

THE APPLICATION OF APPROVED CRITERIA TO  
THE DEVELOPMENT OF A PILOT PROGRAM  
OF ELEMENTARY PHYSICAL EDUCATION  
IN SELECTED SCHOOLS OF  
CLOUD COUNTY

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A Thesis  
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## CHAPTER I

### I. THE PROBLEM

Introduction. The future of the world depends upon children, and the education that these children receive will mold their behavior. Physical education contributes greatly to the child's growth and development because it makes use of the child's natural tendency to be active. The increased concern for youth fitness, as evidenced by the President's Council on Youth Fitness of June 18-19, 1956, has led elementary school education programs toward a more active program of elementary school physical education.

It would seem elementary physical education has, in the past several years, been given increased consideration in regard to its importance in the total education of the child. For the elementary school with an enrollment of less than two hundred, the problem has been in the acceptable administration of a program.

### II. DEFINITIONS OF TERMS USED

With the realization that any word, or phrase, may be used by different people in a way to have an entirely different meaning, it is the intention of the investigator to offer a number of words and phrases and their definitions, that will appear throughout this study.

Listed below is a list of these words and phrases

that will be defined for this study.

Adolescence. A period of human development occurring between puberty and maturity and extending roughly from thirteen and fourteen years of age until twenty-one years of age. It is a twilight zone in which society does not accord them full adult responsibility and roles.

Education. This is defined as a planned development and exercises for all children and youth.<sup>1</sup>

Elementary. This is the division of any educational program that is concerned primarily with general education including skills, facts, and attitudes which are required by society of all its members. It is to include children of all ages beginning at five to seven years old and ending at adolescence.<sup>2</sup>

Free Play. The term free play refers to the spontaneous and independent play that grows out of the child's natural urge to be active. Teacher guidance gives direction and form to the play through the selection and arrangement of materials and equipment.<sup>3</sup>

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<sup>1</sup>Elizabeth Halsey and Lorna Porter, Physical Education for Children (New York: Holt, Rinehart and Winston Company, 1958), p. 2.

<sup>2</sup>Carter Good (ed.), Dictionary of Education (second edition; New York: McGraw-Hill Book Company, 1959), p. 197.

<sup>3</sup>Ibid., p. 402.

Intermediate Grade. Any of those elementary grades between primary and junior high school or upper elementary; to include grades four, five, and six, are referred to as intermediate grades.<sup>4</sup>

Motor Skills. The term motor skills refers to any activity that the individual does or has learned to do with ease and precision by thorough development of muscular coordination.

Organized Play. Organized play is any group play conducted in accordance with rules, such as basketball or softball.<sup>5</sup>

Physical Education. This is a program of instruction and participation in big muscle activities designed to promote desirable physical development, motor skills, attitudes and habits of conduct.<sup>6</sup>

Play. Play is a form of activity engaged in during leisure time for intrinsic values. It is nature's way of educating the child.<sup>7</sup>

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<sup>4</sup>Ibid., p. 196.

<sup>5</sup>Ibid., p. 402.

<sup>6</sup>Ibid., p. 398.

<sup>7</sup>H. B. Neilson, Physical Education for Elementary Schools (revised edition; New York: Ronald Press Company, 1956), p. 3.

Physical Fitness. A combination and blending of the best possible bodily health plus the physical conditioning to perform everyday tasks efficiently, and still have sufficient reserve to meet whatever emergencies arise.<sup>8</sup>

Primary Grade. Any of the first three grades of an elementary school are referred to as primary grades.<sup>9</sup>

Rhythm Games. This term refers to the child's reproduction through bodily movements of different rhythms and tempi suggested by music.

Self-Testing. This term applies to such physical education activities as "stunts" in which the individual competes against his previous record.

### III. LIMITATIONS OF STUDY

This study was limited to the elementary schools in Cloud County, Kansas, with special references to the program and facilities of Janestown's elementary school. The concern of this study was to evaluate the physical facilities and instructional personnel available as well as the type and scope of the program that was offered. The study involved fifteen elementary schools in Cloud County that have enroll-

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<sup>8</sup>R. A. Hinger, "Are We To Survive?" Educational Leadership, 20:368, March, 1963.

<sup>9</sup>Good, op. cit., p. 251.



nents of two hundred students or less. The evaluation of these facts was considered and from this a workable program of elementary physical education was recommended for kindergarten through the eighth grade.

#### IV. PURPOSE OF THE STUDY

The general purpose of this study was to consider the effects of the origination, development, and evaluation of a model program of physical education as it pertains to the particular needs of Jamestown, Kansas, and other elementary schools in Cloud County with less than two hundred pupils enrolled. This study will attempt to answer the following questions: (1) What are the existing and available physical facilities that are now or could be used for physical education? (2) How much supervised physical education is now being offered within the elementary school? (3) Does the classroom curriculum allow any time for a development of such a program? (4) If a program is being offered, or is possible within the confines of the curriculum, what are the avenues of finance for such a program? (5) What is the status of the personnel that are now or would be instructing an elementary physical education program? (6) Does the existing program uphold the accepted facts and principles governing a sound program of elementary physical education?

## V. TECHNIQUES AND METHODS TO BE USED

This study required consultation with principals, superintendents, and several sessions with the State Director of Health, Physical Education and Recreation, Mr. Glen Svengross.

The program adopted was a result of the following procedures: (1) Personal interviews were held with administrators and physical education instructors, (2) Personal observations were made of existing programs of physical education within schools of two hundred students or less, and (3) A study was made of elementary school programs existing in Cloud County, Kansas.

## VI. VALUES OF THE STUDY

The concern for an effective program in elementary physical education has developed in the smaller elementary schools in Kansas. It is the expressed desire of the investigator to create a syllabus by which classroom teachers, who may have limited backgrounds in physical education, can provide a program for their students. This program will take into account the problems of facilities, finance, and curriculum development so that all schools will have some chance to develop a supervised program of physical education.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### INTRODUCTION

It was the design of this study to establish a background of accepted facts and principles upon which a sound elementary school physical education program could be built. This chapter will attempt to include some of these principles and show their correlation to an effective program in elementary physical education.

#### I. AIMS OF PHYSICAL EDUCATION

The programs of physical education for the elementary school-age child have been established on many objectives and ideals. There are, however, several general aims, or objectives, which present themselves in all situations. According to Vannier and Foster there are three aims in physical education that affect any program. The considerations were: (1) both the specialized and the classroom teacher be trained through and in physical activities, (2) the physical education class be no larger than those of any other subject, and (3) all youth be guided toward mastering skills which will help them grow in organic vigor, knowledge, appreciations, and abilities for fitting into a group.<sup>1</sup> The idea that

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<sup>1</sup>Maryhelen Vannier and Mildred Foster, Teaching Physical Education in the Elementary Schools (second edition; Boston: W. B. Saunders Company, 1951), p. 6.

physical education should provide an opportunity for the individual and the group to learn from skilled teachers, activities which are interesting, fun to do, and will lead to positive physical, social, mental, and emotional growth is the foundation of any well-planned program.

## II. NEEDS AND NATURE OF THE PROGRAM

From the time of the great Persian Empires, military motives have guided the general structure of the physical education program. "Gymnastics" and "physical training" have been replaced by the all-inclusive term "physical education." This term did not, however, provide an improvement in the program. The last decade has produced an increased amount of recreational activity within our society and it has been carried to the elementary school level. From a biological standpoint the need for school programs is relatively apparent to educators and parents. The actions of the child have promoted a revolution from the "physical culture" to the "physical activities" type of program.<sup>2</sup>

In the early development of the programs in the United States, physical education was designed specifically toward improvement of health, posture, and discipline. This was

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<sup>2</sup>H. P. Neilson and Winifred Van Hagon, Physical Education for the Elementary School (revised edition; New York: Ronald Press Company, 1956), pp. 6-7.

established through programs of gymnastics, calisthenics, and marching. The turnover in human behavior through the last decade has brought about a change in the philosophies of program administration. The teachers, as a rule, in the elementary school have had little opportunity to secure specialized training. The existing programs are not conducted with the basic motor skills in mind. Running, jumping, hanging, climbing, and throwing should be stressed. To turn the children loose at recess and let them experience "free play" does not totally satisfy their needs and in part defeats generally accepted goals of physical education.<sup>3</sup>

### III. PROGRAM DEVELOPMENT

Physical Facilities and Equipment. In any program of physical education an important prerequisite is to have adequate facilities for the successful operation of a complete program. However, the mere provision of adequate facilities and equipment is no assurance that a well balanced program will follow. The use of them and the competence of the teachers that use them are still the determining factors.<sup>4</sup>

There are two accepted play areas that should be basic

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<sup>3</sup>Ellen Fraser, The Child in Physical Education (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1956), p. 218.

<sup>4</sup>Francis R. Stuart, "A Physical Education Program in the Elementary School," The Instructor, 21:24, April, 1960.

to the elementary school program. The indoor play area which is often a gymnasium, playroom, or multipurpose room; and the outdoor area which is recommended to be a surfaced area of not less than four acres for every two hundred students.<sup>5</sup> It is recommended to surface the outdoor play area with either hard cement, blacktop, grass turf, or sawdust with asphalt.

The equipment should be functional in design and include apparatus for primary, intermediate, and upper-elementary children. These areas should be separated whenever possible and within easy access to the school building.

The indoor play area must contain floor space for freedom of movement. It should be resilient, durable, and perfectly smooth as the care and maintenance is better served with this type of surface. Resilience is very important in structural and functional foot hygiene. The developing double arch of the small child's foot, and the developing strength of the foot muscles all through the years, require resilience in flooring as well as training in use.<sup>6</sup> The size of adequate indoor facilities would include an area of not less than thirty-six feet by fifty-two feet with a ceiling at least eighteen feet high. This would be acceptable for a

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<sup>5</sup>Ibid.

<sup>6</sup>Elizabeth Halsey and Lorna Porter, Physical Education for Children (New York: Holt, Rinehart and Winston, 1958), p. 112.

maximum of 250 students. The individual equipment should be geared to all levels of the elementary school and flexible enough to handle each group adequately.

Curriculum Development. Playground equipment that is provided on the school grounds is enjoyed by many children. Most of the equipment provides developmental activities when used properly and safely. All children should be taught three things: (1) how to use each piece of apparatus safely, (2) how to follow directions when group participation is necessary, and (3) how to cooperate in protecting others. A happy, wholesome playground should be the objective for both teachers and students.<sup>7</sup>

One of the important ideas that was established at the recent National Conference on Fitness for Children of Elementary School Age contained information concerned with the development of a curriculum. It stated:

All schools include in the curriculum opportunities for children to develop attitudes, skills, and appreciation both indoors and outdoors. Physical education should be considered "a part of" and not "apart from" the total elementary school program.<sup>8</sup>

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<sup>7</sup> Roy G. Groe, "Safety on Playground Apparatus," (Wichita: Department of Health, Physical Education, 1963), p. 2. (Miscographed).

<sup>8</sup> "Report on Conference of Physical Education for Children of Elementary School Age," (Athletic Institute, Washington, D. C., November 29-December 3, 1959).

In order to establish an effective program of physical education, certain values or criteria must be evaluated.

1. There should be a large variety of activities.
2. These activities should be carefully selected.
3. The program should be flexible and consistent.
4. The program should be adapted to the needs of the student.
5. The program requires adequate facilities, equipment and supplies.<sup>9</sup>

The total education of the child is the fundamental objective or goal of the teacher. Through the process of educational integration the general ends of education may be served.

Integration has been defined as "bringing together into a unified whole;" the integrated child brings his learnings together in effective action; the integrated school collects various parts of the curriculum in a related pattern that has meaning for the child.<sup>10</sup>

Physical education may be related to almost all other subjects. Integration of basic skeletal and muscular structure into total functioning is promoted by physical education. This integration may be seen in many vigorous activities in which the child becomes absorbed. The degree or amount of absorption seems to depend on the degree of integration.

The basic program, which is widely accepted in the

<sup>9</sup>Neilson, op. cit., pp.24-25.

<sup>10</sup>Halsey, op. cit., p. 145.



elementary school of today, concerns itself with activities in three general areas. Rhythms, self-testing activities, and fundamental play skills are by far the most common activities of a balanced group. The age of the child will govern, to some degree, the amount of time spent in each area. The primary child with the shorter interest span is more apt to need vigorous activity over a short period of time. A good use of rhythms will help the child to realize better muscular coordination. Much time should be left for self-testing skills, a vital part of the overall program. Recognition of achievement and satisfaction from fun are good elements on which to build an effective program for the primary child.

#### SUMMARY

In the early development of physical education programs, emphasis was placed on health, posture, and discipline. Today important criteria for effective programs are geared toward development of attitudes, skills, and appreciations, both indoors and outdoors. Physical education should be considered "a part of" not "apart from" the total elementary school program. There is more emphasis on integration of the classroom teacher with activities in physical education as apart from a specialist in the field. Curriculum now includes rhythms and self-testing activities which were not considered a necessary part of the program a few years ago.

## CHAPTER III

### DEVELOPMENT OF THE PROGRAM

#### INTRODUCTION

In the construction of a sound physical education program, concern should be taken that it becomes an integrated part of the total educational effort of the school. Therefore, careful planning and organization is necessary to insure that the program is well-balanced by providing experiences that will stimulate growth and development of social as well as physical skills. The criteria on which a sound program is based should be broad in scope yet comprehensive in meaning. Criteria represents "yard sticks," in the selection of activities designed to achieve objectives. For example, the first grader has vastly different needs from the eighth grader and yet each should have an opportunity for expression through a well integrated program of physical education. It is important that the physical education experience of the first grade be effectively related to those of the second grade and yet based upon those experiences learned in the nursery school. It would be an ineffectual curriculum which provided the same experiences at each level.

It was the attempt of this investigator to develop an effective program of elementary physical education through

through the application of accepted criteria for a sound program.

A sound program of elementary physical education is developed from sound criteria and directed toward the needs of the child. Therefore, this investigator has included the eight basic criteria for a good elementary school physical education curriculum.

1. A good physical education program is one which is conceived as an integral part of the total educational effort of the school.
2. A good physical education program is one that is well-balanced in that it provides experience that will stimulate growth and development of appropriate social and psychological outcomes as well as physical attribute and neuro-muscular skills.
3. A good physical education program is one which contributes to the realization of dramatic ideals in the daily life of a pupil.
4. A good physical education program is one that is based on the interests, needs, purposes, and the capacities of the people it serves.
5. A good physical education program is one which provides experiences which are related to basic areas of living and compatible with maturity level of the pupils.

6. A good physical education program is an integral part of the community it serves.
7. A good physical education program is one which through adequate facilities, time-allotment, equipment, and leadership, encourages and provides a wide range of desirable pupil activities.
8. A good physical education program is one that cooperates closely with the general health and guidance program of the school.

#### I. CURRICULUM ORGANIZATION

The first step in the development of the program was to consult with a specialist in the area of elementary physical education. The State consultant of Physical Education met several times with our administration and staff and the results of interviews and observations of other programs were studied.

In order to create the type of program that would fit the needs of schools of two hundred students or less, very careful study was made (1) of the facilities necessary, (2) method of financing the program, and (3) qualifications of the instructors. There was also consideration made for the education of children in worthy use of their leisure time by (1) including in the curriculum activities that help develop attitudes, skills, and appreciations in a variety of

activities that can be used for recreation within the family group, both indoors and outdoors, (2) encouraging the use of school-community facilities throughout the year, by offering families and children the use of equipment and facilities, and (3) providing a varied program in all areas of physical education to cover the physically disabled as well as the physically strong child.<sup>1</sup>

It was brought out through observation of programs in other schools and interviews with administrators and staff that a real need for a "pilot program" existed in the area around Jamestown. There were over fifteen schools within a twenty-five mile area having enrollment of two hundred or less. These schools had little or no curriculum of physical education and expressed an interest in such a program.

The philosophies that governed the development of the curriculum were drawn from experience, observation, and interviews and were often changed as the program became a working part of the school curriculum.

It was necessary to take into account the criteria for an effective program and the characteristics of each age group and treat each for his individual needs. For example, the primary grade students, while very individualistic,

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<sup>1</sup>Charles Cowell and Hazel Hazelton, Curriculum Designs in Physical Education (New York: Prentice-Hall, Incorporated, 1959), pp. 30-55.

dramatic, and imaginative, tend to have short interest spans and reasoning powers. The child loves climbing, running, and throwing yet hand-eye coordination is poor.<sup>2</sup> With these age characteristics in mind, it was necessary to adjust the program to their needs yet trying to apply all recognized criteria. Rhythms and graceful expression were easily provided although neuromuscular skills were often limited.

It was discovered that a basic schedule could be adopted, allowing each group to benefit in all areas of the program. The weekly plan schedule allowed the program to be divided into the following categories:

1. Games 40-45 per cent.

This was, of course, dependent on the age group and needs of the individuals being served and was very often varied through-out the year.

2. Rhythms 20-25 per cent.

The primary and intermediate grades received stronger concentration in this area, as the seventh and eighth grades had a concurring program of dance and rhythms in Music Instructional periods.

3. Relays 10 per cent.

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<sup>2</sup>Arthur Miller and Virginia Whitcomb, Physical Education in the Elementary School Curriculum (New York: Prentice-Hall, Incorporated, 1963), pp. 9-11.

4. Story plays 10 per cent.

This area was primarily aimed toward the primary grades where interest and expression were strongest.

5. Tumbling and Self-testing 10 per cent to 20 per cent.

Children of all ages enjoy tumbling and self-testing exercises and a program of achievements in this area was presented to demonstrate skills.

6. Program Testing 5 per cent.

In order to evaluate the results each year a comprehensive testing program was initiated which will be covered in detail at a later time.

This represented only an approximate percentage and it was subject to change as the situations demanded.

It was decided that the program should offer instruction in all areas of physical education with regard for existing facilities and varied enough to include those students who were physically handicapped or in some other way unable to participate with their classmates. This was a very minor problem as only about 2 per cent of the total enrollment was so involved. Classroom teachers aided in the organization and administration of activities for these children along with the physical education instructor.

## II. ADMINISTRATION OF THE PROGRAM

The backbone of administration in the elementary school program is the classroom teacher and it is her responsibility to teach virtually all subjects. In order to do justice to her young charges, ideally she must be an artist and expert in every field.<sup>3</sup> This, of course, is not humanly possible. However, she can be expected to know her individual children and understand their abilities and recognize their needs.

In the organizational structure of the "pilot program," the classroom teacher became the center of focus. In most schools of this size the classroom teacher was solely responsible for administration of the physical education program and therefore emphasis was placed at this level. The classroom teacher is often very unskilled in physical activities and this situation was not unordinary. It, therefore, became necessary to hold meetings with each teacher and provide her with adequate guides and aids to enable her to better assist in the administration of the program. The physical education instructor supervised all classes. The individual classroom teacher took over supervision of the class whenever the physical education teacher

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<sup>3</sup>Erwina Jones and Edna Morgan, Methods and Materials in Elementary Physical Education (New York: World Book Co., 1950), p. 225.



was absent. There were several seminars involving classroom teachers from other schools where guides, film-strips, and teaching aids were distributed. This enabled the teacher to take her students in a well-organized recess period which would eliminate the familiar "free-play" period so often used by the elementary classroom teacher. The schedule called for all physical education classes to be held in the afternoon. The morning recess was reduced from twenty minutes to fifteen minutes and the noon hour period cut to fifty minutes. This enabled the program to use a full three hours to service eight classes. With this schedule each class had approximately twenty minutes, however, due to retention period and physical fatigue, the primary grades had only fifteen minutes daily.

As the program developed and took shape, it was necessary that a letter of introduction, concerning the administration and curriculum of the program be sent to the parents. (See Appendix A). Information concerning adequate dress and grading procedures were included. The upper elementary grades were required to shower and therefore additional information concerning the locker room procedure was necessary. The indoor facilities made necessary soft soled rubber shoes, when activities took place on the gym floor. The primary grades did not change clothes but were required to wear soft soled shoes when activities were held indoors.

The principal and staff met in weekly conferences to discuss and evaluate the program. In the first six-weeks period, the classroom teacher offered valued assistance, eventually taking over several of the class periods under the guidance of the physical education instructor. It was possible, due to scheduling, to have the aid and cooperation of several high school seniors who were interested in elementary physical education. These student leaders proved to be a valuable source of help to the classroom teacher in the absence of the physical education instructor.

In the initial curriculum development and organization, it was decided that each classroom teacher would receive weekly, a schedule of activities for her class with reference to equipment and procedures. After the first six-weeks period, this policy was dropped. It was decided that more time be devoted to a guide for these classroom teachers rather than a weekly bulletin dealing with scheduling.

### III. PROGRAM FACILITIES AND EQUIPMENT

The National Conference on Fitness of Children of Elementary School Age provided criteria to allow for effective curriculum development with a minimum of physical facilities.<sup>4</sup> The suggestion that better use of existing school

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<sup>4</sup>"Elementary School Physical Education--A Symposium," Journal of Health, Physical Education, and Recreation, 31:24, February, 1960.

space and facilities be recognized, prompted this investigator to inventory the existing facilities and to promote better use of present school space. Therefore an investigation into the proper criteria for well designed play areas was made with the following recommendations being made:

1. For adequate administration of activities each child should have a minimum of fifty square feet of space with a maximum of seventy-five square feet for each child.
2. There be approximately five acres set aside for every 100 students. The ideal play area for schools with enrollment of over 200 children, would be a minimum of eight acres which will easily include three multi-purpose fields.
3. Ladders, rings, and climbing poles be set in an area that provides maximum use.
4. Horizontal ladders are not to exceed  $6\frac{1}{2}$  to 7 feet; bars, sixty-two to eighty-two inches; and traveling rings, seventy-eight inches.
5. On playfields, a safety zone of fifteen feet should be allowed around the field and a twenty foot unobstructed zone between parallel fields.
6. Hard-surface areas should be included for limited team games. Construction should be of cement and aggregate to promote life and a minimum of care.
7. Play-areas should be grass surfaced, free from gravel and rocks.
8. Fences should be used to enclose activitie areas, to control vehicles and pedestrian traffic, and to serve as wind weak or vision barrier. All surfaces should be smooth and rounded to prevent damage to the person or clothing and equipment.<sup>5</sup>

Based upon these suggested criteria, work was begun on a hard-surface area, to be constructed, free of charge by the local National Guard Unit while materials were financed through the elementary and high school boards. It was so

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<sup>5</sup>Harry A. Scott and Richard Westkemper, From Program to Facilities in Physical Education (New York: Harper & Brothers, 1958), pp. 34-360.

designed to provide adequate space for a tennis court as well as four teaching stations which were free of any obstructions of the tennis court. The school already owned twelve acres of play area which included several softball diamonds and one baseball field. It was decided to set up separate play areas for the primary and intermediates while the upper elementary grades used the high-school facilities. This change prompted relocating ladders, horizontal bars, and swings. This equipment was moved to an area close to the primary wing of the school yet accessible to all groups. With the completion of the hard-surface area construction, the laying out and fencing of play area, and the moving of apparatus, we were able to consider the proper equipment necessary for an adequate program.

The program development was based on the equipment available. A seminar on elementary physical education equipment, in our local teachers association, provided further assistance in our curriculum planning. It was finally decided that each classroom should have their own equipment shelf. Care was taken to see that each classroom teacher took inventory of her equipment with duplicate copies on file with the physical education instructor and in the principal's office. The specific classrooms were given only those materials which were unique to the age groups of the children involved. Each primary classroom received six

rubber playground balls, varying in size from seven inches to ten inches. Two long jumping ropes and four short ropes. The intermediate classrooms received similar equipment with the addition of two softballs and bats, and one soccer ball. Upper elementary rooms requisitioned materials through physical education instructors and several rubber basketballs were kept in the classroom. All equipment was supplied by the physical education instructor and stored in a central location with easy accessibility to all teachers.

Phonograph, phonograph records, mats, and indoor equipment were stored in the gymnasium and were available to any teacher upon request. Classes were held, during inclement weather, in the gymnasium and multipurpose room. A ninety-five foot stage had been cleared of all obstruction to provide a teaching station for physical education. This was used only when limitations of space prevented classes from being held on the gymnasium floor.

The program facilities are not the most important factor of a sound curriculum but rather an aid to better instruction. Classroom chairs and simple mattresses suffice in many instances, while the use of old discarded bowling pins serve as simple and inexpensive equipment. In the development of a strong curriculum certain pieces of apparatus become necessary, however, local businesses often serve as a source of material and construction by qualified citizens and reduce the cost of purchase.

## IV. PROGRAM BUDGETING

The initial program was organized and developed with no special funds budgeted or available for a curriculum increase. Therefore, it was necessary to keep in mind the existing equipment and facilities and base our program on the use of the available materials. Inventory of the existing materials provided the curriculum development committee with a basis for the program. All activities were designed to minimize program cost and to take full advantage of the available materials. The purchase of balls and other inexpensive materials was handled through the office of the superintendent whose budget was flexible enough to cover this minimal cost. The program development committee began a study of equipment cost and facility needs with consultation from the state consultant of physical education. This investigator interviewed administrators and sat in on elementary physical education seminars, in order to study various methods to promote the financing of a program without radical budget revision. It became apparent that most systems had very limited budgets for physical education and relied on the secondary school equipment. Some elementary school administrators delegated the job of equipment purchasing to the classroom teacher and included this equipment in the teachers' yearly budget.

The evaluation of these methods left the methods of financing still unclear; it provided, however, the program development committee with a basis for consideration. The outcome of study provided three methods of financing, (1) school districts should budget, separately and independently, a program of elementary physical education, (2) the classroom teacher should be responsible for necessary material, unique to her grade level and absorbed into her budget, and (3) the program should be totally financed through the General Fund, Activity Fund, or by a special fund for program development. The program committee studied the cost of purchasing the necessary equipment and the replacement or repair of the materials on hand. Bids were let out to several sporting goods firms and purchase authorized on the lowest bid. The Jamestown Elementary School Board passed on a recommendation to set up a separate fund to handle curriculum development. Agreement was reached with the high school on sharing of these funds. This was due primarily to the integration of the programs of each school.

Classrooms inventoried equipment which was used during recess, and purchase was made through the special fund.

#### V. MEASUREMENT AND EVALUATION OF THE PROGRAM

In order that the teacher may know whether his pupils have accomplished the objective set for various phases of

the program and whether they are ready for subsequent phases of the program, he needs to measure, from time to time the achievement of his pupils. It is equally important that information be gathered concerning the status of the programs by measuring the achievements of pupils in those programs.<sup>6</sup>

Through diagnosis of test results the teacher may help his pupils whose achievements are inadequate and general physical fitness poor. It is also well to remember that testing can be used as a motivating force as well as a program evaluation.

Once the program is fully initiated the instructors should select the type of test best suited for the area of instruction. There are two points that should be borne in mind at this point. Only those tests should be selected that will aid in making physical education effective. Only the best tests available for the job intended should be used. The use of poorly constructed or inadequate tests is clearly a waste of time. It should be remembered that any test significance is relative to the value of the element it measures.<sup>7</sup>

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<sup>6</sup>Charles McCloy and Norma Young, Tests and Measurements in Physical Education (New York: Appleton-Century-Crofts, Incorporated, 1974), pp. 1-2.

<sup>7</sup>Harrison Clarke, The Application of Measurement to Health and Physical Education (New York: Prentice-Hall, Incorporated, 1946), p. 22.



The organization and administration for a valid testing program is dependent on the examiner and existing facilities. The examiner can do much to prevent the testing program from becoming a waste of time. Several methods that aid in the administration of the testing program follow:

1. The use of student teachers, staff, and faculty.
2. Develop a rotational plan with physical education instructors in other schools. This plan works well where there is limited qualified testing personnel and equipment.
3. Teacher training provides valuable resources for subsequent testing program.<sup>8</sup>

Once the program of testing is organized and the administration gets under way, the examiner can begin to compile, formulate, and evaluate results. Often guide lines are needed to aid in drawing valid conclusions. Some of these are as follows:

1. Uniformity of certain areas of strength and weakness.
2. Number of students in the fringe areas.
3. Validity of test results in regard to the area being tested.
4. Examination of muscle strength as compared to geographical location.<sup>9</sup>

As the testing program is completed, records must be formed and data recorded. The area being tested and the

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<sup>8</sup>Ibid., p. 308.

<sup>9</sup>Ruben Willis, Sr., "Fitness Testing Chart--An Effective Visual Tool," Journal of Health, Physical Education and Recreation, 35:71, January, 1964.

type of test to be used will determine to a great extent the method of recording as well as the nature of the results. This investigator approached the area of program testing with the intention of determining progress in fitness, adaptation of skills, and development of attitudes. Initial testing was done through the American Association of Health, Physical Education, and Recreation's Physical Fitness Test, using the Neilson-Cosens Classification Index of Age, Height and Weight. This test was made available through the State Association of Health, Physical Education and Recreation. This organization provided national norms for their tests which enabled comparisons of achievement to be drawn. The test indicated, as did the national comparison, a general weakness in shoulder strength and endurance. The test was administered two times during the year and comparison made available to the parents during parent-teacher conferences. Each student received a physical fitness result chart with regard to aptitudes in the various motor areas. (See Appendix B).

The skills and knowledge tests were administered to the intermediate grades and only on a limited basis. In the areas of archery, tennis, tumbling, and games of low organization certain skills and knowledge of the rules were necessary for the student to show proficiency in the area.

The results of the original testing program, adopted in September, 1961, were compared at the same period of

testing, during September of 1964, and the results proved rewarding. It was noted that of 183 students tested in 1961, one out of every ten passed the test with over 50 percentile, while in 1964 of the 216 students tested one out of every five passed with over 50 percentile. Similar areas of weakness remained the same although the total percentage of students in these groups went down. The area of endurance and stamina remained the most stable with 26 per cent of the students failing to reach 50 per cent. In the same area tested in 1964, only 21 per cent were below the 50 per cent mark.

As a stimulation to parents and to the students, special recognition was given to the boy and girl in each class who scored the highest average percentage over the year period. Summer check lists were sent home, asking parents to join in with the students in becoming physically fit through the use of the skills and exercises that the whole family could enjoy.

#### VI. PILOT PROGRAM OF ELEMENTARY PHYSICAL EDUCATION

The results of a planned program of curriculum development has produced the following program. It is designed to be used in elementary schools where a limited budget exists and there are limited facilities and qualified personnel.

## I. PROGRAM OF ELEMENTARY PHYSICAL EDUCATION

### A. Games

The group game is an important activity in the play experience of the elementary school child. Since these games require little organization and only a limited amount of skill, they are particularly popular in grades one through four. They seem to answer a child's need for expressing himself in play and to satisfy his desire for vigorous total body activity. There is also an opportunity for the child to learn to play with others and to respect the rights of his fellow players. For many, it is a new experience and it is an important part of social development.

#### 1. Teaching suggestions

Have equipment ready. If possible, appoint leaders to help or give them full responsibility for equipment. Make any explanation of a game short and to the point. It is helpful to demonstrate the activity.

Never let a game drag. When the children begin to lose interest, use a variation or change the game.

Use sparingly these games that provide activity for only a few. When they are used, change the players often so that all get a chance to participate.

If the activity is a vigorous one and the pupils become tired, switch to a quiet game.

Use pupil leadership as much as possible; try to give all pupils an equal opportunity to assume responsibility and to direct activities themselves.

Permit the pupils to select their own games part of the time.

Teams should be of equal ability. This keeps the interest high and more enjoyment is derived.

Be well informed on the playing rules and make sure that they are carried out properly.

## B. Dramatic Play

Story plays are a form of dramatic play that is particularly useful in grades one and two. They consist of familiar activities or incidents which have been experienced or read about. Dramatic play may also be used in the third grade, but it is more formal in character and more attention is paid to the manner in which the activity is performed. However, creativeness should not be suppressed. Children like to imitate work, play, and athletic events with which they are familiar. At this age level, less emphasis is placed on the story and more on the activity itself.

### 1. Teaching Suggestions

Select material of natural interest and appeal to the group. Correlate with class work whenever possible.

Do not let the activity be teacher dominated.

Allow the children to be creative in expressing themselves. They may also have a part in planning the story which they will enact.

You should not expect uniformity of movement in a group as each pupil should use his own interpretation.

The activities in the stories should involve the large muscles and, if properly planned, they will bring into play all parts of the body.

### C. Self-Testing Activities

Self-testing activities are popular among children of all ages as they are fun to do and they present a challenge which encourages improvement in skill. In so doing, children build courage, perseverance, and self-confidence and satisfy an inherent desire for achievement. From a physical standpoint, these activities develop the child's strength, agility, and body control. They also offer an excellent opportunity to develop leadership, teach co-operation, and build a sense of responsibility.

#### 1. Teaching Suggestions

Everyone should be able to achieve a certain amount of success.

Demonstrate the activity or have a capable member of the class do it.

Give helpful hints that may be useful to the

pupil when performing the activity.

The class should be under your direct control; organization is important. Do not allow any feeling of rough-housing at any time.

#### D. Fitness Exercises

The following selected principles must underlie any effective physical fitness program:

1. Programs to improve physical fitness must provide vigorous activities that will develop the physique, increase the efficiency of the cardiovascular system, and contribute to the development of physical skills.
2. Progressive resistive exercises involving increased work loads for longer periods are essential to increase the level of fitness.
3. Endurance develops in proportion to the total work done over a period of time.
4. Strength is increased through activities requiring more than fifty per cent of the total strength capacity.
5. Organic efficiency is improved where rhythmical muscular activity is continued over long, unbroken periods.
6. Physical fitness is directly proportional to the levels of strength, power, and endurance achieved.

Most of the exercises in this part of the program will be adaptable to either indoor or outdoor use, in limited space, and require no equipment. Strength and endurance may be developed through regular use of these exercises, particularly if there is a steady increase in the number of times each exercise is performed.

To be most effective and to reach the objectives for which the exercises are designed, it is imperative--

1. To execute the exercises in good form, i.e., exactly as described, and with energy in each movement.
2. To increase the number of times each exercise is performed as the capacities of the individual pupil develop.
3. To strive for sustained effort without rest or pause between exercises.
4. To spend at least ten minutes each day in performing these exercises.
5. To spend additional time when the children become restless or it is felt a break is needed in the regular routine.

Running is a simple exercise, as well as one of the most beneficial. Every child should be encour-



aged to run progressively greater distances.

An easy way to arrange the group for most of these activities is to have the pupils form a circle around the teacher, approximately three feet apart. A simple demonstration by the teacher or a pupil is the best way of setting the pattern for the activity.

### Exercises for First Six Weeks

Activity	Develops	Minutes Per Day					
		1st Week	2nd Week	3rd Week	4th Week	5th Week	6th Week
Run in Place	Endurance Warm Up	1	1	1	1	1	1
Slicer	Legs	10	10	10	10	10	10
Pull Stretcher	Flexibility	10	10	10	10	10	10
Head and Shoulder Curl	Abdomen	10	11	12	13	14	15
Push Up	Arms, Shoulders	10	11	12	13	14	15

#### Slicer

Start: In a squat position, legs together, arms straight in front, finger tips touching floor.

Count 1: Straighten the legs while keeping head and finger tips at same position.

Count 2: Return to starting position still not moving head or finger tips.

#### Pull Stretcher

Start: Two pupils sit facing each other, legs apart and

extended, so that the soles of their feet are in contact. Pupils grasp hands with fingers interlocked.

**Action:** One pupil attempts to bring his own trunk as close to the floor as possible. The other pupil aids by pulling his partner forward. The exercise is continued as partners reverse actions. The legs must be kept spread and straight throughout the exercise.

#### Head and Shoulder Curl

**Start:** Pupil lies on the back with hands clasped, palms down, behind the small of the back.

**Count 1:** Lift the head and pull the shoulders and elbows up off the floor. Hold the tense position for four counts.

**Count 2:** Return to starting position. Repeat the exercise.

#### Push Ups

**Start:** Extend arms and place hands, fingers pointing forward, on ground just under and slightly outside of the shoulders. Place head to the knees. Bend knees and raise the feet off the floor. The weight is supported by the hands and knees.

**Count 1:** Keeping body tense and straight, bend elbows and touch chest to floor.

**Count 2:** Return to original position. (The body must be

kept perfectly straight. The buttocks must not be raised. The abdomen must not sag.)

### Exercises for Second Six Weeks

Activity	Develops	Repetitions Per Day					
		7th Week	8th Week	9th Week	10th Week	11th Week	12th Week
Tortoise and Hare	Warm-Up, Agility, Leg Strength	15	20	25	30	30	30
Wing Stretcher	Shoulder and Arm Strength	10	10	15	15	15	20
Dear Hug	Flexibility	10	10	10	15	15	15
Knee Raise	Abdominal and Trunk Strength	5	6	7	8	9	10
Squat Jump	Abdominal and Leg Strength	10	10	10	15	15	15

#### Tortoise and Hare

**Start:** Pupil stands at attention.

**Action:** Jog slowly in place. On the command, "Hare," the tempo doubles. The knees are lifted high, while arms pump vigorously. On the command, "Tortoise," the tempo is slowed to an easy jog. Repeat the commands, "Tortoise," "Hare."

#### Wing Stretcher

**Start:** Stand erect; raise elbows to shoulder height, fists clenched, palms down in front of chest.

**Action:** Thrust elbows backward vigorously and return. Be sure head remains erect. Keep elbows at shoulder height.

### Bear Hug

**Start:** Pupil stands, feet comfortably spread, with hands on hips.

**Action:** Take a long step diagonally right, keeping left foot anchored in place; tackle the right leg around the thigh by encircling the thigh with both arms. Pull chest to thigh. Return to the starting position. Repeat to the opposite side.

### Knee Raise

**Start:** Pupil lies on back, legs flat on floor, arms at side.

**Action:** Raise both knees up as close as possible to chest. Fully extend the legs so they are parallel to the floor but not touching it. Bend knees and return to chest. Straighten legs and return to starting position.

### Squat Jump

**Start:** Pupil assumes semisquat position, hands clasped on top of head, feet four to six inches apart, heel of left foot on line with toes of the right foot.

**Action:** Spring upward from the floor, reversing the position of the feet and coming down to the semisquat position. Hands remain on head. Repeat movement, reversing feet. Continue, reversing feet on each upward jump.

Exercises for Third Six Weeks

Activity	Develops	Repetitions Per Day					
		13th Week	14th Week	15th Week	16th Week	17th Week	18th Week
Run in Place	Less-Endurance	20	25	30	35	40	45
Windmill	Coordination	10	15	20	25	30	30
Desk Push-Ups	Arm and Shoulder	5	6	7	8	9	10
Squat Stunts	Flexibility, Agility	5	5	10	10	10	15
Head Raiser	Abdomen	5	6	7	8	9	10

**Run in Place**

**Start:** This may vary in the manner performed.

**Action:** Run in place; slow, fast, knees high. Move around room; slow, fast, knees high. Alternate forward and backward; slow, fast, knees high.

**Windmill**

**Start:** Pupil stands, feet spread shoulder width apart, arms extended sideward to shoulder level, palms down.

**Count 1:** Twist and bend trunk, bringing the right hand to the left toe, keeping arms and legs straight.

**Count 2:** Return to starting position.

**Count 3:** Twist and bend trunk bring the left hand to the right toe, keeping arms and legs straight.

**Count 4:** Return to starting position.

**Desk Push-Ups**

**Start:** Extend arms and place hands on desk top, just

under and slightly to the outside of the shoulders. The thumbs may extend down on side of desk top. Extend body so that it is perfectly straight. The weight is supported on the hands and toes. The legs extend across the aisle.

Count 1: Keeping the body tense and straight, bend elbows and touch chest to the edge of desk.

Count 2: Return to original position. (The body must be kept perfectly straight. The buttocks must not be raised. The abdomen must not sag.)

#### Squat Thrust

Start: Pupil stands at attention.

Count 1: Bend knees and place hands on the floor in front of the bent knees.

Count 2: Thrust the legs back far enough so that the body is perfectly straight from shoulders to feet. (The push-up position)

Count 3: Return to squat position.

Count 4: Return to erect position.

#### Head Raiser

Start: Pupil lies on back, legs straight, heels on floor, arms at sides.

Count 1: Raise head, shoulders, arms and upper back off floor, tensing abdominal muscles.

Count 2: Return to starting position. As abdominal strength increases, the distance head and upper back are raised from the floor should be gradually increased.

### Exercises for Fourth Six Weeks

Activity	Revolutions	Minutes and Seconds Per Day					
		19th Week	20th Week	21st Week	22nd Week	23rd Week	24th Week
Run in Place	Endurance	1.0	1.15	1.30	1.45	2.0	2.0
		Repetitions Per Day					
Band and Squat	Flexibility	6	8	10	10	12	12
Bottoms-up	Shoulders	6	8	10	10	12	12
Sprinter	Agility	6	8	10	10	12	12
Leg Raise	Abdominal Muscles	6	8	10	10	12	12

### Band and Squat

Start: Pupil stands erect, hands on hips.

Count 1: Keeping knees straight, bend forward at the hips as far as possible, touching the fingers (palms if possible) to the floor.

Count 2: Bend at the knees (full knee-bending position) and extend arms forward and parallel to the floor, keeping the back as straight as possible and bringing the weight to the balls of the feet.

Count 3: Return to the position of Count 1.

Count 4: Return to starting position.

### Bettensup

- Start:** The push-up position, weight on hands and toes, arms straight.
- Count 1:** With the weight on the hands and the knees locked, jump forward to a jackknife position, bringing the feet as close to the hands as possible.
- Count 2:** With the weight still on the hands thrust the legs back to the starting position.

### The Sprinter

- Start:** Pupil assumes squatting position, hands on the floor, fingers pointed forward, left leg fully extended to the rear.
- Count 1:** Reverse position of the feet by bringing left foot to hands and extending right leg backward, all in one motion.
- Count 2:** Reverse feet again, returning to starting position. Repeat exercise rhythmically.

### Leg Raise

- Start:** Pupil lies on back, legs together and straight.
- Count 1:** Raise both legs from hips six inches off the floor.
- Count 2:** Without lowering the legs spread them to the sides.
- Count 3:** Return to position 1.



Count 4: Return to starting position.

Exercises for Fifth Six Weeks

ACTIVITY	Develops	Repetitions Per Day					
		25th Week	26th Week	27th Week	28th Week	29th Week	30th Week
Run in Place	Endurance	1 min.	1	1½	2	2	2
Windmill	Coordination	8	8	10	10	12	12
Pogo Spring	Agility						
Sit-Up	Abdomen	6	6	8	8	10	10
Push-Up	Shoulders	6	6	8	8	10	10

**Windmill**

Start: Pupil is in a standing position, legs spread slightly wider than shoulders.

Count 1: Bend from waist and touch right hand to left toe.

Count 2: Back to starting position.

Count 3: Touch left hand to right toe.

Count 4: Back to starting position. Legs remain straight throughout exercise.

**Pogo Spring**

Start: Hands on hips, right foot in front of left.

Count 1: Spring off feet—switch legs in air—land with left foot forward.

Count 2: On each count spring and switch feet. Work on toes.

### Sit-Up

**Start:** Pupil is lying flat on floor, legs straight, on his back.

**Count 1:** Sit up, keeping heels flat on floor.

**Count 2:** Lay down. For those who can, lock fingers behind head throughout the exercise. For those who cannot, they may reach forward with the arms.

### Push-Up

**Start:** Pupil lies flat on stomach. Bend arms and put hands flat on floor next to shoulders. Bend lower legs so bottom of feet are toward ceiling.

**Count 1:** Keeping body straight from head to knees, push up with arms until they are straight.

**Count 2:** Lower body until nose touches floor, keeping body straight.

### Exercises for Sixth Six Weeks

Activity	Develops	Repetitions Per Day					
		31st Week	32nd Week	33rd Week	34th Week	35th Week	36th Week
Run in Place	Endurance	1 min.	1	1	1	1	1
Stier	Less	7	8	9	10	11	12
V-stretch	Flexibility	4	4	5	5	6	6
Floor Swim	Back	5	6	7	8	9	10
Push-Up		10	10	10	10	10	10

### Skier

- Start:** Pupil is in a squat position, legs together, arms straight in front, finger tips touching floor.
- Count 1:** Straighten the legs while keeping your head and finger tips at same position.
- Count 2:** Return to starting position still not moving head or finger tips.

### V-Stretch

- Start:** Pupil sits with legs spread to form a V. Place left hand on left ankle and right hand on the inside of left thigh above the knee.
- Count 1-3:** Relax and with hands pull trunk down toward left leg in short easy bounces before straightening. Repeat with other leg.

### Floor Swim

- Start:** Pupil is lying flat on floor, face downward.
- Count 1:** Raise right arm and left leg at the same time as high as possible.
- Count 2:** Return to prone position.
- Count 3:** Raise left arm and right leg.
- Count 4:** Return to prone position.

## Activities for Second Week

### Self-Testing

**Finger Feat:** With elbows at shoulder height, place hands across chest close to body, middle finger tips touching. Another player should then try to separate them by grasping the wrists and pulling steadily.

**Full Squat:** Clasp the left wrist with the right hand behind the body. Bend the knees deeply until you can touch the floor with fingers of left hand. Keep the head erect and the back flat.

### Games

#### Come With Me

**Formation:** Children stand in a circle and each marks his spot with an X. If the floor cannot be marked, the children in the circle may stand shoulder to shoulder. One child is Leader and stands in the center of the circle.

**Action:** The leader moves around the circle and stops in front of one of the players and says, "Come with me." He stops in front of several players and says the same thing. The children who are directed to come fall in back of the leader and place their hands on the shoulders of the one in front. When the leader has several children behind him, he calls, "Go home." All the children, including the Leader,

run to find an empty place. The child who cannot find a place becomes the next Leader. If the children deliberately avoid finding an empty place you might have the child who does not find a place pay a forfeit by doing a trick or stunt.

#### I Saw

**Formation:** The players stand anywhere they choose in the play area. One player is Leader.

**Action:** The Leader marches around and steps in front of one of the players and asks, "What did you see?" This child answers, naming some action that he and the rest of the players can imitate. For example he might say, "I saw a horse galloping." The Leader gallops and the rest of the children follow. The Leader then chooses someone else to be the Leader. The children will think of many things to do.

**Suggestions:** I saw a walking doll; I saw an elephant; I saw a boy swimming; I saw a bird fly; I saw a rabbit hop; I saw a mechanical soldier; etc.

#### Story Play

##### Goblins

The goblins walk around with their hands clasped in front to hold their stomachs. They stop once in a while to peek through a keyhole, made by forming an

O with the index finger and the thumb. They knock on the floor, then put their hands to their ears to listen. They have such a good time scaring people; they jump up and down, clapping their hands and laughing.

#### Goin' Swimsin'

Run to the water. Throw off your clothes and, holding your nose, jump in. Now swim, dog paddle, breast stroke, and do the crawl. Reach the other shore, shiver, and jump up and down, then run for home.

### Relays

#### Attention Relay

Divide players into teams. Arrange the players in lines, the lines six or eight feet apart, all teams facing the leader. If there are only two lines have them face each other. Number each group consecutively from right to left. Bring the groups to attention. Call a number. The players holding this number step forward and run around to the right, each making a complete circle about his own line, returning to his original position. The other players assume at rest as soon as the number is called. The player first standing at attention in his own position wins and scores a point for his team.

Players are not allowed to touch end members of their own team in turning corners. As soon as the winner is determined, bring the players to attention again and call another number. This continues until all have run. The team scoring the most points wins. This can be arranged for the schoolroom, running around rows of seats.

### Indoor Play

#### Pass It

The children are in two facing rows. The first child in each row has a double handful of erasers or clothespins. On a signal, he puts all of them on the floor in front of the child next to him, who picks them up, stands up straight, and then places them on the floor in front of the player next to him. He must have all the erasers in his hands and must pick up any dropped ones before placing any in front of his neighbor. The side that can pass them to the end of the line and back to its leader first wins.

## Activities for Third Week

### Self-Testing

Jump Foot: Hold either foot with the opposite hand and jump through this loop.

### Games

#### Red Rover

Formation: Two equal teams stand opposite each other about ten yards apart. Hands are joined in the line.

Action: The captain on one side calls out: "Red Rover, Red Rover, let name come over." The player named runs forward and tries to break through the other line. If he is successful, he may choose a player from that team to return with him to his own team where they both remain. Should he not be able to break through the line, he must remain with the opponents. The side with the most players at the end of the playing time is the winner.

#### Any Rooms to Rent?

Formation: Single circle is formed, each child standing on a designated spot, with one extra player in the center.

Action: The extra player goes from player to player asking: "Any rooms to rent?" The answer is "No." Behind the back of the extra player, the



children are signaling each other to swap rooms and run from place to place. The extra player must be alert and try to jump into one of the empty rooms as the players change. If the extra player fails to get a room, he may call: "Moving Day," and all the children must change to another room. The extra player tries to get a room by jumping into an unoccupied space.

### Story Play

#### Indians

With bodies bent forward, the children tiptoe through the woods, looking right and left. Soon all gather at the campfire to dance. All do a step hop around the fire, and, with hands to their mouths, give the Indian war cry.

#### In the Orchard

Skip to the orchard, pick off the apples on the lower branches. Reach and stretch for some up high. Give the tree a shake and bend down low to gather the apples that fall on the ground. Gather a basket full, put it on the shoulder to carry it home. Pick out a nice rosy red apple, shine it up and take a bite.

### Relays

#### Carry and Fetch Relay

Each team is provided with a bean bag. A circle

about fifteen inches in diameter is drawn directly in front of each team from ten to fifteen feet away. At a signal the first pupil in each team runs forward, places the bean bag in the circle, and runs back to the rear of his row, tagging the first pupil in the row as he passes. This pupil runs forward, secures the bean bag and hands it to the third player as he passes. Continue until every pupil has run. The row which gets back in its place first, wins. If played in the classroom all players must remain seated, except the runner.

#### Indoor Play

##### Big Chief

One child is the "Big Chief" and stands in the center of the group. The other children are Indians, who pair off in two's and scatter about. The Big Chief calls out directions for others to follow, such as: touch your ear, touch your nose, point your left toe, down on one knee, pat your partner's head, and back to back. After giving several directions, the leader calls, "Big Chief." Everyone must change partners and the leader gets a partner for himself. The child without a partner becomes the new Big Chief and the game continues.

## Activities for Fourth Week

### Self-Testing

**Herry-Go-Round:** Four to six children sit on floor with their feet touching in the center. The children must be evenly spaced. One child stands in each space between them. Those standing grasp the hands of those sitting who then arch their backs. Those standing, all walk or run in the same direction, so turning the whole group.

### Games

#### Call Ball

**Equipment:** One ball.

**Formation:** Children form single circle, one player being in the center with a ball.

**Action:** The center tosses the ball into the air and calls one of the children's names. The player called runs to catch the ball before it bounces more than once. If he catches the ball, he remains in the center and the one in the center takes his place in the circle. If he misses, he returns to his place in the circle and the center player tries someone else.

#### Double Circle

**Equipment:** A whistle.

**Formation:** Players form a double circle; those players on the inside face clockwise, and the others

face counter-clockwise. The outer circle has one more player than the inner circle.

**Action:** On signal, both circles march in the direction in which they are facing. When the whistle blows, each player in the inner circle reaches for a partner in the outer circle and grasps him with both hands. Each time, one player is left without a partner. At the end of the playing time, the players who have always been able to get partners are the winners.

**Variation:** Use skip or gallop step in place of marching. This is also fun done to music. When the music stops, take a partner.

### Story Play

#### On a Tight Rope

With arms out at sides and up on tiptoes, walk the rope. Balance from side to side, move forward and backward with short quick steps. Those who are very daring should bend down slowly to touch one knee to the rope.

#### Seesaw

Three children make the seesaw. The middle child extends both arms out to the sides. The two outside children face him and with both hands take the hand extended toward them. To seesaw, the middle child tips to the right and the child on the right bends

down. Now the middle child tips to the left and the child on the other side bends down as the other straightens up.

## Relays

### Farmer and the Crow Relay

The class is divided into teams. The first player on each team is the farmer, the second is the crow, the third, the farmer, the fourth, the crow, etc. The farmer hops forward and plants seeds (bean bags or small, suitable objects) two feet apart along a straight line. He then returns and "touches off" the crow. The crow hops over each seed to the end of the line, turns around, changes to the other foot and hops back, picking up the seeds on his way. He then hands them to the next farmer, who imitates the first farmer's play. At the end of his turn each player goes to the end of his line. The team finishing first, with every one back in his original place, wins the race. If the game is repeated the farmers and crows change places. For fairness, indicate by a mark the farthest point at which the last seed must be placed.

## Indoor Play

### Seven Up

Seven children are chosen to come to the front of

the room while the other children hide their eyes. While their eyes are closed, the seven players tiptoes around the room and each child on the head. When all have returned to the front of the room, the teacher says, "Seven Up." The seven who were touched stand up. Each tries in one guess to name which of the seven players touched him. If he is correct he trades places with the player. If he isn't correct he sits down. After all seven have guessed, the game continues.

## Activities for Fifth Week

### Self-Testing

**Porch Swing:** Sit on floor with knees bent and hands flat on floor at sides. Straighten arms so that weight is held by arms. Rock body back and forth as in a swing. Count number of swings.

**Seal Flop:** Support weight face downward on hands and toes. With a push-off with hands throw body upward, clapping hands before returning to starting position.

### Games

#### Germ and the Toothbrush

**Formation:** The players represent the teeth and join hands in a semicircle which forms the mouth. One extra player, the germ, stands behind and another player, the toothbrush, stands in front.

**Action:** The germ hides behind one of the teeth and the toothbrush chases the germ. The children let the toothbrush through their joined hands, but the germ has to duck under or step over, trying to keep from being caught. When the germ is tagged, a new germ and toothbrush are chosen.

#### Johnny-Jump-Ups

**Formation:** The players represent flower seeds, Johnny-Jump-Ups, and they scatter about the play area

and take a squat position. One player is leader.

Action: Explain that the seeds are waiting for a chance to spring into life. The object of the game is to see whether the boys or the girls are quicker in their reactions and more accurate. If the leader claps his hand once, the boys jump up. If he claps twice, the girls jump up. If he claps three times, they all jump up. Keep score. Every time a boy jumps up when he should be down, one point is scored for the girls, and vice-versa. A whistle may be used instead of clapping the hands.

#### Story Play

##### Snail Shell

The class is in single file with one pupil as the leader. He leads the class around and forms a large circle, but does not close the circle. Instead, he goes inside the circle, making smaller concentric circles until he reaches the center. This resembles the snail. The pupils must follow closely behind one another and not get out of line. When the leader reaches the center, he reverses his direction and starts to unwind the snail. He walks in the new or opposite direction until the group is in one large single circle again. The pupils may hold hands at first so that there is no break in the line. Later,



they can follow without holding hands and may walk fast or run. It is a good warm-up activity for a cold day.

#### Playing With a Jump Rope

There are many variations possible and the class might suggest some after trying those listed here.

Jump lightly on toes of both feet and move the arms as if you were swinging a rope.

Alternate jumping first on one foot then on the other.

Jump on the right foot three times in succession and then on the left. Keep alternating.

Jump rope in couples, partners facing. One should swing the rope and both should jump together as the imaginary rope passes under their feet. This will necessitate timing by the partners and counting may help to keep them together.

#### Relays

##### Soccer Relay

Draw two parallel lines, the first twelve to twenty feet, and the second thirty-five feet from the starting line. Formation for play is the same as in simple relay. The leader of each team, holding a soccer ball, runs to and across the thirty-five-foot line, turns and runs back to the twelve-foot line,

from which point he rolls the ball across the ground (as in kick ball) to the waiting player. If the ball is so inaccurately rolled that the waiting player can not reach it, the pitcher must recover it, return to the twelve-foot line and roll it again. A more difficult form would be to dribble the ball with the feet to the thirty-five-foot line, then back to the twelve-foot line, and from the twelve-foot line kick the ball to the waiting player.

### Indoor Play

#### Letter Cards

Players are divided into two teams. A set of alphabet flash cards is used. A category is selected, and as the leader holds up a letter card both teams try to call a name beginning with that letter. The team calling a correct word first wins a point. Categories might be as follows: trees, fish, birds, vegetables, fruits, rivers, cities, animals, authors.

## Activities for Sixth Week

### Self-Testing

#### V-sit

Sit on the floor with legs extended forward. Rock back on buttocks, raising both legs off the floor (or ground) and arms sideways to shoulder height. Balance in this position as long as possible.

#### Wiggle Walk

Stand with heels together and toes pointed outward at an angle of forty-five degrees. Simultaneously raising the right heel and the left toe, move in straight line to the right, by shifting weight to right heel and left toe and raising right heel and left toe, thus standing alternately in toes-in and toes-out position.

### Games

#### Link Chase

Formation: The players are scattered around the room. Choose two couples to be "It." Each couple joins inside hands.

Action: Each couple runs after the other players and tries to tag one of them. Anyone tagged must join the link by taking hands with the chain that caught him. If the chain breaks, the hands must be joined again before the chase continues. Any player

caught while the chain is broken does not have to join the chain. The chain getting the greatest number of links is the winner.

#### Meet at the Switch

**Formation:** One player stands in front of the group with a bean bag or ball in each hand. The other players are in two lines at the starting line.

**Action:** When the leader says, "Go," the first two players run up, take a bean bag or ball, and continue around the group in opposite directions, meeting in the back of the group as cars at a switch. They continue on around and the player who puts the bag or ball in the leader's hand first wins.

#### Story Play

##### Morning Glory

Eight children sit in a circle with their legs toward the center, all feet touching. Each player reaches forward and touches his toes with both hands, lifts his arms upward, and bends his back slowly to the floor. Arms are stretched over head. The represents the opening of the morning glory. He returns to sitting position again, touching the toes with the hands to illustrate the closing of the morning glory. This is repeated several times.

### At the Square Dance

With arms folded and held high at the chest, skip around passing the others back to back.

### Baseball Game

The children practice throwing, catching, and hitting the ball. They can run to base and catch a fly ball.

### Elevator

From a low squat position, slowly straighten up, "Going Up." Slowly return to a squat position, "Going Down."

### Giants

The children stand very tall and move with big lumbering steps. They step now and then to beat their chests.

## Relays

### Heel Grasp Race

The performer stands behind the starting line, bends both knees and grasps his heels with his hands—left hand on the left heel, right hand on the right heel. Retaining this position he walks forward to the finish line. Any contestant releasing either or both hands from his heels or falling so any part of his body, other than his feet, touches the floor, is eliminated. The race is started and judged as the

straight-away run. From ten to twenty yards makes a good race, according to the age and skill of the contestants.

### Indoor Play

#### Hen and Chicks

A player is chosen to be in charge. He selects a child to be the Hen and asks him to leave the room. Then the child in charge touches five players on the head. They are the chicks. The Hen comes back into the room. All of the children have their faces hidden with their heads down on their desks. As the Hen says, "Cluck, cluck," the five chicks say "Peep, peep." The rest of the players keep silent. The Hen has five guesses to see whether he can name the chicks. If he succeeds he may be the Hen again; if not, a new Hen is chosen and the game continues.

## Activities for Seventh Week

### Self-Testing

**Balance With Eyes Closed:** Standing on the left foot, place the right foot at the left knee. Raise arms sideward. Close eyes and see if balance can be maintained for ten counts. Reverse.

**Bear Walk:** Bend forward keeping the knees straight, touch the ground with both hands. Walk forward on hands and feet.

### Games

#### Circle Pass Ball

**Space:** Playground, gymnasium, playroom, or schoolroom.

**Equipment:** One ball for every twelve players.

**Number of players:** Eight to twelve players.

**Formation:** Single circle, facing inward. There should be a space of three or four feet between players.

**Game:** The ball is thrown from one player to another. After children become more skilled, the ball may be thrown to any player in the circle and does not have to be passed in any regular order.

**Scoring:** Each class should work out its own method of scoring. eg. two circles with the first to complete designated number of round winning one point.

Hints to teachers: There are many games of this type. Give children an opportunity to develop catching and passing skills. Teachers should "make up" games which help provide this opportunity.

Analyze difficulties and help children achieve success.

#### Cat and Rat

Space: Playground or gymnasium.

Equipment: None

Number of players: Any number.

Formation: Single circle facing inward.

Game: A cat stands outside of the circle, a rat stands inside. All other children join hands. The cat tries to catch the rat who dodges in and out of the circle. The children try to prevent the cat from catching the rat. When the leader calls open windows, all children in the circle raise their arms thus giving the cat and rat more freedom. The signal close windows is given at a moment when the rat seems to be in danger, and the children rejoin hands. When the cat catches the rat or these two have run enough, a new cat and rat are chosen.

Hints to teachers: If the boys tend to monopolize the game, have a boy and a girl as cat and rat. After being caught have a boy choose a girl and a girl choose a boy.



The cat should not be allowed to break through or jump over the arms of the players in the circle in an effort to catch the rat.

### Story Play

#### Cutting the Grass

Running lawn mower: Walk around, pushing lawn mower with both hands and making "R-r-r" to imitate sound it makes.

Raking grass: Face front of room. Reach forward and to either side with long strokes. Rake grass into piles.

Gathering grass: Pick up big handfuls and put into wheelbarrow.

Dumping grass: Run with wheelbarrow to large pile of grass.

Emptying wheelbarrow: Take out large handfuls and throw onto pile.

### Relay

#### Arch Ball Relay

Players stand with hands over head, ready to receive ball. On signal, first player passes ball over head to second player, second to third, etc. When the last player receives the ball, he runs to the front of the line and holds the ball over his head. The first line to complete this cycle wins.

After the children develop skill in handling the ball, this relay may be made more interesting by having the last player run to the front of the line and pass the ball to the next player, etc., until original "first" player is in his starting position again.

### Indoor Play

#### Architecture

Children sit in their seats with feet on floor, under desks. Since this is a relay race, rows must be even. A space on the blackboard is assigned to each row. A piece of chalk is placed at each space. The object of the game is to design a house, using only straight lines. Each child may draw only one line. On signal, the first player of each row runs to the front of the room, draws one line, puts the chalk on the rack, runs back to his seat. After he is seated, the second child goes to the board, etc., until all children have had a turn. The row with the best house is awarded a point.

Hints to teacher: In all relays, if rows are uneven, have child in rows which have one less player run twice.

Be sure children keep their feet out of aisles. If running is inadvisable, have children walk to and from the blackboard.

The game may be adapted to any age group. It may be adapted also to any phase of the curriculum, i.e., The first child writes a letter on the board, the second adds the next letter in order. Or, the first child writes a number, the second writes another and adds, etc.

## Activities for Eighth Week

### Self-Testing

**Forward Jump:** Stand on a line with the feet slightly apart and jump forward landing on the toes of both feet with knees slightly bent.

**Forward Jump Onto One Foot:** Stand on both feet. Jump forward and land on one foot.

**Forward Hop:** Stand on one foot and hop forward landing on the same foot.

**Backward Jump:** Stand on both feet and jump backward landing on both feet.

**Backward Jump Onto One Foot:** Same as two but backwards.

### Games

#### Two Deep

Arrange players in a circle. Choose one player for "It" and another for a runner. "It" chases the runner and attempts to tag him. The runner becomes safe when he steps in front of a member of the circle who in turn becomes the runner. "It" continues to chase the runner and in turn becomes the runner when he is able to tag the runner.

This game can be played with fewer children than the game Three Deep which is played according to similar rules. This may be played in a circle or in

scattered positions.

#### Guard the Castle

Equipment: Soccerball, volleyball or play ball--an Indian club or any other article which will stand on end not over twelve inches tall--milk carton.

Field: A twenty-five foot circle.

Players: Six to thirty.

Game: The players stand in a single circle. One player stands in the center, guarding the castle (Indian club.) Some player in the circle throws the ball, trying to knock over the castle. The one in the center guards the castle with hands, feet or body, so that it will not be knocked over. When the castle is knocked over, the one who throw the ball becomes the guard. After the game is learned, it is interesting and more exciting to play with two balls. Also more castles and guards may be used.

#### Relay

##### Rescue Relay

One player is at a designated goal opposite his team. This person may either sit or stand. On the signal each member in turn runs to this spot and exchanges places with the one who is there. The one released runs back to the end of the line. Each man is rescued in this way. The last man to run out does

not stay but brings back the one to be rescued by joining hands and returning together.

### Story Play

#### Brownies

Brownies come out at sunset--creep out of their desks, which are their houses in trunks of trees. They exercise their legs which are cramped from inactivity and skip around. They creep very quietly into the woods to see if any one is near. If they hear anyone coming they stop quickly. They peep into the windows of an old hut--stretch high. Seeing a poor old lady asleep with the house in disorder, they tell each other of their surprise and decide to help. The brownies gather wood, sweep floor, wash soiled clothes, wring them out, hang them up to dry, wash dishes and windows. As day breaks, the brownies skip home to trunks of trees.

### Indoor Play

#### Bean Bag Backward Passing Relay

Alternate rows of children stand at right side of their seats. The front player in each row holds a bean bag. At a signal the leaders raise the bean bags overhead with both hands and drop them to the floor. The second players pick them up and repeat the same play. When the last players get the bags they run

down the aisle to the left of the seats and take the head position in the row after all other players have moved back one seat. The team wins which first returns the original first player of each row to the head of the line.

## Activities for Ninth Week

### Self-Testing

**Chicken Walk:** Assume squat position, feet together, knees apart. Place hands outside of thighs and clasp them tightly in front of legs--below knees. Taking very short steps, walk forward.

**Crab Walk:** From a squat position, reach backward and put hands flat on floor without sitting down. Walk in direction of feet, keeping head and body in a straight line.

### Games

#### Circle Race

**Space:** Playground or gymnasium

**Equipment:** None

**Number of players:** Any number.

**Formation:** Single circle facing in.

**Game:** Players count off by four. Leader calls a number one to four, and all players so numbered step out of circle and run around the circle. All players should run to the right. Each runner tries to tag the runner in front of him. Players who are tagged go to the "Soup Pot" in the center of the circle. Continue game in this way.

**Scoring:** Players stay in circle and continue to play until tagged.



Hints to the teacher: Be sure children do not tag too hard. If a child falls, he should be allowed to regain standing position before being chased. Call more than one number, e.g., numbers two and four. If players are in good physical condition, they may run around circle two or three times.

#### Crossing the Brook

Space: Playground or gymnasium

Equipment: None

Number of players: Any number

Formation: Single file behind leader

Game: Two lines two to four feet apart are drawn to represent the brook. Each child takes his turn at jumping the brook. If he fails to jump the space, he has wet feet. The distance is increased from time to time. Children may be eliminated if they fail to jump the brook, but each child should have several turns before being eliminated.

Scoring: No team score.

Hints to the teacher: Graduate the width of the brook so each child may be successful for a least a few jumps. If there is a great difference in ability of the children, or if the class is large, have several brooks going at the same time. Be sure children know how to land after jumping. (Land on balls

of the feet, heels off floor, and knees slightly bent to absorb the shock.) Children may jump from edge of brook or run from a given starting line before jumping. You may use two ropes instead of drawing lines.

## Relay

### All Up Indian Club

Teams line up single file behind leaders, behind starting line. An Indian club or empty milk carton is placed in front of each team on a line twenty to thirty feet from the starting line. On signal, first player runs down and knocks club or bottle over, runs back and tags second player who runs down and sets up the club. This player runs back and tags third player, who knocks club over, etc., until everyone has run. First team to complete relay wins.

## Story Play

### A Ride on the Magic Carpet

Story and (Action): Look down there. See the wild ponies galloping! (If space is limited, gallop in place beside desk. If possible, gallop around the room--All children if group is not too large; a few at a time if necessary.) Isn't that an awful storm over there? The trees are almost touching the ground. (Keep feet stationary. Twist and bend trunk as far as possible, forward and backward, sideward, up and

down. Use arms.) See the elephants in the jungle with their slow, lumbering step? (Give the impression of being heavy animals, moving quietly and slowly.) Aren't the ships in the water pretty as they roll from side to side on the quiet water? (If floor is clean, sit on floor and sway from side to side. If sitting on floor is impossible, stand.) Now the water is getting rougher and rougher. How the ships are tossed around! (Quick and jerky twists and bends.)

Watch those sailors. See them pull that rope with long, slow pulls. Whatever they are pulling must be heavy; they are working so hard. (Using appropriate arm and body movements, tug and pull at a heavy object.) Over there are others pushing that heavy box. See how they use their feet, trunk, and arms? (With one foot ahead of other in a wide stride position, tilt body forward and push--push.) Down below is a school yard. See the children skip and then run. They must be playing a game. (Skip and run alternately.) Now it's late in the afternoon and we are over a farm. See all the ducks waddling slowly into the barn? (In deep knee position, walk slowly around room. Then back to seats.)

## Indoor Play

### Bean Bag Toss

Players line up in the aisles between desks or in any suitable space in the room. Draw three concentric circles in front of each team. Each circle is given a numerical value. Distance of circles from first player and value of each circle will be determined by the age of the players.

Give each first child three (less, if fewer bags are available) bean bags. He tosses the bags, one at a time, into the circles. If the bag rests on a line, the player is given credit for the circle of higher value. The game continues until each player has had an opportunity to toss the bags.

This game is not a race. Accuracy counts.

## Activities for Tenth and Eleventh Weeks

### Self-Testing

**Duck Walk:** Assume a deep knee bend position with hands on hips and walk around.

**Frog Jump:** From squat position with hands together on floor well in front of body, travel forward by leaping forward to hands, bringing legs up to squat position. Place hands well in front of body again and repeat.

**Human Loop:** Clasp hands in front, step through this loop first with one foot then the other. Hold hands in back and reverse the action.

**Jump Backward:** Stand on both feet. Jump backward landing on both feet. Repeat several times.

**Lane Dog:** Walk on hands and one foot with other leg held high, imitating a dog with a sore foot.

### Relay

#### Bounce and Catch Relay

Children line up in a single line formation. One child of each team acts as leader. Each leader has a ball in his hands. He stands at a point eight or ten feet in front of the team. On signal, he bounces the ball to the first player who bounces it back and then

goes to the end of the line. When the leader receives the ball from the first player, he bounces it to the second and so on. The game continues until the players are back in their original positions. The first team to complete the circuit wins.

#### Farmer and Crow

The first player in each line is the farmer; the second the crow; the third the farmer; the fourth the crow, etc. The farmer has a stick, stone, or any object. On signal, the first farmer in each line runs to a designated spot directly in front of his own line and plants (places, cannot throw) the object on the ground, runs back to his line and touches the next player who is a crow. He runs down, picks up the object and takes it back to the next player, a farmer, who runs down and plants it, etc.

### Games

#### Dare You Cross the River

Space: Playground or gymnasium.

Equipment: None.

Number of players: Any number.

Formation: Two shore lines are drawn at opposite ends of the play space. All but one child stands on dry land. The odd player, "it," stands in the river.

Game: "It" says, "I dare you to cross the river."

The players all try to run to the opposite shore without being tagged. Any player tagged is eliminated.

Scoring: Game continues until only one player, the winner, is left.

Hints to the teacher: Those tagged should really join the center player and help him catch the other players. However, children of this age group frequently try to get tagged so they may be in the center, hence the above version. The latter procedure, however, keeps all the children more active and for that reason may prove preferable.

#### Double Tag

Space: Playground or gymnasium

Equipment: None

Number of players: Any number

Formation: Players in couples, scattered over playground.

Game: All but two children are arranged in couples. One of the two free players is runner, one tagger. Tagger chases free player who runs until he can take the hand of one member of a couple. The third member of this group now becomes the runner when the tagger attempts to tag. If the tagger successfully tags the runner, the runner becomes the tagger.

Scoring: None

Hints to the teacher: Be sure children keep to right in running. If one couple is successful more than three times, select another set of partners to be "it."

### Story Play

#### Halloween

Jump over the fence into the field where the pumpkins grow. (Jump over seat into next aisle.) Bend over and hunt for big pumpkin for your jack-o-lantern. (Bend forward and downward.) Steep down and lift one up. Run home with it. (Steep, lift pumpkin and run in place.) Make lantern. (Sit down, cut off top, take out seeds, and light candle.) Playing with lantern, run to the window. Hold the lantern high up to the window. Hear someone coming, so steep down quickly to hide. Creep along to the next window. Can hardly reach this window, so have to stretch up on toes. Run home--softly on tiptoes. Blow out candle in lantern.

### Indoor Play

#### Catch and Drop Relay

Every other row participates. Players stand in aisles. There should be an equal number of participants on each competing team. The first player in each line has a bean bag. On signal, he raises his



hands over his head and drops the bean bag on the floor behind him. The second player picks it up, drops it between himself and the third player, etc. When the last player picks it up, he runs down the aisle, to the front of his line and the relay is continued until the team is back in its original position. The first team to return to this position wins. No team may win unless all players are standing quietly and the line is straight. Award five points for first place, three points for second place, and one point for third place.

#### Desk Swing

Children stand in aisles between desks. Each child places one hand on desk at right, and one on desk at left. Children support weight of body on both hands, raise feet off the floor, swing back and forth. Have one child hold each desk securely to keep it from slipping.

## Activities for Twelfth Week

### Self-Testing

**One Leg Balance:** Raise arms and right leg forward. Hold for four counts. Return to position, repeat with left leg.

**Rocking Horse:** Rock forward to toes for two counts, then heels for two counts. Repeat in rhythm.

**Sit and Stand:** Cross arms and legs while standing. Sit on floor and return to standing position without uncrossing arms or legs.

### Relay

#### Catch, Throw, and Sit

**Space:** Playground or gymnasium

**Equipment:** Bean bags, playground ball

**Number of players:** Eight to twelve players on a team.

**Formation:** Single line formation. One member of each team, the leader stands about fifteen feet in front of his team.

**Game:** On signal, the leader throws the ball to the first player of his team, who catches it, throws it back, and then sits down. The leader throws the ball to the second player, who catches it, throws it back, and sits down, etc., until all players are

seated. If a player fails to catch the ball, he must recover it and return to his original position before throwing it.

Scoring: The team wins which has all its players seated first.

Hints to the teacher: Players may squat. Many different throws may be used. For variety, have the players line up so that each team helps form the side of a hollow square.

#### Games

##### Good Morning

Space: Playground or gymnasium

Equipment: None

Number of players: Any number

Formation: Single circle facing inward

Game: "It" runs around the outside of the circle. He taps one child gently on the back. The child who has been tapped and "it" runs around the circle in opposite directions. When they meet they stop, shake right hands, and say good morning. The child who returns to the vacant space first is "it."

Scoring: None

Hints to the teacher: Be sure to stress safety precautions necessary to avoid collision of runners. No child should be it more than two or three times in

succession. If the group is large, divide it and have several groups playing at the same time.

#### Attention Run

Space: Playground or gymnasium

Equipment: None

Number of players: Any number

Formation: Players are arranged in two even teams in lines facing each other about fifteen feet apart. Players should stand arms distance apart. Number each group and be sure children having same numbers are directly opposite each other.

Game: Leader calls "attention," hesitates and then calls a number. The two players having this number step forward, run to right around own team and back in place. Game continues in this way.

Scoring: The first player to return to attention each time scores one point.

Hints to the teacher: Have agreement that runner must not touch any player while running. Be sure to give everyone an opportunity to run.

#### Story Play

##### Putting

Run to the woods, carrying over the shoulder a bag in which to put nuts. Climb over stone wall.

(Climb over seat or substitute.) Walk through the carpet of leaves. (Lift knees high.) Jump over a little brook, for the trees are on the other side. Reach up and shake branches, standing on tiptoe. Throw things at the trees to make more nuts drop. Stoop and bend to pick up the nuts. Place nuts in bag. Lift the bag up, balance them on the head, and walk home with them.

### Indoor Play

#### Circle Activities

Children form a circle as large as room permits. All face the same direction. The leader gives signals for various activities, e.g., start walking. (Children walk between all other activities. They never stop completely.) Start hopping, make yourself as small as possible and continue walking, make yourself as tall as possible and continue walking. Bend knees slightly, grasping ankles, and continue walking, walk as if the heel of one foot and toes of the other are sore, walk with stiff knees. Walk on hands and one foot with other leg held high, imitating a dog with a lame foot, walk forward, making each step as long as possible, walk forward at a rapid pace, swinging arms vigorously (do not run), walk forward raising the bent knee of the advancing leg as high as possible each step.

## Activities for Thirteenth Week

### Self-Testing

**Ball Throw:** The ball is thrown in any style from behind a line. Measure from starting line to spot where ball first hits ground.

**Bear Dance:** Assume a deep knee bend position with one foot extended forward. Spring upward and reverse the position of the feet. Alternate changing the position of the feet. Hold arms forward to help maintain balance.

### Relay

#### Double Bounce

Teams are lined up in single-line formation. A goal line is drawn eight to ten feet in front of each team. The first player of each team has a ball. On signal, he runs to the goal line, bounces the ball two times, runs back and gives the ball to player number two and goes to the end of the line. Player number two runs to the goal line as soon as he is given the ball, bounces it two times, runs back and gives it to player number three and goes to the end of the line, and so on until players are back in their original positions. The first team to complete the circuit is declared winner.

**Midnight**

**Space:** Playground or gymnasium

**Equipment:** None

**Number of players:** Any numbers

**Formation:** Two lines are marked at opposite ends of play space. One player is designated as the bear and he stands behind one end of line in his den. The other children stand behind their home line at the opposite end of the play space. One of the children is designated as the leader.

**Game:** The leader, followed by all the children, walks toward the bear's den. Only the leader may talk to the bear. He says, "What time is it, old bear?" If the old bear says eight o'clock or eleven-thirty or twelve o'clock, the children continue to play around the den. When the bear answers midnight he runs after the children and attempts to catch as many as he can. The children who are tagged must go to the bear's den. After the bear is back in his den and the children are behind their home line, the game continues.

**Scoring:** None

**Hints to the teacher:** Be sure all children approach the den. Some timid children may lag too far behind.

Be sure the bear attempts to catch as many children as possible each time. At any time a large number of children reverse directions and run, some will fall down. Teach safety precautions--tag gently.

### Story Play

#### Preparing for Thanksgiving

Get flour, dip into flour barrel (under seat) and pour into bowl on table. Sift flour, both hands forward as if holding a sieve. Shake from side to side. Stir mixture, circular motion or arcs, alternating. Roll out crust, pushing forward and backward. Put pies in oven, bend over and open oven door. Get pie from table. Put pie in oven. Get another pie. Run out to play while the pies bake--one or more groups run around in a circle. Take pies out of the oven. Knew on fingers--fingers are burned while taking pies out of oven.

Children should be able to think of many other activities such as visiting a turkey farm.

### Indoor Play

#### Fill Ins

The object is to fill in the blanks with letters that will make words. The first and last letters are given. Put the words on the board and give the



signal to begin. Set a time limit.

Examples: M(ea)T    L(ea)P    C(or)N  
          B(ea)R    S(ee)M    J(ac)K

## Activities for Fourteenth Week

### Self-Testing

**Broad Jump (Standing):** Jump from a line. Toes must be behind line. Measure from line to nearest point of landing touched by any part of the jumper's body.

### Relay

#### Heel to Toe Relay

Arrange players in single-line formation. Designate a goal or turning line. On signal, the first player progresses toward the goal line by placing the heel of the advancing foot to the toe of the stationary foot. After turning at the goal line, the players run back, touching off the second player in line, etc.

### Games

#### Ring Call Ball

**Space:** Playground, gymnasium, or playroom

**Equipment:** Large rubber ball or volleyball

**Number of players:** Any number

**Formation:** Single circle facing inward. "It" in center of circle.

**Game:** "It" throws ball into air and calls the name of one of the players in the circle who must catch the ball before it bounces a second time. As skill is attained, player whose name is called must

catch the ball before it bounces. If person successfully catches the ball, he may be in the center.

Scoring: None

Hints to the teacher: Be sure "It" throws the ball high enough so child in circle has a chance to catch it. Be sure "It" calls the name immediately. Everybody should have a turn before any child has a second turn. After children learn how to control ball, change game so the person who fails to catch the ball is "It" thereby putting a premium on successful catching.

#### Story Play

##### A Trip to the County Fair

Now that we have put away our things, shall we walk to the county fair? (Walk naturally about the room or play area.) Here we are and the Merry-Go-Round is right in front of us. See the horses go up and down, up and down. (Grasp pole with hands, alternate between tall and squat position.) Shall we try to hit the shot with the hammer and see if we can ring the bell at the top? (Pick up heavy hammer. Lift it as strength permits and bring it down. A miss the first time--success the second!) Aren't the show horses lovely to watch? See how they strut.

They know we are watching them. (Walk with high knee raising.) Those ponies over there aren't proud. Just look at them galloping about. (Gallop in place or about room.) Over there the acrobat is walking the highwire. See how he uses his arms to keep his balance. (With arms extended sideward, walk wire.) Shall we try to hit the milk bottle with the baseball? (Use over-arm pitch. Throw ball at wooden milk bottles about fifteen feet away on a shelf.)

Look at those prize hogs. They are so heavy and so lazy. They can't move fast. (On hands and feet--not knees--walk about in heavy but quiet way.) Aren't those little children having fun on the teeter-totter? Up and down--up and down, they go. (Stand with feet wide apart. Sway from side to side. Keep knees straight and bend trunk from side to side, touching floor or ground, first on one side, then the other.)

Now it is time for the races for school children. Let us walk over to the meadow and join the other boys and girls. (Walk.) All six-and-seven-year-olds will run first. Then eight, nine, and ten-year olds. Then the older boys and girls. When your turn comes, and the leader says go, run as fast as you can to the line. (Run--grouping of children and number who run will be determined by space. If room is small, have

them run in place. Activity is essential. The story is incidental.)

Shall we join the folks who are going to see the prizes for cooking awarded? (Walk back to seats.)

### Indoor Play

#### Find the Leader

Children remain in their seats or may form a single circle around desks. A player is sent out of the room. One player in the room is selected leader. He starts any motions he chooses with his feet, legs, arms, head, etc. The other children follow his actions. The child who left the room is called back. He watches the children change activities and tries to locate the leader. Players follow the change of activities without looking directly at the leader. This must be done cleverly.

## Activities for Fifteenth Week

### Self-Testing

Chinese Push Up: Partners sit on floor, back to back with arms locked. They attempt to stand up without releasing arms. (It is done by pushing against each other and bringing feet close to the body.)

### Relay

#### Hopping Relay

Teams line up single file behind the starting line. One member of each team stands directly in front of his team on a line thirty-five to forty feet from the starting line. On signal the first player hops to him, goes around the "post" and runs back and tags off the next player, who does the same thing, etc.

### Game

#### The Ocean Is Stormy

Space: Playground or gymnasium

Equipment: None

Number of players: Any number

Formation: Two parallel lines about fifty feet apart are drawn on the play space. All players but one are behind one of the lines. One player, the fisherman stands between the two lines.

**Game:** The leader gives each child the name of a fish. Use three, four, or five names depending upon the number playing. It is more fun if these names are whispered to the children so the fisherman does not know to which group of fish individual children belong. The fisherman wanders around the ocean. He calls out one of the names of the fish represented. All children having this name try to reach the opposite shore without being tagged by the fisherman. If he calls "The ocean is stormy," all fish run.

**Scoring:** Children caught may be eliminated or may help fisherman catch other fish. However, some children try to get caught so they may be in the center. This should be discouraged. Alertness, speed, dodging, etc., should be emphasized.

**Hints to the teacher:** Be sure the children have sufficient time to rest between calls.

### Story Play

#### At the Airport

Children squat with feet together. Arms are straight out at the sides to make the wings of the airplane. They begin to move by shuffling forward. They begin to move then straighten their bodies slowly as the plane takes off. Keeping the arms

stiff they shuffle forward tipping and soaring through the sky. They land at the airport by reversing the action.

### Indoor Play

#### Jack and Jill

Ten to fifteen children make a circle in any suitable space. Select two children to stand in the center of the circle--they are Jack and Jill. Jill is blindfolded. Jill says, "Where are you, Jack?" Jack answers, "Here I am, Jill." Jill, using Jack's voice as a clue, tries to catch him.



## Activities for Sixteenth Week

### Self-Testing

**Corkscrew:** Place a small object or piece of paper at out side of right foot. Try to pick up the object with the left hand after passing left hand in front of the body, around outside of the right leg, forward between the legs and around in front of the right leg.

### Relay

#### Overhead Relay

Arrange players in single-line formation, arms distance apart. (Have first player stand still. Other players raise arms forward and move backward or forward, as necessary, to have outstretched fingers just touch upper back of person directly ahead.) Give the first person in line a ball of suitable size, a bean bag or some other object which may be passed. All other players stand with hands raised overhead. On signal, the first player passes (do not permit him to throw the ball) the ball back over his head to the second player, who passes it to the third, etc. When the last player receives the ball, he runs to the front of the line and passes it backward as before. Each player in the line must receive the ball; it may not be passed over the heads of two or more players.

The first team to return to the original position wins.

## Games

### Run for Your Supper

Space: Playground, gymnasium or playroom

Equipment: None

Number of players: Eight to twelve

Formation: All players but one join hands and stand in single circle facing inward. Have several circles if class is large.

Game: The extra player runs around outside the circle. He hits the joined hands of two players and calls "run for your supper." These two players run around the circle in opposite directions. The one who returns to his original place first becomes "it."

Scoring: None

Hints to the teacher: Game may be varied by skipping, galloping, hopping, etc., instead of walking.

## Story Play

### At the Zoo

The children walk around looking at the various animals in the cages. They imitate the animals.

Suggestions: The elephant swings and sways his trunk. The children bend forward from the waist. To make the trunk they clasp their hands together in

front. They take slow, lumbering steps, swinging arms from side to side.

The giraffe stretches his long neck. Make the long neck by clasping the hands and extending the arms up over head. Take small steps up on the toes.

The snakes lie on mats, palms of hands together, arms extended forward. They hold their feet together and point the toes. They wriggle forward in this position.

The monkeys sit on hunches, then swing from tree to tree.

The camel bends forward and takes careful, light steps. Make the hump by clasping the hands together in back of the shoulder blades.

#### Indoor Play

##### Huckle, Buckle, Bean Stalk

Select six to eight children to leave the room. All others remain in their seats. Hide a small object, such as a key, coin, or piece of chalk. At least half of it must be visible. The children return to the room to hunt for the object. They must not touch anything while searching. When a child sees the object, he does not point to it but quickly returns to his seat and says, "Huckle, buckle, bean stalk." The first child to find the object hides it the next time.

## Activities for Seventeenth Week

### Self-Testing

Hand Wrestle: Contestants toe opposite sides of the same line. On a signal they shake hands and each tries to pull opponent over the line. The player who first pulls opponent off balance is the winner.

### Relay

#### Jump the Pond Relay

Arrange players in single-line formation. A turning point is set up in front of each team, about thirty to forty feet away. Half way between the starting line and the turning point, draw two lines to represent the pond over which the players must jump. The width of the pond will be determined by the age and skill of the participants. On signal, the first player runs toward the goal line, jumping the pond enroute; he turns at the goal line and jumps the pond as he returns to touch off the second player, etc.

### Game

#### Run, Rabbit, Run

Space: Playground or gymnasium

Equipment: None

Number of players: Any number

Formation: Draw two lines about thirty feet apart. Divide the players into two teams, one the

foxes and one rabbits. The rabbits go to their home behind one of the base lines. The foxes line up behind the other line with their backs to the rabbits. Appoint a leader of the foxes.

**Game:** The rabbits venture forth into the play area and wander around. Suddenly, the leader of the foxes calls "Run, rabbits, run." The rabbits dash for home and the foxes try to tag them. All rabbits caught become foxes and help catch the remaining rabbits.

**Scoring:** The game continues until one rabbit, the winner, remains.

### Story Play

#### Baby Birds

The children take a squatting position on the floor, with their hands tucked under their armpits. They take light tiptoe hops around the room.

#### Butterflies

Fly and glide around the room with the arms spread wide. Light on the flowers and flutter your wings to keep balance. Fly on the other flowers.

### Indoor Play

#### Musical Arms

This is much like "Going to Jerusalem" but no

equipment is needed. Players are divided into two groups--one is the marching group, one the chairs. The chairs form a straight line one behind the other, and count off. All even numbers put their left hands on hips, all odd numbers put their right hands on hips. There is one less chair than marching players. Music is played if available, otherwise children simply begin to walk around when the signal to begin is given. When the music stops or the signal for stopping is given, each child tries to put his arm through the arm of a chair. One player is eliminated each time and one chair is taken out of the game. If a large number play, two or three may be eliminated each time by removing a corresponding number of chairs.

## Activities for Eighteenth Week

### Self-Testing

**Heel and Toe Jump:** Lean over and take hold of the toes of the shoes, grasping them between thumb and fingers. Keep a tight hold. Jump backward and forward without letting go of the toes.

### Relay

#### Roll and Catch Relay

Children line up in teams in single-line formation. One child of each team acts as leader. He has a ball in his hands. He stands on a line drawn eight to ten feet in front of the team. On signal, he rolls the ball to the first member of the team, who rolls it back and then goes to the end of the line. As soon as the leader receives the ball he rolls to the second player, who rolls it back and then goes to the end of the line. The game continues until the players are in their original positions. The first team to complete the circuit wins.

### Game

#### School Ball

**Space:** Playground or gymnasium

**Equipment:** Bean Bags or balls

**Number of players:** Eight to ten. If there are more children, organize several teams.

**Formation:** Children stand side by side, in a straight line facing the teacher.

**Game:** The teacher (or a child) throws the ball to the players in turn. If the player misses the ball, he must go to the end of the line.

**Hints to the teacher:** Different types of throws and catches may be taught in this formation. Older children may serve as teachers for the less skilled. The game may be played indoors as well as out of doors. After the children acquire skill, competition between squads adds interest. Change teacher frequently, if possible.

## Story Play

### Snowflakes

The children stand with feet apart and arms out at sides. They whirl and twist. One child may be the wind and blow the flakes through the sky.

## Indoor Play

### Pass the Cap

The children line up in the aisles between desks or in any suitable space in the room. All teams should have an equal number of players. Each player has a ruler in his right hand. The first player in each row has a ruler and a cap or hat. On signal, he places



his right arm over his shoulder, holding the cap on the ruler; the second player, using his ruler only, takes the cap from the first player and passes his arm over his right shoulder in such a way that the third player, using his ruler, may take the cap. When the last player receives the cap, he comes to the front of the line and the game continues until all players are in their original position. The first team to complete the circuit is declared winner. If a player drops the cap, he must recover it using only the ruler. He may not use his hands or feet.

## Activities for Nineteenth Week

### Self-Testing

Heel Slap: Jump high into the air, kick both heels backward and slap them with hands.

### Relay

#### Rescue Relay

Teams line up single file behind starting line. The captain of each team stands on goal line some thirty-five or forty feet distant. On signal, the captain runs to his team, takes the hand of the first player on his team, and both run back to the captain's original position. They must hold hands all the way. The captain stays but the player he took over, goes back after the next player, etc.

### Game

#### Squirrels in Trees

Formation: Divide class into groups of three. In each group number one and number two join hands to represent a hollow tree. Number three stands in hollow representing a squirrel. There should be one extra player, a homeless squirrel.

Game: At a signal from the teacher, all squirrels change trees and the homeless squirrel tries to find an unoccupied tree. The squirrel then without a tree becomes a homeless squirrel.

Hints to the teacher: Be sure all children have an opportunity to be a squirrel. Some children will try to admit only certain squirrels to their tree. Be sure they understand that any squirrel may come to a tree which is not occupied. A little more difficult adaptation of this game is to have two extra players. One is the hare and the other the hound. The hound chases the hare who runs to a tree in order to be safe. As he enters the tree, the player who is there must run, and the hound now chases him. A hare caught becomes the hound. Change runners frequently.

### Story Play

#### Circus Clowns

The clowns dance around the room. They stop now and then to do some tricks, such as balancing a stick on the chin or nose, juggling balls, walking a tight rope, or Jack-in-the-Box.

### Indoor Play

#### Red, White, and Blue

Two players must be in cahoots before the game is started. One goes out of the room or, if that is impossible, closes his eyes. The children decide on an object in the room. When the first player comes

into the room or opens his eyes, the partners begin asking questions: Is it this ink well? Is it this book? Is it Mary's sweater? Is it the clock? "Yes" beforehand, partners have agreed that the first object named after something red is the one the children have decided upon. Mary's sweater was red. The next time the right object is named after something white; the third time after something blue.

## Activities for Twentieth Week

### Self-Testing

**Jumping Jack:** Take a squat position with knees apart, arms crossed in front of body and weight resting on toes. From this position, jump to a standing position with feet apart, weight on heels with toes pointing up, knees straight, arms extended sideways. Repeat rapidly several times.

### Relay

#### Running Relay

Arrange the players in single-line formation. On signal, the first player of each team runs to a designated goal and back. As he crosses the starting line, number two runs to the turning point and back, then number three, etc., until all players are in original positions.

Variations: Hop to turning point, run back. Walk with stiff knees to turning point, run back. Duck walk down, run back. Lane dog down (on two hands and one foot) and run back.

There are many other variations.

### Game

#### Ankle Tag

**Space:** Playground or gymnasium

**Equipment:** None

Number of players: Any number

Formation: Designate a playing area so players cannot scatter too widely. Select one player to be "it."

Game: "It" attempts to catch a player. Runner may escape being tagged by touching his ankles. A tagged player becomes "it."

Variation: A player may escape being tagged by touching the ankle of another player.

### Story Play

#### Jack Frost

Jack tiptoes up to the windows to paint his pictures, then steps back proudly to admire his work. He puts his hands on his hips, winks, and nods approval. On his way to find another window, he nips some buds and flowers. He does this by snapping his fingers.

### Indoor Play

#### Silent Spelling Bee

Players are lined up in two equal lines in the usual way for a spelling contest. Words are called by the leader and spelled in the regular way except that a substitution is made for the vowels.

For "a" the player holds up the right hand.

For "e" the player holds up the left hand.

For "i" the player points to the eyes.

For "o" the player points to his open mouth.

For "u" the player points to another player.

Substitutions may be made for other letters:

For "r" the player rubs the top of his head.

For "s" the player whistles, etc.

If any of these letters are spoken or the wrong sign given, the player is sent to the foot of the line, or a point may be given to the side for each word that is spelled correctly. Substitutes may be made for any letters decided on.

## Activities for Twenty-First Week

### Self-Testing

**Knee Dip:** Stand on one foot, grasping the other foot behind the back with opposite hand. Try to touch bent knee to floor and return to standing position without losing balance. No other part of the body should touch the floor or ground. Free arm should be used for balance.

### Relay

#### Run and Throw Relay

Teams line up in single-line formation. The first player in each row has a ball. On signal, he runs to a goal drawn eight to ten feet in front of the starting line, turns and tosses the ball to the second player and then runs to the end of the line. Player number two, upon receiving the ball, runs to the ball, runs to the goal line, tosses the ball to player number three and goes to the end of the line. The game continues until all players are back in their original positions. The first team to complete the circuit is declared winner.

### Game

#### King Guard

**Formation:** All but two players should be arranged in circle formation. The size of the circle will be



determined by the number of players but it should be fairly large (forty to fifty feet.)

**Game:** One of the two players selected is king and stands on the throne (chair or box) in the center of the circle. The other player is the guard who protects the king. On signal, the players in the circle throw the ball at the king attempting to hit him. The guard attempts to keep the ball from hitting the king. He moves freely around the chair and bats the ball away.

**Scoring:** When the ball hits the king, the guard becomes king. The player who hit the king becomes guard.

**Hints to the teacher:** The ball must hit the king below the shoulders. Several kings and guards may be selected to add interest.

## Story Play

### Going Wading

Walk to the edge of the water and take off shoes and socks. Test the temperature of the water first with the hand and then with the foot. When you test with the foot, you find the water cold, and jump back, shaking the water off the foot. Now you are daring and try the test again. Being real brave, take high wading steps into the water.

## Indoor Play

## Simon Says

All players stand. Leader gives commands to be executed only if prefaced by "Simon Says." Those who do not follow this rule, sit down.

Examples:

"Simon Says, hands over head." (All children do this.)

"Simon Says, start jumping." (All children do this.)

"Clap hands." (Since this is not prefaced with "Simon Says," all those who clap take their seats.)

Be sure to alternate vigorous and less vigorous activities. Last child to remain standing becomes the new leader.

## Activities for Twenty-Second Week

### Self-Testing

**Measuring Worm:** Support body on hands and feet with legs extended backward. Keeping hands in place and knees stiff, walk on toes with short steps until feet are near hands. Then keeping feet in place, walk forward with hands with short steps until the original position is attained. Alternate with feet and hands.

### Relay

#### Throw and Catch Relay

Children line up in single-line formation. One child of each team acts as leader. He stands on a line drawn eight or ten feet in front of the team. Each leader has a ball. On signal, he tosses the ball to the first player who tosses it back and then goes to the end of the line. Immediately after catching the ball thrown by the first player, the leader tosses it to the second player who throws it back and goes to the end of the line. The game continues until all players are back in their original positions. The first team to complete the circuit wins.

### Game

#### Pull Over

**Space:** Playground or gymnasium

Equipment: None

Number of players: Any number

Formation: Members of two teams stand on opposite sides of a long line facing each other, at a distance of about four feet.

Game: When the signal is given, the players of each team reach forward and try to pull opponents across the line. No more than two people at a time may try to pull a member of the opposing team.

Scoring: The game is over when one team has pulled all members of the opposing team across the line.

Hints to the teachers: Unless closely supervised, this game may become very rough. Children's fingernails should be inspected. Long nails often cause serious scratches. Be sure teams are evenly matched. Boys and girls should not play this game together.

## Story Play

### Pop Corn

Each child squats in the pepper. They take a little jump to put the pepper over the fire. The children stay very still until they feel the heat. Now they lift one foot, then the other, very slowly. As the heat increases, they begin to rise and jump. Finally, they are standing and jumping on both feet

very lightly and quickly.

## Indoor Play

### Target Toss

Throwing for accuracy is always fun. Use any available equipment: balls, erasers, pieces of wood, little cloth bags filled with sand, beans, rags, cotton, straw, etc. The purpose of the game is to throw the object into a receptacle. Again use available equipment: wastebasket, empty carton, can, etc. Distance of players from target will vary with age group, weight of object, and size of available space. Play in relay formation, teams, partners, or as individuals. When young children play, one point may be scored for each successful attempt. When older children play, use scoring values related to their arithmetic.

## Activities for Twenty-Third Week

### Self-Testing

**One Leg Raise:** Sit on floor with legs extended forward and hands flat on floor behind body. Straighten body so weight is held on heels and hands. Now raise right leg off floor. Hold for several counts and return to original position. Alternate legs.

### Relay

#### Accumulative Broad Jump

Teams line up in single-line formation. Player number one from each team toes the starting line in front of his team, and jumps as far as he can. This distance is marked. Player number two walks to this mark and jumps as far as he can. The game continues until each player on every team has jumped. The team covering the greatest distance is declared winner.

### Game

#### Snatch It

**Space:** Playground, gymnasium or classroom

**Equipment:** Ball, stones, sticks, erasers, any of several types of articles--one less than the number of teams.

**Number of players:** Three to six players on a team.

**Formation:** Teams are arranged in single-file formation. Place balls, stones, or other articles being used, on a line about twenty feet distant. (In a classroom, environment of room will determine the distance.) Number the players of each team.

**Game:** The leader (teacher or student) calls a number, for instance, number three. The number three's run forward and try to secure one of the balls or other objects. One player each time will not be able to snatch an object, since there is one less object than teams.

**Scoring:** The player who fails to secure an object has one point scored against him. The team wins which has the lowest score when time is called.

**Hints to the teacher:** Be sure children understand safety precautions which must be followed to avoid injury in snatching the objects. In lining up teams, be sure children of equal ability are matched against one another. If the group is small, twice the number of objects may be used so each player must secure two before returning to the starting line.

## Story Play

### Rocking Horse

The children stand with one foot ahead of the other and keep the legs stiff. Both hands are placed forward

as if holding the reins. They rock back and forth.

### Indoor Play

#### Vegetables

Select six to ten children to come to the front of the room. Name each a vegetable. Other children close their eyes and the players in front of the room rearrange themselves. The children who are seated open their eyes and silently try to name the vegetables in their new order. The teacher then calls on a child who has indicated that he is able to name them all aloud.

Hints to the teacher: This game may be adapted to any age group. It may be adapted to any phase of the curriculum: e.g., give children names of lakes, states, airplanes, etc.



## Activities for Twenty-Fourth Week

### Self-Testing

Seal Walk: Hold the weight on the hands and toes, keeping the back flat. Move forward by walking with hands. Drag the toes.

### Relay

#### Kangaroo Relay

Teams line up, single file, behind a starting line. First player of team places a volleyball (or whatever is used) between his knees and at starting signal jumps to the line or post (approximately thirty feet away) on opposite side of play space, keeping the ball between his knees without touching it with his hands. If he loses the ball, he must get it and replace it at the point where it was dropped. After reaching goal, he takes the ball in his hands, runs back and gives ball to next player, etc.

### Game

#### Ten Trips

Space: Playground, gymnasium or classroom

Equipment: Bean bags, basketball, football, soccerball, or volleyball.

Number of players: Three to five on a team

Formation: Players stand about twenty feet apart. (In classroom the distance will be determined

by environmental factors.) Number two has the ball.

**Game:** On signal, the ball is thrown from number two to one to two to three to two. This is one trip and at the end of the trip the number two player calls "one." The second trip he calls "two" and so on until the ball has been ten trips.

**Scoring:** The first team to complete ten trips wins.

**Hints to the teacher:** Teach a variety of throws. Teach children how to catch and throw rhythmically and quickly.

## Story Play

### Rubber Bands

As the rubber band is stretched, each child stretches and reaches high over head, pulling up tall on tiptoes. As the rubber band is snapped, the children relax their bodies and collapse into a squat position. The stretch is done slowly, the snap comes quickly.

## Indoor Play

### Who Are You?

One child is selected to go to the center of the room; all others form a single circle around the outside rows. The child in the center is given a cane,

yardstick, or ruler and is blindfolded. The children in the circle walk around the room, all going in the same direction. When the blindfolded child raps on the floor or desk with his stick (or claps his hands if no stick is available), the players in the circle stop. The blindfolded one points to a player and tells him to imitate a noise made by a familiar animal. He then tries to guess to whom the voice belongs. If he guesses correctly, he may remain in the center, if not, the child who made the noise replaces him. If he is not successful after four tries, select a new center.

## Activities for Twenty-Fifth Week

### Self-Testing

**Single Squat:** Stand on one foot with other foot extended out in front a few inches off the floor. Bend to a full squat position and return to a standing position without losing balance. Try to keep heel flat on the floor. No other part of the body should touch the floor.

### Relay

#### Partner Pass and Run Relay

Teams line up in partner formation. Player one on each team has a ball. On signal, player one and his partner pass the ball back and forth as they run to the forty yard line and back to the starting line. When they cross the starting line, the ball is passed to the next couple who do the same thing. The game continues until all players are back in their original positions. The first team to complete the circuit is declared winner.

### Game

#### Brothers

**Space:** Playground or gymnasium

**Equipment:** None

**Number of players:** Any even number

**Formation:** Double circle, partners standing side

by side, inner circle facing clockwise, outer circle counter-clockwise.

**Game:** On signal, the players of each circle start walking forward. At a signal (whistle, clapping, etc.) each player goes to find his brother. As brothers find each other, they join hands and squat down.

**Scoring:** The last couple to squat down is eliminated. Continue playing until all but one couple have been eliminated.

**Hints to the teacher:** Have the children draw up rules which will help them avoid collisions. Vary the form of locomotion, e.g., walking, skipping, hopping, etc.

### Story Play

#### The Snowman

The children stand as big snowmen. One child, Mr. Sun, tiptoes around them causing them to melt. The children relax their bodies; the head, arms, and the rest of the body until each snowman drops to his hands and knees.

### Indoor Play

#### Boiler Burst

Arrange the seats so there is one more player than there are seats. This extra player stands at

the front of the room and begins a story. At its most dramatic point, the narrator says, "and then--the boiler burst!" when all players must change seats. The narrator tries to secure a seat for himself. The game continues with the odd player as "it."

## Activities for Twenty-Sixth Week

### Self-Testing

Squat Jumps: Assume a squat position, travel forward by short bouncing jumps. Keep body down as if sitting on the heels.

### Relay

#### Sitting Relay

Arrange teams in single file formations. Be sure there is sufficient room between teams. Players make a quarter turn to the left, all facing the same direction. They stand arms' distance apart, then maintaining this distance, sit on the floor or grass with legs straight out in front of them. Legs must be kept together and flat on the floor throughout relay.

On signal, player number one of each team stands and runs (jumps) over the legs of players two, three, four, five, six, seven, and eight, returns to his place by running in back of his team and sits down in his original place. As soon as he is seated, player number two stands and runs over the legs of players three, four, five, six, seven, and eight, runs in back of his team, jumps over number one and resumes his original position. Player number three runs over the legs of four, five, six, seven eight, then one and two, etc.

## Game

## Chain Tag

Space: Playground or gymnasium

Equipment: None

Number of players: Any number

Formation: Designate a playing area so players cannot scatter too widely. Select one player to be "it."

Game: When "it" successfully tags another player, the two join hands and run after someone else. When another person is caught he joins them, now making a chain of three. The game continues with the newly tagged players joining the end of the line. Players must keep hands joined. Both the first or last players in the chain may tag.

## Story Play

## Tin Soldiers

Keeping the body stiff, the soldiers march. Children like to do this to music.

## Indoor Play

## Poison Seat

Children sit at desks. Place a book on each empty desk. Also place a book on one additional desk. At signal, all pupils change seats, trying to get one without a book, as the seats with books are poisoned.



The player failing to get a seat goes to the back of the room. After each trial place a book on another occupied seat. Continue giving signal until all but two are eliminated. These are the winners. As a variation, seats may be raised instead of books being placed on desks.

## Activities for Twenty-Seventh Week

### Self-Testing

**Stiff Leg Bend:** Place a small stone or similar object close to the left heel. Stand with knees straight, lean forward and pick up stone with left hand. Knees must always be straight.

### Relay

#### Soccer Relay

Teams line up in shuttle formation. Player number one dribbles the soccerball with the inside of his feet, to the player opposite him, player number two, and goes to the end of that line. The ball is dribbled back to player number three of the opposite line by player number two who then goes to the end of that line. The game continues until the players are back in their original positions.

### Game

#### Elimination Ball

**Space:** Playground or gymnasium. Any area approximately forty or fifty square feet.

**Equipment:** Soccerball, volleyball, or similar size rubber ball

**Number of players:** Any number

**Formation:** Players scatter over play area

**Game:** Toss ball into playing field. Each player

attempts to eliminate another player by hitting him with the ball while it is on the fly. If a player is hit he immediately leaves the field. A player is eliminated if he steps over the boundary lines to avoid being hit.

**Scoring:** The game is completed when only one player, the winner, remains.

**Hints to the teacher:** Caution children against throwing the ball too hard when they are near an opponent. Players are eliminated only if hit below the shoulder.

## Story Play

### Toad Hop

Deep knee bend and place both hands on the floor. Take a high jump and land in the same position. The frog now rests and looks all around him, blinking his eyes, and then he jumps again.

## Indoor Play

### Blackboard Relay

The competing rows should be placed equi-distant from the blackboard. Each row must have an equal number of players in it. The first player in each row has a piece of chalk. At a signal this player runs to the board and makes a mark with the chalk. He then returns, sits down, and hands the chalk to the next

player behind him, who runs to the board and makes his mark. This continues until the last player has made his mark and has returned to his seat. Later, players may be required to make a cross, capital letter, question mark, write a word, etc. The row wins whose last player first returns to his seat.

a foot with one hand and

## Activities for Twenty-Eighth Week

### Self-Testing

**The Top:** Stand with feet fairly close together. Jump upward in the air and try to make complete turn in the air before landing without losing balance at the finish. To do this stunt correctly, feet must be in the same spot at finish as they were in the beginning.

### Relay

#### Sore Toe Relay

Arrange players in single-line formation. On signal, the first player of each team takes hold of the toes of one foot with one hand and hops to a given line. As soon as he crosses the line, he releases his foot and runs back to tag the next person in line, etc.

### Game

#### Skin the Snake

Divide the players into two teams of any number and place them in parallel files. Have the players stand at stride with feet well apart. Each player reaches between his legs with his right hand and with it grasps the left hand of the player behind him. At the signal, the line moves backward, the rear player lying on his back, still holding the hand of the player in front. Each player lies down as his turn comes. Players lying on the floor should keep their

legs close to the body of the player in front. When the entire file is on the floor, the rear man rises, moves forward, and the others in turn do likewise. The team wins which first has all of its players on their feet with all hands still clasped.

## Story Play

### Automobile Relay

Arrange the teams in parallel files and number the players of each team. Give each number specific instructions which he is to follow when his turn to run comes: All number ones represent a car with a flat tire going to the garage (hop on one foot to the turning line and run back.) Number twos represent a car with carburetor trouble (take three steps forward and two backward to the turning line and run back.) Number threes have a wheel off (go on two hands and one foot to the turning line and run back.) Number fours have a battery burned out (pushed by number five to the turning line; both run back.) Number sixes represent a car that is all right but an old car (run on all fours both ways.) Number sevens represent a car that will run in reverse only (run backwards to the turning line and back.) Number eights represent a good car (run fast both ways.) If there are more players, other situations can be easily added.

Award five, three, and one point for each runner who fails to follow instructions all the way.

## Indoor Play

### Message Relay

This ever-popular relay calls for mental alertness more than physical ability. Place the captains on the turning line opposite their teams. Give each captain a folded card on which a brief message of not more than ten words is written. All cards contain the same message. At the signal, the captains open the cards and read the messages. When a captain is sure he knows it, he drops the card on the floor, runs and gets the first player in his file and returns with him whispering the message to him on the way. When they reach the turning line, the captain stays there and the first player goes back to get the second. Continue until all have run. When the last player of a team gets the message he runs to the leader who is stationed near the starting line, and states the message to him. Since the messages as stated are invariably far from correct, the team turning in the nearest correct statement is declared the winner.

The captains should be cautioned to read the message deliberately before running. When the captains drop their cards the leader should immediately pick them up. The players should be warned to run slowly and pay attention to the message.

## Activities for Twenty-Ninth Week

### Self-Testing

Crane Dive: Lay a piece of paper or cardboard on the floor or ground. Stand on one foot, raise the other foot backward. Use arms for balancing. Attempt to pick up the paper by bending forward and then return to original position without losing balance.

### Relay

#### Paper-Walking Relay

The turning line should not be more than fifteen feet distant. Place two newspapers folded twice, or two pieces of cardboard, on the floor in front of each team. At the signal the first player steps on the paper, bends down and grasps one of the papers in each hand. He places one of the papers forward, steps on it, then places the other forward, and steps on it. In this manner he makes progress to the turning line and back, touching off the next player who repeats.

### Game

#### Ball Roll for Accuracy

Drive a stick or flag in the ground and mark a throwing line sixty feet away. Each contestant takes turns in rolling a softball at the flag, endeavoring to cause it to come to rest near the flag. Each is given three throws. The one wins whose ball comes to rest nearest the flag.



**Story Play****Baseball Game**

The children practice throwing, catching, and batting the ball. They can run to base and catch a fly ball.

**Elevator**

The children straighten up slowly from a low squat position, "Going up!" Slowly return to a squat position, "Going down!"

**Giants**

The children stand very tall and move with big lumbering steps. They stop now and then to beat their chests.

**Indoor Play****Head-Balancing Relay**

A book is placed on the head of the first player of each team. At the signal the first player runs to the turning line and back and places the book on the head of the second player who repeats. The runner is not permitted to touch the book with his hands unless it falls off, in which case he must stop, replace the book, and take his hands off it before making further progress.

## Activities for Thirtieth Week

### Self-Testing

**Finger Feat:** With elbows at shoulder height, place hands across chest close to body, middle finger tips touching. Another player should then try to separate them by grasping the wrists and pulling steadily.

### Relay

#### Rope Skipping Relay

Opposite each team on the turning line place an eight foot skipping rope. At the signal the first player in each team runs to the turning line, picks up the rope and skips or jumps it any style four times; he then drops the rope and returns to the starting line, touching off the second player who repeats.

### Game

#### Forest Ranger

**Formation:** A double circle is formed, one player behind the other facing the center of the circle. There is one player in the center of the circle who is the forest ranger. The children in the inner circle are trees and those standing behind are runners.

**Game:** The ranger calls: "Fire in the mountains. Run, run, run." The runners immediately run around the circle to the right. After they have run around

the circle once or twice, the ranger claps his hands which is the signal for everyone to stop in front of a tree, including the ranger. The one not having a tree in back of him is the ranger for next time. The runners now exchange and become the trees.

### Story Play

#### Go in! Swim!

Run to the water. Throw off your clothes and, holding your nose, jump in. Now swim, dog paddle, breast stroke, and do the crawl. Reach the other shore, shiver, and jump up and down, then run for home.

### Indoor Play

#### Pass the Buck Relay

The players stand at stride, bend, and thrust the right hand back between the legs. At the signal the rear man slaps the hand of the player in front of him, who immediately slaps the hand of the man in front of him, and so the buck is passed to the front player. When the front player is slapped, he runs to the turning line, returns to the rear, slaps the hand of the rear man and then takes his position at the rear of the line. This continues until the original leading man is back at the head of the line.

## Activities for Thirty-First Week

### Self-Testing

**Full Squat:** Clasp the left wrist with the right hand behind the body. Bend the knees deeply until you can touch the floor with fingers of left hand. Keep the head erect and the back flat.

**Heel Click:** Jump into air and click heels together twice before landing.

### Relay

#### Ball-Pebble-and-Bottle Relay

Half way down to the turning line place three pop bottles in the path of each team and on the top of each bottle place a golf ball; at the turning line place three more bottles without balls. At the signal, the first player of each team runs to the bottles, removes the balls, and places them on the bottles at the turning line. He then touches off the second player who brings the balls back to the original bottles, and so on.

### Game

#### Hunter and the Deer

**Formation:** Draw two parallel lines, about four feet apart and twenty feet long, near a wall. These lines represent a deer path. All players, except one, are deer and line up at the end of the deer path. The extra player is the hunter and he stands in a circle

drawn on the floor fifteen feet from the deer path.

**Action:** The first deer in line runs the length of the deer path and the hunter attempts to hit him with the ball. The hunter may catch the ball on the rebound from the wall and take as many shots at the deer as he can before the deer reaches the end of the deer path, but he must have one foot on the circle. If the deer is hit, he goes to the end of the line; if not, he becomes the hunter. Each deer in line takes his turn running down the deer path. The ball must hit the player below the waist.

#### Indoor Play

##### Blackboard Target Throw

Draw a target on a blackboard in the playroom consisting of five concentric rings. The center ring is six inches in diameter and each succeeding ring is four inches from the one next smaller. Soft rubber balls in about the size of tennis balls are used. Place the balls in a pasteboard box with a little pulverized chalk in the bottom. The balls thus become covered with chalk and leave a mark when they hit the blackboard. Bean Bags may be used instead of balls.

Establish a throwing line twenty to thirty feet away, the distance depending on the age and skill of the players. Each contestant is given ten throws. The circles score from the center out as follows: five,

four, three, two, one. Balls striking on the line score in the higher circle.

### Story Play

#### Indians

With bodies bent forward, the children tiptoe through the woods, looking right and left. Soon all gather at the campfire to dance. All do a step hop around the fire, and, with hands to their mouths, give the Indian war cry.

#### In the Orchard

Skip to the orchard, pick off the apples on the lower branches, reach and stretch for some up high. Give the tree a shake and bend down to gather the apples that fall on the ground. Gather a basket full, put it on the shoulder to carry it home. Pick out a nice rosy-red apple, shine it up and take a bite.

## Activities for Thirty-Second Week

### Self-Testing

**Jump Foot:** Hold either foot with the opposite hand and jump through this loop.

### Relay

#### Feet and Club Relay

Opposite each team on the turning line, set up one bottle. At the signal, the first player of each team runs forward to the bottle, sits on the ground, and kicks the club over, and sets it up using only his feet. He then returns and touches off the second player who repeats.

### Game

#### Bull in the Ring

**Formation:** Players form a single circle, with hands joined. The players in the circle represent the bull pen and one player in the center is the Bull.

**Action:** The bull tries to get out of the pen by going over or under or by breaking the bars (clasped hands.) If he escapes from the pen the others chase him. The one who tags him is the next bull.

### Story Play

#### Rag Doll

Bend forward from the waist, let the head and arms

dangle in front. Bend the knees slightly and bounce a few times. Pull up to stand tall, swinging the arms back and forth. Then drop forward again.

### Indoor Play

#### I Saw

**Formation:** The players stand anywhere they choose in the play area. One player is leader.

**Action:** The leader marches around and stops in front of one of the players and asks: "What did you see?" This child answers, naming some action that he and the rest of the players can imitate. For example he might say, "I saw a horse galloping." The leader gallops and the rest of the children follow. The leader then chooses someone else to be the leader.

**Suggestions:** I saw a walking doll; I saw an elephant; I saw a boy swimming; I saw a bird fly; I saw a rabbit hop; I saw a mechanical soldier, etc.



## Activities for Thirty-Third Week

### Self-Testing

**Seal Flop:** Support weight face downward on hands and toes. With a push-off with hands throw body upward, clapping hands before returning to starting position.

### Relay

#### All Up Relay

Directly opposite each team at the turning line draw two tangent circles on the floor, two feet in diameter, and place three Indian clubs in one. Books set on end, bottles, or blocks of wood may be substituted for the Indian clubs. At the signal the first player of each team runs to the clubs, picks them up using one hand only, and sets them up in the other circle. He then returns and touches off the second player, who runs to the clubs and places them back in the original circle. The third player repeats the first player's action, and so on. If a club falls down before a runner reaches the starting line, he must return and set it up again.

**Variation:** The runner picks up one club at a time and strikes the top of the club on the floor.

**Variation:** Using one circle only, the runner, upon reaching the clubs, knocks them over with his foot and then sets them up again in the circle.

## Game

## Ankle Tag

**Formation:** Players are scattered about the play area. One player is "it."

**Action:** "It" tries to catch any of the other players. The runner may escape being tagged by grasping his ankles. Any player tagged becomes "it."

## Story Play

## Seesaw

Three children make the seesaw. The middle child extends both arms out to the sides. The two outside children face him and with both hands take the hand extended toward them. To seesaw, the middle child tips to the right and the child on the right bends down. Now the middle child tips to the left and the child on the other side bends down as the other straightens up.

## Indoor Play

## Hide Something

**Formation:** The children gather in the play area. One child is chosen to be the hunter.

**Action:** The group decides on something to be hidden. The hunter goes out of sight or blindfolds his eyes while the object is being hidden. After the object is hidden, the children call the hunter and he tries to find the object. When the hunter is close

to the object, the children clap their hands hard. When the hunter is far away, they clap softly or they do not clap at all; the method of warning may be varied by saying, hot or cold, or by raising the arms high when the hunter is near or lowering the arms when he is far away. When the hunter finds the object, he may choose another child to be the next hunter.

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## Activities for Thirty-Fourth Week

### Self-Testing

Side Leg Raisings: Assume a leaning rest position supporting weight on right hand and right leg. Raise and lower left leg. Do same supporting weight to left.

### Relay

#### Human Obstacle Relay

Station four men in line with each file between the starting and turning lines, ten yards apart. The first stands erect, the second at stride with feet well spread, the third in leapfrog position, the fourth erect. At the signal, the first player of each team runs around the first man, dives through the legs of the second, vaults over the third, runs completely around the fourth, and returns to starting line, touching off second player.

### Game

#### Germ and the Toothbrush

Formation: The players represent the teeth and join hands in a semicircle which forms the mouth. One extra player, the germ stands behind and another player, the toothbrush, stands in front.

Action: The germ hides behind one of the teeth and the toothbrush chases the germ. The children let the toothbrush through their joined hands, but the

gera has to duck under or step over, trying to keep from being caught. When the gera is tagged, a new gera and toothbrush are chosen.

### Story Play

#### Cowboys Throwing a Lasso

Place your feet in a stride position. Swing the right arm over head in circles as if you were swinging a rope. At the end of six or eight circles, step forward as if you were throwing a lasso.

After doing it from a standing position, mount a horse and repeat while riding. Gallop around the room and at the same time swing the right arm over head in circles in preparation for throwing. Gallop seven steps. On the eighth step, throw the lasso. Repeat several times.

### Indoor Play

#### Back to Back

Formation: Children stand two by two, back to back. One extra player is "it."

Action: "It" calls: "Change" and everyone changes places to find a new partner. These partners stand back to back. "It" also finds a partner, and the child left out calls the next signal change.

## Activities for Thirty-Fifth Week

### Self-Testing

**Triple Broad Jump:** The pupil toes the take-off line and makes three successive forward jumps with both feet together and without a pause between jumps. The distance is measured from the take-off to the nearest heel mark made on last jump. Use a standing start, also, running start.

### Relay

#### Dizzy-Issy Relay

The hilarious event is much enjoyed by both contestants and spectators, but it needs careful supervision.

Give the front player of each team a baseball bat. Station an official at the front of each team. At the signal, the first player holds his forehead on the upper end. He then runs around the bat five times. The official beside him counts out loud each time a circuit is made and at the end of the fifth circuit, slaps him on the back as the signal to run. The player then drops the bat and runs to the turning line, returns and touches off the second player, who repeats. Care must be taken to see that the bat is not lifted from the floor and that the player keeps his forehead on it.

The interest in this contest centers around the struggle of the dizzy runners to get to the turning line and back. When played indoors, it is well to station a man or two near the side walls, for the dizzy runner invariably runs somewhat off his course instead of straight toward the turning line, and occasionally falls forcefully against the wall. When a runner is heading toward the wall, the man stationed there should shove him off and prevent him from colliding with the hard surface.

## Game

**Leader Ball** - action as suggested above.

**Formation:** Several groups of eight or ten are formed. One player is leader in each group. The players line up facing the leader.

**Action:** The leader tosses the ball to each of the players in turn, and they return it to him. Any player who misses must go to the foot of the line. If the leader misses, he must go to the foot of the line and the player at the head of the line becomes leader.

## Story Play

## Locomotive

Bend your arms upward so that the hands are close to your shoulders. Clench the fists. Extend the

right arm forward and raise the left knee. Bring the right arm back and extend the left arm; at the same time, raise the right knee and lower the left. Continue this motion. At the beginning, move very slowly as a train starting up. Gradually increase the speed until you are running in place. The speed may be varied for climbing hills and for slowing down for crossings.

Form a line to represent a train with groups of pupils representing various cars, such as the engine, dining car, passenger cars, baggage car, and caboose. Use the same motion as suggested above, but move forward instead of in place. Move the arms and legs to count to assure simultaneous motion with your group.

### Indoor Play

#### Dog and the Bone

Formation: One child, the dog, closes his eyes and sits or stands in front of the others. Players sit on the floor behind him.

Action: The teacher points to one child who tiptoes forward to try and steal the bone. If he is heard by the dog, the dog barks and the child must return to his place. If he is successful, he becomes the dog.



## Activities for Thirty-Sixth Week

### Self-Testing

**V-Sit:** Sit on the floor with legs extended forward. Rock back on buttocks, raising both legs off the floor and arms sideways to shoulder height. Balance in this position as long as possible.

**Walrus Walk:** Rest weight of body on hands and toes, walk forward using hands only, dragging feet. Body should be in a straight line.

### Relay

#### Tunnel Relay

Place a player, preferably a larger one, in front of each team, at a point half way down to the turning line. Have these players spread their legs widely. At the signal, the first player runs, dives between the legs of the stationed player, runs to the turning line, returns, dives between the legs again, and then runs to the starting line and touches off the second player who repeats.

### Game

#### Posture Tag

**Formation:** Single circle is formed, two extra players standing in the center, each with a bean bag on his head. One is the chaser and the other is the runner.

**Action:** The runner walks quickly in and out of the circle while being pursued by the chaser. Each balances a bean bag on his head. The runner may escape by putting his bean bag on the head of one of the players in the circle. This player becomes the chaser and the former chaser becomes the runner. If at any time, either of the extra players drops his bean bag, he must give it to one of the players in the circle, who then takes his place.

### Story Play

#### Rowing Boats

You may do this sitting down or standing up. Reach forward with both hands to grasp the oars. Pull arms back evenly and hard, then extend both arms forward again.

This may be done in groups with one sitting behind the other as in a shell, or two may row together.

After you have learned a smooth rowing rhythm, sing, "Row, row, row your boat" and row to music.

Just for fun, have the group sit in three circles, one within the other. Use the song as a round and have the outside circle start to row and sing, followed by the second, and then the inner circle, each in turn.

### Indoor Play

#### Frog in the Middle

**Formation:** Players are scattered about the room.

One player is the frog and sits in the middle of the floor with his feet crossed in tailor fashion. If the group is large, have two or three frogs.

**Action:** The players call "frog can't catch me" and move toward the frog and tease him. The frog reaches out and tries to tag the players when they get close. If a player is tagged, he changes places with the frog. The frog is not permitted to move from his position at any time.

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on will receive it. A steering committee

## SUMMARY

Sound educational curriculum are developed through predetermined criteria which serve as "yard sticks," ways and methods by which education attempts to educate the total child. Reflective attitudes concerning needs and a curriculum based on the individual interests are vital to the development of a strong program.

This investigator studied various methods in operation, accepted criteria for program development and the existing needs and interests in the community. The child needs total education and through careful planning and organization will receive it. A steering committee, to study and formulate curriculum guide lines was established along with consultation from specialists in the area of elementary physical education. The total results were built on basic criteria yet adapted to fit the individual needs of the student. Study of the existing facilities and development of a program around these facilities, provided concern for the cost of operating such a program curriculum cost was important as initial funds were not readily available. The evaluation of the program and its benefits to the community became apparent only through extensive testing and re-testing. Extreme care in the administration and development of the curriculum provided the school and community with a sound foundation of elementary physical education.

## CHAPTER IV

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### I. SUMMARY

It was the expressed purpose of this study to study the effects of the origination, development and evaluation of a model program of physical education as it relates to the particular needs of Jamestown, Kansas, and other selected elementary schools in Cloud County with less than two hundred pupils enrolled.

The study attempted to answer the following questions:

(1) What were the existing and available physical facilities that could be used for physical education? (2) How much supervision in physical education was being offered in the elementary schools of Cloud County? (3) Did the classroom schedules allow adequate time for the development of an effective elementary school physical education program? (4) To what extent were the existing physical education programs financed? (5) What was the background of the personnel instructing physical education in the elementary schools?

Development of the program was based on accepted criteria and aimed toward the philosophy that physical education should provide an opportunity for the individual to grow in organic vigor, knowledge, appreciations and abilities for working together in a group. The consideration that

physical education becomes "a part of" rather than "apart from" the total elementary school program led to the integration of physical education into the total curriculum so that physical education became a necessary part of the total program, all pointing toward a totally educated child.

The development and administration of an effective program was bound by certain limitations. The initial program was dependent on existing facilities and a limited financial budget. Administration of an effective program depended on qualified instruction as well as a coordinated curriculum. The classroom teacher, who is the backbone of elementary school instruction, became the source of secondary instruction while the physical education instructor served as the primary source. There were interviews with other school administrators as well as classroom teachers and physical education specialists. Observations were made of similar programs in small elementary schools and information on developmental procedures and problems secured. This approach presented a background to build an effective "pilot program" that would serve the basic needs of the local community as well as aid elementary schools of similar size in Cloud County, in developing a qualified program.

## II. CONCLUSIONS

### Results of the Investigation

The original program was primarily designed for the

elementary school at Jamestown, Kansas. This program was developed through the help of specialists in physical education as well as school personnel who were familiar with local needs. The development of the curriculum produced an obvious need for larger facilities as well as a more functional school schedule. By the start of the second year of the program, budgeting and careful scheduling had allowed for expansion of the facilities as well as provided more time for instruction. It was discovered by this investigator that one large problem in the small elementary schools of Cloud County was the appropriation of adequate funds. Careful organization and administration delegated funds for the development of a basic curriculum. It was apparently necessary to increase the proposed school budget if the original curriculum was to be developed any further. Similar elementary schools of two hundred students or less provided no separate budgeting for physical education programs, although special funds were made available for art and music.

The ability of our planning committee to recognize and administer to needs of our school produced a program that was based on a limited budget, yet broad in curriculum design. The total enrollment of the elementary school was considered and each pupil was given the opportunity to develop attitudes and skills in every possible area of physical activity. Special concern was given to those students who

were physically or mentally slow or handicapped. Each child received full benefit of a curriculum designed to produce a well rounded and totally educated child.

This "pilot program" presented opportunities for high school students, interested in the area of elementary physical education, to work with children. It provided several students with a background which became useful in planning a future field of study. The classroom teacher who had little or no previous knowledge of elementary physical education had the opportunity to learn methods and procedures while aiding the physical education teacher in the administration of the curriculum. Progress in education has given rise to the self-contained educational unit. With a background in the planning and development of the curriculum, the classroom teacher could more effectively aid in the production of sound educational programs.

#### Problems of the Study

The development and administration of an effective curriculum produced several problem areas. It was necessary to evaluate the program on a basis of these obstacles and present positive solutions. The following list of problems were encountered in the process of developing this study.

1. There was a definite lack of adequate funds for the initial curriculum development along with no provisions made in the budget for the necessary funds.



2. Insufficient time was allowed for this investigator to make an adequate study. Limitations were incurred as persons to be interviewed became available only after school time. This often presented this investigator with the problem of making contact at the interviewer's convenience. Delegated responsibilities of this investigator further delayed proper observations and necessary study.
3. The use of the Jamestown High School physical education instructor as a coordinator and administrator in the elementary school program provided a need for very exact scheduling.
4. The problem of developing a curriculum around certain community customs involving scheduling of athletic practices for the elementary school, caused delays in program development and scheduling.
5. There was inadequate time set up for the effective administration of the original program. Recess periods were initially provided for physical activity while no supervision apparently was available. Revision of class schedules were necessary and the certain sacrifice of time by other departments became necessary.

These problems were encountered in the original planning and development of the "pilot program" and in most instances were overcome by the end of the second year of operation. Class scheduling was the most difficult problem as the ever present conflict with athletics, music and art provided constant revisions of the schedule.

### III. RECOMMENDATIONS

After conducting this study the following recommendations were drawn.

1. It is recommended that the elementary schools in Cloud County adopt a unified program of physical education as provided for by the office of the State Department of Public Instruction.
2. It is also recommended that the elementary schools, in Cloud County, provide adequate funds to promote a qualified program of physical education.
3. It is further recommended that the elementary school at Jamestown, Kansas, provide each classroom teacher with a syllabus of elementary physical education as provided for by this investigator.
4. It is recommended that a more detailed study be made with the physical education curriculum construction of existing programs in elementary schools in Cloud County.

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APPENDIX A

APPENDIX A

September 3, 1962

Dear Parent:

This letter will serve to introduce you to our new program of elementary physical education. Our Superintendent, Mr. Ekey, and I have set up a new program of physical education for the children of the first through the eighth grades. We plan to meet every afternoon except Fridays, which is designated for art in these classes. We would hope that each parent will feel free to come in and visit our classes and offer any suggestions they feel might aid in producing a more effective program.

If your child has not had the required physical examination card filled out and returned, please do so at your earliest convenience.

The first three grades will not be required to change clothes for physical education classes, however, all other grades will be given this opportunity. They will need:

1. White shorts
2. White shirt or blouse
3. Tennis or soft soled rubber shoes
4. Towel

Locker space will be provided as well as complete supervision of the locker rooms.

I will look forward to meeting each and every one of you during parent-teacher conference week, so we might become better acquainted.

Sincerely,  
Gerald Christensen  
Physical Education Instructor

Dear Parent:

This is to let you know that in order for a student to be excused from physical education classes, they must bring a note from home signed by a parent. We would hope that students who are ill or unable to participate would bring their note on the day of class so that the teacher can be aware of it prior to class.

Thank you for your concern in our program.

Sincerely,

Gerald Christensen  
Physical Education Instructor

May 10, 1962

Dear Parent:

Recently, all students in the elementary school completed the American Association of Health, Physical Education and Recreation Fitness Tests. We have compiled all the results and each child will be given a score card that shows how well he or she did. This test, repeated every year, will show us how much our program helps improve the fitness of our youth. Please feel free to discuss these test results with me at your convenience, as I am very pleased to see parents interested in the physical fitness of their children.

As ever,

Gerald Christensen  
Physical Education Instructor





**APPENDIX B**

**Jamestown Elementary School**

**Physical Fitness Testing**

**Record Chart**

Test-AAHPER

Date

Name

Grade

Event	Percentiles																				
	100	95	90	85	80	75	70	65	60	55	50	45	40	35	30	25	20	15	10	5	
Pull Ups																					
Sit Ups																					
Shuttle Run																					
Standing Broad Jump																					
50 Yard Dash																					
Softball Throw																					
600 Yard Walk or Run																					
	Exceptionally Strong Area 100-80				Strong Area 80-50						P R I N G E	Weak Area 45-15						Exceptionally Weak Area 15-0			