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Iowa Plan of Physical Education for High
School Girls

Iowa Department of Public Instruction

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Iowa Plan
Of Physical Education
For High School Girls

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IOWA PLAN
of
PHYSICAL EDUCATION
for
HIGH SCHOOL GIRLS

The Department of Public Instruction has prepared this plan for the purpose of presenting to the public a summary of the work of the Department in this field. It is intended to be a guide for the public and for the members of the Department. It is not intended to be a manual for the use of the Department. It is not intended to be a report of the Department. It is not intended to be a record of the Department. It is not intended to be a list of the members of the Department. It is not intended to be a list of the members of the Department. It is not intended to be a list of the members of the Department.

JESSIE M. PARKER
Department of Public Instruction

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FOREWORD

The added responsibilities placed on women by the necessities of war make physical fitness vital.

A course of study in physical and health education for girls was in process of preparation before our nation entered the war. For their fine service in speeding up the work so as to make this bulletin immediately available to all schools, grateful acknowledgment is made to Dr. Monica R. Wild, head of the Department of Physical Education for Women at Iowa State Teachers College, and to the following members of the physical education department: Doris E. White, Dr. Dorothy Humiston, Dorothy Michel, Maude E. Moore, Thelma Short and Grace Van Ness.

To save time this bulletin is issued in mimeograph form. After trial, it will later be issued in printed form.

JESSIE M. PARKER
Superintendent of Public Instruction

February, 1942

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Part I

Purpose and Scope of This Bulletin

Although it has been planned for some time to revise the state courses of study in boys' and girls' physical education, the sudden and dramatic entrance of our country into World War II created a situation which demanded immediate emphasis upon physical fitness. Recognizing this pressing need, the superintendent of public instruction called a committee together to outline a practical physical fitness program for all high school boys of Iowa. However, it was at once recognized that physical fitness is essential not only for boys but also vitally necessary for girls.

The staff of the women's physical education department of Iowa State Teachers College was at work on the revision of the state course of study in physical education for girls. The national emergency made haste in the work of this group necessary so that the girls' program could be emphasized equally with the boys'. This girls' course of study is of a more extensive and permanent nature than the emergency program prepared for the boys. It has been prepared under great time pressure. It will, however, be possible to try it for a year as a means of evaluation of contents before printing and revising it.

While the Iowa Plan of Physical Education for Use in Elementary Schools is designed especially for that level, the basic philosophy and principles contained therein are applicable to the high school. Materials from this bulletin have therefore been quite extensively used and adapted to the high school level.

Increased Time Allotment Necessary for
Girls' Physical Fitness Program

While the Iowa law states that physical education shall be required in every public elementary and high school of the state to the extent of at least fifty minutes per week, it has long been recognized that such a limited time allotment is one of the chief obstacles to the development of an effective program. Although it is recognized that an increased time allotment for both boys and girls will entail considerable reorganization in the high school program of studies, nevertheless the relatively basic importance of health and physical education warrants the increase. It is therefore strongly recommended that school authorities take immediate steps to increase the time allotment for girls' physical and health education. The time should be extended to five periods a week as soon as possible.

Organizing the High School for Girls'
Physical Fitness Program

Undoubtedly, interscholastic competition has a powerful appeal to high school girls. However, in the light of principles later set forth in this bulletin and following recommendations of national organizations, it is difficult to justify such competition. Its chief weakness lies in the fact that most of the attention is centered on a few girls, with the consequent neglect of many others. It is therefore urgently recommended that less time be devoted to interscholastic competition and that more attention be given to the physical welfare of all girls in the high school.

Suggestions for Finding Time, Facilities and
Teaching Force for Girls' Physical Education

On account of the varying conditions in different schools, it is impossible to state specifically how problems involved in increasing the time allotment for physical education can be solved. Some suggestions are given below. A careful study and serious consideration of the problem by local administrators will reveal other ways.

In many typical Iowa schools, basketball practice is held for both boys and girls. If all girls are included in the practice periods, then some of the time now devoted to team practice should be used for games and activities of the type recommended in this bulletin. Special attention should be given to developing a balanced program of activities. If all girls are not included in the team practice periods, then some of these periods should be used for girls not on the team. This will not give a physical education period daily for every girl, but it will at least avoid the neglect of many girls for the sake of practice for interscholastic competition.

If physical education periods are scheduled daily for both boys and girls, in many cases there will be inadequate gymnasium facilities. Some conflicts can be avoided by staggering physical education classes throughout the day and by holding physical education classes outdoors when weather permits. Health education can also be alternated with physical education and classes held in the regular classrooms.

Other suggestions for finding more time and teaching force for physical education will be found in the bulletin, Every Iowa High School Boy Physically Fit. Administrators and teachers are referred to pages 7 - 9 of this bulletin.

Health Examination Should Be a Part of the
Girls' Physical Fitness Program

Since the program is required of every high school girl, it is imperative that the physical condition of each girl be known before she participates in strenuous activity. It is therefore recommended that arrangements be made in each high school for an examination of each pupil

by a doctor and dentist. The minimum items in the examination should be heart, lungs, thyroid and skin. Desirable additions are teeth, throat, ears, eyes and nutritional status.

Since this bulletin is not designed to cover the health education program, details for such a program that is adaptable to the varying health education facilities in the schools of Iowa cannot be given here. These details are covered effectively in the Iowa Public Health Bulletin entitled "Health Education for the Elementary Schools of Iowa," issued by the State Department of Public Instruction and published by the State Department of Health in Special Bulletin 2A, July, 1936. Copies were sent to every school in Iowa. The following suggestions were taken from this bulletin:

Steps Suggested in Arranging for Examination by Doctor and Dentist

- "Obtain the advice and support of the school board first.
- "Obtain the advice and support of the local dental and medical societies.
- "Consult and obtain the aid of the county or school nurse, if there is one.
- "Consult and seek the aid of local health agencies such as the Christmas Seal Committee, the Red Cross Chapter, or health committees of local organizations.
- "Obtain the consent of each parent before examining each child.
- "See that the results of the examination are recorded and kept in the school file for reference from year to year.
- "Record cards may be obtained from Iowa Tuberculosis Association through your local Christmas Seal Committee."

Suggestions for Carrying Out Examination Plans

"A. By physician and dentist

While individual examinations by the family physician and dentist are preferable, it may be advisable or necessary to start first with group examinations. If the doctor and the dentist cannot come to the school, the children may be transported through the help of parents or by the use of the school bus to the place where the examination is to be given. This place may be a doctor's office, a community hall, or a school, or best of all, plans may be made so that parents may take their children to the doctors' and dentists' offices individually during a specified period for the examinations. All arrangements, including financial, should be clearly set up before the examinations are made. Sometimes the school board bears the expense. In other cases, funds may be arranged by parents through entertainments and the like. In other communities it may be feasible for each parent to pay a small amount for such an examination. The methods chosen depend upon the community attitude toward health and their understanding of examinations. It must be clearly understood that group examinations are not as inclusive or as individual as the doctor can give his private patient. Therefore, no standards can be set either as to the fee charged or as to the examination."

"B. By Nurse

When it is not possible to arrange for examination by a physician or a dentist, it may be possible to arrange for an inspection by a public health nurse.

1. If there is a community or school nurse, arrange with her to make the inspection.
2. If there is not a community or school nurse, it is sometimes possible to make arrangements for itinerant nursing through the local Christmas Seal Committee or the local Red Cross chapter.
3. Records should be kept of this inspection as mentioned under examinations."

Some very fine additional helps on the health education program will be found in the above bulletin.

Serious Thought and Immediate Attention Should Be Given to the Reorganization of the Physical Education Program

Although on first thought it would seem that increasing the time allotment for physical education as recommended in this bulletin is unwarranted, it will be readily admitted that basically there are no more important subjects in the curriculum than physical and health education. If these subjects are effectively organized and taught, they should develop individuals who will not only live longer, happier and more efficient lives, but who will also have the strength and courage to serve their country in times of such emergencies as the present.

School administrators are, therefore, urged to study their program of studies very carefully, to evaluate them very critically and to make every effort to reorganize these programs so that sufficient time and teaching force will be available to develop, maintain and establish physical fitness in every boy and girl. THE GOVERNMENT AND THE PUBLIC MUST BE CONVINCED THAT THE SCHOOLS ARE DISCHARGING THIS RESPONSIBILITY OR FUNDS WILL BE DIVERTED FROM SCHOOL CHANNELS AND THE JOB GIVEN TO SOME OTHER AGENCY.

Program for Out-of-School Youth

This bulletin is designed for girls in high school. It would be desirable, however, for every community to have physical fitness classes for out-of-school youth. They could be scheduled for evening periods and some suggestions in this bulletin used for a program of activities.

Part II

WHAT IS PHYSICAL EDUCATION?

What Are the Benefits of Play Activities?

For Teacher and Pupils

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 individual. 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 various play needs may be met. The vigorous activities help the body to grow in size and normal proportions; and the more vigorous these activities, the more they will help it to grow strong and healthy. The heart and other organs can grow strong through no other way than through vigorous physical exercise.

Play activities also help the individual to grow in more skillful use of the body. This means that there is growth in more skillful use of the mind as well; for in games one must be alert to every new situation and respond with rapid and effective thought and action. One's growth in this power of menti-motor adjustment is made 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, we learn many play activities. We say that we grow in our recreational resourcefulness. Second, we grow in our ability to move accurately to sudden, unexpected situations. We call this safety-first motor resourcefulness. Third, we grow in our ability to use our bodies well in standing and walking and in our daily life tasks. We call this work efficiency. Being able to handle the body well saves energy and time, prevents accidents, permits a rich play life, provides more pleasure in work and in play, widens the horizon of experience, increases self-confidence and self-respect.

Physical education activities, besides helping us grow stronger and play more skillfully, can also help us to become better companions and citizens. This is possible because in most of our play activities we play with someone else or with a whole group. And so our emotional and social well-being is involved as well as our physical well-being, and must be just as carefully guarded and guided.

The activities which characterize the games we 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 the 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 of us feels and acts toward those with whom we are playing. Someone has said that the play-field 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 each individual 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?

For Teachers and Pupils

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, growth into a sturdy, skillful, alert, and socially efficient human being at all ages? At this time of national emergency the plan we devise must be one which cannot fail in producing not only a full measure but also an abundant reserve of physical and emotional fitness for each and every one.

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 youth may consistently practice the disciplines of democracy and grow in democratic self-management in and out of school and in times of emergency be ready with a high quality of service?

Third, can a way be provided whereby youth 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-hungry bodies -- spend four to five hours a day in big muscle activity. Older boys and girls need two to three hours daily of vigorous physical activity, but they should learn to recognize an hour a day as minimum to optimum good health. This is the time needed to achieve a full measure of growth. Our program of physical education for high school girls must then by its plan of operation aim at the following:

- Aim 1. It must stimulate large amounts (1 to 3 hours) of participation in big muscle activity every day; that is, at noon, in school, after school, at home. It can do so by setting further aims.
- Aim 2. It must tie together the out-of-school and the in-school play life of the girl 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 girls 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 interests 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 girl'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 girls 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 girls 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 girls 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 girls 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 teach 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 plus some reserve? 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 girl 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 girl's resources will be built — her physical resources, her recreational resources, her 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 administer a physical education program to high school girls by way of the "Iowa Plan" should encompass at least the following, whether that teacher be a special physical education teacher or a teacher relatively untrained in physical education:

1. To help each girl to gain a wide acquaintance with games suitable for her age and ability and her various activity needs
2. To help each girl to become independent of adult help in her ability to organize and play all of the activities she has learned

3. To help each girl increasingly improve in the cooperative sharing of responsibility with her play group in planning, learning, and managing in order that she and they may enjoy the play period most and grow in democratic ways of living
4. To help each girl develop her fundamental physical skills to such an extent that she will get greater and greater satisfaction and competence from her play, and will be able to feel that she is a real asset to the play of others; also, that she will be able to take part adequately in progressively more difficult activities as her coordinations improve, her strength increases and her age needs progress
5. To help each girl to become independent in her ability to increase her repertoire of games by helping her learn to read and interpret such activities and to know sources from which such activities may be secured
6. To help each girl realize that by careful planning most unhappy accidents may be avoided
7. To lead all young people 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
8. To help each girl gain in physical fitness to enable her to meet all the demands of ordinary life plus such extra strains as come in times of emergency

Part III

THE TEACHER AND PUPILS PLAN THE PROGRAM

For the Teacher

The wise teacher usually begins by finding out what types of physical activity girls of high school age like best, for as a rule their interests express their growth needs. This can be done in two ways -- (1) by discussing with the girls what they think they would like to learn to do, or (2) by studying the opinions of authorities on what activities are most popular and most useful at the high school level. A brief reference list of books containing such information is to be found at the end of this part. However, in order to get the physical education program started as soon as possible, lists of suitable activities have been included in this plan. They are to be found in Part IV.

This Iowa Plan suggests a way by means of which the girls may learn to manage their own activity groups and develop their own physical skills. The following suggestions are addressed to teacher and pupil and are intended to help both in the part each takes in working out a good program.

For the Teacher and PupilTypes of Play Activities

When you were in grade school you learned to do many sorts of things with your bodies -- to run, jump, climb, do stunts, play with balls or other kinds of equipment. You played many sorts of games. When you were in the lower grades the games were very simple, but as you grew older and learned to do more things the games became more complicated, using more kinds of skill. Now that you are in high school you will want to learn to do things that are still more difficult.

In order that we may know where to start, suppose you make a list on the board of all the physical activities that you know and like to do now. What is the main thing about each? Is it a team game? A rhythmic activity? Or a stunt? Turn to page 22 and notice there the lists of activities. These are all things that high school girls like to do. You will notice that they are grouped into sections and that each section contains examples of only one type of activity. The types are as follows:

- Section 1. Body Conditioning Activities. These are body movements basic to all types of physical activities.
- Section 2. Rhythmic Activities. These are movements done to music or some other rhythmic stimulus. They include fundamentals of social, modern (creative), folk, tap and clog dancing.

- Section 3. Stunts and Tumbling. These are self-testing activities or short exercises which test balance, skills, strength of muscles, agility and flexibility of body. They are done individually, in couples or groups.
- Section 4. Combat Activities. In these you try to overcome a rival who is your match in size, strength or skill.
- Section 5. Group Games, Simple Team Games and Relays. These are mostly the simpler active games not requiring a high degree of any special skill.
- Section 6. Lead-up and Team Games. These are mainly ball games. The lead-ups include a part or parts of the climax activity which is the team game, one group competing against another group.
- Section 7. Individual and Dual Games. These are games which you can play all by yourself or with one other person, or perhaps with three others.
- Section 8. Out-of-Class Activities. These are activities by students during their leisure time in and out of school. They are satisfying at the present time as well as in later life. Many of the games are adaptable to mixed groups.
- Section 9. Health, Safety and Character Associates. These are those practices in connection with the physical education activities which promote the health and safety of the participants and those traits such as good conduct, cooperation and teamwork which should be developed whenever the opportunity arises while playing.

Now look at the list of activities that you have on the board and notice whether you have something in that list which could be classified under each of these headings. If you have some activities for most of these, you have a good start toward becoming a person who is ready for any sort of play time.

Nowadays we all want to make ourselves into as good citizens as possible. One way to do that is to make and keep ourselves physically fit. So we need to consider when we are playing whether we are doing it in the most healthful way possible. We might ask ourselves these questions -- 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? Good citizens also need to think about the other members of their group so we should ask ourselves -- Am I making it possible for others to enjoy playing? Can I help handicapped people to have some fun? Have I done my part in caring for the equipment and getting the play space ready for the game? To do these things is just as important as to learn new physical skills so we include them in our list of sections as Section 9.

Where and When Do You Play?

When you were in grade school you played or had some form of physical activity every day. Some of it was carried on on the playground, some indoors, and some at home after school. Now that you are in high school you will want to continue that habit. You will want to learn some new games for frosty fall days on the playground, for cold winter days or for warm sunny ones in the spring. You will want some new things to do indoors and for the times when the boys can play with you. You will also want to begin to learn some things that you can do for recreation after you have graduated from high school. The following is a list of various kinds of times and places when you will want some kind of recreational activity. Can you think of any other such times? Notice whether you know something that would be suitable for each of them.

When alone or with only one or two persons
 When there is a small group at home
 When the weather is hot; or cold
 When there is a party indoors, or a picnic
 When the ground is covered with snow
 When the play group is a family group of mixed ages
 When ill at home or when you have returned to school after illness
 When at school during the noon hour
 When there is a large play group of your own age
 When boys and girls play together

Planning Your Physical Education Unit

You have seen how many different types of activity there are which high school girls like to do and how many different kinds of occasions there are for which some kind of physical or recreational activity is needed. You have also compared the list of things you already know with these lists. Perhaps you have played basketball in your school. That is an excellent game. Every high school girl who is physically able should learn to play it. But you see how many play times we have listed when you could not play that game. You remember, too, that after you have graduated it will probably not be possible to play basketball because there will not be enough players to make two teams. So you see how many things there are which you still need to learn before you can feel that you are physically fit or ready for any sort of recreational occasion. How can you meet this need?

There are three sources from which you can get help -- books, the teacher and each other. You will want to learn to get as much help as you can from books and from each other. That will help you to become independent of the teacher so that when she is not present or when you are out of school, you can manage your own recreational activities.

Because there are so many kinds of activities to learn, it is a good idea to make a list of those you wish to work on so as to be sure to include all you need. Also, you yourself should make as much of that list as you can because you get more fun out of working on the things you think you would like to learn to do. That list of things which you choose will

be called a Unit and will be your physical education program for the semester. The activities included in it are to be chosen from the lists of activities in Part IV. In making your choices there are three things to remember -- (1) You need to choose activities from each of the sections so that you may not become a one-sided person; (2) You need to remember the different sorts of occasions for which activity is required; (3) You should select activities that are new to you or in which you wish to improve your skill. To help you get started in planning your first unit wisely, it is suggested that you choose activities as follows:

1. Body Conditioning. Choose one full day's order.
2. Rhythmic Activities. Plan six progressive lessons in each of at least two sub-types.
3. Stunts and Tumbling. Choose six.
4. Combat Activities. Choose four.
5. Group Games, Simple Team Games and Relays. Choose three.
6. Lead-up and Team Games. Choose two or three team games and the lead-up games belonging to them. Games chosen should fit the season of the year. One should be for out-of-doors.
7. Individual and Dual Activities. Choose two or three, one from tennis, golf, archery, or track and field if possible. Try to select activities that will promote the use of community facilities.
8. Out-of-class Activities. Choose two to five.
9. Health, Safety and Character Associates. Think of all the things in connection with these activities that you need to do in order to live most healthfully and be the best kind of citizen.

The Class Plans the Organization

For Teacher and Pupil

Dividing the Group

Each high school offers a different problem in organization. In general, however, the following plan should be followed as far as possible. The pupils are to be divided into small groups of approximately ten each. The basis for this grouping should be physical ability and needs of the individual girls. But for reasons of organization and program planning grouping may need to be according to academic classification. Each small group is to choose its own activities.

Choosing Leaders

When the girls are being introduced into this program it may be well for the teacher to select a leader for each group from among its members. This leader, however, is not to dominate the group or be the teacher. Her duties are chiefly to keep the record of the accomplishment of the various members and see that everyone contributes to the work of the group. In order that all may have the experience of leading, it will be well to change leaders every four or six weeks. The girls should choose the new leaders after a study has been made of the traits which make a good leader and the responsibilities which leading involves.

Time Allotment

Time of day for classwork will be dependent on program arrangement for other high school activities and availability of space and equipment. Classes should meet daily, if possible, the minimum being two times per week. Periods should be at least fifty minutes long. If they are less than that very little will be accomplished besides dressing and undressing. Sufficient time must be allowed for taking showers and dressing carefully so that the girls will not need to rush, dishevelled and warm, to their next class. Plenty of mirrors and other facilities making for speed and neatness in dressing should be provided in shower and dressing rooms. Since we advocate a vigorous program, showers will be needed whenever such activity has been engaged in. The most satisfactory arrangement for towel service is to have them laundered and distributed by the school. The attempt to solve the time problem by not requiring girls to dress in gymnasium costume for vigorous activity does not produce desirable results either from the standpoint of personal hygiene or quality of work done.

Costumes

Inexpensive cotton gymnasium costumes which can be easily laundered should be required. They need not be uniform in style or color but should be appropriate and neat. Every girl should have tennis shoes, socks, and a change of underwear.

Menstrual Period

It is generally considered wise not to permit girls to take part in vigorous competitive sports during the first two days of the period. They should be helped by the teacher to make their own decisions as to how much and what kind of activity they should take part in at this time. There are certain milder forms in which they can engage with profit. They can assist their group in its work by acting as score-keepers, being responsible for equipment, reading descriptions which other group members attempt to carry out or by giving suggestions for improvement in performance. They should be present where they can watch the work of their own group.

Health Examination

A physical examination should be given to every girl by a physician before beginning classwork. It should include as a minimum a thorough testing of heart, lungs, thyroid and skin.

Choosing Activities to be Learned

Each group is to choose the activities to make up its own unit of work as indicated in the outline under the topic "Planning Your Physical Education Unit." The various items are to be chosen from the lists given in Part IV. Before beginning the selection, the girls should read the paragraphs addressed to the pupil and teacher in Parts II and III. For the first lesson they should proceed as suggested in those paragraphs.

It is obvious that since each section of activities contains many items, some basis for selection must be used. The girls should be able to suggest what that basis might be from the study of the paragraphs addressed to them. The problem of deciding which of several items of the same sort are to be chosen is to be solved by group discussion after reading the descriptions or possibly trying out some of the activities. For that purpose, copies of the reference books should be available for the pupils' use. Assignments of specific items for study and later report to the group as to their desirability for use as a part of a unit may be made to different students. It might be wise to suggest to the groups that at least two of them should choose the same team game in order that there may be enough players to carry it on successfully. Another and possibly even better plan may be to suggest that all groups select the same team games so as to provide for more competition. Availability of space and equipment needs to be considered in making all selections.

The content of the unit as given in the topic "Planning Your Physical Education Program" is planned for schools in which there are five physical education periods per week. It should offer enough material for one semester. The lessons on the out-of-door team games should be carried on when the weather is good, leaving the other types of activity for the times when work must be done indoors. Lessons in the team games and rhythmic activities should be as nearly consecutive as possible. Each lesson should begin with conditioning exercises. The following is suggested as a good way of dividing the time among the various types of activity:

Outdoor team game with lead-ups followed by	
other indoor team games	32 lessons
Rhythmic activities	12 "
Stunts and tumbling, combat activities, group	
games and relays	4 "
Individual and dual activities	32 "
	<hr/> 80 lessons

Schools which have only two periods of physical education per week may need to cut down on the size of the unit and the amounts of time spent on each section. Following are two suggested methods for doing so:

Outdoor team games with lead-ups followed by
 other indoor team games 16 lessons
 Rhythmic activities, 1 sub-type 8 "
 *Choice of stunts and tumbling, combat activities,
 group games, individual and dual 8 "

 32 lessons

Outdoor team game with lead-ups followed by
 other indoor team games 16 lessons
 Individual and dual activities 8 "
 *Choice of rhythmic activities, stunts and
 tumbling, combat activities, group games 8 "

 32 lessons

For three hours per week:

Outdoor team game with lead-ups followed by
 other indoor team games 16 lessons
 Rhythmic activities 12 "
 Individual and dual activities 16 "
 Stunts and tumbling, combat activities, group games 4 "

 48 lessons

Learning the Activities

The chosen activities are not to be taught by the teacher but are to be worked out by the girls in their small groups from their own reading of descriptions and experimentation. The teacher should realize that these first attempts of the girls to work out their own activities may not be entirely successful. They may need much help, but in giving it the teacher should try to lead them to work out their own difficulties by means of further reading and experimentation. Skill in doing this will improve with practice.

The fact that the units chosen by the various groups will not necessarily include the same items in every section makes it necessary that much of the work be done by each group working by itself. It is possible to have several kinds of activity going on at the same time in the same room or on the same playground. For example, one or two groups might be doing rhythmic activities; others might work on stunts or combat activities; group games might be carried on by others; individual or dual activities could occupy the rest. During the hour a change of activity for each group would be possible. If all have chosen the same team game as was suggested above, the separate groups could work on the technique practice and lead-up games at the beginning of the hour and then come together to play the game before the period ends. (See Part IV, Section 6, A.) Planning these times together would be one of the duties of the group leaders.

*When any sections have been omitted from any unit, they should be included in the next one chosen.

BIBLIOGRAPHY

Note: This minimum list is suggested as a start for physical education libraries. Valuable material may also be found in other books that may be available.

1. Wild and White, Physical Education for Elementary Schools, Iowa State Teachers College, \$1.55
2. Blanchard and Collins, A Modern Physical Education Program, A.S. Barnes & Co., New York City, 1940, \$2.00
3. Mason and Mitchell, Active Games, A.S. Barnes & Co., New York City, 1935, \$3.00
4. Powdermaker, Physical Education Play Activities for Junior and Senior High School Girls, A.S. Barnes & Co., New York City, 1938, \$3.00
5. Handbooks from the National Section on Women's Athletics, A.S. Barnes & Co., New York City, 35¢ (Published biennially, except Badminton, with up-to-date rules for girls; excellent coaching techniques and other helps)
 - a. Recreational Games and Track and Field
 - b. Badminton
 - c. Archery - Golf - Tennis - Riding
 - d. Soccer and Speedball
 - e. Field Hockey
 - f. Basketball
 - g. Softball and Volleyball
6. Rodgers, M., Handbook of Stunts, Macmillan, New York City, 1929, \$3.00
7. Howland, A., National Achievement Standards for Girls from Eight to Eighteen Years, National Recreation Association, 315 Fourth Ave., New York City, 25¢
8. Mason and Mitchell, Social Games for Recreation, A. S. Barnes & Co., New York City, 1935, \$2.50
9. Staley, S. C. Games, Contests and Relays, A. S. Barnes & Co., New York City, 1924, \$2.00
10. Journal of Health, Physical Education and Recreation
 - a. Six Hockey, October, 1940, 35¢
 - b. Shifting-Zone Defense for Two-Court Basketball, January, 1935, 35¢
American Association of Health, Physical Education and Recreation,
1201 Sixteenth Street, N. W., Washington, D. C.
11. O'Garra, Tap It, A. S. Barnes & Co., New York City, 1937, \$2.00

12. Balwebber, Edith, Group Instruction in Social Dancing, A. S. Barnes & Company, New York, 1938, \$2.50
13. Dietrich and O'Donnell, Notes for Modern Dance, A. S. Barnes & Co., New York City, 1937, \$2.00
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15. Physical Fitness Program for High School Boys, Department of Public Instruction, Des Moines, Iowa
16. Stafford, Sports for the Handicapped, Prentice-Hall, New York, 1939, \$2.00
17. Meissner and Meyers, Basketball for Girls, A. S. Barnes & Co., New York City, 1940, \$1.00
18. Iowa Plan of Physical Education for Elementary Schools, Department of Public Instruction, Des Moines, Iowa
19. Health Education for the Elementary Schools of Iowa, Department of Public Instruction, published by the State Department of Health, 1936
20. Journal of Health, Physical Education and Recreation. See address under reference 10. Subscription price \$3.00
Note - It would be helpful to the teacher if the school would subscribe yearly to this magazine.

Part IV

SUGGESTED ACTIVITIES FOR THE PLAY UNITS

Note - A medical examination is an imperative protective measure preceding participation in the physical education program.

Section 1

Body Conditioning ActivitiesObjectives

- a. To develop a better understanding of and skill in the body mechanics involved in standing, sitting and moving
- b. To improve organic power through participation in vigorous whole-body movements
- c. To grow in the understanding use of conscious relaxation
- d. To increase the strength of important muscle groups
- e. To increase flexibility in joint movement
- f. To thus condition the body for more ease in learning and more joy in participating in all forms of work and play activities

The Experimental Method of Presentation

These exercises are designed to help the girl become acquainted with the movement possibilities of her own body as well as to give vigorous activity. Therefore, the experimental method of approach is stressed in this outline. Paragraphs on posture and body mechanics are included at points where discussion of that material fits in with the class experimentation.

Developing the Day's Order

Once the suggested exercises have been put into final form with understanding by the girl of the purpose of each and the principles of body mechanics involved, a number of vigorous day's orders may be developed. At the end of this section several sample day's orders may be found. The girls should be encouraged to work out additional exercises, rhythmic in nature, and make combinations of those given here - all based on the principles of good movement suggested in the following material. If music or a drum can be had to accompany the performance of these exercises, it will add not only to their enjoyability but to increased skill in rhythmic response.

Class Organization

A single circle facing inward is a good formation for most of the sitting and lying exercises. Where facing around the circle seems desirable, the change is easily made. For all locomotor combinations used for warming up, a big circle encourages freedom of movement when passing is allowed. A circle also lends itself well to informal grouping when new kinds of movement are being worked out.

The open form gymnastic formation described in (1 - 314)* may be used if desired.

Time Organization

One day's order of conditioning exercises should be worked out in detail at the beginning of the school year. It is recommended that 10 to 15 minutes of each lesson be devoted to performing it. Additional days' orders may be worked out on rainy days or as needed.

Further Materials for Body Conditioning

It is our belief that techniques leading directly to a sport or dancing make excellent conditioning material and have the additional advantage of leading to an immediate goal in which the girl sees her need. Care must be exercised that class organization is such that each girl gets a maximum amount of practice in the techniques in a short period of time. Furthermore, in reading the objectives of all the various sections which follow, it will be seen that frequent and competent participation in all sports and dancing is the most effective conditioner of all.

A. Locomotor Activities

They are the walk, run, leap, hop, jump, skip, slide, and gallop, and combinations of these.

In their preliminary experimentation the members of the class individually or in small groups work informally to discover all the different things they can do with walking -- the directions they can take, how fast or slowly they can walk, how lightly or heavily, with small or large steps, with body crouching or on tiptoe, or with knees raised high.

Combinations may then be suggested and tried by students; for example --

1. 4 long steps, 4 short steps. Music (1 - 125)
 - a. Forward, sideward, backward or turning
2. 8 steps tiptoe, 4 steps crouching, 4 normal steps. Music (12 - 8)
 - a. In directions listed above

*Numbers in parentheses refer to books in the Bibliography, Part III. The first number refers to the book, the second to the page.

Discuss foot position, knee and ankle flexibility. Good foot position in standing means that body weight is distributed equally between the ball of the foot and the heel, and that laterally the plane of balance falls through the center of the heel, through the center of the ankle and between the second and third toes. The ankle joint is in good position when a straight inner line is maintained in joining the foot with the leg. In standing, the knee should point directly forward. The whole leg may be held so that the feet are in parallel position on the ground, or with heels centered and slight out-toeing. Morton in The Human Foot gives the latter as the position which gives proper security and lateral balance to the body.

In movements over a standing base, the ankle joint should maintain its straight inner border or straight alignment with the foot, and the knee should flex in the same direction as foot and ankle. In locomotor movement, the feet should show very little or no out-toeing.

Students should then work on each of the following in the same manner:

run, Music (1 - 132, 127, 129)*; leap, Music (13 - 7); hop, Music (13 - 19); jump, Music (1 - 137); skip, Music (13 - 1); slide, Music (13 - 4); gallop, Music (13 - 21)

Discussion of landing on the balls of the feet with knees flexing should also be brought in. Ankle extension and push-off with the toes aid in better performance and more enjoyability of these movements.

Combinations may be made of various locomotor movements by the students; for example --

3. 4 walks, 4 skips. Music (1 - 133, No. 2)
4. 3 runs, 1 jump. Music (13 - 23)
5. 2 skips, 6 running steps in quick time. Music (13 - 24, No. 2)
6. 3 slides, step and hop. Music (13 - 24, No. 3)

Very direction and manner of performing any of the above. Later add arm swings to locomotor movements after C has been studied; for example --

7. Full parallel arm circling with 2 slides, step and hop with reach

B. Stretching and Strengthening Exercises

These stretch and strengthen certain important muscle groups, particularly those of the trunk. The power of the organic systems of the body is directly dependent on the strength and tone of the trunk muscles.

*Numbers in parentheses refer to books in the Bibliography, Part III. The first number refers to the book, the second to the page.

These exercises may be given with counts where it is desired, or more informally with word signals.

All of these exercises should start and end in erect well-balanced body positions. Standing position means with good foot and ankle position; pelvis centered under thorax, head well-centered over spine and chin level or slightly lifted. This should put the chest in good position and allow the shoulders to hang without undue back or neck tension or forward stretch. Sitting position means hips well back and trunk and head erect, as described above. These positions should be adhered to at the start of each exercise and should be returned to at the end of each.

1. Sitting, knees fully extended; bounce trunk (bend and recover* forward 8 times toward feet, back and head relaxed. Come to erect sitting position.
2. Standing, knees fully extended, hips in line with ankles; bounce forward 8 times, trunk and head relaxed; raise trunk starting at base of spine and slowly straighten to good standing position.
3. Sitting, knees fully extended, legs as far apart as possible; bounce toward R foot 4 times; L foot 4 times; forward 4 times; lean forward toward one foot, reach trunk in wide circle forward to other foot and up to erect sitting position. Arms may be over head or at shoulder level.
4. Lying on back, arms at sides; press lower back down against floor by contracting abdominal muscles. Repeat.
5. Lying on back, arms shoulder high on floor; pull up to erect sitting position with strong abdominal and upper back contraction. Arms pull under and forward to help. Lower trunk slowly, tucking the chin in, rounding the back and lying back starting at base of spine.
6. Lying on back with arms extended over head; bend L knee to chest, straighten leg to perpendicular, slowly lower; R leg same; both legs when strength permits.
7. Lying on back, arms shoulder high on floor; keep hands in contact with the floor and sit up to straight position by pressing back of head into floor and pulling chest and head into full extension.
8. Lying on face, arms at sides; raise head and chest; lower. Add other arm positions; for example, hands clasped behind back; arms on floor at shoulder level, move forward, upward.
9. Lying on back, legs raised, elbow support on floor with hands bracing buttocks; bicycling on shoulders.

C. Arm, Leg and Body Swings

These are pendular movements stressing muscle relaxation and gravity pull. They are performed to increase range and freedom of movement. They also stretch and strengthen.

Preliminary experimentation by the whole group with swinging movements leads to a number of kinds of arm swings and leg swings. Discuss stance for arm swings in the forward-backward plane and for the side-ward plane. Body balance requires a separated foot position for big movements in both the forward-backward plane and the side-ward plane. The law of opposition of arms to legs also operates here. If an arm swing is used to start a whole-body movement, knees must flex and straighten, the body may twist, and sections of the body must move to balance each other as they move out of the centered position. For example, if the trunk and arms reach to one side, the hips and one leg reach to the other; or when the trunk moves forward, the hips move backward.

Have the group find how to make an arm swing a whole-body swing.

Suggested exercises:

1. Feet slightly separated forward and back. Parallel arm swing forward and back, increasing size of swing and letting knees give until arms are swinging from forward above head downward, with the whole body collapsing to a squat and on through to end with knees extended, arms back, upper trunk forward. (ct. 1) Swing arms forward upward, trunk forward into a squat position and on through up to an erect position. (See Fig. 1, p. 28.) Music (13 - 24, No. 1)*
2. Parallel downward arm swing from side to side increasing range of swing, letting trunk bend forward, knees bending and straightening, feet well apart. One foot may leave the ground at end of swing. The standing foot may add a hop at that point. (See Fig. 2, p. 28.) Music (13 - 32, No. 2)
3. Figure 8 swing. Feet separated forward and back; R arm shoulder high at side; swing in downward forward circle across body in front and return, from shoulder high downward across body in back and return; Repeat. Add "give" in knees and twisting. Add forward bend (flexion) in trunk until hand touches floor as it swings forward. Keep hip joint extended on backward swing, letting trunk lean backward a little through bending the knees. (See Fig. 3, p. 28.) Music (13 - 20, No. 2)
4. Sitting, both legs on R side, one forward, one back, both knees bent, L hand resting on floor. Swing R arm forward, back, forward, back. Add trunk and head flexion on back swing, complete chest and head extension on forward swing. Make last back swing so hard it turns the body. (Feet stay in place, knees lift and change.) Repeat with L arm. Music (13 - 26, No. 1)

*Numbers in parentheses refer to books in the Bibliography, Part III. The first number refers to the book, the second to the page.

5. Sitting, both legs to R, L hand on floor. Swing R arm forward across body into extension and side stretch (ct. 1). Back to flexion (ct. 2). Let forward swing pull hips off floor; body supported on L hand, L knee. Complete extension in hip joint. (See Fig. 4, p. 28.) Music (13 - 32, No. 2)*
6. Standing, leg swing forward, back, increase range until hop is added to standing foot. Let hard arm swing in opposition help in maintaining balance. Progress to Exercise 2 under E. Music (13 - 1)
7. Same with sideward leg swing; keep hips forward, let knee bend as it crosses in front. Parallel sideward and downward arm swing in opposition to leg swing. (See Fig. 5, p. 28.) Music (13 - 3, No. 2)
8. Lie on face, hands on floor at chest. Roll L and up to flexed sitting, R knee bent, foot in close to buttocks, L leg straight. R arm flexed, elbow inside R knee, L hand on floor (cts. 1 and 2). Extend, elevating hips, body and L leg straight (cts. 3 and 4). Body faces ceiling. R arm extends upward. Return to sit, to lie face downward. Repeat to R. (See Fig. 6, p. 28.) Music (13 - 7). Takes two beats to each movement.

D. Falling and Rising Exercises

These are collapsing movements and those involving skill in raising and lowering body weight.

Preliminary experimentation should include the following:

Lie on floor, tense body; then relax completely. (Explain necessity of relaxation in falling.)

Standing, jump in air from one foot and collapse to fall.

Apply those principles of body movement stated under C to falling.

Have the class discuss the directions in which we may fall and how body weight is balanced to aid the body in lowering and raising itself. Any of the following falls may be taken from sitting or kneeling levels before being tried from the standing level. In all falls, the trunk bends away from the direction of the fall.

1. Sit and back fall. Stand on L foot, lower body to sit, trunk and arms forward, R leg straight out in front. Keep trunk flexed, chin tucked in, roll back starting at base of spine, head touching floor last. (Emphasize head protection always.)
2. Swing and rise. Swing straight leg high over head until hips roll up off floor, swing down using momentum to lift body to squat over one foot, quick step forward to other foot and rise. Do this quickly and use hands to push on floor by hips to get to squat, if needed.

* Numbers in parentheses refer to books in the Bibliography, Part III. The first number refers to the book, the second to the page.

3. Back fall crossing R foot behind to kneel, sit back over R leg, and lie back. Reach arms back on floor to catch weight on outer edges of hands. Swing rise. (See D, 2.) Repeat L.
4. Side fall. Stand on L foot, kneel and sit R, curve trunk forward and out to side R, catching weight on side of R hand. Roll to back and swing rise. Repeat R.

Combinations of back and side falls may be made with arm and body swings.

5. C, 1, with back fall and rise. Music (13 - 31, No. 3)*
6. C, 2, with side fall. Music (13 - 32, No. 1)

E. Exercises for Balance

These stress good body alignment and control in various kinds of movement.

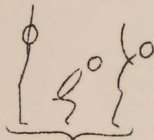
1. Stand in good position to feel weight centered over both feet. Stand on L foot; shift weight center over that foot. Same R
2. R leg raised forward, arms shoulder high at sides. Swing R back forward, seven times. On 8, step R in place, lifting L forward. Repeat with L. Change by 4's, by 2's. Music (13 - 26, No. 1)
3. Keep centered standing position, lift body up to tiptoe (ankles straight), lower to squat slowly. Keep back straight, head and chest high. Come up slowly to tiptoe, to stand.

Illustrations

Fig. 1 Exercise C 1

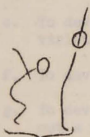
Fig. 2 Exercise C 2

Fig. 3 Exercise C 3



ct. 1

Fig. 4

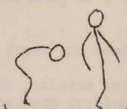


ct. 2



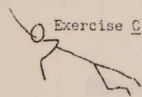
ct. 1 - ct. 2 reverses direction

Fig. 5



ct. 1 ct. 2

Fig. 6



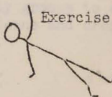
Exercise C 5

ct. 1 (extension)



ct. 1 ct. 2

Exercise C 7



Exercise C 8

cts. 3 and 4 (extension)

*Numbers in parentheses refer to book in the Bibliography, Part III. The first number refers to the book. The second to the page.

Sample day's orders:

- | | | | | | |
|----|----|----|----|----|----|
| 1. | | 2. | | 3. | |
| 1. | A1 | 1. | A3 | 1. | A7 |
| 2. | B1 | 2. | A2 | 2. | B2 |
| 3. | B3 | 3. | B2 | 3. | B3 |
| 4. | E1 | 4. | B4 | 4. | B7 |
| 5. | E3 | 5. | B5 | 5. | C3 |
| 6. | C1 | 6. | C6 | 6. | C5 |
| 7. | C2 | 7. | C7 | 7. | E2 |
| 8. | B6 | 8. | C4 | 8. | D1 |
| 9. | B9 | 9. | C8 | 9. | D2 |

Section 2

Rhythmic ActivitiesObjectives

- a. To provide rhythmic, vigorous movement which may be enjoyed by all, and which fits into the physical fitness needs of the present time
- b. To further the pupils' understanding and use of the body as an instrument of expression
- c. To improve the pupils' skill and poise while dancing alone, with a partner, or with a group
- d. To develop enough skill so that emotional satisfaction and enjoyment result and so that ease and poise in social situations will be present
- e. To develop the ability to respond accurately to a wide variety of rhythms
- f. To develop an understanding of dance forms and composition
- g. To develop the ability to create dance patterns in working out a wide variety of rhythmic and movement problems
- h. To develop the ability to create dances which convey meaning
- i. To help the pupils in their activity groups to engage cooperatively in dancing learned patterns and creating new ones

Rhythmic and Movement Fundamentals

These are fundamental to all kinds of dance -- modern (creative), tap, social and folk. Rhythmic fundamentals are concerned with relating movement to accompaniment and time. Movement fundamentals are concerned with locomotor activities, (Part IV, Section 1, A, of this bulletin).

with axial movement (movement performed over a stationary base). A glossary of dance terms used in reference material in Section 2 will be found in (2 - 98).*

The Experimental Method of Presentation

(Part IV, Section 1 of this bulletin) (2 - 69, 70, 94 E)

Class Organization

(Part IV, Section 1 of this bulletin) (2 - 72, C 1)

Accompaniment

A drum is excellent for starting work in rhythmic and movement fundamentals.

Rhythm band instruments or homemade percussion instruments should be used part of the time, letting the girls experiment with the accompaniment of their own movement.

Music for piano accompaniment is suggested in Part IV, Section 1, A and C, of this bulletin, as well as here.

A. Rhythmic Fundamentals

1. Locomotor activities related to underlying beat (Part IV, Section 1, A, in this bulletin) (2 - 70, B 1) (2 - 72, C 2, A)
2. Relate locomotor activities to note values (2 - 74, B 1, A B C D E F)
3. Axial movements related to underlying beat (Part IV, Section 1 C) (2 - 71, B 4 A)
4. Add accent to the performance of selected activities from 1 and 2 above by using a stamp, clap or a strong movement.
 - a. Accent the first beat of a group of four beats.
 - b. Use longer and shorter groupings with various kinds of accents.
 - c. Further problems (2 - 73, C 2, C, E, H)
5. Add phrasing to the performance of selected activities from 1 above (2 - 73, C 4, A B C D E)

*Numbers in parentheses refer to books in the Bibliography, Part III. The first number refers to the book, the second to the page.

6. Learn to listen and recognize melodies or strains in simple folk music and to phrase it.

- a. Use Cshebogar (1 - 229).* Clap hands at beginning of each melody, each melody repeated. Find where music can be broken into smaller parts. These parts probably can be divided into smaller parts, and redivided until the underlying beat is being clapped.

Clap an 8-beat phrase, 8-beat phrase; 4, 4; 2, 2; 1, 1, 1, 1
In a single circle slide R on the first 8-beat phrase, and reverse directions on each following phrase. Try with partners facing, hands joined. (Other music may be substituted.)

- b. Have the pupils take another piece of folk music and make phrase combinations which seem appropriate to them for that particular piece of music. Try walk, slide, skip, gallop, or combinations to their phrasing in a single circle formation.

7. Relate movement to rhythmic phrases

- a. Clap, then move to the pattern made by a sound of a name; repeat several times. For example, Marian Bailey might be clapped — — — — —, and danced run, run, run, skip. Use your own name; use another's.

- b. Further problems: (2 - 74, 2 B C) (2 - 75, 4 A B)

8. Learn what canon form is. (2 - 75, 2 A B C D E F)

- a. Take exercises from Part IV, Section 1, C, in this bulletin in canon form.

9. Learn what a round is. (2 - 76, 6 A B C)

B. Movement Fundamentals

Part IV, Sections 1, A, C, D, of this bulletin contain some activities for locomotor and axial movement. Other locomotor activities to learn follow.

1. Traditional dance steps; step-hop, Music (1 - 236, 247); schottische, Music (1 - 132, 261); two-step, Music (1 - 240); polka, Music (1 - 238, 228); waltz, Music (1 - 135, 138) (13 - 6, 14); mazurka, Music (1 - 252) (13 - 22) (2 - 80, 3 A B C D E F) Gives phrasing method of teaching dance steps.

Other axial movements to work on:

1. Work movements: pushing, pulling, striking, dodging, lifting (2 - 81, B 1, 2, 3, 4, 5)

*Numbers in parentheses refer to books in the Bibliography, Part III. The first number refers to the book, the second to the page.

- a. Sustaining the various work movements through 2 beats, 3, 4 beats should be tried. Music (13 - 27)* or drum
 - b. Make combinations with swinging movements. For example: 4 parallel arm swings sideward, pull back 2 beats, push forward 2 beats. Music (13 - 27); parallel downward arm swing, 1 beat, lift up 2 beats, push up 1 beat. Music (13 - 26, No. 1)
2. Turns: (2 - 82, 6)
- a. The three-step turn: Step L and turn L, step R to side, still turning L, and step L to side, having completed one full turn L moving sideward over the floor. Repeat R
 - b. Use parallel arm swings sideward preceding the turn. (13 - 55, 4). Add side fall and recovery. Music (13 - 24, Nos. 2 or 3)
 - c. Take in canon form (Part IV, Sec. 2, A 6). Music — Add one ending measure to above music.
3. Swaying from side to side, increase the range of the movement until the trunk starts with a side bend, knees flexed, hands almost touching the floor, body in full extension at the top of the arc and dropping to opposite side, ending in starting position. Repeat to other side. Music (13 - 32, No. 2)
- a. Take the above using 4 beats, 4 beats, 2, 3, 2, 2, 1, 1. (13 - 56, No. 2) Music (13 - 33, No. 2)
4. Further teaching procedures are suggested in (2 - 94)
- C. Modern Dance (Creative Composition)
- This is the arrangement of dance movements into definite form and pattern which may be entirely rhythmic or may convey meaning.
1. Simple compositions using rhythmic and movement fundamentals (2 - 95, B 1, A B) in groups of two or three
 - a. Accompaniment for first composition may be any kind of rhythm instrument (2 - 96, 6). Accompaniment may influence type of movement used or manner of performing it.
 - b. Meaning may be inserted into early composition if the group chooses to do so, but the patterns should be kept simple and clear.
 2. The above problem using groups of four or five

*Numbers in parentheses refer to books in the Bibliography, Part III. The first number refers to the book, the second to the page.

3. Use Troika (1 - 258).^{*} Have the class phrase it. Divide into groups of not more than six. Have each group build a pattern using the phrasing the whole class has set up. Show finished patterns to each other. Here again meaning may be inserted if the group chooses to (2 - 96, 8), but free vigorous movement which is fun, put into good arrangement as to movement sequence and use of space should be of first consideration.
4. Study short musical compositions (2 - 96, 7) and use as suggested in 2 above, letting class select one from several choices; let each group set up its own phrase pattern and tell the class what it is when showing the finished composition.
5. Study form of various short music selections suggested above to determine the number of melodies and their arrangement: A B, A B A, etc. A study in A B A form, allowing use of slow movement contrasted with lively movement, is Folk-Song by Schumann, in Album for the Young. (1 - 191) is an A B A form but does not present much opportunity for contrast. An A B A form may be made with percussion accompaniment using a slow drum-beat on one melody and quick rattle-shaking on the other. Let each group select which rhythm it will use for the A, which for the B; this will result in some groups working out a fast, slow, fast dance and others a slow, fast, slow dance. Work and play movements may be contrasted in this kind of dance. Other contrasts may be suggested by the class.
6. A round dance is lots of fun (2 - 76, 6 ABC). Let each group of 8 or more choose the round it wishes to use. The accompaniment is sung. The whole round may be worked out by the group in unison, usually using humorous pantomimic dance movement. Then division into 4 groups is made and the round is danced just as it would be sung. Various floor patterns can be made starting from a circle, a square, or lines. Several starting arrangements should be tried.
7. Further teaching procedures are suggested in (2 - 96, C).

D. Folk Dance

There are phonograph records for all dances up to "The Gardener." Descriptions from both sides of the records are suitable for choice, although they have not always been mentioned.

Folk Dances: Ace of Diamonds (1 - 233); Pop Goes the Weasel (1 - 233); Highland Schottische (1 - 261); Irish Lilt (1 - 279); Crested Hen (1 - 247); Green Sleeves (description follows in Appendix); Ruffy Tufty (1-268); Sellenger's Round (1 - 251); French Heel (1 - 249); Fist Polka (1 - 253); Shepherd's Hey (1 - 270); American Country-Lady in the Center (1 - 276); Sweet Kate (14); Bummel Schottische (14); The Hatter (14); Little Man in a Fix (14); The Gardener (14); Mallebrok (14); Noriu Miego (14);

^{*}Numbers in parentheses refer to books in the Bibliography, Part III. The first number refers to the book, the second to the page.

Handkerchief Dance (14)*; Kanafaska (14)

Any folk dances from Division II, page 41, in the Iowa Plan of Physical Education may be choices if not already known.

E. Social Dance

Pupils should first learn rhythm by listening to the music and clapping the beat. After having learned to do this, they begin walking to the beat. Steps are first taught to the leader, then to the followers. Later both the leaders and followers work together, keeping in mind the rules for leading and following (12 - 24).

1. Foundation Steps: Dance walk to waltz, and foxtrot (12 - 270). Box waltz step to waltz and foxtrot (12 - 30). Combine dance walk with box step to form a beginning pattern to the waltz and foxtrot (12 - 31).
2. Turns: Box waltz turn (12 - 43). Walking turn (12 - 47). Two-step turn (12 - 47).
3. Interesting patterns may be made by combining any of the foundation steps with any of the turns.
4. Advanced steps: Hesitation to waltz and foxtrot (12 - 32). Pivot to waltz and foxtrot (12 - 49). Tips to waltz and foxtrot (12 - 35). Grapevine to waltz and foxtrot (12 - 35). Advanced pupils should be encouraged to create new steps and new patterns. Miss Ballwebber describes several advanced routines in her book (12 - 94).

F. Clog and Tap Dance

The clog and tap dance of today is based upon the rhythmic experiences of the race reaching far back into early primitive life when the only accompaniment to dance was the sound heard as the feet struck the ground. Clog dances are generally simple in nature, of more even timing and of a decided folk quality. Tap dancing is more intricate with emphasis upon the variety of rhythmic sound patterns secured by rapid manipulations of the feet. Types of music vary with the character of the dances; clogs generally are associated with music of a folk quality, while tap dancing is very often accompanied by popular dance music.

1. Description of terms, fundamental steps and the counting system for the steps is found in (11 - 11, 12, 13). A few simple fundamentals should be learned and then practiced in patterns suggested in (11 - 14 to 21, inclusive), or in combinations created by the pupils. Harder fundamentals should be learned as they are needed. It is a good practice to first select the dance which is to be taught and then to teach any new fundamental steps used in the dance.

*Numbers in parentheses refer to books in the Bibliography, Part III. The first number refers to the book, the second to the page.

2. Elementary Clogs and Taps: Round 'n Round (11 - 27)*; Three-Four Waltz Tap (11 - 31); The Ghost Frolic (11 - 35); The Nursery Rhyme Clog (11 - 40)
3. Intermediate Clogs and Taps: Tete-a-tete (11 - 51); Juneteenth (11 - 65); Chug-Ho (11 - 55); Swinging Along (11 - 59)
4. Original combinations of fundamental steps into simple dance patterns are to be encouraged. Character dramatization adds a great deal to the educational value of tap dancing. Clog and character type dances may be found in Frost, The Clog Dance Book, A.S. Barnes, New York, \$2.00; and Hillas and Knighton, Athletic Dances and Simple Clogs, same publisher and price. These are not listed in the Bibliography at the end of Part III because that list aims to be a minimum selection.

Section 3

Stunts and Tumbling

Objectives

To provide a type of activity which --

- a. Furnishes the pupil with a definite means of testing her status and noting her own improvement in flexibility, strength or body control
- b. Develops courage and initiative in attempting untried and challenging feats and the ability to undertake hazardous activities safely
- c. Requires very little space or equipment
- d. Can be practiced at home or when alone or in small self-managed groups
- e. When done in groups, requires cooperation with others for successful accomplishment
- f. Requires consideration of others in order to avoid accidents

Individual, couple and group stunts are listed in approximate order of difficulty so that progression from the simple to the complex may be selected according to the background and ability of the girl. For suggestions on effective organization of pupils for a maximum of practice in limited as well as adequate space see (6 - 9 to 15). Those listed after 1 are simple; 2, moderately difficult; 3, difficult.

A. Ground Stunts

1. Crab Walk (4 - 42, 6 - 260); Walrus Walk (6 - 34); Jumping Jack

*Numbers in parentheses refer to books in the Bibliography, Part III. The first number refers to the book, the second to the page.

- (1 - 360, 4 - 35); Mule Kick (6 - 46); Neck Stand (4 - 36, 6 - 246); Circle Roll (6 - 257); Knee Walk (4 - 41, 6 - 250); Forward Roll with variations (6 - 242 to 243); Through the Stick (1 - 362, 4 - 34); Knee Snap (4 - 35, 6 - 249); The Top (1 - 363, 6 - 78); Tip-up (1 - 362, 6 - 55); Knee Dip (1 - 359, 6 - 43); Wheelbarrow (4 - 64); Twister (1 - 365, 4 - 66); Skin the Snake (4 - 67, 6 - 161); Elephant Walk (4 - 65, 6 - 278); Camel Walk (6 - 277); Stomach Stand (1 - 363, 4 - 64, 6 - 279 No. 2)
2. Heel Click (1 - 361, 4 - 37, 6 - 42); Backward Roll with variations (6 - 243); Crane Dive (1 - 359, 6 - 41); Fishhawk Dive (4 - 39, 6 - 51); Headstand (1 - 363, 4 - 44); Human Knot (6 - 56); Corkscrew (6 - 43); Frog Dance (1 - 360, 6 - 45); Bear Turn (6 - 45); Handstand, Supported (4 - 45, 6 - 261); Chair Creeper (1 - 359, 6 - 46); Jump Stick (4 - 37, 6 - 67); Elbow Roll (4 - 62 No. 3); Bobbin Ahead (1 - 365); Daddy's Backward Stride (6 - 276).
 3. Heel Jump (6 - 47); Cartwheel (1 - 360, 4 - 45, 6 - 258); Curl (6 - 249); Round-off (6 - 258); Jump over Hands (4 - 40); Cartwheel, One Hand (6 - 258); Headspring (6 - 263); Handstand, unsupported (1 - 361, 6 - 262); Forearm Stand (6 - 254); Backward Roll to Headstand (6 - 263); Handspring (6 - 263); Snap Up (6 - 257); Walk on Hands (6 - 263); Backspring over Body (1 - 361); Stand Balance on Thighs; Triple Dive and Roll (6 - 260); Daddy's Front Stride (6 - 276).
- B. Rope Stunts (4 - 33, 6 - 192, 397, 18 - 61, 62)
- C. Pyramids (1 - 366 to 368, 6 - 412 to 465)

Pyramids should develop along with a stunts and tumbling program, with pupils being encouraged to create their own pyramids based on their knowledge and skill in a wide variety of stunts.

Section 4

Combat Activities

Objectives

1. We often consider combative activities as belonging alone to boys. With women taking over so many men's jobs both in everyday peace time and especially during war, it would seem that they should be similarly conditioned as men are to take physical stress and strain in proportion to their strength.
2. Also, combative activities make use of proper body mechanics such as the economical and efficient ways of using the body strength in pushing, pulling, lifting and assuming proper body balance.

*Numbers in parentheses refer to the Bibliography, Part III. The first number refers to the book, the second to the page.

3. Some further objectives to be attained through this part of the program are:

- a. To help develop the attitude that contests (fights) are acceptable only when --
 - (1) Both contestants are willing to fight
 - (2) Contestants are evenly matched
 - (3) There are definite rules to be followed
 - (4) There is a referee (may be the contestants themselves) who will strictly enforce the rules
 - (5) There is a definite climax and finish to the contest
- b. To help develop a feeling of physical self-confidence based on skill in handling the body effectively which may contribute to safety and self-defense
- c. To give a knowledge of one's own limitations in matters of strength, while at the same time learning to make full use of the strength one has
- d. To learn through guidance from the teacher that combative activities should be used for protection of self and others, and not for destruction
- e. To develop the attitude of caution in place of fear as a safety measure both before the contest and during it
- f. To develop consideration of one's opponent as a measure for oneself and therefore something to be fostered and not destroyed

Organization and Teaching Procedures

Pupils should pair themselves with others according to their size, strength and skill as nearly as this is possible. However, after the first round, winners may compete against winners and losers against losers until one champion is selected, if this seems desirable and time is not a big factor. Winners are determined each time by the best two out of three trials.

The teacher should constantly call attention to good body mechanics in each performance and ask those who are watching the contest to see if they can tell upon what basis the contest was won. Was it floor resistance to the feet because of the type of shoes? Was it size of base of support? Was it keeping the center of gravity over the base of support? Was it pointing the body in the direction in which movement was desired? Other reasons?

Activities

Toe Wrestling (1 - 369)*; Line Tug of War (1 - 369); Push Tug of War (1 - 369); Arm's Length Tag (1 - 368); Rooster Fight A and B (1 - 369, 370); Back to Back Wrestling (15); Squat Wrestling (15); Indian Wrestle (1 - 369) (15); Pull Pick Up (9 - 335); Knee Slap (9 - 316); Foot to Foot and Hand Wrestle (15) or Hand Wrestle (1 - 369); Disarm (1 - 369) or Broomstick Wrestle (15); Pulling Sticks (1 - 369); Tug of War Wrestling (15); The Finger Feat (1 - 370)

Section 5

Group Games Simple Team Games and Relays

Objectives

To furnish a repertoire of active games for use either out of doors or indoors

- a. When vigorous activity for everyone in the group is to be secured in a short time, especially when the group is large and the space small
- b. When the members of the group have varying degrees of skill
- c. When a game is needed which does not demand a high degree of any special skill
- d. When no special equipment is available
- e. When a few minutes are left at the end of a period to furnish a vigorous climax to a lesson
- f. When easy, active party or picnic games are needed

Note - All of the following games and relays are chosen from (1) Wild and White:

Leader Spy (32); Snatch (40); Bronco Tag (52); Partner Tag (53); Last Couple Out (53); Jump the Shot (54); Push the Ball Relay (56); Shuttle Relay (57); Jump the Wand Relay (57); Figure 8 Relay (58); Run and Pass Relay (64); Stealing Sticks (60); Hen and Chickens (50); Pursuit Relay (46); Black and White (38); Crows and Cranes (39); New York (41); Circle Dodge Ball (59); Progressive Dodge Ball (63); Batball (61); Bombardment (59); Newcomb (79); Poison Snake (39); Deck Tennis (team game variety) (4 - 136, 5a - 35)

* Numbers in parentheses refer to the Bibliography, Part III. The first number refers to the book, the second to the page.

Section 5

Lead-Up and Team GamesObjectives

- a. To give every girl in school who is physically fit an opportunity to participate in a vigorous, competitive team game
- b. To develop neuro-muscular skills and organic power through vigorous, big muscle activity called for when participating in most of the popular team games
- c. To aid the girl to become so skillful in handling her body that she will derive a great amount of pleasure while playing the game with others
- d. To aid the girl to develop self-confidence and poise in every kind of life experience by becoming skillful in using her body
- e. To develop ability to respond effectively to new and unexpected situations
- f. To provide opportunities for consistent practice in techniques of democratic living through participation, by every girl, in the cooperative situations inherent in the team game

A. Basketball

The explanations given below apply in general to all the team games of the section.

Most Iowa girls know something about basketball, even if they have never played the game themselves, because it is played almost universally in Iowa high schools.

It is one of the best team games we have because of the many different fundamental skills of which it is composed. That is, if we play this game well we must learn to run fast, to stop suddenly and change direction quickly, while at the same time we keep our balance steady over our feet. We must learn to catch without fumbling or hurting our fingers and to throw accurately to a moving person or at a fixed mark (the goal). We must jump high, get free from or keep up with another player so that we may get the ball before she does or keep her from getting it when our team has the ball. Also, we must learn how to run, stop, throw and jump at just exactly the right time and to work with our fellow teammates in such way that the whole game moves smoothly and everyone is doing her part at just the right time and in the right way. If we are to accomplish this, we need much practice in doing all of these things that go to make a good game as well as practice in playing the game itself.

Every girl who is well can have a great deal of fun playing basketball whether she is skilled or not, but she will have much more fun and others will appreciate her more as a teammate if she tries to improve herself.

While we want to play the game itself often, especially when we are just beginning to learn it, we will find that if we are all to get as much practice as it takes to become skillful players, we must organize our practice groups so that the skill we are trying to learn can happen over and over to each player during a brief period of time. This means that we need small groups and enough balls so that no girls are obliged to stand and wait long periods of time for a chance to practice a skill, and all will get much activity during the period.

The skills to be practiced first will be those most fundamental to the game so that the game itself may be played on the first day.

1. Organization

A simple formation to use for the practice of fundamentals is four even lines. Each line may represent a permanent activity group into which the class has previously been divided for other activities. (See Part III under the topic "The Class Plans the Organization.") Each line may also represent a team for playing the game of basketball or for playing relay games which will grow out of the fundamental technique practices. These lines may take various forms such as file, flank, double file, shuttle, etc. (See sample lesson below.) Each line may play against each other line or two lines may play together against the other two lines. The criteria to use in judging which formation will be used are (a) the type of technique being worked on, (b) the method of using the technique or combination of techniques, (c) the number of players in each group.

Each time a new technique is introduced, such as learning a certain type of pass or shot or a kind of pivot, the procedure is as follows:

- a. Simple and accurate demonstration by teacher or some skillful student with class sitting or facing in a direction where all can see clearly. Often it is well to do the technique briefly without the ball, but it must quickly be related to the use of the ball.
- b. The class practices the skill unrelated to any other skills with frequent stops for redemonstration or description and for recognition of good performances.
- c. The skill being learned is combined with some other skills, thus making it a game-like situation. See sample beginning lesson below.
- d. Relay games are made from b and c above.
- e. Some lead-up games which allow practice in some of the very important skills of the game of basketball, while at the same time leaving out some other difficult skills, may be played by each two lines forming a team and playing against the other two lines. Or each line may form a team so that two lines may play against each other across the gymnasium while the other two lines do likewise, thus allowing for more complete participation by each player. (See references below.)

In choosing any game as a lead-up to basketball we should be sure that it does not teach the high school girl habits and skills that are detrimental to a good game of basketball. For example, we

should not have girls run with the ball in their hands as in Arch Goal Ball or have them boxed up in little squares or circles throughout most of the game so that they are forced to stand still to receive and after making a pass, as in Captain Ball and Nine Court Basketball, when these are things we are trying to teach them not to do.

2. Equipment

If there are as many as 35 or 40 players in one class, it is advisable to have four balls.

- a. Fundamentals (1 - 324 to 344)* (2 - 39 to 60) (10b) (17)
- b. Relays (Note - Most practice formations may be converted into relays.)
 - Zig Zag Pass (1 - 72), Zig Zag Pass using three or four trips (See Ten Trips) (1 - 73), Ten Trips 2, 3, 5 (1 - 73), Basketball Shuttle Relay (1-75), Pivot and Pass (1 - 74), Dribble and Bounce Pass Shuttle Relay (1 - 75), Bounce Goal Relay (1 - 74), Zig Zag Goal Relay (1 - 75), Pass and Catch Relay (5 - 198)
- c. Lead-up Games
 - Goal Keep-Away (1 - 78), Pin Ball (4 - 221), Bounce Pass Keep-Away (1 - 78), Newcomb (for catching practice only) (1 - 79), Catch Ball (for catching practice only) (1 - 8), Center Catch Ball (1 - 52), Around the world (2 - 51), Line Basketball (See Appendix.)
- d. Basketball Coaching (5), (17), (10b), Rules (5)

- - -

A Sample Lesson for the First Day in Beginning Basketball

General Rule - Take up fundamentals of basketball in the order of their importance.

General Aim - To acquaint girls with the game of basketball so that skill will be desired and a fine game will result.

Organization of Class

1. Four flank lines** standing (lines 1 and 2 face each other. Lines 3 and 4 do the same.)
2. Four flank lines pass and follow pass

*Numbers in parentheses refer to books in the Bibliography, Part III. The first number refers to the book, the second to the page.

**Flank line - Players standing side by side facing the same direction

3. Two shuttle lines.* Each half of shuttle about 25 feet away from the other half
4. Four file lines.** Lines 1 and 2 side by side; lines 3 and 4 same
5. In teams of six -- three facing three -- each three in one half the court

Procedure

Type of Technique

1. Throw and catch

a. Short pass

- (1) Two-hand underhand
- (2) Two-hand chest
- (3) One-hand underhand
- (4) Side arm to side
- (5) Two-hand shoulder
- (6) One-hand shoulder or baseball

2. Activity

a. Underhand pass and catch

(1) Using Organization 1

- (a) Demonstration by teacher of both catch and pass
- (b) Zig Zag ball up and down lines. Stop often for suggestions.
- (c) Have good ones demonstrate while teacher calls attention to good points in form in catch and pass. Repeat (b).
- (d) Work for speed.

- 1st, Pass straight to waist of colleague.
- 2nd, Make catch be part of pass.

(2) Using Organization 2

- (a) Demonstration by teacher
- (b) Give rules and admonitions for passing while running.

Rule - Cannot run with ball in hands. (Explain what a step is in basketball.)

Precepts - Should run after pass
Should lean into pass and move back foot forward as part of pass.
Should usually follow pass.
Keep out of path of ball of next thrower.

*Shuttle - Two file lines facing each other

**File line - Players standing one behind the other facing same direction

(3) Using Organization 3

- (a) Demonstration by teacher with aid of one pupil in shuttle formation
- (b) No. 1 runs to meet pass. No. 2 passes and runs behind No. 1's line. No. 1, after passing to No. 3, who comes out to meet pass, runs behind No. 2's line.
- (c) Stop frequently for rules and admonitions.

Rules - Must not run with the ball in the hands.
Must not hand the ball to another player. (Given only if it occurs)

Precepts - Start running to meet the ball as soon as the thrower receives it.
Thrower should not throw the ball until catcher has started to run.
Catcher should stop when she catches the ball so she will get her balance before passing on.
Catcher should stop with forward foot pointing forward to avoid injury and to keep balance.

- (d) Have game between two shuttle lines to see which can finish first and with least fouls. If the team finishing first has more fouls than the other team, the other team wins.

(4) Using Organization 4 (This may be used before No. 3 if time is limited.)

- (a) Demonstration by teacher using one person in line 2 to play with her.
- (b) No. 1 in line one and No. 1 in line three has a ball. No. 1 in line 2 runs forward and receives a ball from No. 1 in line 1 who immediately follows her pass to a position beyond No. 1 of line 1 ready to receive a pass from her. This continues down the floor until a given goal (about 30 feet away) has been reached. Then they return to starting position in the same manner and deliver the ball to No. 2 of line one and take their places at the rear of their respective lines. Lines 3 and 4 do likewise.

(5) Using Organization 5

- (a) One team marked with arm bands or colored shirts is placed on the floor.
- (b) The court boundaries are pointed out to the class. The goal of this team is pointed out and the objectives of the players are described as "to pass the ball down the floor toward their goal using short passes or to keep the other team from doing this should they have possession of the ball."

- (c) The guards are given the ball and told to carry it down the floor to the forwards without committing the violation of traveling, and the forwards are told to carry it on to their goal and throw for goal.
- (d) The other team is then brought onto the floor and allowed to do what the first team did.
- (e) The ball is given to the center forward of one team and after the players are again reminded that they must not run with the ball in their hands and are told that they must not (1) push, hold or have body contact with any player, (2) take the ball away from any player who has secured it in one or both hands, they are told to play.
- (f) Other rules that may come up during the game and which will be explained at that time are --

Out of bounds
 Hold ball more than 3 seconds
 Tie ball
 Throwing ball when down
 Rolling or kicking ball

- (g) At close of play, when all teams have played, their good points of play are pointed out to them and their needs for further practice on catching and throwing, getting free for a pass, running after the pass is made, intercepting passes of other players shooting goals are called to their attention.

Note - If there is not time enough for 1, 2, 3, 4 and 5, cut down on the first 4 in order to insure time for 5.

B. Field Hockey

Field Hockey is a running, hitting game played with sticks and a ball on a rectangular field, 100 yards long and 60 yards wide. It is a very highly organized game. The regulation team is composed of eleven players. For schools having a small play space and a small number of students the game can be played with 6 players in a team on a field 50 x 30 yards. (10 - 434)* For detailed suggestions on organization, read the introduction to basketball. (Part IV, Section 6A)

1. Fundamentals - Driving (4-268), Dribbling (4 - 269), Shooting (4 - 266), Passing (4 - 271), Stopping (4 - 272)
2. Relays - Dribble Relay (See Soccer), Dribble and Drive Relay (See Soccer), Passing Relay (See Soccer)
3. Lead-up Games - Hockey Keep-Ball (3 - 468), Hockey Snatch Ball (3 - 469), Floor Hockey (3 - 471), Mass Hockey (3 - 481)

*Numbers in parentheses refer to the Bibliography, Part III. The first number refers to the book, the second to the page.

4. Hockey - Tactics and Coaching (4 - 264 and 5e),* Rules (5e)

C. Soccer

Two teams of eleven players each (or adapted to 6 players each (10 - 484) attempt to advance by kicking, dribbling and passing an inflated ball similar to a basketball into and through the opponents' territory through their goal in an effort to score points. For detailed suggestions on organization, read the introduction to basketball. (Part IV, Section 6A)

1. Fundamentals - (1 - 332 to 334 (5d); Dribbling, passing, stopping the ball, kicking, heading, throw-in
2. Relays - (2 - 136, 140; 9 - 236 to 240), Soccer Pass (1 - 67), Soccer Pass and Shoot (1 - 67), Shuttle Kicking Contest (1 - 68), Soccer Dribble and Shoot (1 - 66), Circle Dribble Relay (2 - 141), Soccer Dribble Relay (1 - 65)
3. Lead-up Games - Simple Soccer Keep-Away (1 - 64), Double Soccer Keep-Away (1 - 65), Square Football (1 - 68), Corner Kick Ball (1 - 68), Rotation Soccer (2 - 153), Soccer Goal Ball (2 - 153), Simplified Soccer (1 - 69), Goal Kick Ball (9 - 160)
4. Soccer - Coaching (2 - 145 to 152) (5d), Rules (5d)

D. Softball

For detailed suggestions on organization, read the introduction to basketball. (Part IV, Section 6A)

1. Fundamentals - Catching, Throwing, Pitching, Batting, Base Running (1 - 318 to 324) (2 - 123 to 127) (5g - 294) (4 - 294 to 300)
2. Relays - (9 - 236 to 240), Zig Zag Pass (4 - 157, 3 - 206, 4 - 157), Shuttle Relay (1 - 84) (3 - 206, 4 - 156), Ten Trips (1 - 73), Pepper Batting Relay (3 - 196), Pass and Sit Relay (4 - 159), Toss and Catch (5g - 160), Leader Spry (1 - 32)
3. Lead-up Games - Teacher and Class (1 - 27), Line Ball (3 - 330), Fongo (1 - 85, 9 - 159), Circle Strikes (1 - 90), Ring Call Ball (1 - 50), Long Ball (1 - 88, 3 - 336), One Old Cat (1 - 83), Work Up (1 - 83), Punch Ball (1 - 86, 3 - 332, 4 - 210), Rotation (3 - 27), Beatball (3 - 329), Bat Ball (1 - 61, 3 - 338, 4 - 212), Hit Pin Baseball (3 - 342)
4. Softball - Coaching (4 - 300 to 304) (5g, special articles), Rules 5g

*Numbers in parentheses refer to the Bibliography, Part III. The first number refers to the book, the second to the page.

E. Speedball

(2 - 156 to 168) (5d)* This game is similar to soccer with the addition of basketball passing privileges whenever the ball is secured from the air. It combines the skills of soccer and of basketball. Drills, relays and lead-up games may be made up from those learned in soccer and basketball.

F. Volleyball

The game is played with a medium-sized inflated ball. A net is stretched across center of a 30 x 60 foot court. The object of the game is to keep batting the ball back and forth over the net without letting it strike the floor. The ball may be struck with one or both hands.

1. Fundamentals - Serving, Returning, Set-ups, Net Recovery (2 - 62, 64, 66) (4 - 129, 130, 318) (5g - 80)
2. Relays - Skill Relays (2 - 62, 66) (4 - 318 to 323) (5g - 86, 87)
3. Lead-up Games - Serve and Return (1 - 91), Simplified Volleyball (1 - 92), Keep Up
4. Volleyball - Rules, Coaching Hints, Refereeing (3 - 366) (5g - 45)

Section 7

Individual and Dual ActivitiesObjectives

To furnish a list of activities from which girls may choose those which --

- a. Will provide activity for 2 or 4 participants or when they are playing alone
- b. Will provide a wide range of activity from the very active such as handball to the less active such as darts
- c. Will fit the various seasons of the year
- d. Will provide a range of skills wide enough to offer satisfaction on all levels of ability
- e. Will need very little expensive equipment
- f. Can be played by boys and girls together

*Numbers in parentheses refer to the Bibliography, Part III. The first number refers to the book, the second to the page.

- g. Can be played by mixed ages
- h. Can be played at school (in classes during free time), at home during leisure time in the yard or rumpus room, and during the summer
- i. Can be enjoyed both during school life and in later adult life out of school
- j. To know sources of information on space, rules and equipment so that play both in and out of school may be quickly and effectively organized

Descriptions of most of the activities listed below are brief and simple enough in the references to give an adequate idea of the game. Possible exceptions are explained briefly below. Suggestions on the organization of a variety of group interests on a given floor space may be found (2 - 250 to 251)*.

- A. Archery (3 - 69, 4 - 236) (5c), Badminton (3 - 362, 4 - 190, 5a - 25, 5b), Beanbag Board (1 - 33) 0, Bicycling, Bowling (3 - 109, 4 - 228, 5a - 32), Duck Pins (3 - 110), Box Hockey (6 - 189), Darts (3 - 51), Deck Tennis, (3 - 376, 4 - 186, 5a - 35), Handball (3 - 382, 5a - 23), Horseshoes (3 - 132, 4 - 193, 5a - 37), Paddle Tennis (3 - 358, 4 - 232, 5a - 41), Quoits (3 - 134), Roller Skating, Shuffleboard (3 - 137, 4 - 184, 5a - 43), Table Tennis (3 - 355, 4 - 226, 5a - 48), Tetherball (3 - 392, 4 - 224), Winter Sports - Coasting (3 - 557 to 560), Ice Skating (3 - 554 to 556), Skiing (3 - 560 to 561), Riding (5c)

B. Golf

The object of this game is to drive a golf ball around a course (links) in the fewest possible strokes, using a series of drives, approach shots and putts to sink the ball in cups located on the greens.

1. Fundamentals - Grips, Stance, Address (2 - 170B, 171C, 4 - 277 to 286), Putting (2 - 174, 4 - 282), Iron shots, number 5, 7, 9 clubs (2 - 173, 4 - 284), Midiron (2 - 172, 4 - 284), Wood shots (2 - 170, 4 - 278)
2. Definition of terms, etiquette of golf, rules (5c)

C. Tennis

Two or four players with tennis rackets and balls face each other on opposite sides of a tennis net on a tennis court. One player begins the game by serving the ball into her opponents' court. The opponent attempts

*Numbers in parentheses refer to the Bibliography, Part III. The first number refers to the book, the second to the page.

to return the ball over the net after the first bounce and before the second bounce.

1. Fundamentals - Grips (4 - 306)*, Waiting Position (4 - 306), Forehand Drive (2 - 177, 4 - 308), Backhand Drive (2 - 180, 4 - 309), Service (2 - 181, 4 - 307), Lob (4 - 312), Volley and Smash (2 - 182, 4 - 310 to 311), Chop (4 - 313), Top Spin (4 - 313)
 2. Tactics - (2 - 184 to 185, 4 - 316 to 317)
 3. Rules (5c)
- D. Track and Field Events

These are activities of a self-testing nature wherein individuals compete against opponents of approximate size and strength or against their own record or national standards in running, jumping and throwing.

1. Fundamentals - Track (1 - 339, 340, 2 - 194, 200) (5a), Field Jumps (1 - 337 to 339, 2 - 195 to 198) (5a), Throws (1 - 336 to 337, 2 - 199, No. 8) (5a), Conditioning (See Part IV, Section 1.) Stunts also make good exercises for work toward conditioning.
2. Track Events - Form and Rules; Dashes (1 - 106, 2 - 194, 4 - 50 to 52) (5a), Hurdles (2 - 200, 4 - 52 to 54) (5a), Relays Baton (2 - 200) (5a), Potato Race (1 - 106), Obstacle Relays (3 - 7)
3. Field Events - Form and Rules; Jumps (5a - 46 to 50, 5a - 91 to 97), High Jumps (1 - 107, 2 - 197), Broad Jumps (1 - 107, 111, 2 - 195 to 196), Throws (5a - 89 to 91), Basketball throw for distance (1 - 109, 4 - 54), Baseball throw for distance (1 - 109, 2 - 123, 4 - 57), Discus (optional) (4 - 56)
4. Track and Field Meets - After an adequate amount of training and practice in the above events, meets, based on a play group, class or school basis, can be organized. The girls should help plan the meet, deciding on the necessary officials, field layout for efficiency and safety, rules relative to the number of events each girl should enter when health factors have been thought through, and distribution of the events into both field and track events. It is well to use some method of classification of girls for fairness in competition (1 - 101), whether against others or national standards set up for definite classifications. Combinations of events similar to those in pentathlons (1 - 99, 100) may be made. Help on the conduct of meets may be found (5a - 76, 77, 87, 97).

*Numbers in parentheses refer to the Bibliography, Part III. The first number refers to the book, the second to the page.

Out-of-Class Activities

When groups choose a unit, they should make choices from the following four sub-types.

Objectives

- a. To encourage pupils to put into practice at home, after school and during leisure time those skills which are learned in small groups in the regular physical education period
- b. To offer a varied and interesting program which includes competition in sports and games, activities for mixed groups, quiet games and active games
- c. To give practice in those skills which will carry over into adult leisure time activities
- d. To stress enjoyment of playing with others so that the spirit of play will carry over into adult life
- e. To help pupils learn varied attributes such as good sportsmanship, honesty and courage, which are developed through team cooperation with fellow pupils
- f. To provide opportunity for self-management of recreational activities
- g. To supply adequate space and allow time for a varied program
- h. To supply adequate equipment and arrange it so that it is easily accessible
- i. To improve physical fitness
- j. To integrate the whole play life of the girl

A. Intramural Activities

These are voluntary competitive activities within the school. The game itself is stressed instead of the individual skills which are learned in the regular physical education class.

Organization --

1. Teams for competition may be organized from home rooms, clubs, grades, or gymnasium classes.
2. Types of tournaments are round robin, elimination, ladder and consolation (2 - 215, 216)*.

*Numbers in parentheses refer to the Bibliography, Part III. The first number refers to the book, the second to the page.

3. If a Girls Athletic Association is an active club in the school, the intramural program may be planned and run by it. Any school may join the State G. A. A. by writing to the current secretary, whose name can be secured from the secretary of the Iowa State Teachers Association. The State G. A. A. has definite plans for organizing a varied program for girls.

Activities - Fall: Soccer, Speedball, Golf, Archery, Swimming, Tennis
 Volleyball, Horseshoes, Deck Tennis, Hockey
 Winter: Badminton, Basketball, Volleyball, Deck Tennis,
 Ping Pong, Shuffleboard, Swimming, Skating
 Spring: Archery, Golf, Tennis, Softball, Track, Swimming, Volleyball

B. Playdays

A Playday is a highly desirable climax in an intramural program. At that time many pupils from several schools meet and play with each other. Different games are played at the same time (2 - 217).*

C. Free Recreation Hours

Include before school, after school, and noon hour play periods. Equipment and accessibility of equipment are important in making these hours successful. Much of the equipment may be made by boys in the manual training classes.

Activities - Social Dancing, Ping Pong, Shuffleboard, Tetherball, Box Hockey, Box Football, Volleyball, Darts, Quoits

D. Out-of-School Activities

Include games which can be enjoyed by all groups, even those mixed as to age and sex.

Activities - Rhythms: Tucker (1 - 155), Looby Loo (1 - 147), Nuts in May (1 - 157), Roman Soldiers (1 - 182), Three Little Girls (1 - 207) Virginia Reel (1 - 256), Pig in the Parlor (1 - 226)
 Team Games: Newcomb (1 - 79), Leader Spry (1 - 32), Bat Ball (1 - 61), Long Ball (1 - 88), Stealing Sticks (1 - 60, Dodge Ball (1 - 37), Relays (8 - 103)
 Group Games: Last Couple Out (1 - 53), Partner Tag (1 - 53), Bronco Tag (1 - 52), Snatch (1 - 40), Red Light (1 - 55), Shoe Scramble (8 - 61), Scavenger Hunt (8 - 63),
 Quiet Games: Going to Jerusalem (1 - 44), Bean Bag Board (1 - 133), Bean Bag Ring Toss (1 - 32), Do This, Do That (1 - 27), Chinese Get Up (8 - 217), Coffee Pot (8 - 55)

*Numbers in parentheses refer to the Bibliography, Part III. The first number refers to the book, the second to the page.

Other Games: Mystery Play (8 - 144)*, Parlor Tricks (8 - 203), Picnic Games (8 - 219), Nature Games (8 - 341), Automobile Games (8 - 333), Forfeit Games (8 - 216)

E. Outing Activities

Outing activities are those which help the girl enjoy natural resources. These activities are especially suitable to picnics and parties outdoors and will carry on into camping projects in the summer.

Activities - Hiking, Camping, Cook-outs, Swimming, Skating, Coasting, Skiing, Nature Study Trips, Roller Skating, Parties, Picnics, Horseback Riding

Section 9

Health, Safety and Character Associates

Objectives

1. To help the teacher and pupils realize that to be of greatest benefit to the student, the class period in physical education must be a safe, healthful and emotionally wholesome experience
2. To point out some health, safety and social habits that may be practiced and formed during a physical education class period
3. To help the teacher and pupils to realize that health, safety and character education is something to be lived and not just talked about
4. To call to the attention of pupils and teacher that to live healthfully anywhere, plans must be made for such living
5. To help the teacher and pupils realize that by planning for them, physical education experiences may be fine mediums for character development and improved democratic ways of living as well as physical development, and thus lead to an integrated personality.

Procedure

Before working on their play unit, the pupils in their activity groups will plan with the aid of the suggested health, safety and character activities listed below a way in which they can live safely and with improved health and character. Perhaps appropriate readings could be assigned and reported on by members of the group. Health Chart B, page 19, in the Health Education bulletin for elementary schools could be examined for

*Numbers in parentheses refer to the Bibliography, Part III. The first number refers to the book, the second to the page.

suggested practices that might contribute to the health, safety and character factors of the physical education class period. Besides this preplanning procedure given above, each group will analyze each day's lesson in terms of its hazards, its health factors and the necessity for cooperating in making the experience a happy one. The activity group, with the help of the teacher, will set up a system of checking themselves on the satisfactory accomplishment of the activities which they decide to practice. It will be best for each girl to check herself for her individual practices and the group to check itself as a whole. See check charts in Health Education for the Elementary Schools of Iowa.

Sample Activities

1. Before taking part in the physical education program, each girl will have a health examination to determine her fitness for participating without harm in strenuous activities.
2. Before playing any game or entering into any strenuous activity, pupils and teacher will make sure that no undue hazards are present such as balls, wands, books, or chairs on or at the edge of the playing space.
3. Care will be taken to have good ventilation and proper temperature (65°) when strenuous exercise is being taken.
4. Pupils with the help of the teacher will decide what types of costume and shoes are best suited to good appearance, free body movement, and safety during big muscle activity.
5. When stunts are planned in the day's lesson, care will be taken that accidents are reduced through the use of mats where needed, by giving proper assistance to the performer at the proper time and by regulating the order of performance so that collisions are not encountered.
6. When a member of the group has returned to school after being ill, plans will be made so that she can participate in un-strenuous activity or can assist in coaching or refereeing the other players.
7. If a permanently handicapped person is a member of the school, special activities will be planned for her participation, while at the same time allowing her to be a member of a play group. (See reference 16.)
8. The group will plan to refrain from any show of undue emotions during the performance of a hazardous activity by any member, and will encourage rather than ridicule an unskilled performer.
9. When warm and perspiring from physical activity, a girl will not sit down in a cold place without putting on warm outer clothing, and will take a cleansing bath before dressing in her regular clothes or mingling with other people.

10. During the first days of the menstrual period, girls will refrain from participation in the most strenuous activities, but will find activities which they can participate in without harm.
11. When suffering from a cold or any other contagious disease, the girl will play apart from the others or will stay away from school.
12. When creative activities are being planned by activity groups, each girl will be willing to experiment with her own and other's suggestions.
13. During physical education class periods and intramural contests, each girl will exercise self-control and will be a gracious winner and a good loser.
14. An attempt will be made by each play group and by the teacher to help all girls to realize that it is kind and in accordance with our democratic philosophy for each girl to be willing to play wholeheartedly with every other girl in school, no matter what the race, creed or social standing.
15. In the discussions of the play group while planning the unit, each member will show respect and appreciation for the ideas and opinions of others.
16. Some co-recreational activities will be planned by the school so that girls and boys may learn to play together in a wholesome, natural manner.
17. Preceding and following the physical education class period and in free play periods, each girl will assume her share of the responsibility for the care of the equipment.
18. When the plans for the play period call for activities in which turns are to be taken, each girl will be helped to see that the greatest happiness comes when she considers the rights of others and shares enjoyment with them.
19. Consideration for the position of an official and the ability to accept her decisions willingly will be developed in high school girls by giving them frequent opportunities to officiate.
20. When new skills are being learned, girls will be commended when they help other girls learn and perfect their play skills, thus encouraging all to be as interested in the welfare of others as in the enjoyment of their own successes.
21. Each girl will be helped to gain skills above the novice stage in a wide variety of recreational activities of the big muscle type; she will learn the source of many more materials, many of which will be non-active, and she will learn to read and interpret into action many of these activities so that she may become independent and self-directed in the wise use of her leisure time.

Part V

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 high school girl a concrete understanding of health as a condition necessary for doing those worth-while things which she 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 subject or everything done by the girl make some contribution to her 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 D, Health Education for the Elementary Schools of Iowa. She will want to help parents and pupils to feel that yearly routine check-ups or check-ups 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 may be practiced. See Health Chart F, Health Education for the 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 E, Health Education for the 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 girl 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

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

Helping girls 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 D 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 B and C 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 help the high school girl to list and evaluate by scientifically sound reference material all those which must be practiced at home or in the community; that is, when eating breakfast, going to bed at a certain time each night, wearing clothing that is neat and clean, bathing regularly, or becoming immunized or vaccinated are problems to a high school girl, she should be helped in the solution of these problems through some phase of the school program but must depend upon her home as a means of practicing them.

The school as a whole (superintendent, principal, teacher and pupils) will decide through careful and cooperative study and discussion what health practices they are willing to sponsor. No one teacher will be called upon to teach an isolated course in health where proper diets, cleanliness, eye conservation, ill effect of tobacco and narcotics are read about and discussed, while candy and pop are sold at school, locker and shower rooms are dark, damp and dirty, lighting in study halls is inadequate or improper and teachers are known to regularly participate in the use of tobacco or narcotics. Such practices only lead the pupils to feel that we are insincere in our teaching or that the material being taught is not important.

If the problem solving method is used and the school welcomes criticisms and suggestions from the student body and the students are helped by discussion and changes in practices to feel that the school is really doing all in its power to bring its practices up to the standards set for and talked about by the students, health education becomes a vital part of the school program.

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 is that which is directly related to the physical education activities. See Part IV, Section 9, for some sample activities that can be used as guides in reaching the health, safety and character objectives of the physical education program. Each physical education lesson should be thought of as contributing toward these objectives and should be analyzed by the students and teacher for the possibilities offered there. It should always be kept in mind that the largest contribution to health, character and safety are the big muscle skills, strength and joy provoking movements themselves.

Helpful References for Health Education:

Available from National Safety Council, 20 North Wacker Drive, Chicago. Memo. No. 24:

- 1. Safety for Supervised Playgrounds, 25¢
- 2. Maintaining a Safe School Building, 5¢

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

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, 10¢
- 2. Safety and Health of the School Child, J. F. Rogers, pamphlet No. 75, 1937, 10¢
- 3. Sanitation of the School, J. F. Rogers, 1930, 5¢
- 4. What Every Teacher Should Know About the Physical Condition of Her Pupils, J. F. Rogers, 5¢

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
How We Live, 7th year, 84¢
New Ways for Old, 8th year, 83¢

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

"New Health and Growth" Series, Charters, Smiley, and Strang
(Prices given are subject to usual school discount.)
Growing Up Healthfully, 7th year, 84¢
A Sound Body, 8th year, 83¢

Wall Charts on symptoms, incubation period, and length of period of Isolation of communicable diseases. Iowa Department of 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)

Teachable Moments, J. B. Nash, A. S. Barnes and Company, 1938

Health Education, Joint Committee N.E.A. and A.M.A., National Education Association, 1201 Sixteenth Street, N.W., Washington, D. C. \$1.50

Hygeia, \$2.50 yearly subscription, American Medical Association, 535 N. Dearborn St., Chicago, Illinois

Part VI

SUGGESTED EQUIPMENT FOR THE PHYSICAL EDUCATION PROGRAM

The criteria used in choosing each item of equipment for physical education should be:

- a. How much and what kind of activity can be obtained from its use?
- b. What skills can be developed by its use?
- c. How much do the skills developed by its use lead on into further and more difficult activities?
- d. 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?

The prices listed are approximate and subject to change. These figures represent the cost for a good grade of equipment that, with care, will last over a period of years. For some of the activities such as golf, skating, tennis, the girls will need to provide their own equipment.

The equipment listed below covers practically all of the activities offered in Part IV. A GOOD INITIAL PROGRAM CAN BE PLANNED WITHOUT SELECTING ACTIVITIES WHICH USE THE EQUIPMENT STARRED (*) BELOW. Plans should be made for a progressive purchasing plan so that in a given number of years equipment would be available for a large and varied program.

1. One book of music for accompaniment in (a) conditioning exercises, (b) rhythmic and movement fundamentals, (c) modern dance (creative). See Part III, Bibliography, No. 13, \$2.00
2. One single- or double-headed drum at \$3.50; one beater at \$1.50
3. One piano and one victrola
4. Folk dance records (See list for folk dancing under Part IV, Section 2) at \$.75; records for social dancing at \$.35 to \$.50 each
5. Two mats 5 x 7 feet at \$20.00 each; two mat covers, approximately 7 x 9 feet, which may be made of heavy muslin
6. Twelve wands at \$8.00 a dozen, or 42-inch broomsticks for stunts, combat activities, games and box hockey
7. Ten short jumping ropes 8 feet long and two long ropes about 16 feet long
8. Ten Indian clubs at \$2.50 a pair, or the equivalent for tenpins and other games

9. One black and white cube 4 or 5 inches square with alternate faces painted black and white
10. 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.
11. One bean board -- 24 x 42 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
12. Four 12-inch softballs at \$1.40 each; four bats at \$1.10 each; base bags (not stuffed), a set of three at \$1.75; a backstop which can be made by the industrial arts department at a cost of approximately \$3.00 for a one-wall or \$14.00 for a three-wing.
13. Four basketballs at from \$6.45 to \$12.95 each; two basketball goals at \$3.95 a pair
14. Four volley balls at \$4.00 each; one net at \$2.00; two standards to support net
- *15. Twenty-four hockey sticks at \$3.00 each; four practice hockey balls at \$1.25 each; two official balls at \$3.00 each; 24 shin guards at \$1.75 a pair
16. Four soccer balls at from \$3.00 to \$7.00 each
17. Two goals each consisting of two uprights and a cross bar for soccer and speedball. The size of the mouth of the goal may be changed to the smaller one used in hockey by sinking iron pipes at the appropriate widths and setting the uprights in them. See the rule books listed as (5) in the Bibliography.
18. Two pairs of jumping standards which can be made in the industrial arts shop; two bamboo fish poles for cross bars for jumping; four spikes to support poles; one jumping pit filled with sand for broad jumping and high jumping. A board 8 inches wide should be sunk level with the ground near one end of the pit for a "take-off" board for broad jumps; two tapes, one steel 50-foot tape at \$3.35 and one 100-foot tape (linen) at \$1.20; one stop watch at from \$10.00 to \$23.00 for timing races and officiating at basketball games
19. Four league balls at about \$.50 each

- *20. Two archery targets at \$10.00 each. Instead of the regulation targets, bales of straw piled up to the proper height make inexpensive backstops upon which to fasten target faces, which may be bought separately at \$2.50 each, or may be home-made; six archery bows at \$5.00 each; three dozen arrows at \$6.00 a dozen
- *21. One badminton net at \$2.25; eight badminton rackets at \$3.00 each; eight badminton presses at \$.50 each; shuttlecocks at \$3.50 a dozen
22. One box hockey box which can be made in the industrial arts department; one hard baseball or hard rubber ball; two or four wands or broomsticks
23. One dart board at \$1.30; one dozen darts at \$1.10
24. One deck or ring tennis at \$.90. Use the badminton net
25. Four handballs at \$.45 each
26. Four horseshoes and two iron pegs
27. Four paddle tennis bats at \$1.35 each; one dozen sponge rubber balls at \$2.25; one paddle tennis net at \$2.00. The bats may be used for tether ball
28. Four rope quoits at \$2.20 for a set of four; board with one peg about \$2.00 or it can be homemade
29. One shuffleboard set of four cues and sixteen discs which can be made by a carpenter or in the industrial arts department
30. Two table tennis sets, net, four balls, four paddles, at \$3.00 a set; table tennis balls at \$.75 a dozen; two table tops 9 x 5 feet can be made for about \$6.75
31. Two tennis nets at from \$4.25 to \$6.50
32. Two tether balls poles can be made in the industrial arts department; two sponge rubber or tennis balls each attached to a heavy cord
33. One set of duck pins. Indian clubs and 12-inch softballs can be substituted for the rubber duck pins.
34. Equipment for Health - One eye chart; tongue depressors; one first aid kit; cots for resting
35. Adequate number of mirrors in the girls' dressing room

Appendix

Green Sleeves (Victor Record - Green Sleeves)

- Part I. Formation: Sets of two couples, one behind the other, both facing in the same direction. Partners join inside hands. All walk or skip forward sixteen steps.
- Part II. In each set, couple number one walks or skips backward 4 steps, bending the heads and passing under the raised hands of couple number two, who with joined hands uplifted, making an arch, at the same time walk or skip forward 4 steps. Immediately couple number two, who are now ahead, skip or walk backward under the raised hands of couple number one who are now walking or skipping forward. Repeat all.
- Part III. The four of each set now join right hands, making a right hand mill or wheel. They walk or skip around in place for eight counts. Join left hands and repeat, going around in opposite direction. The whole dance may be repeated as many times as desired.

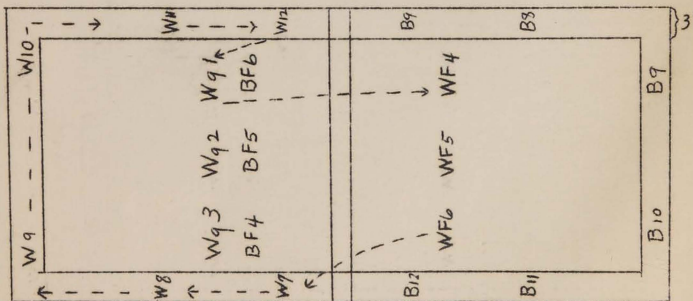
Line Basketball

This is a rotating game leading to basketball which allows for a large number of players and yet gives all players a chance to play the real game for a limited time.

Equipment - One basketball; a two-division basketball court marked with double boundary lines making a space entirely around the court three feet inside the side and end lines

Players - The number of players may vary. This game is described for four complete teams (24 players), but many more may play it if desired.

The Game - Arrangement of players (See diagram)



Playing Procedure

Two teams, B and W, are lined up for play, as in regular two-court basketball. Around the B guard's playing court and within the three-foot area, six (or nine) B players are stationed, as shown in the diagram. The same arrangement is found around the W guards.

The teams inside the court play as in regular basketball except that the players stationed in the three-foot area will help their own team by stopping balls that would go out of bounds and by receiving passes from and making passes to the guards or forwards of their own teams. When either side makes a goal, the forwards of each team shift in clockwise direction to the side line space at the right of their guards. The guards shift to the forward position and the three side line players to the left of the guard court become guards.

The rules governing the game are the same as for regulation basketball. (See reference five.)

Variation - Each time a goal is made, all players in the playing court shift to the side lines and those in the side lines become the teams for the next interval of play.

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