? It is very heavy. Be careful, do not spill it.

Now carry two buckets of water.

Can you bounce up and down as if you were jumping on a pogo stick?

Fall Down like a big giant.

I'm a vine twisting and turning around a tree.

Walk like a honey bee would fly if it were in a hurry to find some flowers.

How would a piece of bubble gum act if it were stuck to the floor?

I am a raindrop slowly dripping down the window pane. Can you fall gently like raindrops?

I am a locomotive. I have to go slow up the big mountain and fast when coming down the other side.

Can you sit on the invisible chair?
Can you walk like a tin soldier with a broken leg?
Twirl and twist like a tornado or whirlwind through valleys, uphill, downhill, and around houses.
Walk with your arm glued to a friend; your leg; your head.
Can you grow like a tulip in the springtime?
Can you jump like a frog with the hiccups?
Walk as if you were lost in the desert and were very, very thirsty.
Suddenly, you see a small stream of water.
Can you pretend you are popcorn popping in the frying pan?
Can you pretend you are a super bouncing ball?
Can you pretend you are a lump of dough in the oven and are changing into a delicious cookie?
Can you move like a tree when the wind is blowing very, very hard? How would the branches move?
Reach up and pick a coconut and try to crack it.
You are in a rubber ball. How would you roll? How would you bounce?
Can you blow up slowly like a big balloon and finally burst?
How would you crawl through a crack in a wall?
If you were a turtle how could you catch that lame rabbit?
Reach for the moon and see if it is cheese.
Can you move like a river?
You have just landed on the moon. How would you walk, run and jump if there were no gravity and you were as light as air?
Can you pretend you are a wild duck that is running and is getting ready to fly into space?
You are a cube of ice melting in the hot sun.
Pretend you are a little, little lamb chasing a butterfly; catch it, then let it go.
Jump from a high flying airplane; catch a cloud and lie on it.
Walk as if you were a spring coiling and uncoiling as you bounce.
You are a bird flying against a strong wind.
You are a car that has a flat tire and is running out of gas.
Rise up slowly like a muffin in a hot oven .
Someone has dropped a cube of ice down your back.
Can you catch a butterfly with a net? It is flying fast and high; then let it go; then it goes near the ground.
Pitter-pitter--pat! I can walk like a cat.
You are walking on a marshmallow carpet and the marshmallows are now melting.
Pretend you are a shadow cast by a weeping willow near a fire that is blown by the wind.
Can you leap over a rainbow?
If you were a big snowflake, how would you drop to the ground?
Can you fly and glide like an eagle?
Can you rock like a wooden horse?

Can you run like a big giant?

Can you walk on a narrow bridge on a windy day?

Can you dance like elves and fairies on a bed of thorns and needles?

B. BODY MECHANICS

It is recommended that Posture Charts be kept and that a program of exercise be devised to meet the needs of each student. Charts, exercise program information, and problems requiring medical attention are discussed in most Physical Education textbooks, some of which are listed in the bibliography of this document. A good source of evaluative instruments is Reedco Incorporated, 5 Easterly Avenue, Auburn, N. Y. 13021.

II. RHYTHMS -- LOWER ELEMENTARY

Rhythm is a basic aspect of nature. All people of the earth manifest rhythm; all animals show it; indeed all of nature portrays rhythm in the return of seasons, the growth of crops, and the change of ocean tides. The young child has an inner impulse for rhythm that manifests itself in the will, although not under its complete domination. A child's movements lack the balanced, regular cadence of rhythm. As the muscles develop and greater co-ordination of the muscles is acquired, the whole body may be used in movement expressive of the child's emotions.

Adults, also, often translate emotions into rhythmical movement. This natural rhythmic activity must be encouraged in the elementary school child because of the many benefits, emotionally and physically derived from it. It certainly will have a very profound effect upon the individual when he reaches adulthood.

Rhythm is one aspect of movement. The development of movement skills and rhythm skills progress hand in hand. All children should have the opportunity to discover the natural rhythms of the body and to express them freely before being held to imposed rhythms. Exploration begins with the discovery of the heart beat and inspires the child to begin questioning other phenomenon -- this rhythmic question and response pattern goes from the most basic movements to the most complex.

There are different kinds of rhythmic activities that provide worthwhile experiences for elementary children. Creative rhythm expressions include free rhythm, identification rhythms, and dramatizations. Children should be encouraged to use movement to portray their lives' ideas and emotional experiences. Another important activity is singing games -- these games are not complicated in their pattern and train a child to use his body in rhythmical experience. They give opportunity for dramatization, along with the satisfaction that is experienced from the use of repeated melodies, plus the need of group co-operation.

II. CREATIVE - "ACT OUT" - ACTIVITIES

IPTOE

Yesterday I skipped all day,
The day before I ran,
Today I'm going to tiptoe
Everywhere I can.
I'll tiptoe down the stairway
I'll tiptoe to the living room
And give an awful roar,
And my father who is reading,
Will jump up from his chair
And mumble something silly like
"I didn't see you there".
I'll tiptoe to my mother
And give a little cough
And when she spins to see me
Why, I'll softly tiptoe off.
I'll tiptoe through the meadows,
Over the hills and yellow sands,
And when my toes get tired
Then I'll tiptoe on my hands.

AND RHYTHMS

Sitting on the floor, using the hands -- Co-ordination and thinking is required for this.

Slap - pound - brush (gives different sounds and rhythm)

Slap floor - slap knees - click fingers in the air, yell "boo".

FLIES IN THE BUTTERMILK

Shoo, shoo, shoo,
Flies in the buttermilk
Shoo, shoo, shoo,
Skip to my Lou
My Darling
I'll get another one,
Prettier than you,
I'll get another one
Prettier than you
I'll get another one
Prettier than you,
Skip to my Lou,
My Darling.

FOLK DANCES

Chimes of Dunkirk
La Raspa
Children's Polka
Patty Cake Polka
Hokey Pokey
And many more -- see Bibliography for source

In the upper elementary grades, more difficult dances should be utilized. A good motivating factor is to allow popular records and dances to be used along with the developmental dances to keep interest high.

7. STUNTS, TUMBLING, AND APPARATUS

Grades

Inch Worm		Seal Walk	K - 6
Human Ball		Crab Walk	
Chinese Getup		Forward Roll	
Log Roll		Tripod	
Half Top Spin		Tip-up	
Wring the Dishcloth			
Through the Stick		Full Top Spin	2 - 6
Tripod Head Stand		Cartwheel	
Mule Kick			
Backward Roll	3 - 6	Handstand	4 - 6
Round Off		Walk on Hands	
Kip		Two-Man Roll	
		Diving Roll	

ADVANCED STUNTS

Front and Back Walk-Over	Back and Forward Flips
Hand Spring	Chest Rolls, Back and Front
Back Handsprings	Aerial Cartwheel

TUBE TUMBLING

Basic Approach Stance	Forward Roll	K - 6
Straight Bounce Forward	Dive Roll	
Straight Bounce Backward	Round Dance	

APPARATUS

To be taught by personnel who have had specialized training in the uses of apparatus.



V. FITNESS ACTIVITIES AND TESTING

It is recommended that the fitness testing program from the President's Council on Physical Fitness be utilized at a minimum of twice yearly and at mid-year if possible.

Weaknesses exhibited from the initial testing indicate fitness activities to be utilized and stressed.

However, it is important that fitness activities be designed and selected to benefit the total child, i.e.:

Cardiovascular
Psychomotor
Strength

Flexibility
Balance
Posture

VI. RELAYS

Hopping Relay
Jump Relay
Skipping Relay
Foot to Foot Relay
Crab Relay
Circle Relay
Triangle Relay

Gym Short Relay
Shoe Relay
Ball and Bottle Relay
Catch, Throw, and Sit Relay
Over the Top Relay
Basketball Pass Relay
Circle Dribble Relay

K - 6

VII. SIMPLE GAME ACTIVITIES

Throwing and Catching Games

Toss Throw
Circle Toss Ball
Throwing Bean Bags for Distance
Vertical Throw and Catch

Two-Handed Shoulder Throw
Bean Bag Ring Throw
Ball Pass
Spud

K - 6

Chasing and Fleeing Games

Bird Catcher
Squirrel and Nuts

Poison
Have You Seen My Sheep?

K - 6

Giant Steps
Club Snatch
Two Deep
Stealing Sticks
Prisoners Base

Gardener and Scamp
Circle Chase
Midnight
Streets and Alleys
Crows and Cranes

K - 6

Individual and Dual Games

Horseshop pitching
Rope Jumping
Four Square
Tetherball
Hopscotch
Bowling

Croquet
Deck Tennis
Archery
Badminton
Shuffleboard

K - 6

K - 3

4 - 6

ROPE JUMPING

Individual Rope Jumping - Warm Up

Lay the rope on the floor and jump over it imitating different kinds of animals.
Same as the above only vary the ways you lay the rope on the floor, such as in the shape of letters, numbers, objects, et cetera.
Jump back and forth and sideways over the rope.
Run, skip, hop-step, hop with alternate feet over the rope.
Jump up and click heels over rope.
Spin the rope around in circles on the floor, and jump as the rope passes under the feet.
"Rock Cradle" -- swing the rope back and forth, but not over the head, and jump. Vary the ways in which you jump over the rope.

Jumping Stunts

Turn the rope forward and jump once, repeat, but turn the rope backwards or away from the jumper.
Turn the rope forward and progress in a run, hop, hop with alternate feet, jump real high repeat, but turn the rope backwards.
Turn the rope forward, jump up and click heels.
Turn the forward, jump up and then, touch toes.
Turn rope forward, and jump with partners.

Jumpers can face each other or be back to back.

Jump twice in place for each forward turn of the rope.

To increase speed (rate) and endurance (number of times jumped), jump to the rhythm of the of the following rhymes or any others you may think of:

Mabel, Mable, set the ta'ble,
Don't forget the red, hot, pepper (increase speed).

Call out numbers or the letters of the alphabet until the child misses.

Lady, Lady, at the gate,
Eating cherries from a plate
How many cherries did you eat? (count one, two, et cetera).

Down by the river, down by the sea,
Johnny broke a bottle and blamed it on me,
I told Ma, Ma told Pa,
Johnny got a licking and ha, ha, ha,
How many lickings did Johnny get? (count one, two, et cetera).

Cinderella, dressed in yellow
Went upstairs to kiss her fellow
How many kisses did she get? (count one, two, et cetera).

LONG ROPE STUNTS

Run through the front door and jump once, then increase the number of jumps.

Run in, jump once or several times keeping an eye on the rope at all times (this develops eye-coordination).

Run in and jump on alternate feet, kick feet in the air, touch feet with fingertips, et cetera.

Increase number of hops and jumps.

Jump in 1/4, 1/2 and whole turns like the clock; call out the time and the child jumps to that position.

Here are some rhymes for the stunts:

Teddy Bear, Teddy Bear, turn around,
Teddy Bear, Teddy Bear, touch the ground

Teddy Bear, Teddy Bear, show your shoe,
Teddy Bear, Teddy Bear, that will do.

III. TEAM AND INDIVIDUAL SPORTS

Basketball Lead-up Games

Grades

Star Keep Away

Pin Basketball

3 - 6

Circle Base Guard

Four Ring Skittle Ball

Bounce Basketball

Capitan Ball

Pat Bounce

Endball

Passed Ball

Tally Basketball

Football Lead-up Games

Punt Back

Snap Ball or Pass Ball

3 - 6

Kick Pass and Drive

Keep Away

Forward Pass Drive

Rush Ball

Running Back Kick-offs

Circle Passing Relay

Soccer Lead-up Games

Punch Soccer

Attack

3 - 6

Kick and Slap Ball

Scrimmage Ball

Circle Stride Ball

Low Bridge Soccer

Line Soccer

Pin Soccer

Kick the Can Soccer

Soccer Basketball

Volleyball Lead-up Games

Newcomb

Volleyball Modified

3 - 6

Basket Volleyball

Softball Lead-up Games

Kick Ball

1 - 6

Bat Ball

2 - 6

Throw It and Run

1 - 6

Tee Softball

2 - 6

Beat Ball	2 - 6	Bat Ball	2 - 6
Long Base	2 - 6	Tee Softball	2 - 6
Dodging Grounders	3 - 6	Box Ball	3 - 6

Track Activities

Standing Broad Jump	K - 2	60 Yd. Dash	3 - 6
25 Yd. Dash	K - 2	Running Long Jump	3 - 6
240-300 Yd. Relay	K - 2	Softball Throw	3 - 6
Shuttle Relay	K - 2	High Jump	3 - 6

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I. CONSIDERATIONS REGARDING EQUIPMENT

Youth size basketballs and footballs should be used up through the sixth grade.

Intermediate footballs and basketballs should be used in grades seven and eight.

16 inch utility playground ball-for development of kicking skills.

13 inch utility playground ball-general purpose usage.

10 inch utility playground ball-relays and refinement of skills.

6 inch utility playground ball-throwing and catching.

The 6 inch ball should not be used until the 13 inch and 10 inch balls can be successfully manipulated. The 16 inch ball is too large for throwing and catching for small children.

Plastic "wiffle" balls are excellent for teaching batting skills to beginning players using a batting "T" or self-pitch.

Some commercial games, such as Cosom-indoor hockey, are potentially dangerous to the safety of participants. Caution must be taken in utilizing this equipment.

All equipment should be purchased considering:

Long-term durability and safety.

Benefit to largest number of students in available space.

NOTE: Quality equipment usually is cheaper in the long run as it is more durable and is safer to use.

Play surface.

Usage in many different ways and/or in a variety of programs.

II. CREATIVE IDEAS

Batons for relays: A safe baton can be made by rolling up a magazine and securing it with rubber bands or scotch tape; also the inside cardboard roll from paper towels makes a good baton; broom handles may also be sawed off to make batons.

Playground markers: Two bowling pins; plastic bleach jugs with top cut off. Fill plastic bleach jugs with sand or dirt and paint with bright colors.

Extending the life of a softball: Cover it with plastic tape when the out is off.

Improving accuracy of pitcher: Mark the backstop pitching area with a net woven in and out, or paint the area.

To break the habit of throwing the bat. Place a waste basket near home plate for the batter to place the bat in the basket before running. Count batter OUT if the bat is not in the basket.

An improvised shot put for track and field events may be made by filling a ball with 8 lbs. of shot.

An inner tube is used for tube tumbling, as a spring board, an object to

Truck tires make good beat-board.

A balance beam may be made out of two by fours fit into four by four cross

Parallel bars may be made out of pipes.

Chinning bars may be made out of pipes.

High Jump Standards and net standards may be made out of pipes cemented in

Starting blocks may be made out of two by fours and large spikes driven in to hold them in place.

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