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A proposed course of study for boys' physical education in senior high school

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A PROPOSED COURSE OF STUDY FOR BOYS'
PHYSICAL EDUCATION IN SENIOR HIGH SCHOOL

A Thesis
Presented to
the Faculty of the Department of Physical Education
The College of the Pacific

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

by
John M. Giannoni
June 1957

TABLE OF CONTENTS

INTRODUCTION	i
CHAPTER	PAGE
I. THE PHYSICAL EDUCATION PROGRAM	1
A brief history	1
Philosophy of physical education and its modern contribution to the education of the child	3
Modern trends in physical education	5
II. THE CURRICULUM AND THE REASON FOR COURSES OF STUDIES	8
III. THE PHYSICAL EDUCATION PROGRAM AND ITS ADMINISTRATION	25
The program	25
Suggestions for routine administration of program	27
Lesson plans to be used	29
IV. A SUGGESTED YEARLY PROGRAM WITH A COURSE OUTLINE AND A SAMPLE LESSON PLAN FOR EACH ACTIVITY	31
Suggested yearly program	31
Lesson plans	32
Elementary basketball	32
Advanced basketball	35

CHAPTER	PAGE
Elementary boxing	38
Advanced boxing	41
Elementary and advanced golf	44
Elementary and advanced handball	47
Elementary softball	50
Advanced softball	53
Elementary swimming	56
Intermediate swimming	59
Advanced swimming	62
Elementary tennis	65
Advanced tennis	68
Elementary touch football	71
Advanced touch football	74
Elementary track and field	77
Advanced track and field	80
Elementary tumbling	83
Advanced tumbling	86
Elementary volleyball	90
Advanced volleyball	93
Elementary wrestling	96
Advanced wrestling	99
V. SUMMARY AND CONCLUSION	102
BIBLIOGRAPHY	105

LIST OF TABLES

TABLE	PAGE
I. Physical Education Activities in Order of	
Importance	13
II. Activity Fundamentals	16

INTRODUCTION

Teachers in physical education, in common with all other teachers, are confronted with two problems. One relates to the question of what to teach and the other relates to the question of how to teach. The first is referred to as the content of the curriculum, and the second is considered the technique of teaching. The application of sound teaching techniques with the use of properly selected and organized activities will increase the effectiveness of skills teaching. This thesis does not take up the technique or method of teaching, rather it is concerned with the matter of formulating a partial course of study for some of the activities that should be taught at Lodi Union High School.

The Lodi Union High School student body has approximately 1,850 students. Of this number, about 850 are boys who participate in the physical education program. Approximately sixty per cent of the students come from the rural areas of the school district. Of the 850 boys, 300 are involved in the interscholastic athletic program, competing in the Sac-Joaquin Conference. The program is considered to be a part of the total school program in physical education at Lodi Union High School. There are approximately 550 students in the non-sports group who need the benefit of

sports education for enjoyment and carry over value. These students have to be reached in order to aid them in becoming better adjusted to school and social life through ability in sports skills. The community takes great pride in the achievements of the students both in the physical education classes and the athletic field. The people of Lodi are interested in the physical education program and are cognizant of the specific needs of the students within the high school.

In many cases, teaching of athletic skills has been neglected because the teacher did not have proper and complete information on how to organize classes, select activities and present them to produce the desired results in learning. It has been easy for instructors to allow the children to simply play, with little direction and no teaching.¹ The matter of formulating a lesson plan or outline is of great importance in organizing and conducting an effective physical education program. A teacher must know what he proposes to teach each day in order to secure the desired results. A teacher may have an excellent outline, but because of using poor teaching methods he may secure poor results. The best method of securing good results is a combination of a good outline and good teaching

¹ Henry C. Craine, Teaching Athletic Skills in Physical Education (New York: Ivor Publishing Co., Inc., 1942), p. xiv.

methods.

In too many schools the teacher throws the ball out and the students play with only an untrained youngster to referee the contest. A period of noise and horse play contributes to a lot of fun for the pupils, but under the circumstances they learn nothing about the activity. The teacher should teach the skills of the sport and provide physical activity and fun that will affect favorably the social behavior of the pupils by developing emotional control and educating the total personality. This process need not neglect the thrill of play and competition, nor should it attempt to substitute drill alone in a stubborn effort to teach some skills. A physical education class should be an instructional period and not a free play period. The absence of instruction is one of the greatest weaknesses in many high schools. "In many cases a physical education class consists merely of a period of supervised play with no thought of instruction or progressive learning."² A daily program of physical education cannot be justified unless there is a systematic program of instruction and progression in the learning of skills. This means:

1. The curriculum should be organized so that the students move from simple to more difficult

² William Ralph LaPorte, The Physical Education Curriculum (fifth edition; Los Angeles: Parker and Company, 1951), p. 64.

activities.

2. There should be progression in daily lesson plans throughout the year as well as progression from year to year.

3. The program should be centered in instruction.³

At the present time there are some signs of criticism of the game program in physical education. If the physical education program is conducted as a free play program with no daily lesson plans or instruction such criticism may be just. A game program must be organized and taught by using techniques and activities that are educationally sound.⁴ Unfortunately, many instructors teach entirely from memory, or the inspiration of the moment, or by useless remote control while sitting in the bleachers reading a newspaper.

An organized course of study or lesson plan by the teacher is the key to success. There are many theories of courses of studies and lesson plans available for use in teaching physical education activities. Some are effective and efficient while some are not. There is considerable dispute regarding the merits of many theories. The foregoing facts constitute the reason for this thesis on courses of study in elementary and advanced basketball, elementary

³ Charles E. Forsythe, Administration of Physical Education (New York: Prentice-Hall, Inc., 1951), p. 166.

⁴ Craine, op. cit., p. 8.

and advanced boxing, elementary and advanced golf, elementary and advanced handball, elementary and advanced softball, elementary, intermediate, and advanced swimming, elementary and advanced tennis, elementary and advanced touch football, elementary and advanced track and field, elementary and advanced tumbling, elementary and advanced volleyball, and elementary and advanced wrestling.

At the termination of each activity examinations are administered upon which a part of the student's final grade will be determined.

In classes where the final grade, either wholly or in large part, is based on examinations designed to test learning, a totally different situation exists. In the first place, the plan of basing the final grade on learning has the effect of centering the attention and efforts of both the instructor and the student on learning, which, it will be recalled, is, or should be, the primary concern and purpose of the course. Apart from this most students are naturally interested in passing the course, and, if possible, passing it with a good grade. If the final grade is based on learning, the students, by the very order of things, are compelled to devote their time and energies to learning the material covered in order to attain the wanted end. Grading the student in terms of learning permits the adoption of teaching methods that are both different from and superior to those found in use where the grade is based on attendance, attitude, daily work, and similar extraneous factors.⁵

The courses of study presented herein are vital in teaching and learning. The important thing is to have a

⁵ Seward Staley, Sports Education: The New Curriculum in Physical Education (New York: A. S. Barnes and Company, 1939), p. 248.

plan. Teaching in physical education has been described in the past as the teacher "tossing a ball out and letting them play." This has been true far too often in physical education classes. If the physical education teacher is to be accepted as a member of the profession, then he must change his attitude toward the whole business. He must adopt a program of planned physical education activities. Planned activities are extremely important. The teacher who starts a class with a plan has a direction and a goal; the teacher who starts a class without a plan may possibly accomplish something, but the worth of it is far from guaranteed.⁶

⁶ John M. Giannoni, "Teaching Physical Education vs. 'Coaching,'" California Journal of Secondary Education, XXV, No. 2 (February, 1952), p. 101.

CHAPTER I

THE PHYSICAL EDUCATION PROGRAM

A brief history. Physical education is as old as the human race. The most primitive people undertook to instruct the young in various activities of a physical type which involved the securing of food and in other phases of self-preservation. Archery, wrestling, tag-games, and other definite forms of activity are undoubtedly as old as man himself. The youngsters lived in such close contact with their families that they unconsciously began to imitate the performances of their elders. This process took place within the realm of their play activities, also. Primitive education of this nature was thorough and practical. It was made up of the materials and activities and skills used and needed in everyday living in the group.

In later centuries both the Greeks and Romans held physical education in high regard. The ancient Greek philosophy and ideals attached much significance to physical education in relation to their concept of the young in mind, body, and spirit. The people of Greece definitely recognized the tremendous value of the physical education program in the development of poise, confidence, self-control, and courage. The general Greek curriculum

was gymnastic exercises which consisted principally of running, fighting, leaping, swimming, hunting, wrestling, boxing, ball playing, riding, throwing the discus, and long hikes. This extensive program of physical education was severe and exacting. The Romans, on the other hand, embraced physical education as a primary function in the practical role of training for military service. These people accepted war as a normal course of events and physical training was reduced to the narrow aim of producing rugged warriors. "The Roman physical education objectives were more specifically limited to health, courage, strength, endurance and skills for war."¹

The development of sports in England during the Middle Ages is one of the most favorable of all historic influences upon American physical education. "Our heritage of sports, a significant feature of American life, comes almost entirely from the English people. The Middle Ages in England saw the beginnings of such sports as archery, football, tennis and many others. Carried down into modern times, this British love of sports, brought to America by the colonists, has been a tremendous aid in the development of

¹ Deobold B. Van Dalen, Elmer D. Mitchel, and Bruce L. Bennett, A World History of Physical Education (New York: Prentice-Hall, Inc., 1953), p. 79.

our modern programs of physical education."²

Philosophy of physical education and its modern contribution to the education of the child. "Present day physical education is not only concerned with the development of physical strength and organic vigor, but is interested in the development of the total personality-- physically, mentally, emotionally, and socially."³ Physical education is now a recognized part of the total educational program. This changing concept necessitated a change in the type of activities used in the program. No longer do formal exercises, relief drills, or apparatus work serve the whole purpose of physical education. In their stead varieties of games, dances, and athletic sports are now the center of the modern program.

With this new concept came a change in the general objectives of the program of physical education leading to a closer association with these seven cardinal principles of secondary education:

1. Health
2. Command of Fundamental Processes
3. Worthy Home Membership

² Eugene W. Nixon and Frederich W. Cozens, An Introduction to Physical Education (Philadelphia and London: W. B. Saunders Company, 1954), p. 28.

³ Henry C. Craine, Teaching Athletic Skills in Physical Education (New York: Ivor Publishing Co., Inc., 1943), p. 7.

4. Vocation
5. Civic Education
6. Worthy Use of Leisure⁴
7. Ethical Character

Three of these aforesaid objectives--health, worthy use of leisure, and ethical character--coincide with the objectives of physical education as set forth by LaPorte.

1. The development of fundamental skills in aquatic, gymnastic, rhythmic, and athletic activities for immediate educational purposes --physical, mental, and social
2. The development of useful and desirable skills in activities suitable as avocational interests for use during leisure time
3. The development of essential safety skills and the ability to handle the body skillfully in a variety of situations for the protection of self and others
4. The development of a comprehensive knowledge of rules, techniques, and strategies in the above activities suitably adapted to various age levels
5. The development of acceptable social standards, appreciations, and attitudes as the result of intensive participation in these activities in a good environment and under capable and inspired leadership
6. The development of powers of observation, analysis, judgment, and decision through the medium of complex physical situations
7. The development of the power of self-expression and reasonable self-confidence (physical and mental poise), by mastery of difficult physical-

4 National Education Association, Commission on Re-organization of Secondary Education, Cardinal Principles of Secondary Education (Washington, D. C.: Government Printing Office, 1918).

mental-social problems in supervised activities

8. The development of leadership capacity by having each student, within the limits of his ability, assume actual responsibility for certain activities under careful supervision
9. The elimination of remediable defects and the improvement of postural mechanics insofar as these can be influenced by muscular activities and health advice, based on adequate physical and health diagnosis
10. The development of essential health habits, health knowledge, and health attitudes as the result of specific instruction in health principles and careful supervision of health situations⁵

A study of the seven cardinal objectives of education and the objectives of physical education in particular demonstrates extensive similarity. "This is as it should be, because physical education is a phase of education and its objectives should be pointed toward the fulfillment of the general objectives of education."⁶

Modern trends in physical education. Physical education has suffered in the past from the fact that it was often thought of in terms of exercises, skills, muscle building, perspiration, and metabolism. All these are considerations in physical education, but they do not

⁵ William Ralph LaPorte, The Physical Education Curriculum (fifth edition, revised; Los Angeles: The University of Southern California Press, 1951), pp. 38-39.

⁶ Charles E. Forsythe and Ray O. Duncan, Administration of Physical Education (New York: Prentice-Hall, Inc., 1951), p. 22.

define physical education. Persons regarding physical training should never think of it as a "frill" attached to the school, but rather they should consider it an integral phase of the project of educating the whole individual.⁷ Physical education is based upon the recognized need for exercise and play by the human organism. However, if physical education is to make a real contribution to the growth and development of the child, and to the well-being of youth, it must have depth and breadth, and it must extend beyond the basic needs for exercise and play. Exercise and play may be free or supervised and not necessarily be physical education. Physical education activities affect the entire personality of youth, not merely his physical development. The growing importance of the emotional, mental, and social aspects of physical education presages improved programs that will make important contributions to the educational process. Jenkins, Shacter, and Bauer write that this realization is the most important development in physical education during the last twenty years.⁸

If physical education is to make its maximum contri-

7 Nixon, op. cit., p. 7.

8 Gladys Gardner Jenkins, Helen Shacter, and William W. Bauer, These are Your Children (Chicago: Scott, Forsman and Co., 1949), p. 151.

bution to education it is necessary that persons charged with its organization understand the growth and development needs of children. The physical education program must be organized according to the recognized needs of the children. In order for physical education to be accepted as an integral part of education, it must be recognized that physical education involves instruction. Activities such as crawling, creeping, sitting, standing, and walking are natural for children and are little affected by special instruction; however, an activity such as swimming responds to instruction. The desire and need for play is present in children and physical education should teach them how to play. The development of skills essential to the playing of various games of physical activities can be enhanced by instruction. That is the opportunity of instruction.⁹

⁹ Forsythe, op. cit., p. 9.

CHAPTER. II

THE CURRICULUM AND THE REASON FOR COURSES OF STUDIES

The vital need for a more uniform program of physical education in all the schools of America has been apparent for some time.¹⁰ Every school system should have a written curriculum in physical education that contains objectives, rules, regulations, and the program of activities. In elementary and secondary school systems a progressive program is desirable from grades one to twelve. This makes it possible to provide for the growth and needs of all students in an organized sequence for each grade level. In systems under which the elementary schools and the high schools are directed by separate administrators, it is desirable for the physical education departments of each system to get together in the preparation of a curriculum for each.¹¹

The physical education curriculum consists of all situations that are selected and organized for developing the personality of its pupils by new insights, sense of values, skills or abilities. Its function is to stimulate experiences which will result in growth and development of appropriate physical, social, and psychological outcomes.

10 LaPorte, op. cit., p. 7.

11 Forsythe, op. cit., p. 144.

The essential characteristics of a good physical education program are very similar to any good program of education. These principles come from an analysis of the nature and needs of society, the nature of the individual, the nature of the learning process, and the basic principles of curriculum development, organization and administration. Physical education is an integral part of education and draws its principles from the same sources as do other educational areas.

Following are the fundamental characteristics which are of major importance within a physical education curriculum:

1. A good physical education program is one which is conceived as an integral part of the total educational effort of a school.
2. A good physical education program is one that is well-balanced in that it provides experiences that will stimulate growth and development of appropriate social and psychological outcomes as well as physical attributes and neuromuscular skills.
3. A good physical education program is one which contributes to the realization of democratic ideals in the daily life of pupils.
4. A good physical education program is based on the interests, needs, purposes, and capacities of the people it serves.
5. A good physical education program provides experiences which are related to basic areas of living and compatible with the 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 programs of the school.
9. A good physical education program is one that fosters and encourages the professional growth and welfare of the teachers involved.¹²

In December, 1927, the College Physical Education Association started a movement by appointing a committee, known as the Committee on Curriculum Research. For almost twenty consecutive years the committee has worked actively to create a formula for a comprehensive, graded program which would provide a common ground of basic knowledge and skills while still allowing enough flexibility for situations involving variations of climate or of other conditions.

The curriculum activities were evaluated as to their relative worth in terms of physical, intellectual, social, safety, and recreational contributions. These activities were "allocated to appropriate grade levels to correspond to the peak of natural interest . . . ; they were allotted appropriate amounts of time in the program according to their seeming value and difficulty of learning; and they were

¹² Charles C. Cowell and Helen W. Hazelton, Curriculum Designs in Physical Education (New York: Prentice-Hall, Inc., 1955), pp. 51-56.

analyzed into basic elements . . . on elementary and advanced levels, with suggested sequence and estimated time needed for the learning process for the average student."¹³

The committee formulated the five following objectives to govern its work. These were the criteria used in making evaluations of the contributions of the activities which were studied:

1. The contribution to the physical and organic growth and development of the child and the improvement of body function and body stability.
2. The contribution to the social traits and qualities that go to make up the good citizen and the development of sound moral ideals through intensive participation under proper leadership.
3. The contribution to the psychological development of the child including satisfactions and emotional stability resulting from stimulating experiences physically and socially.
4. The contribution to the development of safety skills that increase the individual's capacity for protection in emergencies, both in handling himself and in assisting others.
5. The contribution to the development of recreational skills that have a distinct function as hobbies for leisure time hours, both during school and in after school life.¹⁴

The first years of the study were spent mainly in evaluating activities in terms of each activity's contri-

¹³ LaPorte, loc. cit.

¹⁴ Ibid., p. 8.

bution to the five previously mentioned items. To show the contributions at different school levels distinctly, the committee made systematized charts. The activities were then ranked (Table I) in order of importance.¹⁵

The activities of the physical education program have great potential for offering earned recognition and satisfaction of the individual student's ego, especially during early adolescence. In such a situation as physical education the basic personality needs of youth may be met with more ease and success to the end that the student is more apt to gain inner peace and balance. At the adolescent level, the physical education curriculum should conform to, among many others, some of the following obligations:

1. To provide experience for the development of self-discovery, self-realization, and self-assertion so important in the education of the adolescent.
2. To provide activities which reflect the goals of mental development through such activities as planning and executing strategy in games, evaluating experiences, and making suggestions.
3. To help individuals evolve value-systems--philosophies--based on the proper recognition of their relationships to their fellow men and the great social problems of our day.
4. To build efficient, well-coordinated bodies, free from disease and possessing enough speed, strength, agility, endurance, and skill to meet easily the maximum demands of the day.

¹⁵ Ibid., p. 13.

TABLE I

	0	1	2	3	4	5	6	7	8	9	10
1. Swimming and Diving	[shaded]										
2. Football	[shaded]										
3. Basketball	[shaded]										
4. Tennis	[shaded]										
5. Playground Ball	[shaded]										
6. Soccer	[shaded]										
7. Speedball	[shaded]										
8. Volleyball	[shaded]										
9. Baseball	[shaded]										
10. Touch Football	[shaded]										
11. Life Saving	[shaded]										
12. Boxing	[shaded]										
<p>13. Gym. Games and Relays (scores for Grades 10-11-12) (to represent maximum (the bars represent the activities of the three median</p>											
15. Water Polo	[shaded]										
16. Fencing	[shaded]										
17. Wrestling	[shaded]										
18. Free Exercises	[shaded]										
19. Golf	[shaded]										
20. Health Exhibitions	[shaded]										
21. Handball	[shaded]										
22. Horseback	[shaded]										
23. Modified Games	[shaded]										
24. Yachting	[shaded]										
25. Tumbling and Pyramids	[shaded]										
26. Pencils	[shaded]										
27. Squash and Squash Tennis	[shaded]										
28. Folk Dancing	[shaded]										
29. Clog and Tap Dancing	[shaded]										
30. Chamber Music	[shaded]										

5. To stress recreational skills which will give tone and collar to the lives of people long after their school days are over.
6. To give youth some freedom of choice under friendly guidance in activities so that they may develop the ability to make wise choices by their own judgment.
7. To use marks and prizes sparingly as extrinsic incentives and to foster the "fun," "joy," "fellowship," "challenge" of the activity for "its own sake" rather than for something else.¹⁶

The adolescent's role in society and his ideas concerning himself are powerful forces in his life. The physical education curriculum is obligated to devise a wide variety of experiences which will give youth a chance to try themselves out, to provide opportunities for self-evaluation. Physical education activities provide, in a large measure, the successes, hopes, and ideals that help shape the personality of the adolescent. Since the adolescent often accepts the prescribed values of his group, yet searches for models to copy, physical education teachers have opportunities and responsibilities to foster desirable human relationships within groups and to serve as models for their pupils.¹⁷

Many educators now agree that the following are the most effective steps to take in curriculum development:

16 Cowell, op. cit., p. 237.

17 Ibid., pp. 236-237.

The process of cooperative program planning involves:

1. The commitment of a group of individuals to the importance of the task and organization of the group to work cooperatively in the study and formulation of program experiences which include both methods and materials.
2. Formulation of a philosophy of education and of physical education or a set of guiding principles or basic beliefs which will serve to give direction in program making and in evaluation.
3. In order to complete Step 2, the group must study foundation facts concerning the needs of youth--this includes the demands of the culture and the developmental tasks required of youth by that culture.
4. Clarification of the objectives of education and of physical education.
5. Study of one's own students, the school and community situation, relationships, values, attitudes, program, and facilities in the light of stated principles.
6. Statement of objectives based on student needs, consistent with the basic point of view of the group and the situation in which the program must operate.
7. Selection of units of activity or experiences to accomplish these objectives.
8. Development of the materials of instruction--the resource and the teaching units.
9. Development of tools for evaluating the progress toward the stated objectives.
10. Provision for ongoing machinery to assure the continuance of such study.¹⁸

¹⁸ Rosalind Cassidy, Curriculum Development in Physical Education (New York: Harper and Brothers, 1954), pp. 13-14.

The completion of the activity fundamentals is the last major step in the formulation of the content of the curriculum. The value of such a set of fundamentals is to provide a skeleton for each unit around which the teacher may arrange his teaching procedure (see chapters III and IV) so as to develop in all participants an enduring understanding of, as well as skill in, the activity.

It is with the aforesaid principles and philosophies of education in mind that this writer has selected the following activities as part of the physical education curriculum. (Table II).¹⁹

TABLE II

ACTIVITY FUNDAMENTALS

Note: The fundamental elements of teaching units in each activity are arranged in order of preferred sequence for most effective teaching. The time allotment indicates the recommended percentage of time to be given the unit out of the total of 100% for all ten units in the activity.

BOYS' BASKETBALL (Elementary)

	Teaching Sequence	Time in %
Catching ball	1	8
Push pass	2	9
Two hand underhand pass	3	7
Push or chest shot	4	13
Dribbling	5	9
Underhand loop shot	6	7
Free throw shot	7	9
Individual guarding	8	12
Team offense	9	14
Team defense	10	12

19 LaPorte, op. cit., pp. 16-22.

TABLE II (continued)

<u>BOYS' BASKETBALL (Advanced)</u>		
	Teaching Sequence	Time in %
Review of fundamentals	1	12
Pivoting	2	9
Hook pass	3	6
Bounce pass	4	6
Screening	5	7
Man for man defense	6	13
Fast breaking offense	7	12
Zone defense	8	10
Slow breaking offense	9	12
Team plays	10	13
<u>BOXING (Elementary) (Boys)</u>		
Stance and positions	1	11
Advance and retreat	2	9
Slipping, blocking, ducking	3	12
Leading	4	10
Single blows	5	13
Feinting	6	8
Clinching	7	6
Combination blows	8	11
Training activities	9	10
Ring strategy	10	10
<u>BOXING (Advanced) (Boys)</u>		
Review of elementary steps	1	10
Use of the left	2	13
Use of the right	3	11
Defensive tactics	4	13
Footwork and use of legs	5	11
Counter punching	6	10
Upper cuts	7	7
Crouch and weave	8	8
Training activities	9	10
Soft handed boxer	10	7

TABLE II (continued)

GOLF (Elem. and Ad.)		
	Teaching Sequence	Time in %
Grip	1	7
Stance	2	7
Back swing	3	10
Down swing	4	10
Balance	5	8
Follow through	6	9
Tee shots	7	12
Fairway shots	8	11
Approach shots	9	13
Putting	10	13
HANDBALL (Elem. and Ad.)		
Stance and balance	1	8
Contacting ball	2	10
Service	3	10
Right hand strokes	4	11
Left hand strokes	5	13
Playing off back wall	6	10
Volleying	7	9
Killing ball	8	9
Singles and doubles play	9	12
English and carom shots	10	8
SOFTBALL ... (Elementary)		
Throwing overhand	1	11
Fielding flies	2	11
Throwing underhand	3	8
Fielding ground balls	4	13
Batting	5	19
Catching	6	11
Base running	7	8
Pitching	8	12
Sliding	9	7

TABLE II (continued)

SOFTBALL ... (Advanced)		
	Teaching Sequence	Time in %
Review elem. fundamentals	1	11
Infield play	2	12
Playing the bases	3	9
Outfield play	4	8
Advanced pitching	5	10
Bunting	6	7
Base stealing	7	7
Team offense	8	13
Sliding	9	6
Team defense	10	17
SWIMMING (Elementary)		
Getting accustomed to water	1	10
Breathing	2	12
Floating and body position	3	9
Flutter kick	4	6
Crawl stroke arm action	5	14
Scissors kick	6	10
Side stroke arm action	7	10
Back stroke arm action	8	8
Frog kick	9	6
Breast stroke arm action	10	8
SWIMMING (Advanced)		
Review of elem. steps	1	10
Crawl stroke (complete)	2	17
Trudgen stroke (complete)	3	9
Treading water	4	6
Racing back stroke	5	10
Dolphin breast stroke	6	9
Racing dive	7	9
Racing turns	8	9
Training for meets	9	13
Novelty strokes	10	8

TABLE II (continued)

<u>TENNIS (Elementary)</u>		
	Teaching Sequence	Time in %
Grips	1	6
Receiving stance	2	7
Serving stance	3	7
Forehand drive	4	17
Plain service	5	12
Backhand drive	6	16
Footfaults	7	6
Cut service	8	9
Volley	9	10
Court strategy	10	10
<u>TENNIS (Advanced)</u>		
Review of fundamentals	1	13
Lob	2	9
Half volley	3	7
Chop	4	9
Overhead smash	5	10
Net play	6	11
Singles play	7	12
Doubles play	8	11
Trainging practice	9	10
Tournament play	10	8
<u>TOUCH FOOTBALL (Elementary) (Boys)</u>		
Passing	1	13
Stance and positions	2	10
Catching	3	12
Running with ball	4	11
Blocking	5	13
Kicking	6	11
Dodging and side step	7	11
Snapper back (center)	8	8
Recovery of fumbled ball	9	6
Fundamental plays	10	15

TABLE II (continued)

<u>TOUCH FOOTBALL (Advanced) (Boys)</u>		
	Teaching Sequence	Time in %
Review elem. fundamentals	1	11
Passing forward	2	10
Pass receiving	3	12
Passing backward-lateral	4	9
Catching kicked ball	5	8
Center pass (spiral-end, over end)	6	6
Body block	7	9
Line up formation	8	8
Offense strategy	9	15
Defense strategy	10	12
<u>TRACK AND FIELD (Elementary) (Boys)</u>		
Preliminary training	1	12
Warming up	2	7
Starting form	3	11
Sprinting form	4	11
Finish form	5	7
Standing broad jump	6	8
High jump	7	12
Shot put	8	11
Running broad jump	9	11
Relay races	10	10
<u>TRACK AND FIELD (Advanced) (Boys)</u>		
Review of fundamentals	1	10
Middle distances	2	9
Low hurdles	3	10
Distances	4	8
High hurdles	5	12
Pole vault	6	12
Shot put (12 lb.)	7	9
Discus	8	10
Javelin	9	10
Training and officiating	10	10

TABLE II (continued)

<u>TUMBLING ... (Elementary)</u>		
	Teaching Sequence	Time in %
Elem. mat work--stunts . . .	1	13
Forward roll	2	8
Backward roll	3	8
Headstand	4	8
Round off and cartwheel . .	5	10
Hand stand	6	11
Hand spring	7	12
Pyramid mounts and dismounts	8	10
Two and three man pyramids	9	10
Large group pyramids . . .	10	10
<u>TUMBLING ... (Advanced)</u>		
Review elem. fundamentals .	1	11
Upstarts	2	9
Somersaults (forward and backward)	3	12
Backward handspring (flip-flop)	4	12
Companion stunts	5	11
Twisters and combinations .	6	11
Spring board stunts	7	9
Convex type pyramids	8	8
Concave type pyramids	9	8
Apparatus pyramids	10	9
<u>VOLLEYBALL (Elementary)</u>		
Handling ball	1	12
Underhand service	2	10
Passing ball	3	13
Practice stunts	4	9
Rotation	5	6
Recovering ball from net .	6	8
Position play	7	10
Placing serves	8	10
Side arm service	9	7
Team play	10	15

TABLE II (continued)

VOLLEYBALL (Advanced)

	Teaching Sequence	Time in %
Review elem. fundamentals	1	11
Handling low ball	2	8
Overhand service	3	9
Handling high ball	4	9
Passing up	5	11
Setting up	6	12
Spiking "killing"	7	11
Blocking	8	7
Attack	9	11
Defense	10	11

WRESTLING (Elementary) (Boys)

Fundamental positions	1	11
Referees' holds	2	7
Going behind and dropping opponent	3	10
Prevention of injuries	4	7
Neck and head holds	5	9
Training activities	6	9
Nelson holds and combinations	7	11
Pinning positions	8	11
Gen. offensive fundamentals	9	13
Gen. defensive fundamentals	10	12

WRESTLING (Advanced) (Boys)

Procedure from defensive position	2	12
Other holds from position of advantage	3	11
Double wrist locks	4	7
Holds from in front-kneeling	5	8
Scissor holds and combinations	6	10
Adv. training activities	7	7
Other holds--standing	8	9
Blocks and counters	9	11
Defense against holds	10	13

CHAPTER III

THE PHYSICAL EDUCATION PROGRAM AND ITS ADMINISTRATION

The "block system" will be used for scheduling the various activities of the physical education program. Each block of activity is scheduled for four to five weeks in length. Two blocks of activity constitutes one quarter's work. The school year is 176 days per year with the following divisions: the first quarter is 48 days in length, the second quarter is 43 days in length for a total of 91 days in the first semester; the third quarter is 43 days in length, the fourth quarter is 42 days in length for a total of 85 days in the second semester. Because of the total number of days per quarter it is desirable to set up the activities on a four or five week basis in order to make maximum use of the allotted time per quarter on a five day per week schedule.

The activities will be given on a seasonal basis, that is, football is scheduled during football season, basketball during basketball season, etc. This gives greater flexibility in the use of specific activities and yet assures a distributed and well-balanced program.

In placing students into the various activities scheduled, a number of factors are involved. First, the age

of the pupil must be considered. To a large extent age groupings are usually automatically cared for by the academic classification methods. In the lower grades the physical education curriculum must devise a wide variety of experiences which will give students a chance to try themselves out. In place of being just an individual, the student now merges into group, class, or team feeling. In the upper grades, the age grouping calls for play interests of a more specialized nature. Activities more highly organized and with competition should be the rule. Also, fundamental rules, skills, and social attitudes connected with a given activity can be taught most effectively at some certain age level.¹ Secondly, placing pupils according to their skills and ability for participation in activities must be done in order to equalize competition. Each pupil should be placed in a homogeneous group where the other pupils are taking part in activities suited to his needs and abilities. If pupils of nearly equal ability are placed in the same group, there will also be less danger of injury. Thirdly, some thought must be given to the placement of pupils according to their social maturity. Each group has many individual differences in social and emotional charac-

¹ William Ralph LaPorte, The Physical Education Curriculum (fifth edition, revised; Los Angeles: The University of Southern California Press, 1951), p. 15.

teristics. The pupil must be placed in his own group because of these wide ranges in characteristics, otherwise, the conflict between the age and social groupings will be drawing away from the desired social outcomes from the physical education activities.

The instructors must follow the curriculum as outlined in order to have all the elements of a successful program. The time allotted for each activity must be planned in advance but kept flexible enough to conform to the seasonal sports and climatic conditions. The arrangement of the activities for each grade also should be flexible to insure inclusion of all desired activities with a reasonable time allotment for each.² Lesson plans need to be drawn up for the various activities to insure superior results from the total program.

The modern physical education program emphasizing sports requires extensive play areas.³

Suggestions for routine administration of program.

"Administration involves the process of directing the efforts of the personnel involved toward the accomplishment of chosen ultimate objectivity."⁴ The administration of the program is

2 Ibid., p. 35.

3 Ibid., p. 41.

4 Charles C. Cowell and Helen W. Hazelton, Curriculum Designs in Physical Education (New York: Prentice-Hall, Inc., 1955), p. 116.

responsible only indirectly for instruction, but it must set the stage by providing for space, time, equipment, supplies, and leadership so that the educational process can go forward.⁵

All phases of the physical activities are considered a part of the physical education program. The athletic director is head of the department and is responsible for administration of the program. It is his duty to arrange the physical activities on a seasonal basis. The space necessary to conduct the program must be provided. The head of the department must decide whether the majority of the activities will be conducted indoors or outdoors.

An adequate supply of equipment is essential for proper class instruction. The items of supply should include the following: footballs, basketballs, softballs, bats, nets, etc. These represent largely the supplies necessary for the large team games which constitute the backbone of the program.

The program of physical education must function as a whole rather than as isolated parts. The leader of the program must see that physical education teachers are stimulated to use initiative in formulating procedures in reaching the immediate objectives in pupil development.

5 Ibid., p. 117.

29
TO 30
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Leadership should be organized to hold the physical education teachers responsible for definite and desirable outcomes evaluated by the best instruments available.

Lesson plans to be used. Teaching is a highly complicated process. Many different items must be manipulated during the class period so that learning of the fundamental skills of the activities takes place. Improvised, inspirational, opportunistic teaching will inevitably bring confusion and chaos. Teaching of physical education activities must be planned.

The use of the lesson plans will eliminate the common practice of the physical education teacher of "tossing out a ball to the students and letting them scramble for it."⁶ The instructor will have a definite plan of action for each scheduled physical education activity. The lesson plans as presented will tend to prevent wandering from the scheduled activity.

The lesson plans will tend to give greater flexibility to the program by keeping the teacher on the right path toward accomplishing the total objectives of the program and by imparting fundamental skills in a more organized and comprehensive manner.

⁶ Leslie W. Irwin, The Curriculum in Health and Physical Education (St. Louis: The C. V. Mosby Company, 1944), p. 344.

CHAPTER IV

A SUGGESTED YEARLY PROGRAM WITH A COURSE OUTLINE AND A SAMPLE LESSON PLAN FOR EACH ACTIVITY

SUGGESTED YEARLY PROGRAM--SENIOR HIGH SCHOOL

<u>10th grade</u>	<u>11th grade</u>	<u>12th grade</u>
Swimming (beginning)	Swimming (intermediate)	Swimming (advanced)
Tumbling (beginning)	Handball (beginning)	Handball (advanced)
Basketball (beginning)	Wrestling (elementary)	Basketball (advanced)
Volleyball (beginning)	Tumbling (advanced)	Volleyball (advanced)
Boxing (beginning)	Boxing (advanced)	Golf (elem. and ad.)
Track and Field (beginning)	Track and Field (advanced)	Wrestling (advanced)
Softball (beginning)	Tennis (elementary)	Softball (advanced)
Touch Football (beginning)	Touch Football (advanced)	Tennis (advanced)

LODI UNION HIGH SCHOOL

COURSE OUTLINE

TITLE -- Basketball (Elementary)

SUMMARY OF COURSE -- It offers instruction and supervised practice in the skills and knowledge involved in playing basketball.

OBJECTIVES

1. To develop speed, co-ordination, and endurance through participation.
2. To develop confidence and self-control.
3. To develop a knowledge of the game and respect for the rules of the game.¹

COURSE CONTENT

1. Rules
2. Passing skills
3. Shooting skills
4. Dribbling skills
5. Faking
6. Pivots
7. Individual defense
8. Team offense

¹ "College of the Pacific and Stockton Junior College Course Outlines for Physical Education Activity Courses," revised September, 1948, p. 23.

9. Team defense²

TESTS AND EVALUATION

1. Attendance
2. Attitude
3. Improvement
4. Skill tests
5. Knowledge tests³

² "Course of Study in Boys' Physical Education for Senior High Schools, Sacramento City," Unified School District, Sacramento, California, August 8, 1949, p. 15.

³ William Ralph LaPorte, The Physical Education Curriculum (fifth edition, revised; Los Angeles: Parker and Company, 1951), p. 51.

SAMPLE

PHYSICAL EDUCATION LESSON PLAN

SCHOOL Lodi High School LESSON NUMBER oneTITLE Basketball (Elementary)

REFERENCES 1. "Progressive Basketball," Everett Dean
2. "Physical Education Handbook," Don Cash
Seaton, et al.
3. "Basketball Methods," John Bunn

PROCEDURE	TIME	COMMENTS
Dressing	7 min.	
Roll Call	3 min.	
Orientation	5 min.	Explanation of what the course consists and what is expected of each student
Dribbling Skills	35 min.	Instructor demonstrate and explain each dribbling technique
Right hand		
Left hand		
Alternate hands		
Pivot dribble		
Shower and Dress	7 min.	

LODI UNION HIGH SCHOOL

COURSE OUTLINE

TITLE -- Basketball (Advanced)

SUMMARY OF COURSE -- It offers instruction and supervised practice in the more advanced skills and knowledge involved in playing basketball.

OBJECTIVES

1. To develop speed, co-ordination, and endurance through participation.
2. To develop confidence and self-control.
3. To develop a knowledge of the game and respect for the rules of basketball.⁴

COURSE CONTENT

1. Review of the elementary course
 - a. rules
 - b. passing skills
 - c. shooting skills
 - d. dribbling skills
 - e. faking
 - f. pivots
 - g. individual defense

⁴ "College of the Pacific and Stockton Jr. College Course Outlines," loc. cit.

- h. team offense
 - i. team defense
2. Additional
- a. plays from jump ball
 - b. plays from out of bounds
 - c. fast break
 - d. slow break
 - e. man for man defense
 - f. the zone defense
 - g. the stalling game⁵

TESTS AND EVALUATION

- 1. Attendance
- 2. Attitude
- 3. Improvement
- 4. Skill tests
- 5. Knowledge tests⁶

5 "Course in Boys' Physical Education in Sr. High of Sacramento," op. cit., p. 16.

6 LaPorte, loc. cit.

SAMPLE

PHYSICAL EDUCATION LESSON PLAN

SCHOOL Lodi High School LESSON NUMBER twoTITLE Basketball (Advanced)

REFERENCES 1. "Progressive Basketball," Everett Dean
2. "Physical Education Handbook," Don Cash
Seaton, et al.
3. "Basketball Methods," John Bunn

PROCEDURE	TIME	COMMENTS
Dressing	7 min.	
Roll Call	3 min.	
Review Lesson Number 1	5 min.	
Team Defense	35 min.	At least two class periods should be spent on the defense
Man for man		
Zone, man for man combination		
Zone defense		
Shower and Dress		

LODI UNION HIGH SCHOOL

COURSE OUTLINE

TITLE -- Boxing

SUMMARY OF COURSE -- It is designed to teach the basic skills in boxing under controlled conditions in a safe and healthful learning situation.⁷

OBJECTIVES

1. To develop endurance, poise, strength, agility and physical courage.
2. To develop the fundamentals of boxing.
3. To develop the satisfaction of the competitive spirit and increase self-confidence.⁸

COURSE CONTENT

1. Boxing rules
2. Footwork
3. The boxer's stance (position of hands, head, feet, and body)
4. Left jab
5. Block for the left jab

⁷ "Course in Boys' Physical Education in Sr. High of Sacramento," op. cit., p. 21.

⁸ "Physical Fitness Through Physical Education for California Secondary School Boys," California State Department of Education, Sacramento, California, 1954, p. 53.

6. Counter left jab
7. Counter punch right cross
8. Counter punch right to the body under the left lead
9. Boxing strategy⁹

TESTS AND EVALUATION

1. Attendance
2. Attitude
3. Classroom rating sheet

CLASSROOM RATING SHEET					
NAME	TEACHER				
FORM (take into consideration: execution of punches, position of hands and feet, and body carriage)	ROUNDS	1	2	1	2
	excellent	4			
	good	3			
	fair	2			
	poor	1			
<u>BLOCKING</u>	excellent	4			
	good	3			
	fair	2			
	poor	1			
<u>COUNTER PUNCHING</u>	excellent	4			
	good	3			
	fair	2			
	poor	1			

NORMS (based on two one-minute rounds)

- 21 to 24 -- A
 16 to 20 -- B
 10 to 15 -- C
 7 to 9 -- D
 below 7 -- F¹⁰

⁹ John M. Giannoni and James Loveall, "A Safe and Sane Schoolboy Boxing Program," Scholastic Coach, XVIII, No. 9 (May, 1949), p. 22, p. 24, pp. 42-43.

¹⁰ Ibid., p. 24.

SAMPLE

PHYSICAL EDUCATION LESSON PLAN

SCHOOL Lodi High School LESSON NUMBER twenty-oneTITLE Boxing (Elementary)

REFERENCES 1. 'A Safe and Sane Schoolboy Boxing Program,'
"Scholastic Coach," John M. Giannoni and James
Loveall, May, 1949

2. "Boxing," U.S. Naval Institute, Annapolis, 1943

3. "Boxing," Edwin L. Haislet

PROCEDURE	TIME	COMMENTS
Dressing	7 min.	
Roll Call	3 min.	
Use Classroom Rating	40 min.	
Sheet as designated in Course Outline of Boxing (Elementary) for part of the final grade in elementary boxing		
Shower and Dress	7 min.	

LODI UNION HIGH SCHOOL

COURSE OUTLINE

TITLE -- Boxing (Advanced)

SUMMARY OF COURSE -- The intent is to teach the basic skills in boxing under controlled conditions in a safe and healthful learning situation.¹¹

OBJECTIVES

1. To develop endurance, poise, strength, agility, and physical courage.
2. To develop the fundamentals of boxing.
3. To develop the satisfaction of the competitive spirit and increase self-confidence.¹²

COURSE CONTENT

1. Review of the elementary course
 - a. boxing rules
 - b. footwork
 - c. stance
 - d. left jab
 - e. block for the left jab
 - f. counter left jab

¹¹ "Course in Boys' Physical Education in Sr. High of Sacramento," loc. cit.

¹² "Physical Fitness Through Physical Education for Calif. Secondary School Boys," loc. cit.

- g. counter punch-right cross
 - h. counter punch-right to the body under left lead
 - i. boxing strategy
2. Additional
- a. combination punches
 - b. the left hook
 - c. safety blocking
 - d. offensive strategy
 - e. defensive strategy¹³

TESTS AND EVALUATION

- 1. Attendance
- 2. Attitude
- 3. Improvement
- 4. Skill tests
- 5. Knowledge tests¹⁴

13 Giannoni and Loveall, op. cit., p. 43.

14 LaPorte, loc. cit.

SAMPLE

PHYSICAL EDUCATION LESSON PLAN

SCHOOL Lodi High School LESSON NUMBER fourTITLE Boxing (Advanced)

- REFERENCES 1. 'A Safe and Sane Schoolboy Boxing Program,'
"Scholastic Coach," John M. Giannoni and James
Loveall, May, 1949
2. "Boxing," U.S. Naval Institute, Annapolis, 1943
3. "Boxing," Edwon L. Haislet

PROCEDURE	TIME	COMMENTS
Dressing	7 min.	
Roll Call	3 min.	
Review Lesson Number 3	5 min.	
Demonstration and Ex- planation by the In- structor of the Com- bination Punches	10 min.	
En Masse Have Students Go through the Com- bination Punches	25 min.	It is well to proceed slowly in teaching the combination punches so that each student will under- stand the techniques involved
Shower and Dress	7 min.	

LODI UNION HIGH SCHOOL

COURSE OUTLINE

TITLE -- Golf (Elementary and Advanced)

SUMMARY OF COURSE -- To teach the fundamental skills and knowledge involved in playing golf.

OBJECTIVES

1. To learn the fundamentals of golf.
2. To learn the rules, etiquette, and team play in golf.¹⁵

COURSE CONTENT

1. The grip
2. Stances and address
3. Use of the woods
4. Use of the irons
5. Putting
6. Pitch and chip shots
7. Sand trap shots
8. Playing out of the rough
9. Playing uphill, downhill, and sidehill shots
10. The rules¹⁶

15 "College of the Pacific and Stockton Jr. College Course Outlines," op. cit., p. 50.

16 Ibid.

TESTS AND EVALUATION

1. Attendance
2. Attitude
3. Improvement
4. Skill tests
5. Knowledge tests¹⁷

17 LaPorte, loc. cit.

SAMPLE

PHYSICAL EDUCATION LESSON PLAN

SCHOOL Lodi High School LESSON NUMBER fiveTITLE Golf (Elementary)

- REFERENCES
1. "The Easy Way to Learn Golf Rules," United States Golf Association
 2. "Golf Manual for Teachers," B. Hicks and E. J. Griffen
 3. "Rights and Wrongs of Golf," Bobby Jones
 4. 'A High School Golf Program,' Ben Thompson "Scholastic Coach," November, 1939.

PROCEDURE	TIME	COMMENTS
Dressing	7 min.	
Roll Call	3 min.	
Discuss the Procedure, Rules, and Etiquette Involved in Playing 9 Holes of Golf	40 min.	After school today the students will go to the local course and play nine holes of golf for the first time
Shower and Dress	7 min.	

LODI UNION HIGH SCHOOL

COURSE OUTLINE

TITLE -- Handball (Elementary and Advanced)

SUMMARY OF COURSE -- Instruction in the fundamentals of handball.

OBJECTIVES

1. To teach the student the fundamentals of handball.
2. To acquaint the student with the recreational values of handball.
3. To develop a skill that can be used as a conditioning aid in later years.¹⁸

COURSE CONTENT

1. Rules and conduct of the game
2. Ways of using the hand
3. Footwork and body control
4. The underhand strokes
 - a. full-arm underhand swing
 - b. wrist-snap stroke
 - c. straight arm placement stroke
5. The overhand strokes
 - a. bent-arm overhand stroke

¹⁸ Charles a Eucher, Methods and Materials in Physical Education and Recreation (St. Louis; C. V. Mosby Company, 1954), p. 284.

- b. full-arm overhand stroke
- 6. The sidearm stroke
- 7. The service
- 8. Placement shots
- 9. Game strategy (singles and doubles)
- 10. Supervised tournament in singles
- 11. Supervised tournament in doubles¹⁹

TESTS AND EVALUATION

- 1. Attendance
- 2. Attitude
- 3. Improvement
- 4. Skill tests
- 5. Knowledge tests²⁰

¹⁹ Bernath E. Phillips, Fundamental Handball (New York: A. S. Barnes Co., 1949), pp. 29-69.

²⁰ LaPorte, loc. cit.

SAMPLE

PHYSICAL EDUCATION LESSON PLAN

SCHOOL Lodi High School LESSON NUMBER sixTITLE Handball (Elementary and Advanced)

REFERENCES 1. "Fundamental Handball," Bernath E. Phillips
2. "Official Handball Rules," Amateur Athletic
Union, latest edition
3. "Physical Education Activities, Sports, and
Games," L. E. Means

PROCEDURE	TIME	COMMENTS
Dressing	7 min.	
Roll Call	3 min.	
Begin Playing Singles and Tournament (single elimination type)	40 min.	All scores must be recorded at the end of the period
Shower and Dress	7 min.	

LODI UNION HIGH SCHOOL

COURSE OUTLINE

TITLE -- Softball (Elementary)

SUMMARY OF COURSE -- It is designed to develop the skills and knowledge involved in playing softball.²¹

OBJECTIVES

1. To develop the fundamental skills of softball.
2. To develop a knowledge of the sport.
3. To develop an attitude of fair play and a recreational interest in softball.²²

COURSE CONTENT

1. Throwing
2. Catching
3. Fielding
 - a. rolling ball
 - b. bounding ball
 - c. fly ball
4. Batting
5. Playing several positions

²¹ "Course in Boys' Physical Education in Sr. High of Sacramento," op. cit., p. 17.

²² "Physical Education Course of Study for Junior High Schools or Upper Elementary Grades of the State of Illinois," Circular 319, June, 1940, p. 90.

6. Running the bases
7. Rules
8. Offensive and defensive strategy
9. Officiating²³

TESTS AND EVALUATION

1. Attendance
2. Attitude
3. Improvement
4. Skill tests
5. Knowledge tests²⁴

²³ "Course in Boys' Physical Education in Sr. High of Sacramento," loc. cit.

²⁴ LaPorte, loc. cit.

SAMPLE

PHYSICAL EDUCATION LESSON PLAN

SCHOOL Lodi High School LESSON NUMBER sevenTITLE Softball (Elementary)REFERENCES 1. "Softball," Arthur T. Norden2. "Physical Education Handbook," Don Cash
Seaton, et al.3. "The Official N. S. W. A. Softball Guide,"
Washington, D. C., latest edition

PROCEDURE	TIME	COMMENTS
Dressing	7 min.	
Roll Call	3 min.	
Review of Lesson Number 6	40 min.	Lessons 2, 3, and 4 should be devoted to the fundamentals of softball -- throwing, catching, and fielding
a. Throwing		
b. Catching		
c. Fielding		
Shower and Dress	7 min.	

LODI UNION HIGH SCHOOL

COURSE OUTLINE

TITLE -- Softball (Advanced)

SUMMARY OF COURSE -- Its purpose is to further develop the skills and knowledge involved in playing softball.²⁵

OBJECTIVES

1. To further develop the fundamental skills of softball.
2. To further develop a knowledge of the sport.
3. To develop an attitude of fair play, and to develop a recreational interest in softball.²⁶

COURSE CONTENT

1. Review of fundamental skills
 - a. throwing
 - b. catching
 - c. fielding (rolling, bounding, and fly balls)
 - d. batting
 - e. playing several positions
 - f. running the bases
 - g. rules

²⁵ "Course in Boys' Physical Education in Sr. High of Sacramento," op. cit., p. 18.

²⁶ "Physical Education Course for Junior High of Illinois," loc. cit.

h. offensive and defensive strategy

i. officiating

2 Additional

a. pitching strategy

b. double plays

c. playing bunts

d. outfield relays

e. coaching base runners

f. base stealing²⁷

TESTS AND EVALUATION

1. Attendance

2. Attitude

3. Improvement

4. Skill tests

5. Knowledge tests²⁸

27 "Course in Boys' Physical Education in Sr. High of Sacramento," loc. cit.

28 LaPorte, loc. cit.

SAMPLE

PHYSICAL EDUCATION LESSON PLAN

SCHOOL Lodi High School LESSON NUMBER eightTITLE Softball (Advanced)

REFERENCES 1. "Softball," Arthur T. Norden
2. "Physical Education Handbook," Don Cash
Seaton, et al.
3. "The Official N. S. W. A. Softball Guide,"
Washington, D. C., latest edition

PROCEDURE	TIME	COMMENTS
Dressing	7 min.	
Roll Call	3 min.	
Review Lesson Number 7	5 min.	
Offensive and Defensive Strategy	10 min.	
Divide the Class into Teams to Play Each Other	25 min.	Instructor should take notes on the game for comments at the beginning of tomorrow's lesson
Shower and Dress	7 min.	

LODI UNION HIGH SCHOOL

COURSE OUTLINE

TITLE -- Swimming (Elementary)

SUMMARY OF COURSE -- Instruction and practice in the fundamental elements of swimming, diving, and safety skills. Designed for the non-swimmer or novice.

OBJECTIVES

1. To develop in each individual confidence in himself in and around water.
2. To teach safety methods in and around water.
3. To teach basic swimming strokes and dives.
4. To improve the pupil's ability to enjoy himself through the recreational aspects of swimming.
5. To practice and teach a leisure time activity.²⁹

COURSE CONTENT

1. Physical and mental adjustment to the water
2. Jelly fish float
3. Prone floating
4. Floating on the back
5. Rhythmic breathing
6. Prone glide
7. Kick glide, on the front

²⁹ "College of the Pacific and Stockton Jr. College Course Outlines," op. cit., p. 20.

8. Kick glide, on the back
9. Arm stroke on the front
10. Arm stroke on the back
11. Combined stroke on the front
12. Combined stroke on the back
13. Changing position and changing direction
14. Leveling off

COURSE TESTS (INDIVIDUAL)

1. Breath holding
2. Rhythmic breathing
3. Prone floating
4. Prone glide
5. Back float
6. Back glide
7. Kick glide on the front
8. Kick glide on the back
9. Arm stroke on the front
10. Arm stroke on the back
11. Combined stroke on the front
12. Combined stroke on the back
13. Change of direction
14. Turning over
15. Leveling off.³⁰

³⁰ Swimming and Diving Courses, The American National Red Cross (Washington, D. C., 1938), pp. 32-45.

SAMPLE

PHYSICAL EDUCATION LESSON PLAN

SCHOOL Lodi High School LESSON NUMBER nineTITLE Swimming (Elementary)

REFERENCES 1. "Swimming and Diving," American Red Cross
2. "Instructor's Manual-Swimming and Diving Courses"
American National Red Cross, Washington, D. C.
3. "United States, Office of Naval Operations,
Aviation Training Division, Swimming," United
States Naval Institute, 1944

PROCEDURE	TIME	COMMENTS
Dressing	7 min.	
Roll Call	3 min.	
Orientation	5 min.	Explanation of what the course consists and what is expected of each student
Submerging Exercises	20 min.	
Submerging Games	15 min.	
Shower and Dress	7 min.	

LODI UNION HIGH SCHOOL

COURSE OUTLINE

TITLE -- Swimming (Intermediate)

SUMMARY OF COURSE -- This stage of pupil development in swimming is the one in which he will master the elements out of which good swimming and diving are made.³¹

OBJECTIVES

1. To develop and improve performance of specific skills.
2. To develop good form in swimming and diving.
3. To develop an understanding of water safety.
4. To develop a wholesome attitude toward swimming and an appreciation of the possibilities as a recreational activity.³²

COURSE CONTENT

1. Leg strokes (scissors, flutter, and breast)
2. Arm strokes (side, hand over hand, and breast)
3. Elementary back stroke
4. Stroke on the front or side

³¹ Instructor's Manual, Swimming and Diving Courses, The American National Red Cross (Washington, D. C., 1938), p. 46.

³² "Physical Education Course for Jr. High of Illinois," op. cit., p. 90.

5. Simple turning
6. Floating
7. Sculling
8. Treading water
9. Swimming under water
10. Plain diving
11. Rescue skills

INTERMEDIATE SWIMMING TEST

1. Demonstrate the leg strokes (10 yards each)
2. Demonstrate the arm strokes (10 yards each)
3. Swim 50 yards using elementary back stroke
4. Swim 100 yards using side stroke, breast stroke, or hand over hand
5. Demonstrate effectively a simple turn
6. Pupil floats for at least one minute
7. Scull backward for 10 yards
8. Tread water for one half minute
9. Swim under water at least two body lengths
10. Standing front dive
11. Running jump from low elevation, level off, and swim
12. Combined skill test -- swim continuously using all styles of swimming taught for five minutes.³³

³³ Swimming and Diving Courses, op. cit., pp. 50-51.

SAMPLE

PHYSICAL EDUCATION LESSON PLAN

SCHOOL Lodi High School LESSON NUMBER tenTITLE Swimming (Intermediate)REFERENCES 1. "Swimming and Diving," American Red Cross2. "Instructor's Manual-Swimming and Diving Courses"The American National Red Cross, Wash. D. C.3. "United States, Office of Naval Operations,Aviation Training Division, Swimming," UnitedStates Naval Institute, 1944

PROCEDURE	TIME	COMMENTS
Dressing	7 min.	
Roll Call	3 min.	
Administer the Inter- mediate Swimming Test as Outlined in the Course of Study for Intermediate Swimming	40 min.	
Shower and Dress	7 min.	

LODI UNION HIGH SCHOOL

COURSE OUTLINE

TITLE -- Swimming (Advanced)

SUMMARY OF COURSE -- The advanced swimmer must develop the fundamental styles and add to them some miscellaneous water skills which will make of him an all-round swimmer.³⁴

OBJECTIVES

1. To develop a variety of skills leading toward all-round performance in the water.
2. To develop co-ordination and good form in swimming and diving.³⁵

COURSE CONTENT

1. Master the following styles
 - a. elementary back stroke
 - b. breast stroke
 - c. side stroke
 - d. trudgen
 - e. back crawl
 - f. crawl
 - g. trudgen-crawl

³⁴ Ibid., p. 54.

³⁵ "College of the Pacific and Stockton Jr. College Course Outlines," op. cit., p. 69.

NOTE: These are mastered when the pupil can swim them confidently over long enough distances to prove that he can sustain them without undue effort.

2. Floating
3. Treading water
4. Surface diving and underwater swimming
5. Diving -- both running and from the springboard

ADVANCED SWIMMING TEST

1. Elementary back stroke (50 yards)
2. Breast stroke (100 yards)
3. Side stroke (100 yards)
4. Trudgen (100 yards)
5. Back crawl (100 yards)
6. Crawl or trudgen-crawl (100 yards)
7. Float motionless for five minutes
8. Remain afloat for five minutes by treading water
9. Surface dive to eight feet and swim under water 10 yards
10. Do standing and running dives in good form
11. Swim continuously for thirty minutes using all styles of swimming³⁶

³⁶ Swimming and Diving, op. cit., pp. 56-57.

SAMPLE

PHYSICAL EDUCATION LESSON PLAN

SCHOOL Lodi High School LESSON NUMBER elevenTITLE Swimming (Advanced)

REFERENCES 1. "Swimming and Diving," American Red Cross
2. "Instructor's Manual-Swimming and Diving
Courses," American Red Cross, Wash. D. C.
3. "United States, Office of Naval Operations,
Aviation Training Division, Swimming," United
States Naval Institute, 1944

PROCEDURE	TIME	COMMENTS
Dressing	7 min.	
Roll Call	3 min.	
Warm up Drill	3 min.	
Cross-pool Drill on Arm and Leg Strokes, and Rhythmic Breathing	7 min.	The major part of period is divided between individual instruction and individual practice
Demonstration and Analysis of Coordination	10 min.	
Individual Practice in Styles of Swimming with Instruction	20 min.	
Shower and Dress	7 min.	

LODI UNION HIGH SCHOOL

COURSE OUTLINE

TITLE -- Tennis (Elementary)

SUMMARY OF COURSE -- It is to develop the fundamental skills involved in playing the game of tennis.³⁷

OBJECTIVES

1. To develop the fundamental skills of forehand, backhand, and service strokes.
2. To develop a knowledge and appreciation of the game.
3. To develop the ability to play a game of tennis for recreation.³⁸

COURSE CONTENT

1. Positions of readiness
 - a. position of body
 - b. position of racquet
2. Footwork, swing, and grip in the following:
 - a. forehand
 - b. backhand
 - c. serve
3. Offensive strategy

³⁷ "College of the Pacific and Stockton Jr. College Course Outlines," op. cit., p. 53.

³⁸ "Physical Education Course for Jr. High of Illinois," op. cit., p. 124.

4. Defensive strategy
5. Forecourt and back court play and position
6. Court poitions for doubles and singles play
7. Rules of the game³⁹

TESTS AND EVALUATION

1. Attendance
2. Attitude
3. Improvement
4. Skill tests
5. Knowledge tests⁴⁰

39 "College of the Pacific and Stockton Jr. College Course Outlines," loc. cit.

40 LaPorte, loc. cit.

SAMPLE

PHYSICAL EDUCATION LESSON PLAN

SCHOOL Lodi High School LESSON NUMBER twelveTITLE Tennis (Elementary)

REFERENCES 1. "Official U. S. L. T. A. Tennis Guide," A. S. Barnes and Co., New York, latest edition

2. "Tennis for Teachers," Helen Irene Driver

3. "Tennis Made Easy," Lloyd Budge

PROCEDURE	TIME	COMMENTS
Dressing	7 min.	
Roll Call	3 min.	
Review of Lesson Number 11	5 min.	
Offensive and Defensive Strategy	15 min.	
Students Play Each Other	20 min.	Instructor should be near to help and to make comments on the playing of all the students
Shower and Dress	7 min.	

LODI UNION HIGH SCHOOL

COURSE OUTLINE

TITLE -- Tennis (Advanced)

SUMMARY OF COURSE -- It is designed to further develop the fundamental skills involved in playing the game of tennis.⁴¹

OBJECTIVES

1. To further develop the fundamental skills of forehand, backhand, and service strokes.
2. To further develop a knowledge and appreciation of the game.
3. To further develop the ability to play a game of tennis for recreation.⁴²

COURSE CONTENT

1. Review elementary course
 - a. positions of readiness for body and for racquet
 - b. footwork, swing, and grip in forehand, backhand, and serve
 - c. offensive strategy
 - d. defensive strategy

41 "College of the Pacific and Stockton Jr. College Course Outlines," loc. cit.

42 "Physical Education Course for Jr. High of Illinois," loc. cit.

- e. forecourt and backcourt play and position
 - f. court positions for doubles and singles play
 - g. rules of the game
2. Additional
- a. volley
 - b. lob
 - c. hit play
 - d. drop shot
 - e. chop shot
 - f. use of the half-volley, drop shot, chop shot
 - g. advanced offensive and defensive strategy in playing singles and doubles⁴³

TESTS AND EVALUATION

1. Attendance
2. Attitude
3. Improvement
4. Skill tests
5. Knowledge tests⁴⁴

⁴³ "College of the Pacific and Stockton Jr. College Course Outlines," op. cit., pp. 56-57.

⁴⁴ LaPorte, loc. cit.

SAMPLE

PHYSICAL EDUCATION LESSON PLAN

SCHOOL Lodi High School LESSON NUMBER thirteenTITLE Tennis (Advanced)REFERENCES 1. "Official U. S. L. T. A. Tennis Guide," A. S.Barnes and Co., New York, latest edition2. "Tennis for Teachers," Helen Irene Driver3. "Tennis Make Easy," Lloyd Budge

PROCEDURE	TIME	COMMENTS
Dressing	7 min.	
Roll Call	3 min.	
Administer the Knowledge	40 min.	
Test on the Rules, Regulations, and Techniques Involved in Tennis		
Shower and Dress	7 min.	

LODI UNION HIGH SCHOOL

COURSE OUTLINE

TITLE -- Touch Football (Elementary)

SUMMARY OF COURSE -- It is designed to develop skills and knowledge involved in playing touch football.⁴⁵

OBJECTIVES

1. To develop the fundamental skills of passing, catching, running, dodging, and kicking.
2. To develop a knowledge of the game.
3. To develop sportsmanship, co-operation and a recreational interest in touch football.⁴⁶

COURSE CONTENT

1. Passing
2. Kicking
3. Blocking
4. Running
5. Catching
6. Offensive play
 - a. line play
 - b. backfield play

⁴⁵ "Course in Boys' Physical Education in Sr. High of Sacramento," op. cit., p. 13.

⁴⁶ "Physical Education Course for Jr. High of Illinois," op. cit., p. 92.

7. Defensive play
 - a. line play
 - b. backfield play
8. Touch football rules
9. Offensive strategy
10. Defensive strategy⁴⁷

TESTS AND EVALUATION

1. Attendance
2. Attitude
3. Improvement
4. Skill tests
5. Knowledge tests⁴⁸

47 "Course of Study in Physical Education for Junior High School Boys," Sacramento Unified School District, Sacramento, California, January, 1956, pp. 213-215.

48 LaPorte, loc. cit.

SAMPLE

PHYSICAL EDUCATION LESSON PLAN

SCHOOL Lodi High School LESSON NUMBER fourteenTITLE Touch Football (Elementary)

REFERENCES 1. "Touch Football," John V. Grombach
2. "Touch Football," R. H. Barbour and Sarra L.
3. 'The Use of Touch Football as an Intramural
Sport,' "Athletic Journal," Clarke H. Harrison
September, 1934.

PROCEDURE	TIME	COMMENTS
Dressing	7 min.	
Roll Call	3 min.	
Review Lesson Number 13	5 min.	
Offensive Play	35 min.	
Shower and Dress	7 min.	

LODI UNION HIGH SCHOOL

COURSE OUTLINE

TITLE -- Touch Football (Advanced)

SUMMARY OF COURSE -- It offers the opportunity to further develop skills and knowledge involved in playing touch football.⁴⁹

OBJECTIVES

1. To further develop the fundamental skills of passing, catching, running, dodging and kicking.
2. To further develop the knowledge and appreciation of the game.
3. To further develop sportsmanship, co-operation, and a recreational interest in touch football.⁵⁰

COURSE CONTENT

1. Review of the fundamental skills
 - a. correct stance and positions
 - b. passing
 - c. kicking
 - d. blocking
 - e. running

⁴⁹ "Course in Boys' Physical Education in Sr. High of Sacramento," op. cit., p. 14.

⁵⁰ "Physical Education Course for Jr. High of Illinois," loc. cit.

- f. catching
 - g. offensive play (line and backfield)
 - h. defensive play (line and backfield)
 - i. rules
 - j. offensive strategy
 - k. defensive strategy
2. Additional
- a. formations (several offensive types; several defensive types)
 - b. how to combat different types of offensive and defensive plays⁵¹

TESTS AND EVALUATION

- 1. Attendance
- 2. Attitude
- 3. Improvement
- 4. Skill tests
- 5. Knowledge tests⁵²

51 "Course in Boys' Physical Education in Sr. High of Sacramento," loc. cit.

52 LaPorte, loc. cit.

SAMPLE

PHYSICAL EDUCATION LESSON PLAN

SCHOOL Lodi High School LESSON NUMBER fifteenTITLE Touch Football (Advanced)

REFERENCES 1. "Touch Football," John V. Grombach
2. "Touch Football," R. H. Barbour and Sarra L.
3. 'The Use of Touch Football as an Intramural
Sport,' "Athletic Journal," Clarke H. Harrison
September, 1934

PROCEDURE	TIME	COMMENTS
Dressing	7 min.	
Roll Call	3 min.	
Review Lesson Number 14	5 min.	
Offensive Formations and Defensive Formations	15 min.	A chalkboard should be used to show the different offensive and defensive formations
Team A Play Team B	20 min.	
Shower and Dress	7 min.	

LODI UNION HIGH SCHOOL

COURSE OUTLINE

TITLE -- Track and Field (Elementary)

SUMMARY OF COURSE -- This course is designed to develop the individual physically, mentally, and socially. It is also to develop an interest in track and field events.⁵³

OBJECTIVES

1. To develop skills in running, jumping, and throwing.
2. To develop an understanding and an appreciation of track and field activities.⁵⁴

COURSE CONTENT

1. Rules in track and field
2. Fundamental principles involved in performing each event
3. Warm ups and conditioning exercises
4. Knowledge of track and field nomenclature⁵⁵
5. Skill in these seven events

⁵³ "College of the Pacific and Stockton Jr. College Course Outlines," op. cit., p. 35.

⁵⁴ "Physical Education Course for Jr. High of Illinois," op. cit., p. 128.

⁵⁵ "Course in Boys' Physical Education in Sr. High of Sacramento," op. cit., p. 19.

- a. 50 yard dash
- b. 100 yard dash
- c. 60 yard low hurdles
- d. relays (50 yards)
- e. high jump
- f. running broad jump
- g. 8 pound shpt put⁵⁶

TESTS AND EVALUATION

1. Attendance
2. Attitude
3. Improvement and ability (based upon times and measurement)
4. Manner of response to instruction⁵⁷

56 "Physical Education Course for Jr. High of Illinois," op. cit., p. 130.

57 "College of the Pacific and Stockton Jr. College Course Outlines," op. cit., p. 36.

SAMPLE

PHYSICAL EDUCATION LESSON PLAN

SCHOOL Lodi High School LESSON NUMBER sixteenTITLE Track and Field (Elementary)REFERENCES 1. "Track and Field Athletics," G. T. Bresnahan
and W. W. Tuttle2. "Fundamentals of Track and Field Coaching,"
R. I. Miller3. "Scholastic Coach," published monthly except
July and August by Scholastic Corporation,
New York 3, New York

PROCEDURE	TIME	COMMENTS
Dressing	7 min.	
Roll Call	3 min.	
Warm Ups and Conditioning	5 min.	
Exercises		
Demonstration by the In- structor in Correct Starting and Running Form	35 min.	After demonstration have each member of the class go through starting and running several times
Shower and Dress	7 min.	

LODI UNION HIGH SCHOOL

COURSE OUTLINE

TITLE -- Track and Field (Advanced)

SUMMARY OF COURSE -- This course is meant to further develop the skills and knowledge involved in track and field events.

OBJECTIVES

1. To further develop skills in running, jumping, and throwing.
2. To develop self-confidence, team co-operation, sportsmanship and interest in track and field events.⁵⁸

COURSE CONTENT

1. Review of the elementary course
 - a. rules of track and field
 - b. fundamental principles involved in performing each event
 - c. warm up and conditioning exercises
 - d. 50 yard dash
 - e. 100 yard dash
 - f. 60 yard low hurdles
 - g. relays (50 yards)

⁵⁸ "Course in Boys' Physical Education in Sr. High of Sacramento," op. cit., p. 20.

- h. high jump
 - i. running broad jump
 - j. 8 pound shot put
2. Additional
- a. 440 yard run
 - b. 880 yard run
 - c. 120 yard high hurdles
 - d. 880 yard relay
 - e. shot put
 - f. pole vault⁵⁹

TESTS AND EVALUATION

1. Attendance
2. Attitude
3. Improvement and ability (based upon times and measurements)
4. Manner of response to instruction⁶⁰

59 Ibid., p. 20.

60 "College of the Pacific and Stockton Jr. College Course Outlines," loc. cit.

SAMPLE

PHYSICAL EDUCATION LESSON PLAN

SCHOOL Lodi High School LESSON NUMBER seventeenTITLE Track and Field (Advanced)REFERENCES 1. "Track and Field Athletics," G. T. Bresnahan
and W. W. Tuttle2. "Fundamentals of Track and Field Coaching,"
R. I. Miller3. "Scholastic Coasch," published monthly except
July and August by Scholastic Corporation,
New York 3, New York

PROCEDURE	TIME	COMMENTS
Dressing	7 min.	
Roll Call	3 min.	
Warm Ups and Conditioning	5 min.	
Exercises		
880 yard Relay Race	35 min.	Divide the class into units of four men for each relay team--each man to run 220 yards
Shower and Dress	7 min.	

LODI UNION HIGH SCHOOL

COURSE OUTLINE

TITLE -- Tumbling (Elementary)

SUMMARY OF COURSE -- It is designed to teach the fundamental skills and knowledge involved in individual and companion tumbling.⁶¹

OBJECTIVES

1. To develop endurance, strength, agility, poise, and self-confidence.
2. To develop specific skills in handling the body in any situation.⁶²

COURSE CONTENT

- | | |
|-------------------------------|---------------------------|
| 1. Individual tumbling stunts | 2. Companion tumbling |
| a. forward roll | a. elephant walk |
| b. shoulder roll | b. camel walk |
| c. dive | c. forward double roll |
| d. backward roll | d. backward double roll |
| e. backward roll-lay out | e. hand-balance pull over |
| f. squathand stand | f. ankle pick up |
| g. head stand | g. knee shoulder spring |

⁶¹ "Course in Boys' Physical Education in Sr. High of Sacramento," op. cit., p. 30.

⁶² "Physical Fitness Through Physical Education for California Secondary School Boys," op. cit., p. 59.

- | | |
|--------------------------|---|
| h. forearm stand | h. neck-lift front
hand spring |
| i. hand stand | i. thigh stand |
| j. cartwheel | j. walk up shoulder
mount |
| k. neck spring (snap-up) | k. foot to hand balance |
| l. hand spring | l. back to back pull
over somersault ⁶³ |
| m. front somersault | |
| n. round off | |
| o. hand walk | |

TESTS AND EVALUATION

1. Attendance
2. Attitude
3. Improvement
4. Skill tests
5. Knowledge tests ⁶⁴

⁶³ "Course in Boys' Physical Education in Sr. High of Sacramento," loc. cit.

⁶⁴ LaPorte, loc. cit.

SAMPLE

PHYSICAL EDUCATION LESSON PLAN

SCHOOL Lodi High School LESSON NUMBER eighteenTITLE Tumbling (Elementary)

REFERENCES 1. "The Tumblers' Manual," W. R. LaPorte
2. "Physical Education Activities, Sports, and
Games," L. E. Means
3. "Physical Fitness Thru Physical Education for
Secondary School Boys," Calif. St. Dept. of Educ.

PROCEDURE	TIME	COMMENTS
Dressing	7 min.	
Roll Call	3 min.	
Review Forward Roll, Shoulder Roll, and Dive	10 min.	
Instructor Demonstrate and Explain Techniques of the Backward Roll, Back- ward Roll-lay out, and Squathand Stand	10 min.	Be sure to give in- dividual attention-- it may be well to have some of the better tumblers act as your helpers
Class Practice the Above New Exercises	15 min.	
Shower and Dress	7 min.	

LODI UNION HIGH SCHOOL

COURSE OUTLINE

TITLE -- Tumbling (Advanced)

SUMMARY OF COURSE -- It is to further develop and learn the fundamental skills and knowledge involved in individual and companion tumbling.⁶⁵

OBJECTIVES

1. To further develop endurance, strength, agility, poise, and self-confidence.
2. To further develop specific skills in handling the body in any situation.⁶⁶

COURSE CONTENT

- | | |
|--------------------------------|---------------------------|
| 1. Review of elementary stunts | |
| (Individual tumbling) | (Companion tumbling) |
| a. forward roll | a. elephant walk |
| b. shoulder roll | b. camel walk |
| c. dive | c. forward double roll |
| d. backward roll | d. backward double roll |
| e. backward roll-lay out | e. hand-balance pull over |

⁶⁵ "Course in Boys' Physical Education in Sr. High of Sacramento," op. cit., p. 31.

⁶⁶ "Physical Fitness Through Physical Education for Calif. Secondary School Boys," loc. cit.

- | | |
|--------------------------|---|
| f. squat hand stand | f. ankle pick up |
| g. head stand | g. knee shoulder spring |
| h. forearm stand | h. neck-lift front
hand spring |
| i. hand stand | i. thigh stand |
| j. cartwheel | j. walk up shoulder mount |
| k. neck spring (snap-up) | k. foot to hand balance |
| l. hand spring | l. back to back pull over
somersault |
| m. front somersault | |
| n. round off | |
| o. hand walk | |

2. Additional

- | | |
|--|--|
| a. back hand spring | a. high arm to arm balance |
| b. back somersault | b. low arm to arm balance |
| c. head spring | c. toe pitch back somer-
sault |
| d. round off-back
hand spring | d. side-leg pitch back
somersault ⁶⁷ |
| e. round off-back hand
spring-back somersault | |

TESTS AND EVALUATION

1. Attendance

67 "Course in Boys' Physical Education in Sr. High of Sacramento," loc. cit.

2. Attitude
3. Improvement
4. Skill tests
5. Knowledge tests⁶⁸

68 LaPorte, loc. cit.

SAMPLE

PHYSICAL EDUCATION LESSON PLAN

SCHOOL Lodi High School LESSON NUMBER nineteenTITLE Tumbling (Advanced)

REFERENCES 1. "The Tumblers' Manual," W. R. LaPorte
 2. "Physical Education Activities, Sports, and Games," L. E. Means
 3. "Physical Fitness Thru Physical Education, Secondary School Boys," Calif. St. Dept. of Educ.

PROCEDURE	TIME	COMMENTS
Dressing	7 min.	
Roll Call	3 min.	
Review Lesson Number 18	5 min.	
Demonstration and Explanation of the Individual Tumbling Stunts--back hand, spring, back somersault, and head spring	35 min.	The safety belt should be used by all students
Shower and Dress	7 min.	

LODI UNION HIGH SCHOOL

COURSE OUTLINE

TITLE -- Volleyball (Elementary)

SUMMARY OF COURSE -- It is designed to develop skills and knowledge involved in playing volleyball.⁶⁹

OBJECTIVES

1. To develop the fundamental skills in volleyball.
2. To develop a knowledge and appreciation of the game.
3. To develop an attitude of fair play and a recreational interest in volleyball.⁷⁰

COURSE CONTENT

1. Passing the ball
 - a. underhand (one hand, two hands)
 - b. overhand (one hand, two hands)
2. Serving
 - a. underhand
 - b. overhand
3. Boosting the ball
4. Spiking the ball
5. Receiving service

⁶⁹ "Course in Boys' Physical Education in Sr. High of Sacramento," op. cit., p. 24.

⁷⁰ "Physical Education Course for Jr. High of Illinois," op. cit., p. 94.

6. Team play
 - a. offense
 - b. defense
7. Rules and strategy⁷¹

TESTS AND EVALUATION

1. Attendance
2. Attitude
3. Improvement
4. Skill tests
5. Knowledge tests⁷²

71 "College of the Pacific and Stockton Jr. College Course Outlines," op. cit., p. 5.

72 LaPorte, loc. cit.

SAMPLE

PHYSICAL EDUCATION LESSON PLAN

SCHOOL Lodi High School LESSON NUMBER twentyTITLE Volleyball (Elementary)REFERENCES 1. "Volleyball," Robert E. Laveage2. "Physical Education Handbook," Don CashSeaton, et al.3. "Sports for the Fun of It," John Tunis

PROCEDURE	TIME	COMMENTS
Dressing	7 min.	
Roll Call	3 min.	
Review Lesson Number 8	5 min.	
Rassing the Ball	35 min.	
a. underhand (one hand, two hands)		
b. overhand (one hand, two hands)		
Shower and Dress	7 min.	

LODI UNION HIGH SCHOOL

COURSE OUTLINE

TITLE -- Volleyball (Advanced)

SUMMARY OF COURSE -- It further develops skill and knowledge involved in playing volleyball.⁷³

OBJECTIVES

1. To further develop the fundamental skills in volleyball.
2. To further develop a knowledge and appreciation of the game.
3. To further develop an attitude of fair play and a recreational interest in volleyball.⁷⁴

COURSE CONTENT

1. Review of the fundamental skills
 - a. passing the ball (underhand - one hand, two hands; overhand - one hand, two hands)
 - b. serving (underhand; overhand)
 - c. boosting the ball
 - d. spiking the ball
 - e. receiving service

⁷³ "Course in Boys' Physical Education in Sr. High of Sacramento," op. cit., p. 25.

⁷⁴ "Physical Education Course for Jr. High of Illinois," loc. cit.

- f. team play (offense; defense)
 - g. rules and strategy
2. Additional
- a. advanced offensive strategy (placing personnel; offense used against different defenses; serving the ball to weak spots; and drawing opponents out of position)
 - b. advanced defensive strategy (placing personnel; and defense against spiking)
 - c. knowledge of refereeing and scoring⁷⁵

TESTS AND EVALUATION

1. Attendance
2. Attitude
3. Improvement
4. Skill tests
5. Knowledge tests⁷⁶

⁷⁵ "Course in Boys' Physical Education in Sr. High of Sacramento," loc. cit.

⁷⁶ LaPorte, loc. cit.

SAMPLE

PHYSICAL EDUCATION LESSON PLAN

SCHOOL Lodi High School LESSON NUMBER threeTITLE Volleyball (Advanced)REFERENCES 1. "Volleyball," Robert E. Laveage2. "Physical Education Handbook," Don Cash
Seaton, et al.3. "Sports for the Fun of It," John Tunis

PROCEDURE	TIME	COMMENTS
Dressing	7 min.	
Roll Call	3 min.	
Review Lesson Number 2	5 min.	
Team Play - Offense and Defense	15 min.	
Divide the Class into Teams and Play the Game of Volleyball	20 min.	
Shower and Dress	7 min.	

LODI UNION HIGH SCHOOL

COURSE OUTLINE

TITLE -- Wrestling (Elementary)

SUMMARY OF COURSE -- This course is to develop the fundamental skills and knowledge involved in wrestling.⁷⁷

OBJECTIVES

1. To develop the body physically.
2. To develop an appreciation of the sport of wrestling.
3. To develop self-confidence, balance, agility, aggressiveness, and sportsmanship.⁷⁸

COURSE CONTENT

1. Warm up and the development of basic wrestling abilities
 - a. changing positions
 - b. back spinning
 - c. bridging
 - d. shoulder roll
 - e. back spin and sit through
2. Fundamental positions
 - a. on guard

⁷⁷ "Course in Boys' Physical Education in Sr. High of Sacramento," op. cit., p. 22.

⁷⁸ "College of the Pacific and Stockton Jr. College Course Outlines, op. cit., p. 40.

- b. referee's
 - c. all fours
3. Taking opponent to the mat and defenses
- a. front leg dive
 - b. side leg dive
 - c. front headlock
 - d. inside trip
 - e. falling arm drag
 - f. arm drag from knees
4. Knowledge of the rules
5. Knowledge of offensive and defensive strategy⁷⁹

TESTS AND EVALUATION

- 1. Attendance
- 2. Attitude
- 3. Improvement
- 4. Skill tests
- 5. Knowledge tests⁸⁰

79 "Course in Boys' Physical Education in Sr. High of Sacramento," op. cit., pp. 22-23.

80 LaPorte, loc. cit.

SAMPLE

PHYSICAL EDUCATION LESSON PLAN

SCHOOL Lodi High School LESSON NUMBER twenty-twoTITLE Wrestling (Elementary)

REFERENCES 1. Official N. C. A. A. "Official Wrestling
Guide," (annual), latest edition
2. "Wrestling," N. C. Gallagher
3. "Physical Education Handbook," Don Cash
Seaton, et al.

PROCEDURE	TIME	COMMENTS
Dressing	7 min.	
Roll Call	3 min.	
Warm up Exercises	3 min.	
Review Lesson Number 1	37 min.	It is important that time be taken on these fundamentals. Use the better boys to help instruct those who are having difficulty
a. changing positions		
b. back spinning		
c. bridging		
d. shoulder roll		
e. back spin and sit through		
Shower and Dress	7 min.	

LODI UNION HIGH SCHOOL

COURSE OUTLINE

TITLE -- Wrestling (Advanced)

SUMMARY OF COURSE -- The course is designed to further develop skills and knowledge involved in wrestling.⁸¹

OBJECTIVES

1. To further develop the body physically.
2. To further develop an appreciation of the sport.
3. To further develop self-confidence, balance, agility, aggressiveness, and sportsmanship.⁸²

COURSE CONTENT

1. Review elementary course
 - a. warm up and the development of basic wrestling abilities (changing positions; back spinning; bridging; shoulder roll; and back spin and sit through)
 - b. fundamental positions (on guard; referee's; and all fours)
 - c. taking opponent to the mat and defenses (front leg dive; side leg dive; front headlock; inside

81 "Course in Boys' Physical Education in Sr. High of Sacramento," op. cit., p. 22.

82 "College of the Pacific and Stockton Jr. College Course Outlines," loc. cit.

- trip; falling arm drag; and arm drag from knees)
- d. knowledge of the rules
 - e. knowledge of offensive and defensive strategy
2. Additional
- a. body scissors and head scissors
 - b. going behind opponent and defenses (arm drag; and slip under arm)
 - c. taking opponent to the mat from behind and defenses (kick over; waist lift; forward trip; and double trip)
 - d. pinning opponent and defenses (half nelson and far bar arm; half nelson and inside crotch; half nelson and body chancery; reverse nelson and inside crotch; reverse nelson and cradle; reverse nelson and double bar arm)⁸³

TESTS AND EVALUATION

1. Attendance
2. Attitude
3. Improvement
4. Skill tests
5. Knowledge tests⁸⁴

⁸³ "Course in Boys' Physical Education in Sr. High of Sacramento," loc. cit.

⁸⁴ LaPorte, loc. cit.

SAMPLE

PHYSICAL EDUCATION LESSON PLAN

SCHOOL Lodi High School LESSON NUMBER twenty-threeTITLE Wrestling (Advanced)

REFERENCES 1. Official N. C. A. A. "Official Wrestling
Guide," (annual), latest edition
2. "Wrestling," N. C. Gallagher
3. "Physical Education Handbook," Don Cash
Seaton, et al.

PROCEDURE	TIME	COMMENTS
Dressing	7 min.	
Roll Call	3 min.	
Orientation--Course Content and What is Expected of the Students	10 min.	
Warm up Exercises	3 min.	
Review the 1st Phase of the Elementary Wrestling Course Outline	27 min.	In reviewing the elementary course outline the instructor should avoid repetition of the unnecessary fundamentals
Shower and Dress	7 min.	

CHAPTER V

SUMMARY AND CONCLUSION

The purpose of this study was to present a course of study in physical education for boys of the 10th, 11th, and 12th grades based upon authoritative opinion and an analysis of modern curriculum guides. The activities for these courses of studies have been selected in terms of the following criteria:

1. As a factor for achieving the objectives of physical education.
2. As a factor in promoting the greatest good to the greatest number of boys.
3. As a factor in teaching interesting activities.
4. As a factor leading to other activities.
5. As a factor in promoting carry-over values.
6. As a factor in promoting opportunities for intensive practice.
7. As a factor in creating and developing opportunities for leadership.

The material presented herein contains many of the elements of a successful program of physical education. Success can be obtained only by organizing a carefully graded course of study, securing at least minimum facilities,

and administering the instruction on a sound basis under the leadership of well trained teachers.

This course of study was adapted to fit the needs of the 10th, 11th, and 12th grades at Lodi High School. The program will be affected to some extent by the training of available teachers and by the types of teaching techniques which are stressed. It will be modified by the degree of emphasis on health education, first aid, and integration of other school subjects.

The required courses in physical education for 10th grade boys constitute, basically, a sports instructional program. The program is planned to fulfill a two-fold purpose, namely:

1. To develop the boys - physically, mentally, and socially.
2. To increase the boys' recreational interests.

The program is developed on a block system basis in which approximately four weeks of each term are devoted to each activity.

The course in physical education for 11th and 12th grade boys is also organized on a sports instructional basis with each activity a continuation of the tenth grad. However, each activity presents more advanced techniques.

The core sports activity schedule is presented as a

foundation program. Touch football, basketball, track and field, and softball are offered in season in conformity with the major sports season schedule. The gymnasium activities such as wrestling, boxing, and tumbling are scheduled for the inclement weather season.

It is unfortunate that the actual practice in the teaching of physical education lags far behind its accepted textbook philosophy. Most physical education programs in the modern high schools are obsolete, inadequate, and un-systematic. There are some exceptions in the more progressive schools, but often even these programs are based more upon tradition than upon what should be present day practice.

It is the hope of the author that each school will develop a course of study in physical education which will guarantee every child an opportunity to develop physically and mentally and socially.

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