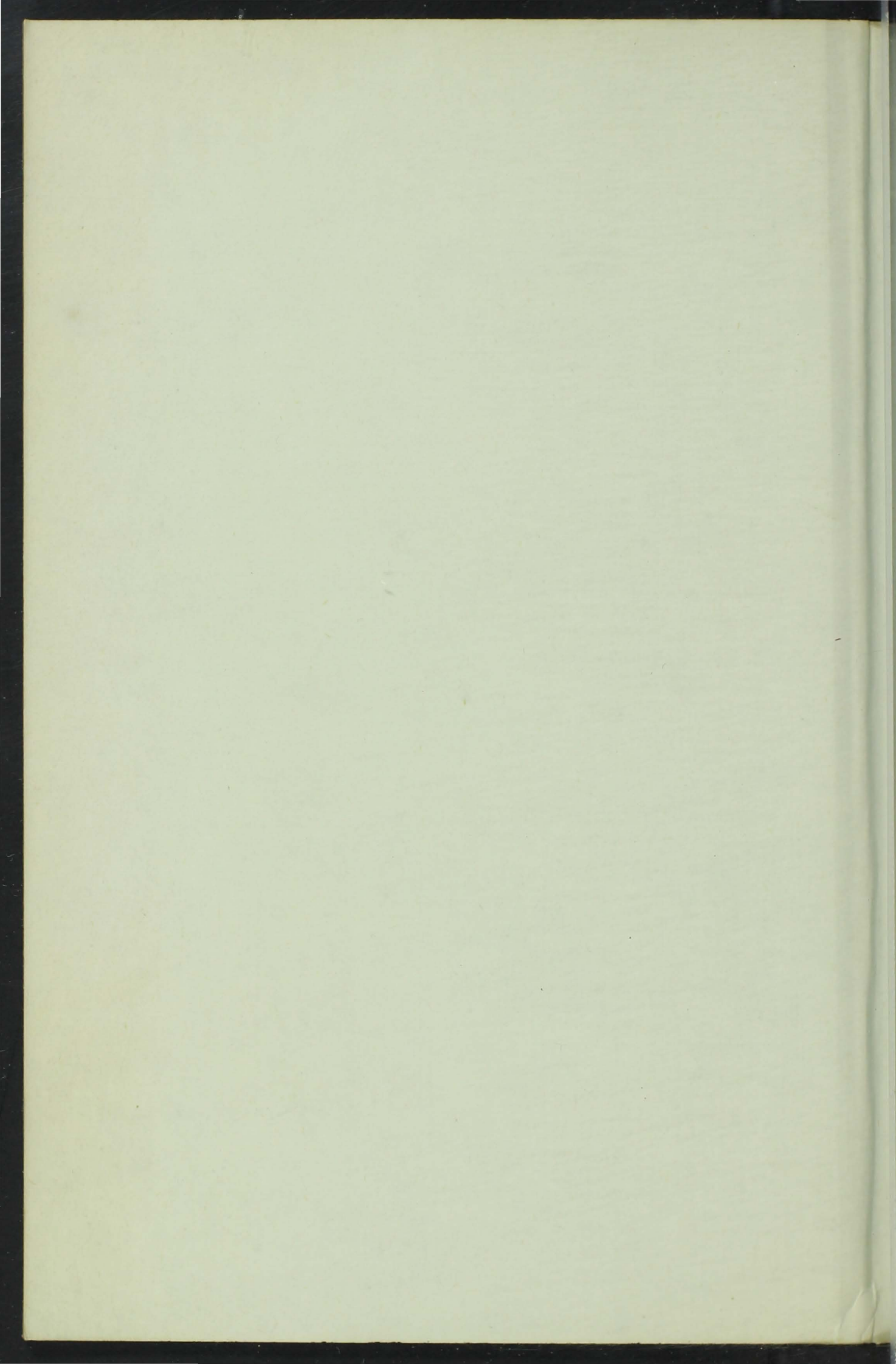


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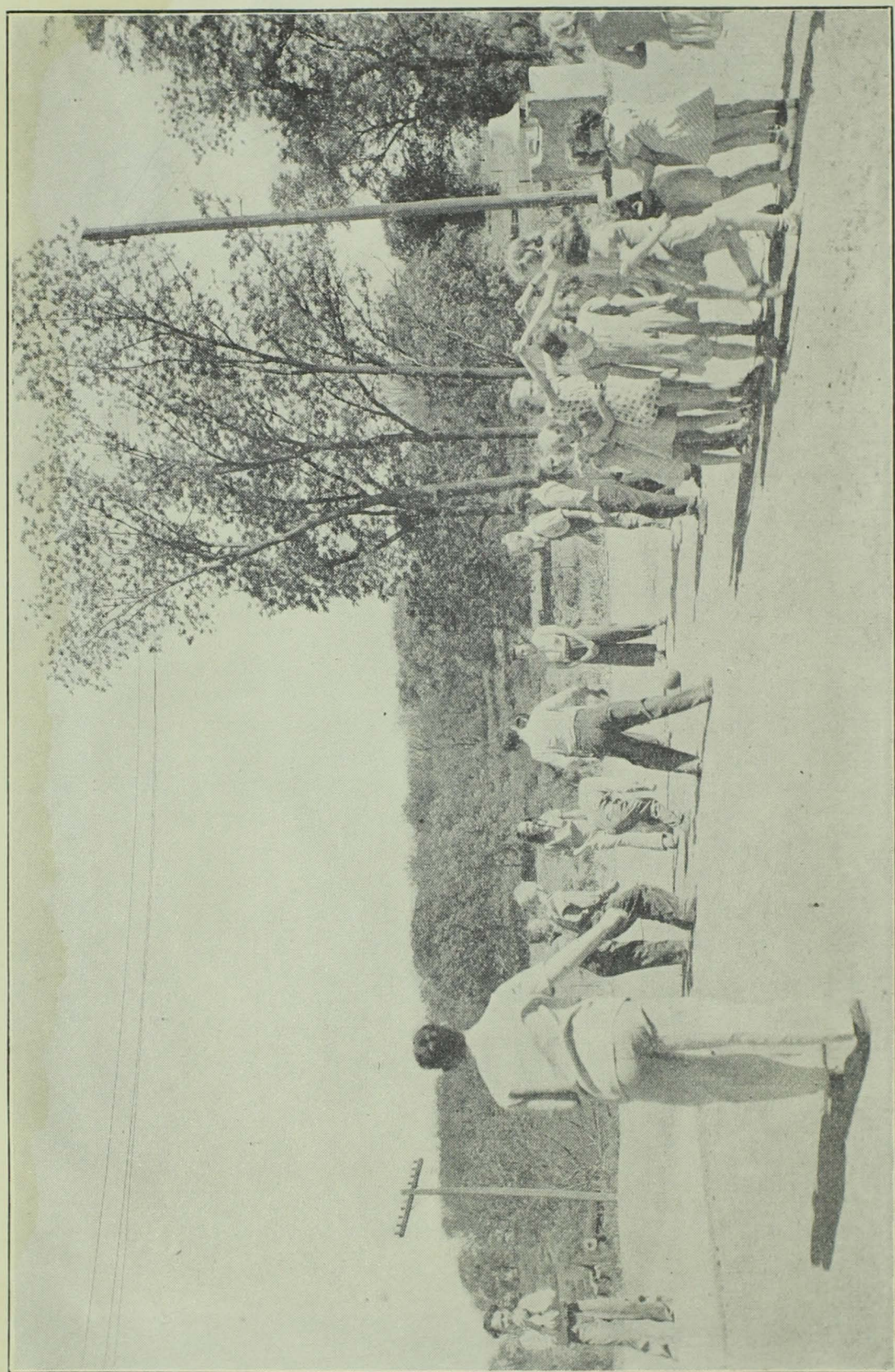
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In a good play program every child has something to do corresponding to his ability and desires

Iowa Plan of

PHYSICAL EDUCATION

For Use in Elementary Schools

THE 1941 REVISION

PUBLISHED BY
STATE OF IOWA

Prepared by a Revision Committee

Under the Direction of

JESSIE M. PARKER
Superintendent of Public Instruction

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FOREWORD

This pamphlet is a reprint (with extensive revision and added material) of a pamphlet prepared under the auspices of this department by interested workers in the area of physical education, and printed and distributed by the Iowa State Teachers Association.

Mr. Louis E. Hutto, then Supervisor of Physical Education in the Des Moines school system, served as chairman of the original committee of three. Miss Monica R. Wild, Head of the Department of Physical Education for Women in Iowa State Teachers College, and Miss Doris E. White, of her staff, were the other members. These latter two, recently appointed as a Committee on Revision, have rewritten and enlarged the pamphlet, while retaining the plan of the earlier edition.

Teachers of physical education in Iowa, this department, and all interested in the subject feel a debt of gratitude for the painstaking and efficient service rendered by these devoted workers. This debt I am most happy to acknowledge.

JESSIE M. PARKER,
Superintendent of Public Instruction

May 1941

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I. What Is the Iowa Physical Education Law?

Most teachers teach what they consider important for children to learn. Many of our Iowa teachers, therefore, are teaching physical education, even though they may not be familiar with the physical education law which requires them to teach it. The law is quoted here so that all may know just what it calls for.

"Sec. 4263. **Physical education.** The teaching of physical education, exclusive of interscholastic athletics, including effective health supervision and health instruction, of both sexes, shall be required in every public elementary and secondary school of the state. Modified courses of instruction shall be provided for those pupils physically or mentally unable to take the courses provided for normal children. Said subject shall be taught in the manner prescribed by the state superintendent of public instruction.

"Sec. 4264. **Length of course.** The course of physical education shall occupy periods each week totaling not less than fifty minutes, exclusive of recesses, throughout each school term. The conduct and attainment of the pupils in such course shall be marked as in other subjects and it shall form part of the requirements for promotion or graduation of every pupil in attendance, but no pupil shall be required to take such instruction whose parents or guardian shall file written statement with the school principal or teacher that such course conflicts with his religious belief.

"Sec. 4265. **In teacher-training courses.** Every high school, state college, university, or normal school giving teacher-training courses shall provide a course or courses in physical education."

The law, as you have noted, includes health education. This is important since physical education and health education are very closely related. What health education is and how the two are related you will find discussed on page 47, where also will be outlined the ways by which the teacher can promote this part of her program.

II. What Is Physical Education?

What Are the Benefits of Play Activities?

When we speak of physical education for our children we mean those motor experiences in and out of school which use the big muscles of the body in play forms and which are so constituted that they contribute largely to the education of the whole child. We do place emphasis upon those play activities which use the large muscles vigorously, but we recognize also that we need many gradations down to the quiet games in order that children's various play needs may be met. The vigorous activities help the child's body to grow in size and normal proportions; and the more vigorous these activities are the more they will help his body to grow strong and healthy. His heart and other organs can grow strong through no other way than through vigorous physical exercise.

Play activities also help the child to grow in more skillful use of his body. This means that he grows in more skillful use of his mind as well; for in games he must be alert to every new situation and respond with rapid and effective thought and action. He grows in this power of menti-motor adjustment by progressing from the very simple games like drop-the-handkerchief of the first grade to the highly difficult ones like basketball of the high school. This menti-motor education improves three important aspects of daily life. First, the child learns many play activities. We say that he grows in his recreational resourcefulness. Second, he grows in his ability to move accurately to sudden, unexpected situations. We call this safety-first motor resourcefulness. Third, he grows in his ability to use his body well in standing and walking and in his daily life tasks. We call this work efficiency. Being able to handle the body well saves energy and time, prevents accident, permits a rich play life, provides much pleasure in work and in play, widens the horizon of experience, increases self-confidence and self-respect.

Physical education activities, besides helping the child grow stronger and play more skillfully, can also help him to become a better kind of playmate and citizen. This is possible because in most of his play activities he plays with someone else or with a whole group. And so his emotional and social well-

being is involved as well as his physical well-being and must be just as carefully guarded and guided.

The activities which characterize the games our children like to play best—and our program of physical education would be made up of these—are activities which man has used in work and play for many thousands of years. In getting food, in making shelter, in protecting self and family—in fact, to keep alive—he chased and fled, he jumped and leaped, he struck and threw, he pushed and tugged, he dodged and climbed. Just yesterday our grandfathers carried on these same activities to keep self and family alive as they cleared the land, built log cabins, tilled the soil, chopped and sawed, heaved and hauled, depending largely on the strength of their bodies to get along. Today, only two generations removed, we need to do little of these vigorous activities to get a living, for our fine bodies have been replaced by machines of all kinds to do our hard work for us. But our bodies are still the same and thrive only on being used according to the way they are made. In other words, running and chasing, striking and throwing, leaping and jumping, tagging and dodging, swinging and climbing, pushing and pulling are cherished activities for which each human body hungers and through which only it grows and thrives.

But not only physically do we change through these activities, nor did our forefathers; for these were significant emotional and social experiences as well. They touched on the whole of life. And so our play forms, inherited from the survival struggles of our ancestors, influence our emotional and social growth as much as our mental and physical growth. Every game then is important from the standpoint of the way each child feels and acts toward those with whom he is playing. Someone has said that the playfield is the laboratory of democracy. Another has said that physical education is applied social science. Inherent then with play activities lies the possibility of helping the child grow into a sturdy, skillful, alert and socially efficient human being. Physical education activities, with the help of a good teacher, can make this contribution.

What Must the Physical Education Program Aim To Do?

The physical education program consists of more than a list of play activities. It includes, also, a set of procedures and a method of operation. Three important questions arise.

First, can a plan of operation be devised which will insure a full measure of the benefits of physical activities; namely, child growth into a sturdy, skillful, alert, and socially efficient human being?

Second, since social efficiency means in our country of America the ability to live well the democratic way of life, can a set of procedures be planned which will give our program of physical education a completely democratic setting in which children may consistently practice the disciplines of democracy and grow in democratic self-management in and out of school?

Third, can a way be provided whereby children can progressively learn to help themselves, to grow in self-reliance, and to develop resourcefulness in respect to their recreation so that when they leave school—be it before high school, at the tenth grade or at graduation—they may be able to live well in their leisure time?

These questions are important since there is need in modern life for a large measure of the kind of growth which play activities can stimulate and for the resources they afford. Furthermore it takes time—much time—to develop a sturdy, skillful, alert, recreationally resourceful and socially efficient individual. It cannot be done in ten minutes a day or fifty minutes a week. Children, when left to themselves—that is, when left to the growth urge of their activity-hunger bodies—spend four to five hours a day in big muscle activity. This is the time needed to achieve a full measure of growth. Our program of physical education must then by its plan of operation aim at the following:

Aim 1. Our program of physical education must stimulate large amounts (4 to 5 hours) of participation in big muscle activity every day outside of school; that is, at recess, at noon, after school, at home. It can do so by setting further aims.

Aim 2. Our program of physical education must tie together the out-of-school and the in-school play life of the child and give direction to both.

Aim 3. Our program of physical education must organize in-school play on the basis of the common out-of-school play group which is—

- a. small—5 to 8 or 10 players, even less, seldom more
- b. self-managed

Aim 4. Our program of physical education must provide opportunity whereby children choose cooperatively the activities they will learn according to—

- a. their ability to choose
- b. what they like to play; that is, what they naturally enter into to satisfy their normal interest and growth needs
- c. what their play needs are as set by all in- and out-of-school play occasions
- d. what they can and should successfully accomplish at their age
- e. what each child's particular needs and abilities are

Aim 5. Our program of physical education must emphasize the fact that physical education is a skills program and must encourage carefully planned instruction in progressive skills beginning at the primary level and looking ahead to the upper elementary grades and the junior and senior high school. The skills include motor, intellectual, social, safety and health skills, of course, if all the benefits of play activities are to be secured. Possession of play skills means continued play participation.

Aim 6. Our program of physical education must aim at as much progress in the above mentioned skills as is possible in a given time by adequately providing space and play equipment and by utilizing the small play group.

Aim 7. Our program of physical education must organize the way children will work in their small play groups so that they will grow in their ability to manage their play more and more democratically. It can do so by setting Aim 4 above and the following three aims.

Aim 8. Our program of physical education must help the children to engage cooperatively in working out new activities themselves according to their ability and in solving their own play problems, both group and individual, thus to grow in ability to help themselves.

Aim 9. Our program of physical education must help the children to practice equal sharing of all benefits and responsibilities which play affords, and to work for the good of each and all.

Aim 10. Our program of physical education must help children set their own standards of good work, of healthful living and of social conduct.

The Iowa Plan of Physical Education is a program of physical education activities and procedures designed to reach the above stated aims and thus to give answer to the three significant questions first proposed. (1. Can a plan of operation be devised which will insure a full measure of the benefits of physical activities? 2. Can a set of procedures be planned which provide consistent practice in democratic self-management? 3. Can a way be proposed which will develop recreational resourcefulness before the child leaves school?) The Iowa Plan of Physical Education needs the conscientious teacher who not only uses its activities but its procedures as well. The teacher then will be the instrument through which the child's resources will be built—his physical resources, his recreational resources, his resources for democratic living. Such resources are among those which are needed to construct a good society, an enduring country, a world brotherhood. May the teacher give her best endeavors toward a successful use of the Iowa Plan of Physical Education and for its ultimate values in terms of finer Americans and a greater America.

What Are the Teacher's Objectives When She Uses the Iowa Plan?

The objectives of each teacher who undertakes to teach physical activities to children by way of the "Iowa Plan" should encompass at least the following:

1. To help each child to gain a wide acquaintance with games suitable for his age and ability and his various activity needs.
2. To help each child to become independent of adult help in his ability to organize and play all of the activities he has learned.
3. To help each child to increasingly improve in the cooperative sharing of responsibility with his play group in planning, learning, and managing in order that he and they may enjoy the play period most and grow in democratic ways of living.
4. To help each child develop his fundamental physical skills to such an extent that he will get greater and greater satisfaction from

his play period and will be able to feel that he is a real asset to the play of others; also, that he will be able to take part adequately in progressively more difficult activities as his coordinations improve, his strength increases and his age needs progress.

5. To help each child to become independent in his ability to increase his repertoire of games by helping him learn to read and interpret such activities and to know sources from which such activities may be secured.
6. To help each child realize that by careful planning most unhappy accidents may be avoided.
7. To lead all children to realize that certain health routines precede, accompany and follow physical activities and that a certain physical status is necessary before activities can be engaged in to their fullest extent and with greatest pleasure; that ill health is not a disgrace but an unhappy condition which, if avoided, will make participation in a wider and more interesting program of activities possible.

III. The Teacher and Pupils Plan the Program

How Shall We Begin to Work Out a Good Program of Physical Education?

For the Teacher

The wise teacher usually begins by finding out what children of different ages like to play best, for she knows that children's interests as a rule express their growth needs. This can be done in two ways. You can watch children to observe what they play—when left to their own desires. You can study the best books on the play of children to learn what play types authorities agree to be the most popular as well as useful at different ages. A reference list of such books you will find on page 26. In order to make it easier for you to start your program, lists of activities have been chosen which in general indicate what children of certain broad age groups like to do and will find profit in doing according to the experience of the authorities referred to. (See Divisions I and II, pages 39 and 41.)

Then you will want to learn what children are able to do at their particular age or grade, how fast they can run or how high they can jump, how long they can play, how complicated as to rules and group organization their games can be, how difficult the social situation can be in which they may be expected to manage themselves well. What we hope children may accomplish we call *grade objectives*. In order to help you determine what you will want your children to gain through the activities they will choose to play, lists have been prepared which appear on page 28 and page 34.

Now you will ask: *How* can children learn to do well the things they like to do? This Iowa plan suggests a way to you. It will tell you how you can help your children to gradually learn the ways by which they can help themselves in learning and carrying on their own play activities.

The suggestions which follow are addressed to both pupil and teacher and are intended to help both in the part each takes as they together share in working out a good program. The next five topics are addressed to the pupil but are meant for the careful study of the teacher as well.

For the Children

What Children Like to Play

Most healthy children like to run, skip, jump, climb, tussle, do tricks with their bodies, play with balls. Are you one of them? Do you like to skip or slide to music, play tag, try to stand on your head, climb up into the hay mow or apple tree, play catch or tug-of-war? Maybe even now or when you were younger each game you played had in it just one of these activities. When you grow older each of your games will be more complicated. It may call for batting and throwing as well as for running and dodging, and it may require that you play a certain position on a team in which all members work together in just the right way. The games you learned to play when you were younger must, of course, help you learn the things gradually which you will put together in your harder games later on.

Divisions and Types of Play Activities

Because the older children can play harder games than the younger ones, the play activities which are suggested in this plan are divided into two parts—Division I (see page 39) and Division II (see page 41). The latter division is for the older children or those who are in the fourth or fifth grade up to the eighth grade, if yours is a rural school. Its activities are on the whole more difficult. You may choose from either division according to what you know and can do.

There are a great many kinds of games most strong and healthy children like to play. You might try to name all that you like to play. Write them on the board as you name them. What is the main thing about each? Is it a chasing game? Or a rhythmic game? Or a ball game? Look at Divisions I and II on pages 39 and 41 again and notice that each division contains seven parts. These parts are listed in Sections 1 to 7. Each section is a type of activity. The types are as follows:

Section 1. *Rhythmic Activities*. These are movements done to music, singing games, folk games.

Section 2. *Stunts*. These are short exercises which test your balance or skill or the strength of your muscles, or the flexibility of your body.

Section 3. *Combat Activities*. In these you try to overcome a rival who is your match in size, strength or skill.

Section 4. *Group Games and Relays.* These are mostly tag and racing games.

Section 5. *Lead-up and Team Games.* These are mainly ball games in which you learn to use a soft ball or soccer or basketball or volley ball.

Section 6. *Individual and Dual Games.* These are the games which you can play all by yourself or with one other person, or perhaps with three others.

Section 7. *Out-of-School Activities.* Many of these games may belong to any of the six types named above, but you play them somewhere else than at school. Activities which cannot be done at school are also important here as, for example, horseback riding or skating.

Now one of you might read aloud some of the activities listed in Division I or II. Which one do you know? Check them on your list on the board. How many different types or sections does your list on the board cover? Maybe some of you have a good start already toward becoming "all-around athletes" because you know games for all types.

You may need to remember whenever you play that playing the game well means more than batting hard, throwing without missing, or running fast. It is important, also, to ask yourself these questions at your playing time.

Is my health such that I will not injure myself or others if I play in the group?

Am I playing so that it is safe for us all?

Am I helping others to be happy while I play?

Have I done my part in caring for the equipment and getting the play space ready for the game?

The answers to these questions will also tell you if you have played well. They tell you if you have lived healthfully while playing. We call our habits of living healthfully as we play our "Health Associates." They also tell you if you have been a good kind of playmate. We call the way we treat our playmates our "Character Associates." Playing healthfully and playing kindly belong to every type of activity we play and count fully as much as playing skillfully when we study what progress we are making in physical education. The "Health and Character Associates" are Section 8 of each Division. If

you read or ask the teacher to read for you *B* and *C* of your grade group objectives, you will find many of these associates that you may work on as you play.

Where and When Do You Play?

When you are at school you do most of your playing on the playground. Outdoors is, of course, the best place for children to play at all times of the year. This means that you need to know many outdoor games. How many of the games in the list you like to play, which you put on the board, are outdoor games? Are many of them best for a nice, frosty fall day, or for a cold winter day when there is snow on the ground, or a warm day in late May? These are all times when you play outdoors. But when it rains you must play indoors in the schoolroom. You probably know some games to play indoors. Maybe you would like to learn some new ones. There are many good ones, both quiet and active, listed in Divisions I and II under "Indoor Games" which you will like to play.

At what other times do you play? And at what other places? As you think of the different times and places and numbers of playmates, you can put them into a list. Your list can be compared with this one which follows. It will be important to learn games for all the occasions when you play which appear on your list.

Some occasions when we play—

When we are alone or with only a few children

When we play in our own yard at home

When the weather is hot; when it is cold

When we have a party indoors or a picnic in the woods

When the ground is covered with snow

When our play group is a family group of mixed ages

When we play on the playground before school

When we are sick

When we must remain in the schoolroom during recess or at noon

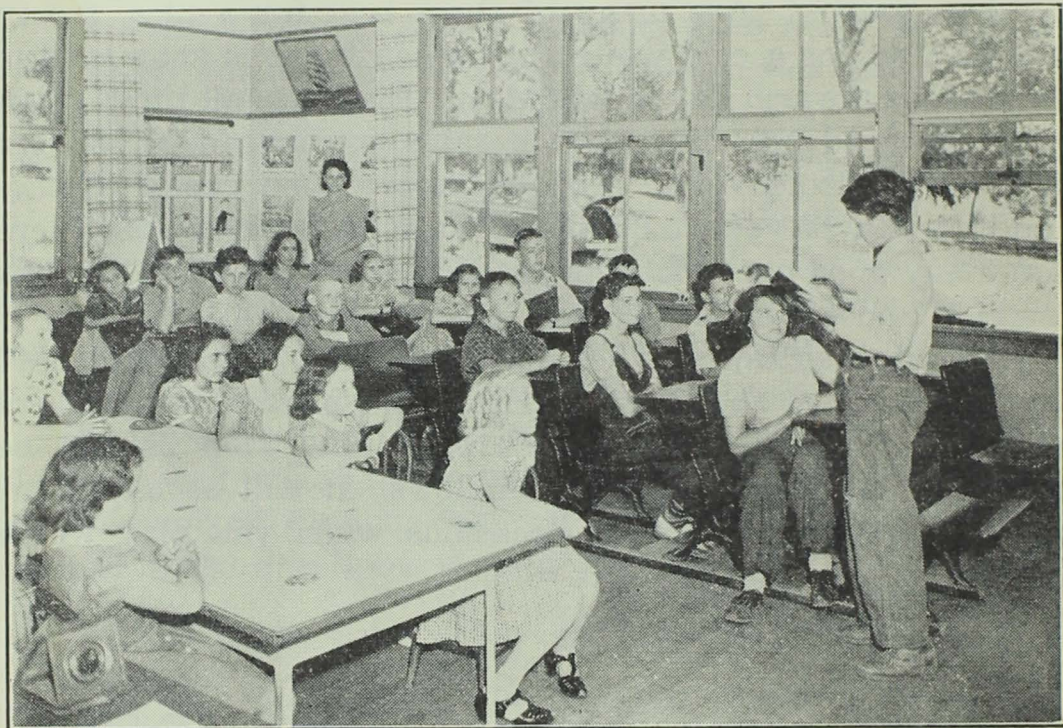
When we need a very short relief from our studies

When we play with large groups of our own age

When girls and boys play together

*Learning Many Games for Many Play Times
Your Play Unit*

How can you learn games for all the different times you will need them? Perhaps you can all help each other in this. You will need help from many sources. The teacher can help you. So can books where games are described. If you cannot read the description, the teacher or an older pupil or your parents can read it to you and help you do what the book says. Also, any one of you might know a good game which the rest would



Some Polk County children learn new materials indoors by pupils reading the descriptions together

like to learn. Then you could teach each other. The teacher will need to help you first to get started in deciding what games to learn and how to go about learning them. But it will be best for you if you can before long pick out the games you need and want to learn and work them out yourselves with the teacher ready to help you when you need her help.

Because you need to know many kinds of games, and because you get more fun out of playing the things you like to play, it is good to make a plan ahead of time and for you yourselves to make as much of the plan as you possibly can. Perhaps you

could write it on the board. Then you could keep better account of what you are accomplishing in the things you have set out to learn. When we decide upon a certain amount of work to be accomplished, we call this plan a unit of work. You can call your unit of work your play unit, can't you?

Since the activities you like to play belong to seven different types (sections) already named, it would be splendid to put into your play unit several activities from each type or section. This is good, for then you will not be a one-sided player. You



Some Jasper County children work out together a singing game out of doors

will learn to play all types. Of course, as you choose activities from each of the seven types, you will need to keep in mind, also, all of your different play needs as to where and when you play. This will not be hard to do because the seventh type, "Out-of-School Activities," will remind you of it.

Possibly your first unit would have just eighteen activities in it. This could be divided up as follows:

1. Rhythmic Activities—Choose 2 activities
2. Stunts—Choose 4 activities
 - Ground stunts —2
 - Apparatus stunts—1
 - Rope stunts —1
3. Combat Activities—Choose 2 activities
4. Group Games and Relays (Tag games and races)—Choose activities as follows:
 - For younger play group—4
 - For older play group —2
5. Lead-up and Team Games (Ball games largely)—Choose activities as follows:
 - For younger play group—2
 - For older play group —4
6. Individual and Dual Games—Choose 2 activities
7. Out-of-School Activities—Choose 2 activities

Your teacher will give you your first unit as a sample. (See page 25.) It will provide some activities. She will help you choose the others.

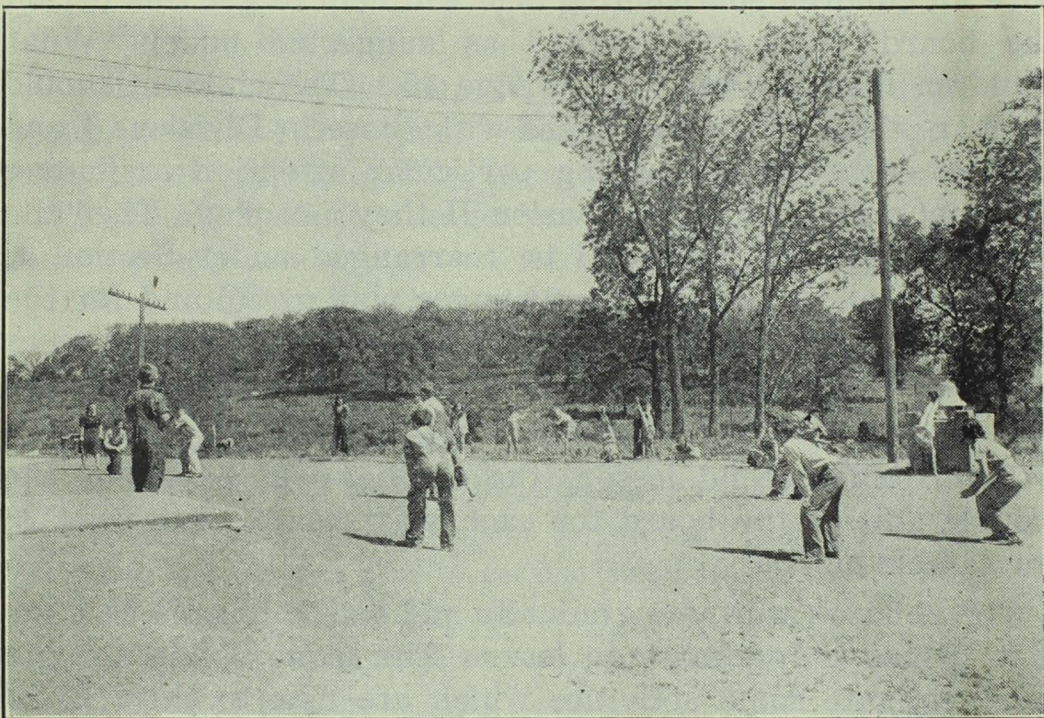
The Teacher Plans Her Organization

Dividing the Group

Each rural school offers a different problem as to age distributions. Some have largely the primary ages, some have largely children above the fourth grade, and some have every grade from pre-primary to the eighth represented in the enrollment. Each teacher then will have to organize her school according to the condition of her enrollment. But since the play desires and abilities of the first three grades are similar, she will as a rule find it best to group them into one division for play. In some schools the pupils of the fourth grade may belong with this play group, also, and in other schools these pupils should be placed with the grades above the fourth. In this pamphlet we will assume the latter type of organization. If either of these two play groups contains more than ten children, such a group should be divided again. The type of work learned by these subdivisions would on the whole be the same, however.

Assigning Leaders

At the beginning of the year when children are being introduced into this program it might be well for the teacher to appoint one member as leader of his play group. In order that many children may have the experience of leading, it will be well to change the leaders every four or six weeks. The new leaders should be chosen by the children of the group. The teacher, with the children, will make a list of traits which a good leader should have, so that the children who are choos-



The teacher divides the pupils into younger and older play groups. The older group plays softball while the younger group works on stunts. All are kept busy

ing will look for these traits in the leader they choose and so that the leader will realize what his responsibilities are.

Time Allotment

Each teacher will have to decide what arrangement of time suits her schedule best. The preferred times for play periods are at mid-morning and mid-afternoon and the last half of the noon period.

Choosing the Activities to Be Learned

The children who can read should first be assigned to read the preceding topics in this pamphlet which are addressed to them, entitled "What Children Like to Play," "Where and When Do You Play," "Learning Many Games for Many Play Times."

In the first lesson which follows this reading, the teacher will aim to help the children understand how and why play activities are divided into *divisions* and *sections*. The teacher will refer to the games the children know and like to play and, with all children contributing, she will help to get this list on the board, then will proceed as suggested under "What Children Like to Play." (See page 15.) The children should compare their list on the board with those in Divisions I and II, the older children paying particular attention to finding out how many games of Division II they can play. Then the games on the board should be rearranged under Section 1, Section 2, and so on, for the younger play group and for the older play group. Perhaps the children will know some games from each section. Suggestions about what to play the first day are given under "Teaching the Activities."

Before the second lesson, the teacher will have put the sample unit on the board for each play group. See page 25 for sample unit.

The children will now gradually add to the sample unit the new games they choose to learn. The older children begin to investigate some activities which are new to them listed in each section of Division II or, if they prefer, of Division I when the games of Division II are still too advanced. They will read the descriptions to each other from the book referred to. As they find things which they would like to learn, these are listed under the proper sections in the sample unit. Before school in the morning and at noon right after lunch are good times for children to do this investigating.

The younger children will need the help of an older pupil who can read or more help from the teacher. The names of the activities under Division I should be read to them. They will tell which of these activities they do not know. Some of these can be described or read to them and they should be

helped to choose the numbers and types needed to fill their sample play unit.

After several days of this kind of investigating the children of each play group will have completely filled out their own play unit. During the period of choosing, those who are able to read the topics addressed to them should work out together the three problems suggested under "Where and When You Play." The last problem is to determine how many play needs as listed under "Occasions When We Play," page 17, are being met by the play unit which the children are now planning.

Teaching the Activities

For the first play lesson, the teacher will ask the older play group, under the direction of their leader, to choose one of the activities already known by them and play this by themselves while she teaches the younger group a new activity which she selects from those already provided in their sample unit. However, the teacher will ask the older play group these questions to be sure that they are getting the right start under their own direction:

What game have you chosen to play?

Is it one which will give everyone activity in the time allowed?

What equipment and what space do you need to play it?

Leader, how do you plan to get the game started?

What precautions have you taken for safety?

What plans have you made to make sure that all will have an equal chance to play?

Leader, will you please appoint someone to take the equipment out and bring it back, some others to see that the space chosen for play is free from hazardous objects, and appoint others to mark off the boundaries if any are needed?

Also, will your leader please call me if you need help as to rules, the best form for the skills, and matters of conduct?

After this group has returned to the room the teacher might ask the leader or some of the children how they got along. Here is a good time to check how well the play objectives are being met. (See pages 28 to 34.)

At the end of the lesson the teacher will review with the younger group the new game they have just learned by asking

them the following questions in order that they may be ready to play the game by themselves the next lesson.

What is the name of this game?

Where is a good place to play it?

Leader, what equipment is needed? Do you wish to appoint someone now to get the equipment out next time and put it away?

Where is the equipment kept?

How shall we appoint "it" (if one is needed)?

Who will say it is time to start the game?

What will you do if you need help?

At the second lesson the teacher will take the older play group to help them learn a new activity from their sample unit. This should preferably be a folk dance, since folk dances are harder for the children to work out alone than any other type of activity, especially at first. The younger group will play by themselves the game they learned in the last lesson. The teacher will have prepared them for this in the previous lesson and she can ask the same questions again to get them well started.

Sample Play Units

Note: Teacher and pupils fill in vacant places.

Younger Play Group

1. Rhythms 1. A-Hunting We Will Go
2.
2. Stunts 1. Forward Roll
2. Jump short rope standing
3. Chair Creeper
4.
3. Combat 1. Rooster Fight Activities 2.
4. Group Games Races 1. Squat Tag
2. Squirrel and Nut
3.
4.
5. Lead-up Games 1. Teacher and Class
2.
6. Ind. and Dual 1. Bean Bag Board
2.
7. Out-of-School 1. Done as school group or reported by pupil
2.

Older Play Group

1. Rhythms 1. Pig in the Parlor
2.
2. Stunts 1. Leap Frog and Forward Roll
2. Jump short single rope
Crosses, Rocker
3. Take Chair from Under
4.
3. Combat 1. Push Tug-of-War Activities 2.
4. Group Games Races 1. Red Light
2.
5. Lead-up Games 1. Basketball Passing Practice and Zig-zag Pass
2. Goal Keep Away
3.
4.
6. Ind. and Dual 1. Softball Throw for Distance
2. Basketball Goal Shooting
7. Out-of-School 1. Done as school group or reported by pupil
2.

Bibliography

A. Helpful References on a Graded Program of Physical Education for the Elementary School

Wild and White, *Physical Education for Elementary Schools*. Iowa State Teachers College, Cedar Falls, Iowa. \$1.55

This is the book to which the page references in Divisions I and II of this pamphlet refer. Many of the activities can also be found in the books which are named in the list below.

Hinman, *Physical Education in the Elementary Grades*. Prentice-Hall, Chicago. \$1.90

La Salle, *Play Activities for Elementary Schools*. A. S. Barnes & Company, New York. (Grades 1 to 8) \$2.00

La Salle, *Rhythms and Dances for Elementary Schools*. (Grades 1 to 8) A. S. Barnes & Company, New York. \$3.00

La Salle, *Physical Education for the Classroom Teacher* (Grades 1 to 4) A. S. Barnes & Company, New York. \$2.00

Neilson and Van Hagen, *Physical Education for Elementary Schools*. A. S. Barnes & Company, New York. \$2.00

B. Additional Helpful References Containing Program Materials

Boyd, *Hospital and Bedside Games*. Fitzsimons Company, 23 East Jackson Boulevard, Chicago. 25c

Cotteral and Cotteral, *The Teaching of Stunts and Tumbling*. A. S. Barnes & Company, New York. \$3.00

La Porte and Renner, *The Tumbling Manual*. Prentice-Hall Publishing Company, Chicago.

Lawson, *Home-made Games*. J. B. Lippincott & Company, Philadelphia, Pa. \$2.50

Mason and Mitchell, *Social Games for Recreation*. A. S. Barnes & Company, New York. \$2.50

Recreational Games and Sports—Track and Field (ask for 1938-39 edition) contains games of Tetherball, Ringtennis, Badminton, Horseshoes, Shuffleboard, etc. A. S. Barnes & Company, New York. 25c

Rodgers, *A Handbook of Stunts*. McMillan Company, New York. \$3.00

Smith, *Games and Game Leadership*. Dodd, Mead & Company, New York. \$2.50

Softball and Volley Ball (Rules and suggestions for playing). A. S. Barnes & Company, New York. 25c

Available from the National Recreation Association, 315 Fourth Avenue, New York.

Home-made Play Apparatus. 25c

Home Play. 50c

The Home Playground and Indoor Playroom. 20c

Party Programs. 5c

Picnic Programs. 15c

Winter Sports. 25c

C. Helpful References for Health Education. See page 49.

IV. Grade Group Objectives

Objectives to be Worked for Through a Physical Activities Program in the First, Second and Third Grades When All Are in One Group, As in a Rural School

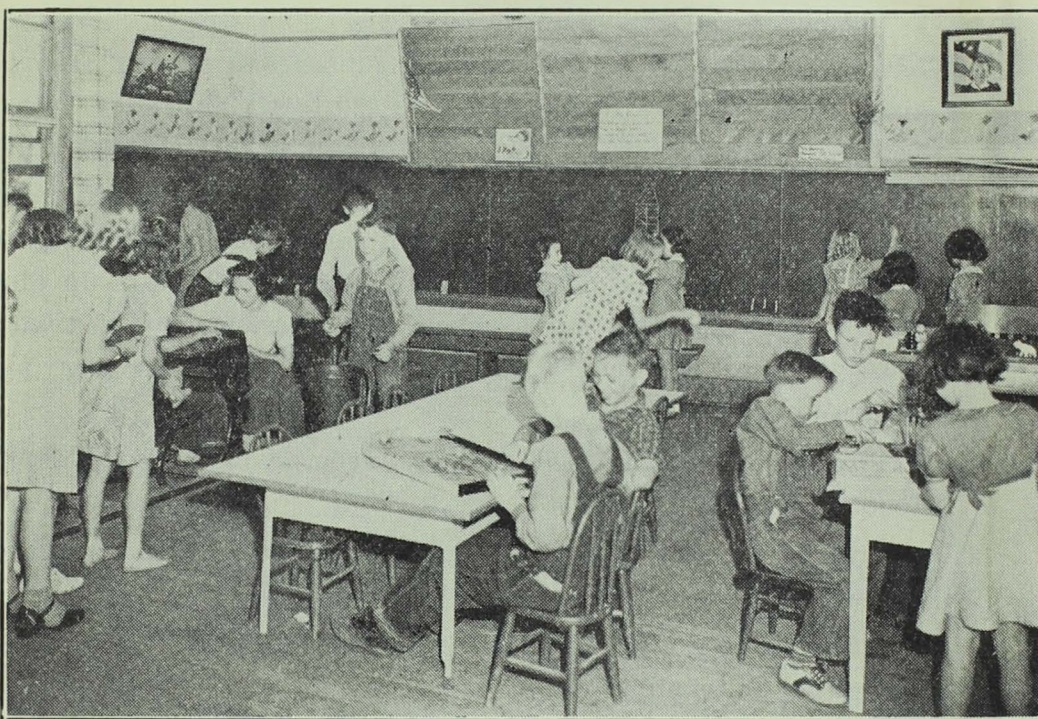
A. *Objectives in attaining physical skills.*

Many of these skills may furnish the basis for activities and may be chosen as part of the unit. (See page 25.) Others will be practiced in games only, with the teacher and children conscious of the fact that these skills are present in the game and should be learned. In still others the skill, though practiced or given for a short time, will find almost immediate use in a game or rhythmic activity, examples of which follow each skill. See others in Division I.

1. Increase in ability to run fast, stop suddenly, and change directions without falling down or being caught by a pursuer. (See Tag Games 1, 2, 3, 4, p. 39.*)
2. Ability to plan a path of running and increase the speed of running so that another runner may be tagged (the "It" in tag games).
3. Ability to pass to the right when meeting another person while walking or running. (See Meet Me at the Switch, p. 33; Run for Your Supper, p. 42; Slap Jack, p. 36.)
4. Ability to quickly start running in a direction opposite to the one being faced, without falling down. (Brownies and Fairies, p. 40; Black and White, p. 38; New York, p. 41; Crows and Cranes, p. 39; Ghosts and Witches, p. 39; Stores, p. 41)
5. Ability to climb a ladder, rope or tree at least a distance of twice one's own height. (See p. 111.)
6. Ability to jump from a height, landing with bent knees.
7. Ability to do such stunts as forward roll, hang by hands and knees, skin a cat, tip up, knee dip, prostrate and perpendicular, leap frog, etc. (See p. 359.)
8. Ability to jump over an object from 18 inches (1st grade) to 2 feet and 2 inches high (3d grade). (See p. 107 and p. 339.)

*Numbers refer to pages in *Physical Education for Elementary Schools* by Wild and White.

9. Ability to do standing broad jump from 3 feet to $3\frac{1}{2}$ feet. (See p. 108 and p. 337.*)
10. Ability to do running broad jump (jump the brook) from $3\frac{1}{2}$ to 5 feet. (See p. 107 and p. 338.)
11. Ability to run 50 yards in from $9\frac{3}{5}$ to 9 seconds (3d grade). (See p. 98.)
12. Ability to jump and hop rope turned by two people and run out when jump is completed (2d grade). Do same but add run in and out of turning rope. Also, jump small rope turned by self and move forward (3d grade).



Children should know many quiet games to play at school and at home immediately after eating, when they must play indoors or when they are or have been ill

13. Ability to hit with a soccer, volley, or rubber ball a stationary or moving target about 8 to 16 feet away. (See Dodge Ball, p. 37; Hot Ball, p. 36.)
14. Ability to kick a soccer or rubber ball with (a) the toe; (b) the instep; (c) the side of the foot so that the ball will hit a stationary target 8 to 16 feet away. (See Hot Ball, Variation No. 2 and 3, p. 36.)

*Numbers refer to pages in *Physical Education for Elementary Schools* by Wild and White.

15. Ability to throw a soccer, rubber, or volley ball straight into the air with both hands and at the same time call a player's name and then move out of the way. (See Ring Call Ball, p. 50.*)
16. Ability to throw with both hands an underhand, a chest, and an overhead pass, using a volley, soccer, or rubber ball, so that a partner about 10 feet away may catch it. (See description of various passes, pp. 324-326; Line Ball without using teams, p. 32; Teacher and Class, p. 27.)
17. Ability to throw a 12-inch soft ball by an overarm throw 32 feet (1st grade boys), 18 feet (1st grade girls), 45 feet (3d grade boys), 35 feet (3d grade girls). (See Playground Ball Throw, p. 109 and p. 337; One Old Cat, p. 83.)
18. Ability to catch a volley, soccer, or rubber ball thrown from a distance of about 10 feet (1st grade), 20 feet (3d grade). (See Teacher and Class, p. 27; Newcomb, p. 79; p. 318; Modification of V, p. 325.)
19. Ability to bounce a small rubber ball and rebound it at least once by a push to the floor and then catch it with palm up (1st grade). Do the same many times in succession combined with some stunts (O'Leary) (3d grade). (See Ball Exercises, pp. 28-29.)
20. Ability to stop with legs or body a soccer ball thrown from about 15 feet (3d grade). (See p. 333.)
21. Ability to bat a thrown ball (last of second grade, and third grade). (See III, p. 322.)
22. Ability to play a modified softball game such as one- or two-old-cat, p. 83; or triangle ball, p. 82; or long ball, p. 88 (3d grade).
23. Growth toward the ability to judge where a ball thrown or batted from a distance is going to land and to move into the proper position to catch it (3d grade). (See Flies, p. 320; Practice in Catching Flies, p. 321.)

Rhythmic Skills (See pp. 114-115)

24. Ability to walk naturally in rhythm to music or beat of tom-tom or hand-clapping and change direction at end of phrase. (See III, p. 114.)
25. Ability to skip, slide, gallop, and run lightly in rhythm to music, tom-tom, or clapping, alone; then with partner and with group.

*Numbers refer to pages in *Physical Education for Elementary Schools* by Wild and White.

26. Ability to phrase the long phrase of eight counts, either by changing direction or changing steps, first alone, then with partner and with group.
27. Ability to phrase the short phrase of four counts by stamping, clapping, or walking forward, then backward, alone or with partner.
28. Ability to do dramatic play either with or without music. (Examples: Elephants, p. 137; Old Roger Is Dead, p. 166; Train, p. 130; Thorn Rosa, p. 160.*)



In self-managed group stunts children develop not only physical strength, courage and agility, but also experience the joy that comes from contributing their best to a common enterprise

29. Ability to detect pitch of music and respond to it with body movements. (Example: I'm Very, Very Small, p. 154.)
30. Ability to recognize simple music form such as A, AB, and ABA. (Examples: Sally Go Round the Sun, p. 141; Shoemaker's Dance, p. 149; Chimes of Dunkirk, p. 191.)
31. Progress in ability to dance from simpler A forms, as "The Gallant Ship," to AB (verse-chorus) forms, as "Shoemaker's Dance," and ABA forms, as "Chimes of Dunkirk."

*Numbers refer to pages in *Physical Education for Elementary Schools* by Wild and White.

32. Ability to recognize introduction to victrola records and to start action on the first beat of the music proper. (See p. 119.*)
33. Ability to change from skipping forward to skipping in place. (See Santa Claus and Reindeer, p. 184.)

B. Objectives in developing social traits. (Character associates)

1. Ability to follow directions given by teacher and respond to pre-determined signals.
2. Ability to start familiar games when teacher is not present.
3. Ability as leader to give simple directions to other children clearly and to organize and carry through a familiar activity.
4. Ability to play without quarreling or fighting.
5. Ability to follow directions of a child leader or simple directions read from a book.
6. Ability to care for and respect school property and equipment.
7. Willingness to accept cheerfully a fair share of the responsibility for care of equipment or for work to be done.
8. Ability to play fair and admit when caught.
9. Ability to choose a good leader according to standards set by the teacher and the group.
10. Ability to read and interpret into action descriptions of some stunts and games. (3d grade)
11. Ability as a member of a group to choose some play activities cooperatively.

C. Objectives in developing health and safety habits. (Health associates)

1. Become constantly more aware that the best way to be happy is to cooperate with and seek the good for the whole group in work and play.
2. Develop the habit of washing the hands after playing with materials that soil them and after the toilet, and after blowing the nose, if hands are to be joined in a circle.
3. Learn through the practices and admonitions of teacher and pupils that one should not cool off too quickly after becoming very warm.

*Numbers refer to pages in *Physical Education for Elementary Schools* by Wild and White.

4. Learn through practices controlled by the teacher at school with the cooperation of the parents at home that regular habits of eating nourishing food and sleeping ten to eleven hours each night and resting short periods during the day help in building strength for physical activities.
5. Learn through practices and discussion that cold water should be drunk slowly when one is very warm from exercise and that some salt should be eaten after much perspiring.
6. Learn through practice and through the example of others that activity should be restricted or eliminated when one has a cold or has returned from being ill with any contagious disease including a cold or when recovering from an operation.
7. Learn through practice at school that very strenuous play should be avoided on extremely hot days or in an overheated room; that games in which all are active should be chosen for cold days out of doors.
8. Learn through practice and example that wraps must be worn on the playground on cold days and removed when in the schoolroom.
9. Ability to regularly inspect and adjust playing space and equipment for conditions of safety.
10. Ability and desire to make plans for organizing play activities and regulating the conduct of players so that accidents may be avoided.
11. Ability to refrain from pushing a running player when tagging him.
12. Ability, when playing in the schoolroom, to remove breakable materials before play begins and keep feet or other obstacles out of aisles when children are running, and to moderate the throw of balls so that they will stay within restricted areas.
13. Ability to refrain from frightening or annoying a player who is performing some hazardous activity.
14. Ability to proceed with caution but without fear when performing a hazardous activity.

Objectives to be Worked for Through a Physical Activities Program in the Fourth, Fifth, Sixth, Seventh and Eighth Grades When All Are in One Group, As in a Rural School

A. Objectives in attaining physical skills.

Many of these skills may furnish the basis for activities and may be chosen as part of the unit. (See page 25.) Others will be practiced in games only, with the teacher and children conscious of the fact that these skills are present in the game and should be learned. In still others the skills, though practiced or given for a short time, will find almost immediate use in a game or rhythmic activity, examples of which follow each skill. See others in Division II.

1. Progress in all abilities started in the preceding grades.
2. Ability to run as fast as age and sex standards. (See pp. 98-101.*)
3. Ability to jump as high and as broad as age and sex standards. (See pp. 98-101.)
4. Ability to chin self 1 to 9 times, according to age. (Boys—average for 5th and 6th grades, 3 times; for 7th and 8 grades, 4 times) (See pp. 98-101.)
5. Ability to do a wide variety of stunts, especially those involving tumbling, rope jumping, and hanging from a bar. (See p. 359, and appendix in this pamphlet.)
6. Ability to play many simple group games learned in previous grades and to learn to play new group, team, and individual games.
7. Ability to read, interpret, and organize into action descriptions of unfamiliar games and technique of games.
8. Ability to kick a soccer ball over the heads of opponents with the instep of foot, on the ground with toe, and to the right or left side with inside or outside of either foot. (See pp. 333-334; Shuttle Kicking Contest, p. 68.)
9. Ability to carry a soccer ball rapidly down the field by a series of small taps of the foot (dribble) and to kick or pass it accurately at an assigned spot. (See p. 332; Soccer Dribble Relay, p. 65; Soccer Dribble and Shoot, p. 66.)

*Numbers refer to pages in *Physical Education for Elementary Schools* by Wild and White.

10. Ability to cooperate with team-mates in playing the game of soccer or some of its simplified forms. (See pp. 64-72.*)
11. Ability to play a specific place on a team.
12. Increased ability to trap a soccer ball by the knees or feet. (See p. 333.)
13. Ability to throw a basketball accurately to a team-mate using a variety of forms; e. g., one- and two-hand, underhand, chest, one- and two-hand shoulder, one- and two-hand overhead, side arm to side, and bounce passes. (See description of various passes, p. 324; games using basketball, pp. 72-81.)
14. Ability to progress with a basketball a distance of at least 60 feet by a series of short passes to a partner without running with the ball in the hands.
15. Ability to stop quickly and turn around quickly, moving only one foot (pivoting). (See p. 328; Pivot and Pass, p. 74.)
16. Ability to run immediately after a basketball has been passed. (See Goal Keep Away and Pass for Points, p. 78.)
17. Ability to catch a basketball while running, and stop before more than two steps have been taken. (See Goal Keep Away, p. 78.)
18. Ability to interfere legally with the receiving of a basketball by an opponent and to secure the ball for one's own team or for oneself. (See Guarding, p. 331; Goal Keep Away, p. 78.)
19. Ability to progress with a basketball by a series of bounces (boys) or by one bounce (girls) and at the same time to protect the ball from being secured by an opponent. (See Technique for Dribbling V, p. 330; Dribble and Take Away, p. 77, Dribble and Bounce Pass Shuttle Relay, p. 75.)
20. Ability to shoot a basketball into a goal from various distances up to 15 feet using at least 2 forms; e. g., underhand and chest shots (5th through 8th grades). (See p. 328; Basketball Goal Games, p. 72; Arch Goal Ball, p. 73; Bounce Goal Relay, p. 74.)
21. Ability to throw overarm a 12-inch softball 50 (4th grade) to 100 (8th grade) feet according to age. In general, a ten-year-old should be able to throw about 64 feet and a thirteen-year-old, 100 feet. (See pp. 98-101, 5th through 8 grades; and p. 337.)

*Numbers refer to pages in *Physical Education for Elementary Schools* by Wild and White.

22. Ability to pitch a softball over home plate not higher than a batter's shoulders nor lower than his knee. (See Target Practice, p. 322; Long Ball, p. 88; Triangle Ball, p. 82; One Old Cat and Work Up, p. 83; Circle Strike, p. 90.*)
23. Ability to bat a pitched ball. (See p. 322 and games given under 22.)
24. Ability to catch a softball using good form for all positions. (See p. 318; Fongo, p. 85.)
25. Ability to run forward, backward, or sideways and catch a fly ball. (See Practice in Catching Flies, pp. 320-321; Fongo, p. 85.)
26. Ability to stop a grounder. (See Practice in Stopping Grounders, p. 322; Fongo, p. 85; Grounders Shuttle Relay, p. 84.)

Rhythmic Skills

27. Increase in the abilities listed for grades 1, 2, 3.
28. Ability to respond rhythmically to music, tom-tom, or hand clapping, using a wide variety of steps alone, with partner, and cooperatively in a group. (The variety of steps includes polka, p. 115; heel-toe polka, p. 116; leap, step-hop in common tempo, p. 116; in fast tempo, p. 247; Bleking step to 2/4 time, p. 122; and to 3/4 time; schottische, p. 117; minuet steps, p. 259.)
29. Ability to respond rhythmically to music, using a variety of time and space patterns in the form of folk dances of different formations and of increasing length and difficulty.
30. Ability to execute accurately more difficult dance patterns which have short phrases and which are done in a group or alone. (Examples: Highland Schottische, Irish Lilt.)
31. Ability to recognize and execute several dance forms: AB, as Cshebogar; ABA, as Come Let Us Be Joyful; ABC, as Ace of Diamonds; and longer dances, as AB, CB, DB, etc. (Example: Reap the Flax.)
32. Ability to do several good folk or singing games which boys and girls can play together.
33. Ability to combine intricate foot patterns with other dance steps, as in Irish Lilt, Highland Schottische, etc.
34. Ability to listen well to the victrola music for a folk dance and pick out the melodies and phrases.

*Numbers refer to pages in *Physical Education for Elementary Schools* by Wild and White.

35. Growth in ability as a group to work out the description of a folk dance, to fit it to its music and to learn to do it quite independently of the teacher.
36. Ability to recognize what is wrong in the performance of self or of members of the group and to help each other improve. (Questions that may be asked: Is our formation right? Do we know each step correctly? Do we change steps at proper time? Do we keep the rhythm throughout the whole dance?)
37. Ability to do several dances with ease and joy, in exact rhythm, and with happy cooperation in the group.

B. Objectives in developing social traits. (Character associates)

1. Growth in ability to cooperate with team-mates in playing team games.
2. Growth in desire to drill on techniques of a game in order to be able to play the game better.
3. Ability to cooperate with team members in getting class work organized and successfully carried on with little aid from the teacher.
4. Growth in ability to elect good leaders because qualities of a good leader are known.
5. Ability to respond quickly and accurately to directions given by teacher, leader, or a member of the group.
6. Progress in ability as a leader and as a member of a group with help of the teacher to recognize and interpret the cause of a difficulty in a skill form or play pattern and be able to prescribe a remedy.
7. Ability to get response to suggestions and directions by a pleasant approach to the group.
8. Ability to consider the rights of others and a desire to share enjoyment with them.
9. Ability to help another child in the group who is not strong nor skillful, or who is definitely handicapped to find and learn activities which he can accomplish and enjoy.
10. Ability to join into group activity without embarrassment or sullenness.
11. Ability to refer disputes to group decisions for settlement.

12. Ability to accept the decisions of properly selected officials.
13. Ability to refrain from booing or jeering at others and from laughing at their mistakes.
14. Ability to throw the whole self into an activity with a desire to win without taking any unfair advantage of the opponent.

C. Objectives in developing health and safety habits. (Health associates)

1. Progress in all health and safety objectives of the previous grades.
2. Ability to avoid most accidents by planning safety elements of field and game in advance and by having developed proper skills to meet the situations that may be encountered.
3. Ability to face hazardous situations and meet emergencies with confidence—this ability having been gained by gradual and graded experimentation with materials and forces under the guidance of the teacher and without emotional strain.
4. Ability to assist others in learning hazardous activities by giving support at the proper place and time and by emphasizing the key parts of the pattern.
5. Ability to exercise self-control in a matter-of-fact way when physical activity must be restricted because of health.
6. Ability to select activities which are suitable for certain states of health.
7. Ability to visit the physician alone and without emotional stress in order that physical status may be determined for participation in the proper amount and type of physical activity.
8. Know sources of material for solving health problems as they arise, and be able to read them and report clearly to the group certain pertinent parts which will contribute toward solving the problems at hand.
9. Ability to participate in a wide variety of big-muscle activities with such skill that a desire for their regular repetition will be established.
10. Ability to refrain from foolhardy exhibitions—this ability having been gained by learning a large number of skillful feats and receiving sufficient recognition for doing these well.
11. Ability to hold an even temper during the emotional strain of physical competition.

V. Suggested Activities for the Play Units

Division I

Grades 1, 2, 3

Note: The numbers in parentheses refer to the pages where the descriptions of the activities are found in Wild and White's *Physical Education for Elementary Schools*. See "Grade Group Objectives," p. 28, any or all of which may be chosen as activities or in relation to activities in the proper section of the unit.

Section 1—Rhythmic Activities

- a. *Rhythmic Dramatizations*—Elephants (137), Train (130), Rocking Dolly (128).
- b. *Singing Games*—Farmer in the Dell (145), Rabbit in the Hollow (144), Roman Soldiers (182), A-Hunting We Will Go (174), Looby Loo (147), Thorn Rosa (150), Old Roger Is Dead (166), Round and Round the Village (164), Mulberry Bush (156), London Bridge (150), I'm Very, Very Small (154), Let Us Wash Our Dollie's Clothes (158), Cats and Rats (177).
- c. *Folk Games*—Sally Go 'Round the Sun (141), The Gallant Ship (140), Shoemaker's Dance (149), Carrousel (192), Indian Dance (197), Kinderpolka (186), Danish Dance of Greeting (172), Gustof's Skoal (195), Santa Claus and Reindeer (184), Chimes of Dunkirk (191), Swing Song I (134).

Section 2—Stunts

- a. *Ground Stunts*—Eskimo Walk on All Fours (371), Prostrate and Perpendicular (363), Forward Roll (361), Double Forward Roll (361), Knee Dip (359), Balancing Exercise (360), Bicycling (360), Chinese Get Up (364), Jumping Jack (360), Leap Frog, Stiff Leg Bend (360), Tip Up (362).
- b. *Rope Stunts*—(Short single rope) Jumping in place, swinging rope forward and backward, Jump using Slips. (Long single rope swung by two people) Jump four times on both feet and then run out. Leap four times and run out. Four leaps, four jumps, and four hops. Travel forward with step hops. Travel forward with leaps. Run in front door, jump four times on both feet and run out. Run through long rope front door.

- c. Apparatus Stunts*—Chair Creeper (359), Through the Stick (362), Skin the Cat, Hang by Knees, Turn a Bird's Nest, Climbing, Sitting Forward on Bar and Spinning, Straddling Bar and Spinning.

Section 3—Combat Activities

Rooster Fight (b) (370), Cat Fight, Rooster Fight (a) (369), Circle Push and Pull (Personal Combative Exercise No. 1) (368), Poison, Eskimo Race on All Fours (371), Toe Wrestling (369), Pulling Sticks (369), Line Tug-of-War (369).

Section 4—Group Games and Relays (Mostly Tag and Racing Games)

- a. Outdoor Games*—Squat Tag (39), Slap Jack (36), Sidewalk Tag (39), Bull in Pen (37), Animal Chase (37), Cat and Rat (36), Midnight (37), Drop-the-Handkerchief, Center Base (37), Black and White (38), Brownies and Fairies (40), Butterflies and Daisies (43), Squirrels in Trees (36), Wood Tag (39), Pom Pom Pullaway (41), Big Black Bear (40), Snatch (40), Poison Snake (39), Advancing Statutes, Pussy Wants a Corner.
- b. Schoolroom Games*—Lost Child (26), Do This Do That (27), Tag the Wall Race (30), Beanbag Circle Carry (31), Last Man (30), Huckle Buckle Bean Stalk (26), Auto Race (30), Snatch (35), Indian File Relay (34), Partner Tag (29), Meet Me at the Switch (33), Squirrel and Nut (27).

Section 5—Lead-up and Team Games

Mostly using balls such as softball, soccer, basketball, volley ball, etc. (See pp. 21-26 and 317-334.)

Hot Ball and kicking variations (36), Teacher and Class (27), Line Bounce Ball (28), Ring Call Ball (50), Circle Bounce Ball (28), Line Ball (32), Simple Dodge Ball (37), Leader Spry (32), Triangle Ball (82), One Old Cat (83), Punch Ball (86), Bat Ball (61), Newcomb (79), Schoolroom Basketball (35), Kicking soccer ball for accuracy, Stopping a kicked soccer ball by legs or feet or by trapping it in knees.

Section 6—Individual and Dual Games

Elementary Hop Scotch (49), Beanbag Board (33), Wall Ball Bounce (29), Beanbag Ring Toss (31), Ten Pin Contest (59), Modification of Beanbag and Basket Relay for Individual Contesting (45), Kite Flying, Hoop rolling, Marbles, O'Leary, Peg

Board, Tit-Tat-Toe, Ring Toss, Standing Broad Jump (108), High Jump (107), 50-yard Dash (race) (106), Potato Race (106), Ball Throw for Distance (109), Running Broad Jump (Crossing the Brook).

Section 7—Out-of-School Activities

Party games, picnic games, hiking, sliding, skating, horseback, bicycling, home activities out-of-doors and indoors, etc.

Section 8—Health and Character Associates

See Grade Group Objectives B and C for Grades 1, 2, and 3, page 32.

Division II

Grades 4 to 8

Note: The numbers in parentheses refer to the pages where the descriptions of the activities are found in Wild and White's *Physical Education for Elementary Schools*.

See "Grade Group Objectives," p. 34, any or all of which may be chosen as activities or in relation to activities in the proper section of the unit.

Section 1—Rhythmic Activities

Folk Games—Swedish Ring Dance (222), Nixie Polka (208), Seven Jumps (213), Pig in the Parlor (226), Christmas Dance (217), Cshebogar (229), Come Let Us Be Joyful (210), Ace of Diamonds (233), Hansel and Gretel (220), Reap the Flax (245), Norwegian Mountain March (243), Pop Goes the Weasel (238), Bleking (236), Highland Schottische (261), Irish Lilt (279), Crested Hen (247), Tantoli (235), Sellenger's Round (251), Rufty Tufty (268), Swedish Clap Dance (240), Virginia Reel (255), Swiss May Dance (242), First of May (206).

Section 2—Stunts

a. *Ground Stunts*—Cartwheel (360), Head Stand (363), Top (363), Leap Frog and Forward Roll (361), Balancing Exercise (360), Head Stand (363), Head Stand and Forward Roll, Eskimo Roll (Double Roll) (365), Backward Roll, Dive and Forward Roll, Hand Stand (361), Stomach Stand (363), Crane Dive (359), Back Spring (361), Frog Dance (360), Jump the Stick (363), Bobbin Ahead (365), Ankle Throw (361), Twister (365), Merry-Go-Round (365), Pyramids I, II, III (366, 367).

- b. Rope Stunts*—(Short single rope) Rocker, Front Cross and Back Cross, Foot Circles, Crossed Spring Jump, Forward and Backward Spring Jump, Cradle, Sideways, Grapevine, Lilt Kick, Doubles, Skip, Salt and Pepper, Two People jump one short rope. (Long single rope swung by two people) Run in back door, jump four times and run out, Run in back door and out without jumping, Climb Ladder, High Water, Salt and Pepper. Do any combination. (Two long double ropes) Run in, jump on both feet, run out. Other combinations. (Two ropes with four turners, ropes swing across and perpendicular to each other) Jump using steps described for single rope. (One long and one short rope) Jump short rope at same time jump long rope turned by two people. Run in jumping short rope and jump as above and run out.
- c. Apparatus Stunts*—Take a Chair from Under (360), Hang by Toes, Hang by Heels, Chin the bar, Vault over low wooden fence or narrow box face down, side down, back down (always have assistance for these vaults), Mount bar.

Section 3—Combat Activities

Hand Wrestle (369), Indian Wrestle (369), Elbow Wrestle (370), Disarm (368), Arm's Length Tag (368), Finger Feat (370), Push Tug-of-War (369), Team Push Tug-of-War (Personal Combative Exercise No. 2) (368), Circle Group Push Out (Personal Combative Exercise No. 3) (368), Setting Pegs (370), Hat Boxing, Rope Wrestle, Leg Combat, Knee Tag, Pull Pick-up, Balancing Exercise, Poison, Back-to-Back Pull-up, Hand Push, Leap Frog Relay (371), Tunnel Race (371).

Section 4—Group Games and Relays

- a. Outdoor Games*—Ante-over (50), Hound and Rabbit (42), Hen and Chickens (50), Third Man (52), Circle Dodge Ball (59), Stealing Sticks (60), Jump the Shot (54), Ball Stand (55), Touch Off (55), Red Light (55), Jump the Wand Relay (57), Push Ball Relay (56), Progressive Dodge Ball (63), Every Man in His Own Den (54), New York (41), Last Couple Out (53), Ten Steps (56).
- b. Indoor Games*—Run-and-Pass Relay (64), Arch Ball (48), Going to Jerusalem (44), All Up Relay (58), Pursuit Relay (46), Potato Race Relay (47), Musical Indian Clubs (51), Beast, Bird or Fish (45), Tucker (155), Stores (41).

Section 5—Lead-up and Team Games

(Not more than one-half of the items should be from one sport.)

a. Soccer Games (Good for fall, see 332, 335.)

1. Drill Games aiding in developing soccer skills but interesting as games in themselves—Soccer Dribble Relay (65), Soccer Dribble and Shoot Relay (66), Simple Soccer Keep Away (64), Double Soccer Keep Away (65), Soccer Pass (67), Soccer Pass and Shoot (67), Shuttle Kicking Contest (68), Soccer Target Kicking Relay (66).
2. Simple Team Games leading to Soccer—Soccer Drive (67), Corner Kick Ball (68), Simplified Soccer (69).

b. Basketball Games (See 324-332.)

1. Drill Games aiding in developing basketball skills but interesting as games in themselves—Teacher and Class (27), Leader Spry (32), Run and Pass Relay (64), Zigzag Pass (72), Dribble and Bounce Pass Shuttle Relay (74), Basketball Goal Games 1, 2, 3 (72), Ten Trips 2, 3, 5 (73), Basketball Shuttle Relay (75), Keep Away (77), Pass for Points (78), Pivot and Pass (74), Bounce Pass Keep Away (78), Bounce Goal Relay (74), Dribble and Take Away Relay (77), Center Catch Ball (52).
2. Simple Team Games leading to Basketball (See 318-324.)—Catch Ball (80), Newcomb (79), End Ball (80), Goal Keep Away (78), Captain Ball (81), Pin Ball, Field Dodge Ball, Bat Ball (61).

c. Softball Games

1. Drill Games aiding in developing softball skills—Fongo (85), One Old Cat (83), Work Up (83), Grounders Shuttle Relay (84), Basketball Pivot and Throw (85), Ten Trips 1, 4, 5 (73).
2. Softball and Simple Team Games leading to Softball—Triangle Ball (82), Punch Ball (86), Long Ball (88), Football Baseball (85), Box Ball (88), Circle Strike (90), Underleg Ball, Tin Can Alley, Softball (See late rule book for rules.)

d. Volley Ball Games

1. Drill Games developing volley ball skills—Keep Up, Serve and Return (91), Simplified Volley Ball (92), Volley Ball (92).

Section 6—Individual and Dual Games

Advance Hop Scotch (49), Fifty or Burst (59), Horse Shoes, Hand Tennis, Deck Tennis, Shuffle Board, Tennis, Kiteflying, Mumblety Peg, Jackstones, O'Leary, Rope Jumping Contests for Skill, Tether Ball, Table Tennis, Badminton, Handball, Track and field events or motor ability tests (see pages 98-122, 335-341), 50-, 75-, 100-yard dash (106), High Jump (107), Softball Throw for Distance (109), Standing Broad Jump (108), Running Broad Jump (107), Climbing, Potato Race (106), Basketball Throw for Distance (109), Running Hop, Step and Jump (111), Goal Shooting, Shuttle Broad Jump (111), Shuttle Basketball Throw (111), Shuttle Soccer Kick.

Section 7—Out-of-School Activities

Sliding, Skating, Skiing, Swimming, Rowing, Conoeing, Nature Hikes, Trail-blazing, Cooking meals out-of-doors, Camping, Party games, Picnic games, Home activities out-of-doors, Home activities indoors, Horseback, Bicycling, Croquet.

Section 8—Health and Character Associates

See Grade Group Objectives B and C for Grades 4 to 8, pages 37 and 38.

Sample Lists of Activities Suitable for Different Play Occasions

1. When alone, or with only one or two other children

Rope jumping (see p. 61)	Wall ball bounce
Ball bouncing (O'Leary) (see p. 62)	Hoop rolling
Skin the cat	Stilt walking
Rooster fight	High and broad jumping
Toe wrestling, etc.	Ball throw for distance
Bean bag board	Hop Scotch
Playing catch	Races
	Goal shooting

2. When sick in bed (The following books give suggestions.)

Boyd, *Hospital and Bedside Games* (See Bibliography, p. 26.)

Games for Quiet Hours and Small Spaces, National Recreation Association, price 50c

3. After returning to school following an illness

Bean bag board	Tit Tat Toe
Bean bag circle toss	Circles and Crosses
Ring toss	Complete the Squares
Marbles	Puzzles
Jacks	Huckle Buckle Bean Stalk

4. When we play in our own yard

Goal shooting	Fongo
Hoop rolling	High jump
Hide and seek	Rope jumping (see p. 61)
New York	

5. When weather is hot

Jacks	Hop Scotch
Beast, Bird or Fish	Kaleidoscope
Going to Jerusalem	Lost Child
Fifty or Burst	

6. When weather is cold

Midnight	Shuttle Relay
Black and White	Bull in the Pen
Brownies and Fairies	Cats and Rats
Tag Games	Indian File Relay

7. When we have a party indoors

Huckle, Buckle Bean Stalk
Lost Child
Stores

All Over Relay
Beast, Bird or Fish
Kaleidoscope

8. When we must remain in the schoolroom during recess or at noon

Last Man
Leader Spry
Teacher and Class
Meet Me at the Switch
Snatch (Schoolroom)

Line ball
Practice ball skills
Have You Seen My Sheep
Singing games and folk games
Stunts and combat activities

9. When we need a very short relief from our studies

Indian file relay
Run and pass relay
Automobile relay
Head, Shoulders, Knees, Toes
Skipping
Heel-and-Toe Polka

Jumping Jack
Bean Bag Circle Carry
Tag the Wall relay
Bleking step
Do This, Do That

10. When we have a picnic

Roman Soldiers
Gathering Nuts in May
Partner Shuttle relay
Drop-the-Handkerchief
Eskimo jumping race

Gustaf's Skoal
Newcomb
Pig in the Parlor
Last Couple Out

VI. How Are Physical Education and Health Education Related?

What Is Health Education?

In What Ways Can the Teacher Promote This Part of Her Program?

Physical education and health education are closely allied and often need to be combined for purposes of administration and because in many respects they cannot be separated. But they are not the same. Health education has been defined as "the sum of experiences in school and elsewhere which favorably influence habits, attitudes and knowledge pertaining to individual, community and racial health."*

Physical education represents but one type of such experiences. However, it contributes largely to health education because it offers to the child a concrete understanding of health as a condition necessary for doing those worth-while things which he most wants to do. Its very nature, too, may produce health in all of its phases—physical, emotional and social—since it offers opportunity for practice of movements which stimulate growth, develop cooperation and unselfishness and produce joy. Other subjects also make valuable contributions to health education by offering opportunities for practice and understanding of desirable ways of living; e. g., home economics. But it must be constantly remembered that all subjects or everything done by the child make some contribution to his education in health.

In providing for the healthful living of the pupils the teacher will want to acquaint herself with their physical status from the results of a physical examination. See Health Chart A, *Health Education for Elementary Schools of Iowa*. She will want to help parents and children to feel that yearly routine checkups or checkups for special occasions are to be expected, even when no subnormal condition is evident. Such protective procedures are now required by most camps for children. She will strive to provide, with the cooperation of the pupils and their parents, an environment in which healthful living

**Health Education*—Joint Committee on Health Problems in Education, A. M. A. and N. E. A. 1931, p. 7.

may be practiced. See Health Chart B, *Health Education for Elementary Schools of Iowa*. She will want to know the health habits already formed by her pupils and to be able to check the formation of new ones by the use of health habit charts such as are found in Health Chart D, *Health Education for Elementary Schools of Iowa*.

She will want to be alert to changes in health conditions through observation and inspections so that spread of contagion may be reduced and injustices to the child may not be done. It is not her responsibility to diagnose *what* is wrong with her pupils when they show subnormal conditions, but it is decidedly her responsibility to know and to be aware of the signs which indicate that *something is wrong* and to refer the difficulty to the proper source for diagnosis and treatment. The teacher will refer to the parent and the parent to the physician. She is also responsible for helping children in an unemotional way to recognize such signs in themselves and to seek, in time and without fear, the proper advice and treatment. See Health Chart A in the same pamphlet.

She will want to check all practices of her school to see that they meet the criteria for healthful living in all of its phases—social and emotional as well as physical. See Health Charts C and D as above.

She will want to provide opportunities for the practicing of those health habits for which she is directly responsible and will want to confer with the parents concerning those which must be practiced at home. That is, when such topics as eating breakfast, going to bed at a certain time each night, wearing clothing that is neat and clean, or bathing regularly are a problem to a primary or elementary class or school, it is obviously a responsibility of the parent and a condition over which the child has little control. Also, all of these problems are conditions for which the teacher as a rule can offer no opportunities for practice. Any undue emphasis of them in a routine lesson at school would then not only be of little benefit to the child in terms of changed behavior, but might prove embarrassing to him and make him lose confidence either in his parents or his teacher. If the teacher confers with the parents first and all agree that such practices should be encouraged, then the teacher through references for and

conferences with the pupil may be instrumental in aiding the home in its practices. Refer to Health Chart E, and again Health Chart D in same pamphlet.

She will need scientifically sound reference material which will give sanction to the practices used. The most fruitful use to be made of reference material is by the problem solving method when the child is aware that a problem exists. This necessitates setting aside a period for discussion and reference reading. This period will be used at such times as a problem arises. See *Health Education for Elementary Schools*. A selected reference list for pupils and teachers will be found below.

Results of having learned health facts will be measured primarily in terms of changed behavior rather than the ability to reproduce these facts in written or oral form.

The only part of this health program which is discussed in this bulletin will be that which is directly related to the physical education activities. See pages 32-37 for health and character associates.

Helpful References for Health Education:

Available from National Safety Council, 20 North Wacker Drive, Chicago.

Memo. No. 24:

1. *Safety for Supervised Playgrounds*, 25c
2. *Maintaining a Safe School Building*, 5c

Health Education for Elementary Schools, H. A. Phillips School Service, Mason City, Iowa, 50c

Available from the Superintendent of Documents, U. S. Government Printing Office, Washington, D. C.

1. *Menus and Recipes for Lunches at School*, U. S. Department of Agriculture, No. 246, 1936, 10c
2. *Safety and Health of the School Child*, J. F. Rogers, pamphlet No. 75, 1937, 10c
3. *Sanitation of the School*, J. F. Rogers, 1930, 5c
4. *What Every Teacher Should Know About the Physical Condition of Her Pupils*, J. F. Rogers, 5c

Good Housekeeping for Your School Building, Cleanliness Institute, 381 Fourth Avenue, New York, free

Handwashing Facilities in School, Metropolitan Life Insurance Company, New York, free

Adventures in Living Series. Wood, Lerrigo, Lamkin, Phelan, and Rice, Thomas Nelson & Sons, 381 Fourth Avenue, New York
Keeping Fit, 5th year, 72c
Blazing the Trail, 6th year, 80c
How We Live, 7th year, 84c
New Ways for Old, 8th year, 88c
Now We Are Growing, 64c; *Many Ways of Living*, 68c; stories for third and fourth grades

Health Horizons, Broadhurst and Lerrigo, Silver Burdette & Co., \$3.00

New Health and Growth Series, Charters, Smiley, and Strang
 (Prices given below are subject to usual school discount.)

All Through the Day, 1st grade, 64c
Through the Year, 2nd grade, 72c
Health Secrets, 3d grade, 76c
Healthful Ways, 4th grade, 76c
Let's Be Healthy, 5th grade, 80c
Habits Healthful and Safe, 6th grade, 84c
Growing Up Healthfully, 7th grade, 84c
A Sound Body, 8th grade, 88c

Wall Charts on symptoms, incubation period, and length of period of isolation of communicable diseases. Iowa Department of Public Health, Des Moines, free

First Aid, The Prudential Insurance Company of America, Newark, New Jersey (Deals with ordinary emergencies.) free

First Steps to First Aid, Johnson & Johnson, New Brunswick, New Jersey, free

VII. Suggestions to Help Teacher and Pupils Set Their Standards of Accomplishment

What is to be considered as good accomplishment should be decided upon by the pupils and the teacher together.

A tentative standard can be set by taking the best performance shown by any pupil in the group after some time has been given for practice. This standard serves as a starting point and can be lowered or raised as the experience of the children will indicate as necessary; or a tentative standard can be set by taking the performance which half the class has accomplished after a reasonable period of work on the activity. Sample group record charts appear on pages 53 and 54.

Care should be diligently exercised that checking these charts does not defeat the purposes of the physical education program. This can be avoided by guiding the children into the selection of those activities which they most want to do and which they will use most. If the child is learning activities which are a really vital part of his active play life, he will do them many times merely for the pleasure in doing them and for the satisfaction he gets out of progressively doing them better so that he in turn can enjoy them still more. Thus some activities may be played all year with great zest, joy, and with growing social and physical benefits. To have completed a unit as soon as possible is in no way the goal of unit planning nor of the group record charts. The main purpose of the unit is to help the child become acquainted with a wide variety of activities. The purpose of checking accomplishment is to help the child know good and poor performance in play activities, and where he stands as a player. The final completion of the unit is necessary to give each child a sense of having fully rounded out what he set out to do. If it takes him a year to do this, the teacher need not feel disappointed.

Standards set should be flexible enough to allow for adjustment to individual differences in physical build, handicaps, play background, initial ability, and capacity to achieve.

As outlined on the sample Group Record Charts, a child will have learned an activity when—1. he can play it well; 2. he can recognize it by name; 3. he knows for what occasions it is suitable; 4. he can organize and teach it to his group.

Some of the factors which constitute playing the activity well are the same for all types of activities in the unit. They are:

1. Starting the activity with the right or well adapted equipment and playing space and the right formation of the players.
2. Following the right pattern or procedure of the activity, playing according to rules, and scoring correctly.
3. Playing one's best and practicing to improve so that the activity will become more and more enjoyable to the player and to those who play with him.
4. Being a good citizen according to the character associates which belong to the activity.
5. Practicing all health and safety associates which belong to the activity.

In addition to these common factors which constitute satisfactory participation in all types of activities some types of activity call for a few specific considerations.

In playing rhythmic activities well, each child should be able (a) to recognize the music by naming the dance which goes with it, and (b) to perform it in good rhythm; that is, to keep up to time, to make changes on time, and to move in an easy manner.

In the performance of some stunts, the child can either do them or not do them. These are easily judged. In the performance of other stunts, the standard of good performance must be set for each stunt as suggested in the discussion above. The child's perseverance and calm confidence, also his encouragement to others, should be judged.

Combat activities require for good performance that each child give his opponent as much and as fair competition as he can, and that both enjoy engaging in it. The teacher will lead children into always choosing equally matched opponents.

Sample Group Record Chart (Grades 1, 2, and 3)

Place upon this chart the activities chosen by the pupils from the seven sections of Division I of the *Iowa Plan of Physical Education*. When a child has learned a game or stunt so that he (1) can play it well, (2) can recognize it by name, (3) knows for what occasions it is suitable, (4) can organize and teach it to his group, he may place a check (✓) below it in the space following his name. Also, he should be able to select from all the activities he has learned some that will fit each of his play needs. (See pages 17, 19 and 45. Should some activity be unsuitable for some individual, a (*) should be placed below it in the space following his name, and an activity from the same section should be placed on the back of the card as a substitute for it.

Pupils' Names	Rhythms	Stunts				Combat		Group Games				Lead Up Team		Ind. and Dual		Out-of-School	
	A-Hunting We Will Go		Forward Roll				Rooster Fight		Squat Tag				Teacher and Class		Bean Bag Board		Picnic
Mary Jones	✓		*									✓					
Tom Brown	✓		✓														
Jane Smith	✓		✓				✓									✓	

Teacher _____ Year _____ Name of School _____

County _____ Township _____ District _____

Note: This chart should be left at the school as a record for the next year, and a copy should be sent to the county superintendent's office. For further aid in checking this chart, see page 51.

Sample Group Record Chart (Grades 4 to 8)

Place upon this chart the activities chosen by the pupils from the seven sections of Division II of the *Iowa Plan of Physical Education*. When a child has learned a game or stunt so that he (1) can play it well, (2) can recognize it by name, (3) knows for what occasions it is suitable, (4) can organize and teach it to his group, he may place a check (✓) below it in the space following his name. Also, he should be able to select from all the activities he has learned some that will fit each of his play needs. (See pages 17, 19 and 45. Should some activity be unsuitable for some individual, a (*) should be placed below it in the space following his name, and an activity from the same section should be placed on the back of the card as a substitute.

Pupils' Names	Rhythms	Stunts			Combat		Group Games		Lead Up and Team				Ind. and Dual		Out-of-School	
		Jump short single rope—crosses—slips	Head stand		Push Tug of War		Red Light		Basketball Pass Practice—Zig Zag Pass	Goal Keep Away			Softball Throw for Distance	Basketball Goal Shooting	Coasting	Picnic and Games
Henry Akers	✓		✓		✓											
Susan Swan			✓		✓											
John Tindle			*				✓									

Teacher _____ Year _____ Name of School _____
 County _____ Township _____ District _____

Note: This chart should be left at the school as a record for the next year, and a copy should be sent to the county superintendent's office. For further aid in checking this chart, see page 51.

VIII. Suggested Equipment for the Physical Education Program

The criteria used in choosing each item of equipment for physical education should be: 1. How much and what kind of activity can be obtained from its use? 2. What skills can be developed by its use? 3. How much do the skills developed by its use lead on into further and more difficult activities? 4. What is the cost, considering the number served by it, the amount of use made of it, and the length of time it will last?

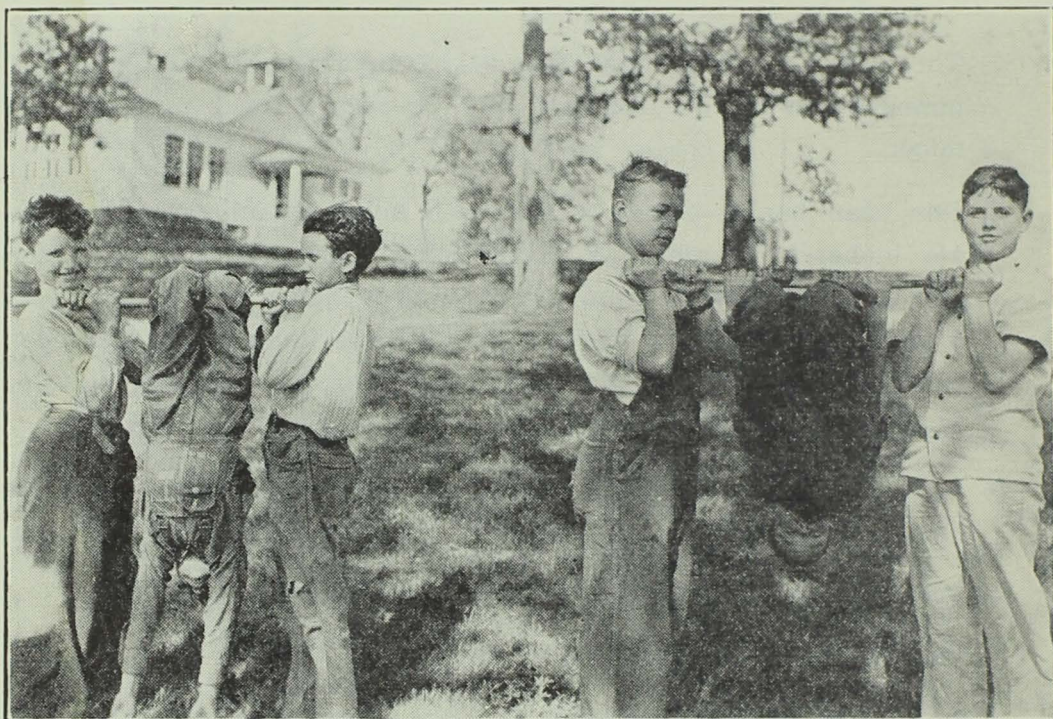
1. Three to six bean bags—Use $9\frac{1}{2}$ x 7 inch ticking and one-half pound beans or corn for each bag. If corn is used, protect from mice.
2. One bean board—24x42 inches with holes as follows: one hole $4\frac{1}{2}$ inches in diameter, 4 inches below center of top; on either side and $11\frac{1}{2}$ inches from the top and 9 inches apart, two holes 5 inches in diameter; directly under these holes and $7\frac{1}{2}$ inches from them, two holes $5\frac{1}{2}$ inches in diameter; at the center bottom $5\frac{1}{2}$ inches from the bottom, one hole 7 inches in diameter.
3. Jumping ropes—Six short ropes 6 to 8 feet long. Two long ropes about 16 feet long.
4. Two 12-inch softballs (preferably rubberized) at 85 cents.
5. Two bats at from 25 cents to 85 cents.
6. Two inflated balls (preferably soccers) at \$2.10.
7. Two or three bouncing balls (sponge rubber, tennis size) at 10 cents.
8. Two or three pairs of high jumping standards made from $1\frac{1}{2}$ x $1\frac{1}{2}$ inch lumber. Each upright pole is bored with holes one inch apart, beginning one foot from the ground, these holes to be large enough to take a spike nail.
Two or three bamboo fish poles to be used as cross bars for the jumping standards, four or six spikes to hold poles.
9. One jumping pit filled with sand for broad jumping and high jumping. A board 8 inches wide should be sunk level with ground near one end of the pit for a "take-off" for broad jump.
10. Two horizontal bars, one 4 feet high and one 6 feet high.

11. One climbing pole or rope (about $1\frac{1}{2}$ inches in diameter).

Note: A combination of 10 and 11 might be made, or the rope or pole may be suspended from a tree.

12. One volley ball at about \$3.95. This can be used for volley ball or punch ball, or for throwing and catching games with the younger children.

13. One net for volley ball, newcomb, ring tennis, etc., at \$1.75 and up; also, two posts to support net.



Equipment need not be expensive. Much may be salvaged material such as broom sticks used by these boys for horizontal bars

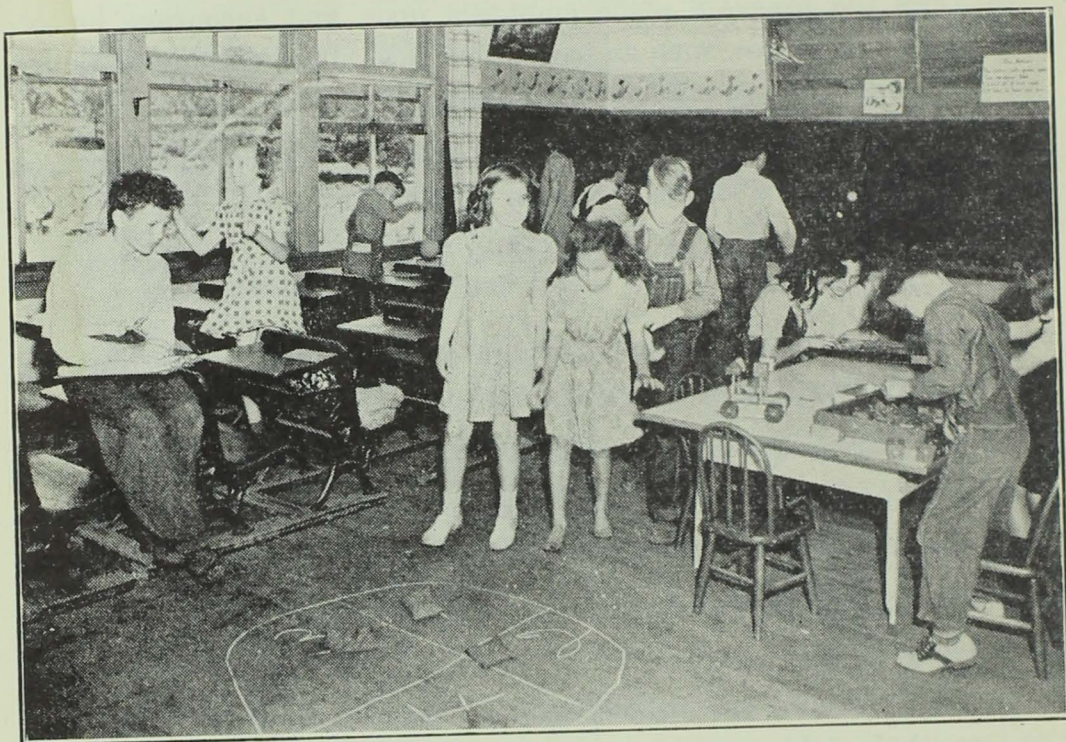
14. Four horseshoes and two iron pegs.
15. One 75-foot cloth tape at about 90 cents.
16. One quoit, deck or ring tennis ring at 45 cents and up.
17. One tether ball pole 7 or 10 feet high marked with a line 3 feet from the top, with a heavy cord 5 or 7 feet long fastened by one end to top of pole and by other end to a sponge rubber ball (tennis size, price 10 cents). Two wooden paddles $9 \times 7\frac{1}{2}$ inches of five-ply lumber and fitted with handles 4 inches long are needed to bat this ball. Paddles may be made, or purchased for \$1.35 each.

18. One or two basketball goals fastened to standards with back-stops. These should be 7 feet from ground for younger children, and 10 feet for eighth grade group. Goals are \$3.95 a pair and up.
19. One mat 5x7 feet or a mattress for stunts where there is a storage place or a basement.
20. One table tennis set at \$2.25 and up, and table top 9x5 feet (5-ply) to be placed on top of smaller table or on wooden horses at about \$6.75.
21. Grass cut so that running in outdoor games is made possible without tripping.
22. One small sized football at \$2.10.
23. Six wands or 42-inch broomsticks for stunts, combat activities and box hockey.
24. One box hockey box, one hard baseball or hard rubber ball, and two broomsticks or wands for box hockey. (*See Recreational Games and Sports*, 1939-40, A. S. Barnes & Co., 25 cents, p. 60.)
25. One or two swings.
26. Folk Game records (*See lists, pages 13 and 20, Physical Education for Elementary Schools* by Wild and White) at 75 cents each.
27. Box with handles or a cupboard for play equipment.
28. Equipment for health:
 - 1 eye chart
 - Tongue depressors
 - 1 first aid kit (home-made but containing some liquid disinfectant, adhesive tape, one one-inch and one two-inch roll of bandage, a roll of absorbent cotton, some tannic acid or tea leaves).
29. Six Indian clubs or equivalent for ten pins and other games.
30. One black and white cube 4 or 5 inches on each side with alternate faces painted black and white.
31. Miniature shuffle board equipment where there is a basement. (Refer to *Recreational Games and Sports*, 1939-40, page 61, A. S. Barnes & Co., 25 cents.)
32. Library of Physical Education books. (*See bibliography, page 26.*)
33. Victrola.
34. Drum, made by stretching circular pieces of an inner tube across the open ends of a No. 10 tin can and tightly securing each by a rubber band made by cutting around the tube to get a continuous circular strip. The drum heads can then be fastened together by lacing a heavy cord from edge to edge.

IX. Some Items by Which the Teacher Can Evaluate Her Program

1. What evidence is there on file in your school that each pupil in the school is physically fit to take part in unrestricted physical activities without harm to himself?
2. Do you use at least 10 minutes a day or 25 minutes twice a week for instruction in new physical education activities for all the children?
3. Do the activities chosen to be taught take into account all the play needs of the child?
4. Is a check made to determine whether or not children are playing outside of school what they have learned in school, thus giving evidence that at least some of their play needs are being met?
5. Is the recess period being used in helping the children organize for themselves the activities which have been previously learned?
6. Are the children helped to learn many new activities which are less strenuous for use during the first half of the noon hour?
7. Are children encouraged to make equipment for play including some for quiet games at the noon hour or for rainy days?
8. Do the children know some active games that may be done in the schoolroom on rainy days and between classes on any day?
9. When activities are chosen and presented and time allowed for them, is it understood that a growing child of elementary school age hungers for and needs from 4 to 5 hours of big muscle activity daily in order to develop strong organs and promote growth?
10. Are children encouraged to help with playground planning and in the supervision of the activities on the playground?
11. Is the playground suitable and safe for playing many types of running and ball games? Is the grass cut short enough to avoid tripping? Do the children recognize unsafe conditions and assist in removing them? (This includes the organization of the activity for safety and establishing safe habits of play.)
12. Is the teaching of many skills which will be needed in more highly organized athletics when the child is older an objective of the physical education program for primary and elementary children?

13. Is an effort made to develop these skills in the form used by the most accomplished athletes? (See pages 316-341, *Physical Education for Elementary Schools*, by Wild and White.)
14. Does the school have an adequate supply of equipment (balls, bats, victrola and records, bean bags, etc.) in order that a varied and interesting program may be carried on? (See equipment list, page 55.)
15. Is a progressive plan in rhythms from primary through eighth grade provided?
16. Does the program place emphasis upon and encourage out-of-school activities, such as parties, picnics, hikes, trailing, coasting, skating, cycling, boating, horseback riding, etc.?
17. Is an effort made to develop recreational resourcefulness in each child before he leaves school by such means as the following:
 - a. Helping the child to recognize and plan for his many play needs?
 - b. Encouraging the child to take the initiative in selecting and learning play activities for all these occasions?
 - c. Assuring the development of the basic play skills?
 - d. Providing for a diversified offering of activities by providing adequate facilities?
18. Are certain health facts learned through understanding and practicing them in connection with the physical activity program?
19. Are there first aid instructions and a first aid kit in your school so that children may be learning to care for minor injuries promptly and adequately and to recognize such procedures as a part of a play, a health, and a safety program?
20. Would it be possible or wise in realizing the objectives of a physical activity program to invite a neighboring school or several schools to come to your school some Friday afternoon in the fall or spring and play together some activities that all have learned, and play for each other some activities unknown to the rest of the group?



The test of the physical education program is how much children can help themselves maintain a rich play life

Appendix

Rope Jumping Skills

This is one of the best individual activities for both boys and girls. Emphasis should be on skill and variety. Endurance jumping should be discouraged. Boys should know that most boxers and many football players use rope jumping to develop agility and good physical condition.

Rope Manipulations

Straight forward and backward jumping. Simply jumping in place as the rope turns forward or backward. Turn rope mostly with a wrist motion.

Slips—As the rope is turning forward or backward the hands are brought together on one side of the body so that both strands of the rope swing together along the side. This movement is used as a step to go from one rope movement into another.

Figure of 8—Combination of slips in which the rope is swung on both sides of the body alternately describing a figure of 8 motion in the air.

Head Circle—As the hands come together for a slip both ends are grasped in one hand and the rope is brought in a circle or several circles over the head by one hand, then returned to the side and regripped in two hands.

Foot Circle—Same as head circle, but done near the floor under the feet and the rope is jumped on each circle.

Crosses—As the rope is turning, the arms are crossed in front of the body, the rope continuing to be turned by a wrist motion for jumping as usual. Done both forward and backward.

Sideways—The hands are both on one side of the body and the rope goes from side to side across the body as it turns.

Cradle—The rope swings back and forth like a pendulum, but must go at least waist high front and back.

Doubles—Same as straight forward or backward jumps, except that the rope makes two revolutions on each jump.

Combinations—The various movements described above should be merged from one into the other without stopping by using slips and figures of 8 between other movements.

Foot Manipulations

Pivots—While the rope is turning for a slip or figure of 8, the jumper pivots on one foot, reversing direction of body between jumps.

Rocker—One foot high in front, the other high behind, body rocks from one to the other as the jumps are made.

Goose Step—One leg stiff and brought up high in front, alternating on each jump.

Dance Steps—Any simple dance step such as clog or Irish lilt steps, or even a complete dance may be done as the rope keeps the time and jumping continues.

Combination of Foot and Rope Movements

Any of the above manipulations can be worked in together in a continuous movement or series. Children often add original stunts of their own.

Ball Bouncing Skills (O'Leary)

The child sings to the tune of "One Little, Two Little, Three Little Indians" the following words: "1—2—3 O'Leary; 4—5—6 O'Leary; 7—8—9 O'Leary; 10 O'Leary Postman."

The player bats the ball with the flat of the hand to 1—2—3 during the prescribed movement, each time at the word "O'Leary" letting the ball bounce higher by hitting it harder. To "10 O'Leary Postman" he gives one bounce and catches on "postman." The ball is never caught until the last.

Exercise 1—Swing right leg outward over ball on saying, "O'Leary."

Exercise 2—Swing left leg outward over ball on saying, "O'Leary."

Exercise 3—Swing right leg inward over ball on saying, "O'Leary."

Exercise 4—Swing left leg inward over ball on saying, "O'Leary."

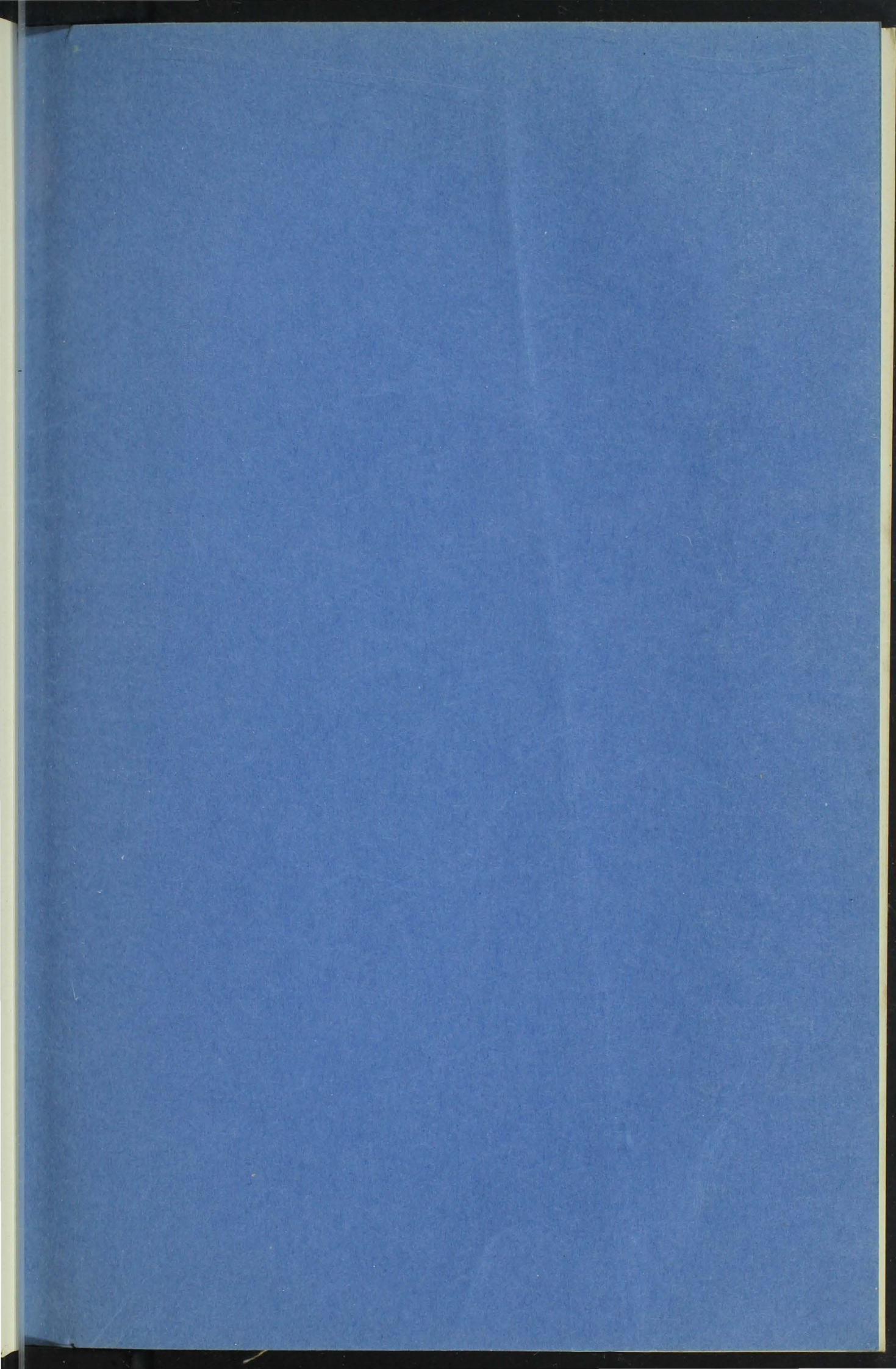
Exercise 5—Grasp edge of skirt with left hand and upon saying, "O'Leary," make the ball pass upward between the arm and skirt.

Exercise 6—Same as Exercise 5, but let ball pass through from above.

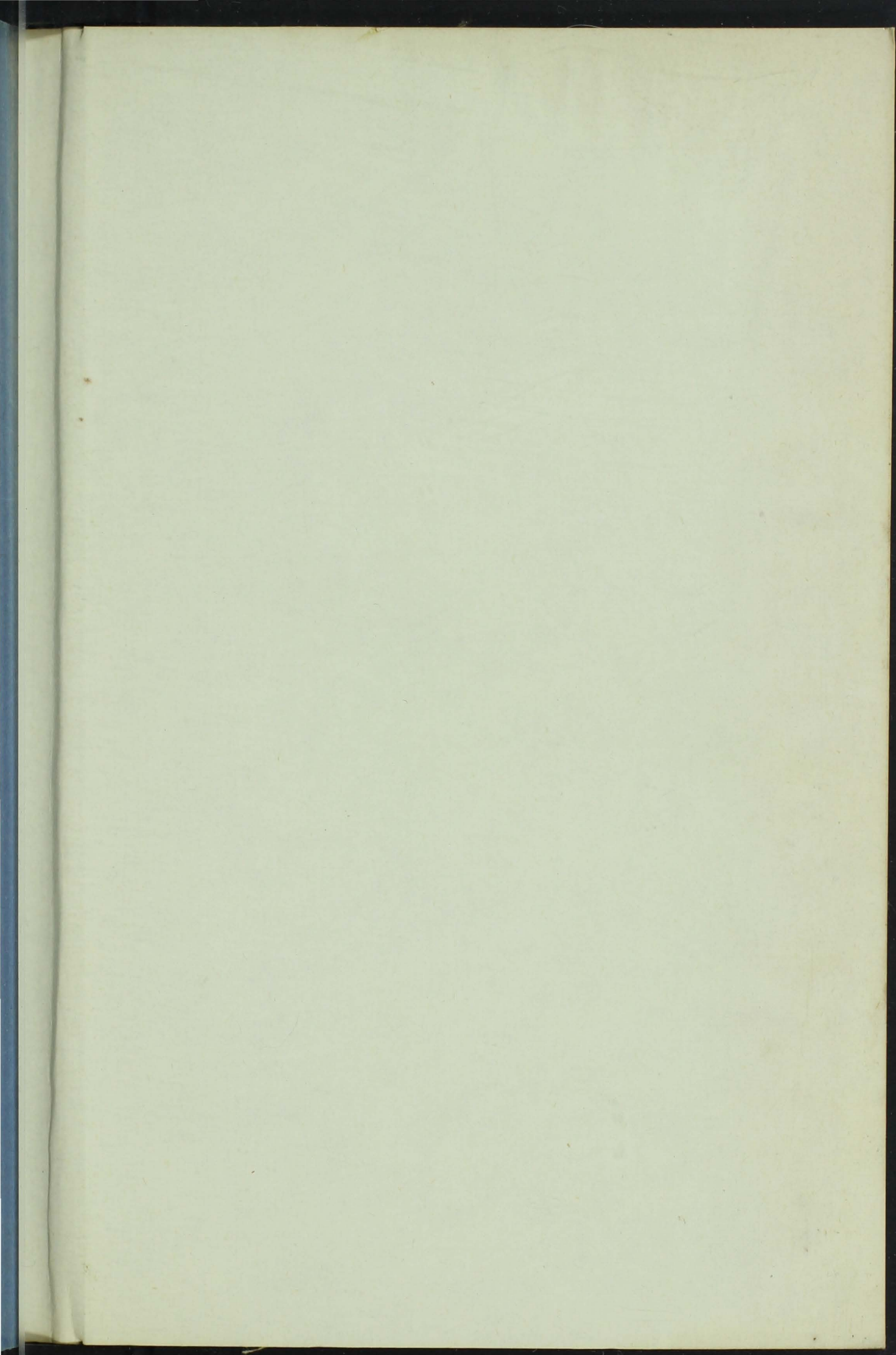
Exercise 7—Grasp right wrist with left hand forming circle with arms, and make the ball pass through from below saying "O'Leary."

- Exercise 8—Same as Exercise 7, letting the ball drop over from above.
- Exercise 9—Touch forefingers and thumbs together when saying, "O'Leary," and through circle formed let ball drop from above.
- Exercise 10—To the words "1 O'Leary, 2 O'Leary, 3 O'Leary," and so on to "10 O'Leary Postman," bounce ball alternately to right and left of right foot. (The foot may be moved from side to side.)
- Exercise 11—Bounce ball to same words as in Exercise 10, standing absolutely still.
- Exercise 12—To same words as in Exercise 10, bounce ball throwing right leg over ball at every bounce.
- Exercise 13—Same as Exercise 12, throwing right leg inward over ball.
- Exercise 14—Same as Exercise 13, throwing left leg outward at every bounce.
- Exercise 15—Same as Exercise 14, throwing left leg inward at every bounce.
- Exercise 16—To the words, "Jack, Jack, pump the water; Jack, Jack, pump the water; Jack, Jack, pump the water; So early in the morning," go through the same movements of bouncing ball three times, then giving it a stronger bat on the word "water," make a complete turn left.
- Exercise 17—Same as Exercise 16, making a complete turn right.

In the tournament a player is permitted to play as far as he can without a miss. The one able in a given number of trials to go furthestest wins the tournament.



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