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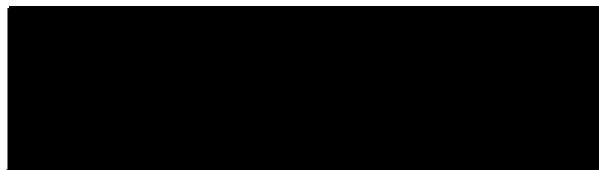
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PHYSICAL EDUCATION PROGRAM
FOR NIANTIC-HARRISTOWN
HIGH SCHOOL

DONALD E. RICHARDSON MAY 1960

This paper has been approved by
the Head of the Department of Physical
Education (Men) of Eastern Illinois
University as partial fulfillment of the
requirements for the Master of Science
in Education Degree.

APPROVED



Dr. John W. Masley
Advisor

Date:

May 24, 1960

PHYSICAL EDUCATION PROGRAM
FOR NIANTIC-HARRISTOWN
HIGH SCHOOL

A Term Paper
Presented to
Professor William H. Groves
Eastern Illinois University
in
Physical Education 495

In Partial Fulfillment
of the Requirements for the Degree
Master of Science in Education

by
Donald Eugene Richardson

May 1960

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CHAPTER I

SITUATION

This program of physical education is planned for Niantic-Harristown High School. In planning the program, existing facilities for which space is available has been used.

In accordance with Williams,¹ who feels that one of the essential steps in development of a curriculum in physical education is an analysis of the situation, one of the primary considerations of the writer was to build a program to fit the particular situation. Situation, as defined by Webster's New Collegiate Dictionary, means the "relative combination of circumstances."²

The circumstances considered for the foundation of this program was the enrollment of boys in school, time allotted for physical education, and facilities and equipment available.

There are approximately eighty-five to ninety boys enrolled in school. All boys are required to take part in the physical education program. Classes are graded and range from about twenty to twenty-five boys to a class. The periods are

¹Jesse Feiring Williams, The Principles of Physical Education (Philadelphia and London: W. B. Saunders Company, 1954), p. 219.

²Webster's New Collegiate Dictionary (Springfield, Mass.: G & C Merriam Company, 1949), p. 792.

arranged on a fifty-five minute basis and classes meet five periods a week. Outdoor facilities, which consist of a football field, a quarter mile track, a baseball field, ample play and practice space, plus space for tennis courts that are being planned, are adequate. (see Appendix A). Indoor facilities consist of a gymnasium, stage and a room that may be used for limited activities during the winter months when indoor facilities must be shared with girls physical education classes. A good equipment inventory, with the exception of gymnastic apparatus, is available for use.

The single instructor assigned to the physical education program has been encouraged by the attitude and aid of the administration and board of education in having physical education assume its responsibility in the educational program of the school.

CHAPTER II

PHILOSOPHY OF PHYSICAL EDUCATION

Physical education is an important phase of education. It contributes to the development of health, physical fitness and skills in physical activities that the writer considers necessary to the life of an individual. In addition, there are important social and emotional outcomes. Cowell and Hazelton substantiate this as they observe the "participants learn to cooperate with the group as a member of a team according to the rules of fair play and sportsmanship."³ In the process, the students learn tolerance, obedience, and respect for the rights of others. All students have an opportunity in physical education to acquire recognition and status through the gaining of physical skills essential for participation in sports and in other desirable physical activities.

The health, strength, and vigor of the individual and his value to our society for his personal ability to perform are certainly important to our American culture. Beard, the social scientist, calls attention to the fact that "the foundation of every nation is the health, vigor, and vitality

³Charles C. Cowell and Helen W. Hazelton, Curriculum Designs in Physical Education (New York: Prentice-Hall, Inc., 1955), p. 5.

of its people."⁴ He goes on to point out that the failure of a society to maintain the strength and vitality of its people has resulted in the collapse of the social order. Physical education is rich in opportunity for the development of these desirable qualities and should be considered a part of general education.

Emotional, mental, and physical health go hand in hand. That physical education has an opportunity to contribute to emotional and mental fitness is pointed out by Layman who states that "an emotionally healthy personality is aided by physical fitness while poor physical condition will contribute to susceptibility to forces making for an unhealthy personality."⁵ It has been observed that physical strength and a fund of skills, good coordination, and a good-looking and attractive physique do not seem to go along, in the main, with physical cowardice, fear anxiety, lack of participation, and dislike of games and sports.

It seems clear to the writer, from the foregoing evidence, that the physical education program should strive to educate, through the physical, the total individual. It appears that there are no differences between national and individual needs. Williams illustrates the dual nature of these needs

⁴Charles A. Beard, The Nature of the Social Sciences (New York: Charles Scribner's Sons, 1934), p. 132.

⁵Emma McCloy Layman, Mental Health Through Physical Education and Recreation (Minneapolis: Burgess Publishing Co., 1955), p. 183.

when he states,

The need of the nation for strength, skills vigor, and endurance in citizens is matched by the individual's own need for such qualities; the nations needs for courage, aggressive, and yet sportsmanlike qualities is identical with the needs of persons who compose the nation.⁶

The philosophy of physical education the writer subscribes to is based on the preceeding principles and may be stated in the following manner. The physical education program of today should not be set apart from general education. It should simply be one phase of the education concerned largely with the development of physical fitness through activities requiring strength, speed, agility and endurance; with the acquisition of motor skills of interest to growing youth and of value in later life recreation activities; and with the development of socially desirable habits, attitudes and knowledges which contribute to the accepted central purpose of education----the induction of youth into our culture.

⁶Jesse Feiring Williams, The High School Curriculum, Edited by Harl R. Douglas (New York: The Ronald Press Company, 1956), p. 563.

CHAPTER III

AIM OF PHYSICAL EDUCATION PROGRAM

The writer recognizes the fact that in order to proceed efficiently and speedily toward any goal it is essential that the goal be known. To define this goal or aim the writer has turned to experts in the field.

Williams points out that "aim indicates direction, point of view, or goal. It is general in direction."⁷ Voltmer agrees with this statement when he says that "aim is used to denote a general purpose."⁸ With these definitions in mind an extensive survey of the literature for established aims of physical education has been made.

The writer has found, through literature in the field, that the basic aim of the physical education program in the public school is difficult to separate from education in general. It is the general concensus of opinion that the total process of education must be considered in providing a program of education for the proper development of the child.

⁷Williams, The Principles of Physical Education, p. 222.

⁸Edward F. Voltmer and Arthur A. Esslinger, The Organization and Administration of Physical Education (New York: Appleton-Century-Crofts, Inc., 1958), p. 20.

The writer feels that the aim of the physical education program that coincides with his philosophy of physical education is expressed in the following quotation:

The ultimate aim of physical education may well be to so develop and educate the individual through the medium of wholesome and interesting physical activities that he will realize his maximum capacities, both physically and mentally, and will learn to use his powers intelligently and cooperatively as a good citizen even under violent emotional stress.⁹

⁹William Ralph LaPorte, The Physical Education Curriculum (Los Angeles: The University of Southern California Press, 1947), p. 37.

CHAPTER IV

OBJECTIVES OF PHYSICAL EDUCATION

A consideration of objectives is essential to the preparation of a sound program of physical education. In forming this program, the writer has considered two types of objectives: general objectives because they represent ultimate goals to be achieved, and specific objectives representing immediate goals which are definite and measureable.

General Objectives

The general objectives accepted for setting up this program are prescribed by law in Illinois and in a sense are mandatory. They are:

1. to develop organic vigor;
2. to provide bodily and emotional poise;
3. to provide neuro-muscular training;
4. to prevent or correct certain postural defects;
5. to develop strength and endurance;
6. to develop desirable moral and social qualities;
7. to promote hygienic school and home life; and
8. to secure scientific supervision of the sanitation of school buildings, playgrounds, athletic fields and equipment thereof.⁸

¹⁰The School Code of Illinois Enacted by the Sixty-fourth General Assembly, 1945, Article 27, Section 7, pp. 205-206.

Specific Objectives

After considerable review of specific objectives advanced by several different authors, and a thorough analysis of what is desired of our physical education program to achieve, the writer has decided to seek the following specific objectives or developmental goals.

1. Organic power, the ability to maintain adaptive effort or the ability to meet the physical demands made upon the organism. We attempt to strengthen muscles, develop the ability to resist fatigue, and increase cardiovascular efficiency.
2. Neuromuscular development. We attempt to develop game and sports skills, grace, a sense of rhythm, and improved reaction time.
3. Personal-social attitudes and adjustment. We attempt to place students in situations that encourage individual self-confidence, sociability, initiative, self-direction and a feeling of belonging.
4. Interpretive and intellectual development. We encourage pupils to approach their problems with active imagination and originality, to develop ability to solve these problems by thinking, analyzing, abstracting, and coming to conclusions based on sound evidence... .
5. Emotional responsiveness. Pupils get emotional satisfaction out of overcoming difficult challenges such as learning to swim or create a new dance pattern, get a thrill out of cooperative success or team work through developing great loyalty to the school or team... .¹¹

¹¹Charles C. Cowell and Hilda M. Schwehn, Modern Principles and Methods in High School Physical Education (Boston: Allyn and Bacon, Inc., 1958), p. 17.

CHAPTER V

PROGRAM OF PHYSICAL EDUCATION ACTIVITIES FOR NIAN TIC-HARRISTOWN HIGH SCHOOL

In formulating the program of activities, selections were made of the ones that would enable the aims and objectives of the program to be fulfilled and were adaptable to local conditions and facilities. Careful consideration was given to all of these factors and others before final selection was made.

The writer considered that it was practical to group several of the activities (see Appendix B-Articles F, D) in the program. In this way, it is possible to divide the class and have both activities in progress at the same time. This will aid in providing optimum use of facilities and will enable us to accommodate all students where facilities in the one activity are insufficient to accommodate the entire class.

The program is based upon units, (see Appendix C) that is each activity is to be taught to all students for a specified length of time, and then all students move on to the next scheduled activity.

Class Organization

Physical education classes at Niantic-Harristown High

School are graded and average twenty to twenty-five boys to a class. The periods are fifty-five minutes in length. The fifty-five minute periods are divided (see Appendix D) in the following manner; six minutes for dressing; one minute for roll call; eight minutes for conditioning exercises; thirty minutes for instruction and skill practice; and ten minutes for shower and dressing.

Time Utilization

In planning for a sample six week unit on wrestling, it is found that seven hundred ninety-five total minutes (see Appendix E) are available for use. The total of seven hundred and ninety-five minutes is arrived at from twenty-one periods in which thirty minutes are available for instruction, and three periods in which the students do not dress and the entire fifty-five minutes may be utilized for instruction. For this sample unit the component parts are determined (see Appendix F) and time allotted to each section.

For this unit, as a sample of what is worked out for each unit, the amount of the total time available for instruction and skill practice is determined (see Appendix G) and time allotted on a per-centage basis for each component.

Unit Objectives

For each unit, primary objectives are ascertained (see Appendix H) and plans are made from these on how to best accomplish these objectives.

Lesson Outlines

On each unit, lesson outlines on a weekly basis considering the time available are drawn up. These are then

formulated on a daily lesson plan (see Appendix I) and more detailed plans made for daily instruction.

Syllabus Construction

The writer feels that to facilitate instruction and insure a continuing program, it is necessary to have a syllabus with a complete program and lesson outlines and plans for each graded class. These are under construction and when completed will be on file in the office of the principal and will be available for any other instructor it may be necessary to employ in the physical education program.

CHAPTER VI

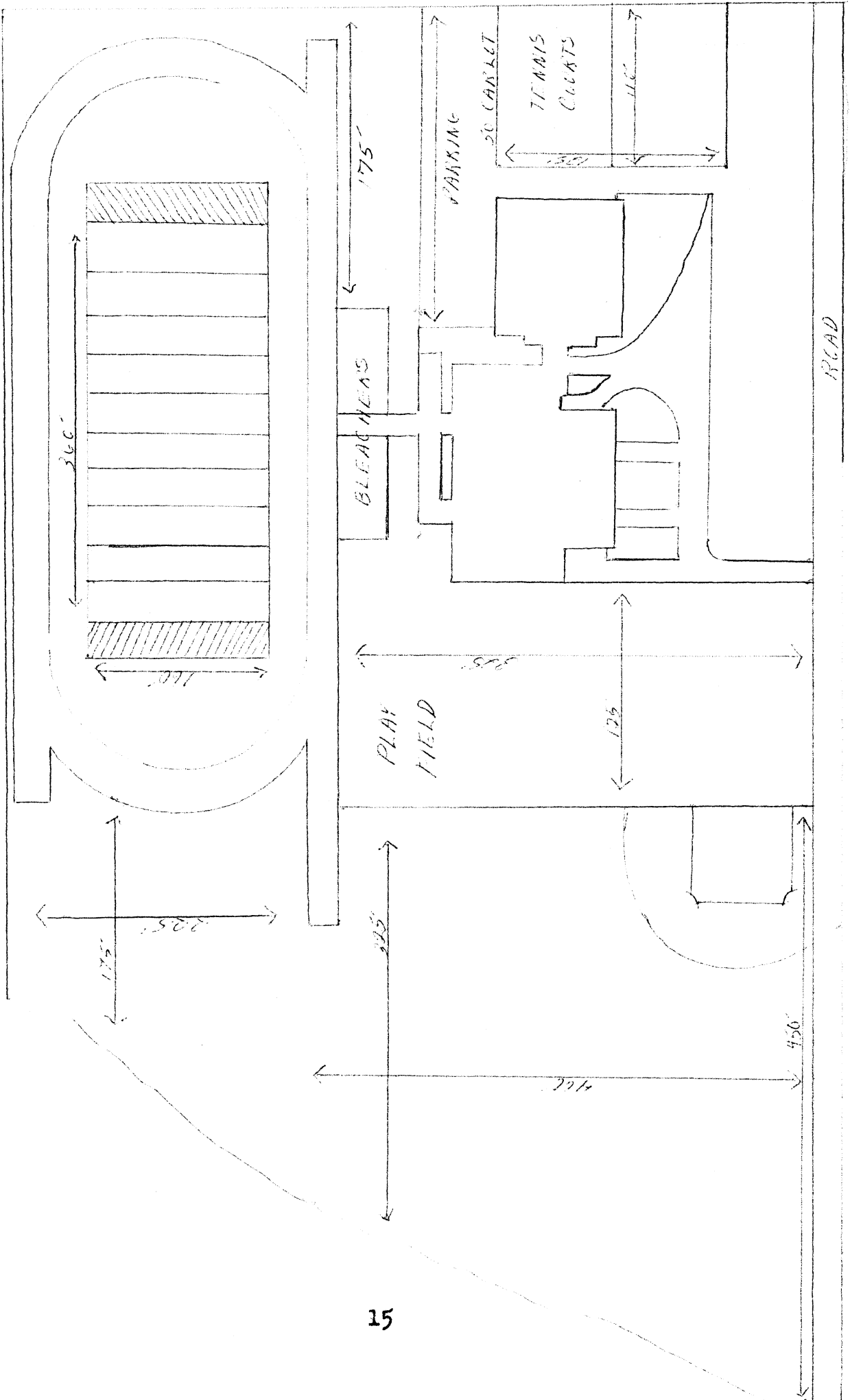
SUMMARY

The physical education program for Niantic-Harristown High School was developed after ascertaining pupil needs, the aims and objectives established and a survey of the literature was completed. Facilities, time available, and experience and training of instructor was considered. Activities were then selected which in the opinion of the writer, most adequately fulfilled the aims and objectives of the program and satisfied the needs of the students.

APPENDIX

APPENDIX A

OUTDOOR FACILITIES NIANTIC-HARRISTOWN HIGH SCHOOL



APPENDIX B

A LIST OF PHYSICAL EDUCATION ACTIVITIES FOR
 NANTIC-HARRISTOWN HIGH SCHOOL

Freshman Year	Sophomore Year	Junior Year	Senior Year
A. Physical fitness tests and conditioning exercises	A. Physical fitness tests and conditioning exercises	A. Physical fitness tests and conditioning exercises	A. Physical fitness tests and conditioning exercises
B. Combative activities (dual)	B. Softball (fund.)	B. Softball (adv.)	B. Speedball
C. Touch football (fundamental)	C. Touch football (adv.)	C. Soccer	C. Flickerball
D. Basketball (fund.)	D. Basketball (adv.)	D. Indoor hockey	D. Weight-training and pyramid building
E. Volleyball (fund.)	E. Tumbling (adv.)	E. Wrestling (adv.)	E. Basketball (Team competition)
F. Tumbling (fund.)	F. Wrestling (fund.) skills and rope skipping	F. Group games and relays	F. Tennis
G. Square dancing	G. Social dancing	G. Basketball (adv.)	G. Optional activities (co-ed)
H. Track and field	H. Track and field	H. Volleyball (Indoor and out-door)	
		I. Corkball	

APPENDIX C

PHYSICAL EDUCATION PROGRAM FOR
NIANTIC-HARRISTOWN HIGH SCHOOL

Freshmen		Sophomore		Junior		Senior	
1st Semester	Weeks	Weeks	Weeks	Weeks	Weeks	Weeks	Weeks
1. Physical fitness tests and conditioning exercises	1	1. Physical fitness tests and conditioning exercises	2	1. Physical fitness tests and conditioning exercises	2	1. Physical fitness tests and conditioning exercises	2
2. Combative activities	2	2. Softball (elem.)	4	2. Softball (adv.)	5	2. Speedball	5
3. Touch football (fund.)	6	3. Touch football (adv.)	6	3. Soccer	5	3. Flickerball	5
4. Basketball (fund.)	6	4. Basketball	6	4. Indoor hockey	6	4. Weight training and pyramid building	6
5. Volleyball (fund.)	3						
2nd Semester	Weeks	Weeks	Weeks	Weeks	Weeks	Weeks	Weeks
6. Tumbling (fund.)	6	5. Tumbling (adv.)	4	5. Wrestling (adv.) and double tumbling	4	5. Basketball (team competition)	6
7. Square dancing	3	6. Wrestling (fund. skills) and rope skipping	5	6. Group games and relays	2	6. Tennis	5
8. Group games and relays	2	7. Social dancing	3	7. Basketball (adv.)	4	7. Optional activities (co-ed) Badminton	
9. Track and field	6	8. Track and field	5	8. Volleyball (Indoor and outdoor)	4	Corkball	
10. Fitness tests	1	9. Fitness tests	1	9. Corkball	3	Tennis	
				10. Fitness	1	Volleyball	
						Paddle-tennis	6
						8. Fitness	1
TOTAL	36	36	36	36	36	36	36

APPENDIX D

CLASS ORGANIZATION

The class averages twenty to twenty-five boys and is to be organized in the following manner:

Dressing	6
Roll call	1
Conditioning exercises	8
Instruction and skill practice	30
Shower and dress	10

Total..... 55 Minutes

APPENDIX E

TIME AVAILABLE FOR INSTRUCTION

Number of Days	Number of Minutes	Total Minutes
21	30	630
3	55	<u>165</u>
	Total time available	795

APPENDIX F

TIME UTILIZATION

Activity	Minutes
Tournament	120
Testing-knowledge and skills	70
Administrative details Grouping-explanation of conduct of matches etc.	25
Orientation History and background safety practices to be followed	30
Basic rules instruction and skills practice	<u>550</u>
	Total..... 795

APPENDIX G

PER CENT OF TIME SPENT ON INSTRUCTION
AND SKILL PRACTICE

Activity	Minutes	Per cent of Time
Basic rules	38	7%
Explanation and demonstration of terms	11	2%
Safety practices	11	2%
Warm-up to be used for wrestling	11	2%
Fundamental position	45	8%
Taking opponent to mat and defense	55	10%
Going behind and defenses	28	5%
Skill in taking opponent to the mat from behind and defense	28	5%
Riding opponent	22	4%
Coming out from underneath	38	6%
Pinning opponent and defense	44	8%
Skill practice with coaching	121	22%
Controlled tag team with work through wrestling	98	19%

APPENDIX H

WRESTLING FUNDAMENTALS

The primary objectives are to learn the skills, knowledges, and attitudes, and to develop the condition essential in wrestling.

- I. Skills
 - A. Warm-up activities
 - 1. Changing positions
 - 2. Back spinning
 - 3. Briding
 - 4. Shoulder roll
 - 5. Back spin and sit through
 - B. Assuming fundamental positions
 - 1. On guard position (open and clinch) with footwork
 - 2. Referee's position (top and bottom)
 - 3. All fours position
 - C. Taking opponent to mat and defense
 - 1. Front leg drop
 - 2. Front headback
 - 3. Inside trip
 - D. Going behind opponent, and defenses
 - 1. Arm drag
 - 2. Slip under arm
 - E. Skill in taking opponent to the mat from behind, and defenses
 - 1. Kick over
 - 2. Forward trip
 - F. Riding opponent
 - 1. Near wrist and crotch ride
 - 2. The wrist ride
 - G. Coming out from underneath
 - 1. Switch
 - 2. Farside roll
 - H. Pinning opponent and defenses
 - 1. Half-nelson and inside crotch
 - 2. Half-nelson and body chancery
- II. Knowledges
 - A. Knowledge of the basic rules
 - B. Knowledge of common wrestling expressions
 - C. Knowledge of the principles involved in wrestling

III. Attitudes

- A. Disposition to observe social, hygienic, and safety standards

IV. Condition

- A. Condition to wrestle for five minutes without undue fatigue

APPENDIX I

LESSON OUTLINE

- I. First Week
 - A. Tuesday
 - 1. Orientation
 - a. History and background of wrestling
 - b. Basic rules of wrestling
 - c. Explanation of terms-Demonstration of some of terms
 - d. Explanation of safety practices to be followed in class
 - B. Wednesday
 - 1. Demonstration of wrestling warm-up
 - 2. Division into four squads by weight to enable boys of equal size to pair up
 - 3. Demonstration and slow motion experience in banned phases of wrestling
 - C. Thursday
 - 1. Assuming fundamental positions
 - a. Open position
 - b. Closed position
 - 2. Take-downs
 - a. Front leg drop
 - b. Front head holds
 - c. Slow motion practice
 - D. Friday
 - 1. Take downs
 - a. Review
 - b. Inside trip
 - 2. Defenses against take-downs
 - 3. Take-down work through
- II. Second Week
 - A. Tuesday
 - 1. Going behind opponent from feet
 - a. Arm-drag
 - b. Slip-under arm
 - 2. Defense of going behind
 - 3. Continuous take-down by squads
 - B. Wednesday
 - 1. Taking opponent to mat from behind
 - a. Kick over
 - b. Forward trip
 - 2. Defense of going behind
 - 3. Wrestling from feet

- C. Thursday
 - 1. Referee's position
 - a. Top position
 - b. Bottom position
 - c. All fours position
 - 2. Basic rides
 - a. Near wrist-crotch
 - b. The wrist ride
- D. Friday
 - 1. Coming out from underneath
 - a. Switch
 - b. Far-ride roll
 - 2. Defense of switch and far side roll

III. Third Week

- A. Tuesday
 - 1. Pinning opponents
 - a. Half nelson and inside crotch
 - b. Half nelson and body chancery
 - 2. Slow motion wrestling
- B. Wednesday
 - 1. Defense against pinning holds
 - 2. Full speed wrestling
- C. Thursday
 - 1. Review of basic skills and rules
 - 2. Basic skills practical test
- D. Friday
 - 1. Written test on basic rules
 - 2. Movie "Basic Skills in Wrestling"

IV. Fourth Week

- A. Tuesday
 - 1. Review and practice skills with partners
 - 2. Starting with smallest, have work-through wrestling
- B. Wednesday
 - 1. Skill practice with coaching
 - 2. Starting with largest have work-down match
- C. Thursday
 - 1. Division into two squads evenly divided by weight
 - 2. Skill practice with coaching
 - 3. Tag-team wrestling
- D. Friday
 - 1. Skill practice with coaching
 - 2. Tag-team wrestling

V. Fifth Week

- A. Tuesday
 - 1. Skill practice with coaching
 - 2. Tag team wrestling

- B. Wednesday
 - 1. Starting with smallest have work-up wrestling matches
 - 2. Skill practice with coaching
- C. Thursday
 - 1. Tag team wrestling
 - 2. Explanation of conduct of wrestling matches
 - 3. Demonstration match with explanation of terms and parts of match
- D. Friday
 - 1. Tournament
 - a. Divide into four weight classes
 - b. Skill test to seed for matches in tournament
 - c. Four minute matches-six matches per day

VI. Sixth Week

- A. Tuesday
 - 1. Tournament
 - 2. Officiating practice
- B. Wednesday
 - 1. Tournament
 - 2. Officiating practice
- C. Thursday
 - 1. Tournament
 - 2. Officiating practice
- D. Friday
 - 1. Final exam on knowledges
 - 2. Final exam on rules

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