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PHYSICAL EDUCATION PROGRAM
FOR GRIFFIN HIGH SCHOOL
SPRINGFIELD, ILLINOIS

James L. Belz

PHYSICAL EDUCATION PROGRAM
FOR GRIFFIN HIGH SCHOOL
SPRINGFIELD, ILLINOIS

A Term Paper Presented To
Professor William Groves
Eastern Illinois University

in

Physical Education 495

In Partial Fulfillment
Of The Requirements For The Degree
Master of Science in Education

by

James L. Belz

July, 1960

This study has been accepted by Professor William Groves and approved by the Head of the Department of Physical Education (Men), Eastern Illinois University, as partial fulfillment of the requirements for the Master of Science in Education Degree.

Accepted:



William H. Groves
Instructor

Approved: ✓



John W. Masley
Advisor

Date:

7/21/60

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CHAPTER I

INTRODUCTION

Physical education is relatively new in the school curriculum, yet it is an exceedingly old form of education. The first physical educator was probably the parent who taught his son to throw a spear, to climb a tree, to leap a brook and to perform many skills that were necessary for survival in tribal life of uncivilized man.¹

Social times have changed, but we still follow the pattern. We aren't required to follow the same type of exercises for the same purpose, but the desire to throw, run and climb is still found in the boys of today.

But what of the meaning of the words "physical education?" Do they imply through the apparent awkwardness of their associations, that there is an education which is physical? Surely one acquires an education in many ways and from many sources. It would be difficult today to believe that only through reading books does one acquire the distinction of being an educated man. There are other experiences that count, and although some of them may be fruitless, "physical education" which is concerned with the outcome, may contribute much to growth and development. Modern physical education draws them principally from the active play of people.²

¹Winifred Van Hagen, Genevieve Dexter, and Jesse Feiring Williams, Physical Education in the Elementary School (Sacramento, California: California State Department of Education, 1951), p. 3.

²Delbert Oberteuffer, Physical Education (New York: Harper Bros., 1951), p. 1.

The purpose of this paper is to set up a physical education program for Griffin High School, a school of six hundred boys, which has lacked a solid program. Although the school is only two years old, the conditions are crowded, and along with this problem, the majority of the students entering Griffin High School have had no previous experience with physical education.

CHAPTER II

PHILOSOPHY, AIMS AND OBJECTIVES OF THE PHYSICAL EDUCATION CURRICULUM

Philosophy

Everyone outlining a plan for a physical education program should have a personal philosophy concerning such a program. This writer feels that the teachers in the field of physical education must have a philosophy that contributes directly to education itself.

Many different leaders in the field of physical education have similar ideas, but in the following paragraphs are listed those which fulfill the needs of the program at Griffin High School.

Nixon and Cozens³ state that physical education should never be thought of as a frill or ornament attached to the institution or the school, but rather as an integral part of the project of educating the whole individual.

If physical education is to make its maximum contribution to the growth and development of youth, it has to be a part of education programs from kindergarten through college.

Forsythe and Duncan⁴ even go beyond that and include experiences through which children and youth can develop attitudes and recreational

³Eugene W. Nixon and Frederick W. Cozens, An Introduction to Physical Education (Philadelphia: W. B. Saunders Company, 1952), p. 7.

⁴Charles E. Forsythe and Ray O. Duncan, Administration of Physical Education (New York: Prentice Hall, Inc., 1951), p. 5.

skills that will be a part of their entire lives. It is the responsibility of every school to provide these opportunities for all children.

Aims of Physical Education

Leaders in the profession differ in the way aims are defined for physical education. LaPorte⁵ says:

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.

Irwin⁶ states:

Physical education should emphasize, perhaps to a greater extent than other fields, such phases of education as the physical, social, emotional and recreational development of each pupil.

The writer realizes that there will always be new achievement and improvements in physical aims, but the statement by Williams in this regard will be the one which we will follow at Griffin High School. Williams⁷ says that physical education should aim to provide leadership, and adequate facilities, which will afford an opportunity for each individual or group to act in situations that are physically wholesome, mentally stimulating and satisfying and socially sound.

⁵William Ralph LaPorte, The Physical Education Curriculum, Fifth Edition (Revised) (Los Angeles: The University of Southern California Press, 1951), p. 37.

⁶Leslie W. Irwin, The Curriculum in Health and Physical Education, Second Edition (St. Louis: C. V. Mosby Company, 1951), p. 42.

⁷Jesse Feiring Williams, The Principles of Physical Education, Sixth Edition (Philadelphia: W. B. Saunders Company, 1954), p. 222.

General Objectives of Physical Education

The program for physical education should be like all the other subjects in the school curriculum. It should have definite objectives, such as those stated by Vannier and Fait:⁸

. . . To develop all youths physically, socially, mentally, morally, so that they become well rounded, healthy, responsible, happy and productive citizens for all democracy.

Kozman, Cassidy and Jackson⁹ list the following general objectives:

To help each student

1. To understand and respect the body as an instrument for the expression of the self.
2. To grow in understandings and skills in maintaining fitness for living.
3. To develop socially acceptable and personally rewarding behavior in and through relationships with others in physical education activities.
4. To acquire enthusiasms, skills, and rich resources for leisure time activities.

LaPorte's¹⁰ general objectives, which will form a basis for Griffin High School programs, insofar as facilities will allow, are:

1. The development of fundamental skills in aquatic, gymnastic, rhythmic and athletic activities for immediate education 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 of others.

⁸Maryhelen Vannier and Hollis F. Fait, Teaching Physical Education in Secondary Schools (Philadelphia: W. B. Saunders Company, 1957), p. 8.

⁹Hilda Clute Kozman, Rosalind Cassidy and Chester O. Jackson, Methods in Physical Education, Third Edition (Philadelphia: W. B. Saunders Company, 1958), p. 109.

¹⁰LaPorte, op. cit., p. 37.

4. The development of a comprehensive knowledge of rules, techniques and strategies in the above activities suitable as 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 education situations.
7. The development of the power of self-expression and reasonable self-confidence (physical and mental poise); by mastery of difficult physical-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 situations.

The writer feels that after studying the many objectives for physical education, the goal for Griffin High School should be to base the program upon needs, problems and interest of the boys in their particular society.

Specific Objectives

Specific objectives which can be derived from the objectives already screened will be of tremendous help. The following specific objectives are suggested as practicable for the curriculum guide at Griffin High School. The ultimate goal is the attainment of the following:

CHAPTER III

ADMINISTRATIVE PROCEDURES AND ORGANIZATION

A. Teacher Responsibility

1. Preparation and Lesson Planning. Lesson plans should be written out and the following parts stressed: a clear cut statement of what is to be learned, a review of past learning, a well organized, logical development of the new contest or skill, a check on the understanding of the lesson during and at the close of the class, and deliberate provisions for the securing and retaining of pupil interest.¹²
2. Punctuality. A characteristic of professional attitude, as well as good teaching, is punctuality for class sessions. It is difficult to expect a student to be impressed with the virtue of being on time if the instructor is not.
3. Vitality. The teacher of physical education, more than any other teacher, must develop and demonstrate vitality in his teaching and actions. The very nature of physical education demands this sort of technique.
4. Interest. To be successful, interest in physical education must be dominant. It cannot be relegated to the position of a job to do until one can get a primary interest. Students recognize

¹²Ruth Evans and Leo Gans, Supervision of Physical Education (New York: McGraw-Hill, 1950), p. 214.

this attitude readily and react accordingly.

5. Good Habits. Teaching effectively is most often done by example. It is unreasonable to believe the teacher of physical education can impress the student with the necessity of clean living, practicing health habits, and establishing positive moral and spiritual values if he doesn't set a personal example.
6. Conduct of Class. All disciplinary problems should be dealt with immediately. In order to deal successfully with a problem, the teacher should examine the situation to see what elements are relevant to the solution of the problem and equally important, what elements are not.¹³

B. Status of Physical Education in the Griffin High School Curriculum

1. Importance. The importance of physical education in relation to the entire school program will be dependent directly on the contribution of those in charge. Physical education, unlike some academic fields, does not have automatic and permanent prestige. It can assume importance as part of the curriculum only if the teachers, supervisors, and administrators insist on, and maintain, professional attitudes and practices.

13

William C. More, Psychology and Teaching (Chicago: Scott Foresmen Company, 1952), p. 15.

C. Classes in Physical Education

1. Scheduling. The scheduling and assignments of classes is done by the principal. The time of the class meeting will be determined by the schedule of academic subjects which the student has. There is considerable flexibility in the time schedule for physical education.
2. Classes Per Week. Classes will be held five days a week, with sixty minutes of time given to each class.
3. Grade Classification. Physical education classes will be on the same grade level whenever possible. The grade level consists of grades nine through twelve, or Freshman, Sophomore, Junior, and Senior.
4. Size of Classes. The physical education department would prefer to have no more than forty boys in one class.

D. Grading

1. Class Requirements for Passing Grades. At the beginning class in physical education, the teacher shall inform the class as to the requirements for a passing grade. This information will be posted on the bulletin board.
2. Letter Grades. Marks in physical education shall be consistent with other grading in the school. These grades will be given at each grading period.
3. Basis for Grading. Grading in physical education shall be both objective and subjective. The basis for grading will be the following:

I. Supervision of Shower and Dressing Rooms

1. Cleanliness of Rooms. Teachers are expected to enforce standards of cleanliness and safety equal to those of the rest of the school. Cleanliness of shower and dressing rooms results from an attitude which must be instilled in the students.
2. Safety of Rooms. Special care and observation is necessary to see that slippery soap or foreign substances are not left on the floor. There should be special attention to safety in the shower and dressing area, as a large percentage of accidents occur there.
3. Regulations of Specific Importance. Horse play, running through showers, etc., should not occur under any condition in the shower room. One warning for a boy is sufficient. Yelling and swearing are not tolerated.
4. Presence of Instructor. It is wise procedure for at least one instructor to be present at showering and dressing areas in such a position that the group is under observation both at the beginning and at the end of the class.¹⁸

J. Excuses

1. Medical Excuse. A student who is physically unable to participate in physical education is required to obtain an excuse from a doctor as frequently as the instructor thinks it necessary.
2. Temporary Excuse. If a student is unable to participate in physical education, not to exceed one third of the total lessons

¹⁸Curriculum Guide for Secondary Physical Education (Springfield, Illinois: School District #186), p. 5.

in a semester, he is required to obtain an excuse from a doctor.

3. Credit. Successful completion of a semester of physical education is recorded as "credit."
4. Restricted Activity. Special participation must be worked into the regular class. If the student's physical condition is such that regular class activity is prohibitive, activities must be modified so that they will be within his limitations. Students unable to participate fully should be carefully observed to avoid over activity.

K. Legal Requirement for Physical Education

1. State Laws. The School Code of Illinois at present requires that all students take physical education daily. Griffin High School shall meet this as far as possible.
2. Local Requirements. Griffin High School shall require all able-bodied students to take physical education.

L. Accident Reporting

1. Responsibility. It is the responsibility of all teachers to report accidents that occur during the time that the student is under their supervision.
2. Complete Report. Give all information required by the report blank. This information is often needed by the insurance company. It is also needed for the school accident records.
3. Copies. It is good practice for the teacher to make a carbon copy to keep in his own file.

4. What to Report. Report any accident which, in your opinion, is serious enough to require any treatment at the time or later.
5. When to Report. Accident reports should be made and filed with the principal as near the time of occurrence as possible.
6. Liability. For protection, it is suggested that a teacher familiarize himself with existing liability laws and court cases involving physical education and liability.

M. Orientation Program

The orientation program will consider many items in the department. More emphasis, stress and detail shall be placed at the freshman level, since these students are entering a new building and a different environment. They will need considerable assistance in the location and relation of the other class areas as well as detailed information about the gym and other physical education departments.¹⁹

Orientation Day at Griffin High School is a day set aside by the school authorities in which the incoming freshmen are familiarized with all the procedures of the school. The other students are arranged in their respective home rooms.

The physical education department has set aside the following list of items that will be covered on orientation day:

1. Requirements of course.
2. Tour locker room, showers, first aid room, station area.
3. Indoctrination of school, school policy, and school administration.

¹⁹Curriculum Guide for Secondary Physical Education, op. cit.,
p. 25.

4. Uniforms.
5. Locker room rules.
6. Shower regulations.
7. Issuance of lockers.
8. Assignment of lockers.
9. Collection of fees.
10. Excuses.
11. Make-up period.
12. Counselor visitation.
13. Grading.
14. Towel service.

The following outdoor facilities and equipment are available:

<u>Facilities and Equipment</u>	<u>Number Of</u>
Softball fields	3
Softballs	6
Speedballs	4
Speedball field	1
Softball bats	4
Soccer balls	2
Soccer field	1
Football fields	2
Footballs	6
Tennis rackets	12
Tennis balls	14
Golf club sets	3
Public golf course	Located two city blocks away
Tennis courts	Located two city blocks away
Bowling	By arrangement with owner of a commercial bowling alley

The Griffin High School gymnasium is located on the east wing of the school. The floor area is 96 x 117 feet. Volleyball, handball, tennis and basketball courts are clearly marked. The room used for wrestling is located in the northwest part of the gymnasium.

The play field area is contained within 20 acres of land. This plot of land has a grass surface and thus far the drainage system has proven adequate.

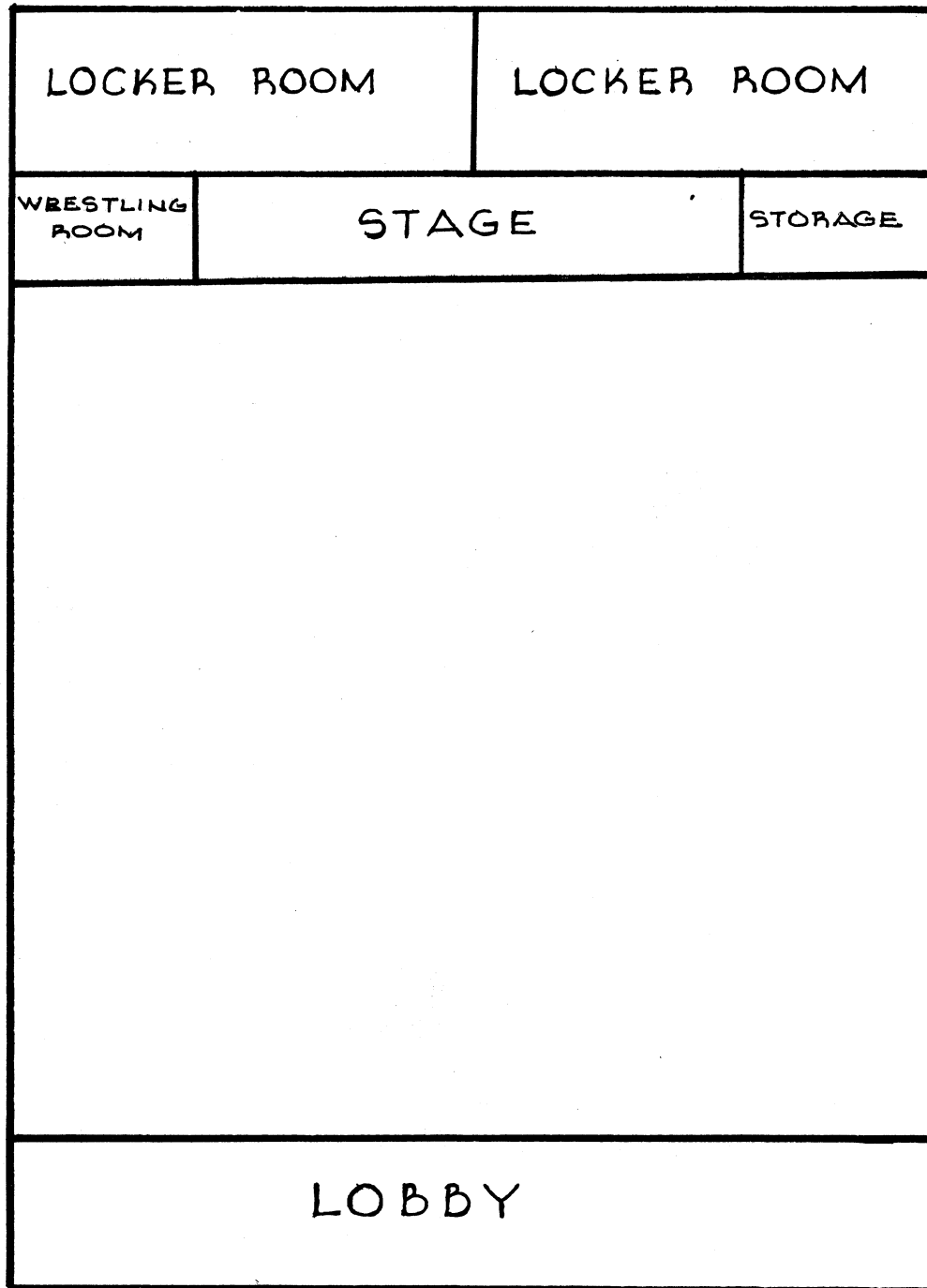


FIGURE 1
FLOOR PLAN OF GYMNASIUM

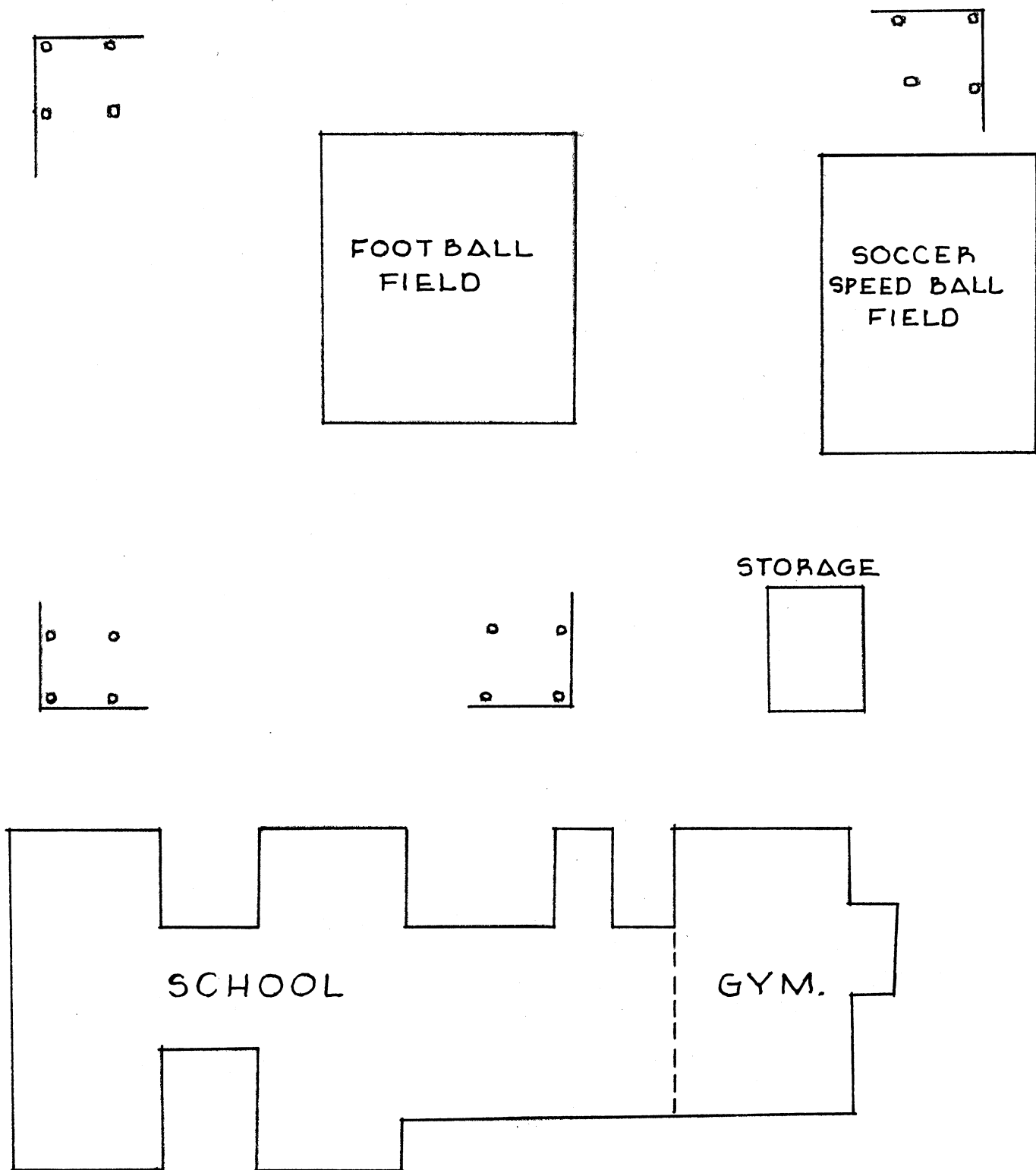


FIGURE 2

SKETCH OF OUTDOOR FACILITIES

CHAPTER V

PHYSICAL EDUCATION PROGRAM

In planning the physical education program, the basic philosophy as well as the immediate objectives of the physical educator should be kept clearly in mind. A knowledge of the physical and social development of the student, and of the learning process in respect to the motor skills, is fundamental to such planning. These matters have been discussed in the foregoing chapters. In addition, there should be an understanding of the needs and characteristics of students at the various stages of their development, so that activities may be chosen to fit those needs. The size of the class and the facilities available will be determining factors in building the program.²¹

The chosen activities within the program are the means through which the over-all objectives are reached. It is important to recognize that the values of an activity depend upon the contribution it makes to the attainment of the program's objectives. Frequently this contribution will depend more upon the manner in which the activity is conducted than upon the nature of the activity itself.²²

The selection of activities will make a difference, since some are undeniably better suited to a certain purpose than others. The selection of content was made on the basis of which activities can be conducted

²¹Van Hagen, Dexter, and Williams, op. cit., p. 45.

²²Hughes and French, op. cit., p. 51.

TABLE 2

SAMPLE DAILY PROGRAM

13 minutes to an activity

Elementary Basketball

3 activities a day

	M	T	W	T	F
1st	1. Stance in passing 2. Form in dribbling 3. Stance in pivoting	1. 2. 3.	4. Bounce pass 5. Dribbling forward 6. Right foot pivot	4. 5. 6.	4. 5. 6.
2nd	Review #1, 4 Review #2, 5 Review #3, 6	7. Chest pass 8. On a line dribbling 9. Left foot pivot	7. 8. 9.	7. 8. 9.	10. Baseball pass 11. Left hand dribbling 12. Both feet pivot
3rd	10. 11. 12.	10. & 4. 11. 12.	Review #1, 7 11. Review #6, 3	Passing test Review #2, 5 Pivot test	Review #8, 11 13. Form for shooting 13.
4th	Dribbling Test 14. Layups-right hand 15. Jump shot	14. 16. Rebounding fundamentals 15.	14. 16. 15.	14. Rebounding 17. individually 15.	18. Lay ups - left hand 17. 15.
5th	17. 18. 19. Set shot	18. 20. Team rebounding 19.	20. Comb. drill 21. #4, 7, 14 19.	Review #16, 17, 20 Comb. drill 10,8, 18 19.	22. Push shot Rebound test Comb. drill 12, 11, 19
6th	22. Push shot Comb. drill #11, 18 23. Free throw	Review #14, 18 Comb. drill 15, 17 23.	Review #15, 19 Comb. drill 23.	Shooting test #14, 18 Comb. drill 19, 4 23.	Shooting test #15, 19, 22 Comb. drill #10, 12 Comb. drill #10, 4, 22

TABLE 3

SEQUENCE AND TIME ALLOTMENT

The teaching sequence and time allotment for each activity are as follows:

FRESHMEN - FIRST SEMESTER

6 Weeks Elementary Touch Football

<u>Steps</u>	<u>Sequence</u>	<u>% of time</u>
Stance and position	1	10
Throwing football	2	4
Catching football	3	10
Running with football	4	10
Blocking	5	13
Kicking	6	11
Centering	7	8
Recovering ball	8	6
Offensive plays	9	28

6 Weeks Elementary Speedball

<u>Steps</u>	<u>Sequence</u>	<u>% of time</u>
Kicking	1	10
Dribbling and stance	2	22
Catching and passing	3	23
Stubbing and guarding	4	19
Trapping	5	11
Pivoting	6	15

6 Weeks Elementary Basketball

<u>Steps</u>	<u>Sequence</u>	<u>% of time</u>
Passing	1	15
Dribbling	2	20
Pivoting	3	15
Shooting	4	25
Rebounding	5	10
Combination drills	6	10
Free throw	5	5

FRESHMEN - SECOND SEMESTER

6 Weeks Elementary Tumbling

<u>Steps</u>	<u>Sequence</u>	<u>% of time</u>
Simple fundamentals	1	10
Forward roll	2	10
Backward roll	3	11
Head stand	4	13
Cartwheel	5	12
Hand spring	6	11
Pyramids, mounts and dismounts	7	15
Two and three man pyramids	8	10
Large group pyramids	9	8

6 Weeks Elementary Wrestling

<u>Steps</u>	<u>Sequence</u>	<u>% of time</u>
Positioning	1	10
Referee's position	2	7

6 Weeks Elementary Wrestling (Cont'd)

<u>Steps</u>	<u>Sequence</u>	<u>% of time</u>
Prevention of injuries	3	8
Going behind and dropping opponent	4	8
Neck and head	5	9
Nelson holds and combination	6	10
Pinning opponent	7	12
Offense fundamentals	8	18
Defense fundamentals	9	18

6 Weeks Elementary Softball

<u>Steps</u>	<u>Sequence</u>	<u>% of time</u>
Throwing	1	15
Catching	2	15
Fielding flies and ground balls	3	13
Batting	4	15
Pitching	5	20
Sliding	6	10
Base running	7	10
Game situations	8	12

SOPHOMORE - FIRST SEMESTER

6 Weeks Advanced Football

<u>Steps</u>	<u>Sequence</u>	<u>% of time</u>
Review fundamentals	1	10
Passing forward	2	6
Catching football on run	3	10
Blocks	4	9
Formations	5	11
Offensive strategy	6	30
Defensive strategy	7	24

6 Weeks Advanced Speedball

<u>Steps</u>	<u>Sequence</u>	<u>% of time</u>
Review fundamentals	1	10
Offensive strategy	2	15
Offensive play	3	13
Knocking on	4	7
Defensive strategy	5	10
Special plays	6	15
Officiating	7	7
Games	8	23

6 Weeks Advanced Basketball

<u>Steps</u>	<u>Sequence</u>	<u>% of time</u>
Review	1	10
Pivoting with ball	2	7
Difficult passes	3	10
Screening and shooting	4	10

6 Weeks Advanced Basketball (Cont'd)

<u>Steps</u>	<u>Sequence</u>	<u>% of time</u>
Types of defenses	5	23
Fast break	6	15
Types of offenses	7	24
Plays	8	11

SOPHOMORE - SECOND SEMESTER

6 Weeks Advanced Tumbling

<u>Steps</u>	<u>Sequence</u>	<u>% of time</u>
Review of elementary positions	1	11
Upstarts	2	9
Somersaults (forward and backward)	3	8
Flipflops	4	12
Combination stunts	5	18
Convex type pyramids	6	8
Concave type pyramids	7	8
Apparatus pyramids	8	16
Springboard stunts	9	10

6 Weeks Advanced Wrestling

<u>Steps</u>	<u>Sequence</u>	<u>% of time</u>
Review fundamentals	1	10
Defensive position	2	8
Double wrist lock	3	5
Combination holds kneeling	4	18
Combination holds standing	5	17

6 Weeks Advanced Wrestling (Cont'd)

<u>Steps</u>	<u>Sequence</u>	<u>% of time</u>
Block and counters	6	11
Defense against holds	7	15
Matches	8	16

6 Weeks Advanced Softball

<u>Steps</u>	<u>Sequences</u>	<u>% of time</u>
Review	1	11
Infield play	2	10
Outfield play	3	10
Pitching	4	8
Bunting	5	7
Stealing bases	6	7
Team offensive	7	13
Team defensive	8	13
Game situations	9	21

JUNIORS - FIRST SEMESTER

6 Weeks Elementary Soccer

<u>Steps</u>	<u>Sequence</u>	<u>% of time</u>
Stance and position	1	8
Kicking	2	10
Volleying and dribbling	3	7
Placement kick	4	5
Trapping	5	8
Intercepting	6	7
Tackling	7	7
Passing	8	15
Playing position	9	20
Corner kick	10	13

6 Weeks Badminton

<u>Steps</u>	<u>Sequence</u>	<u>% of time</u>
Grip for backhand	1	15
Service	2	10
Strokes	3	10
Lob	4	5
Drive	5	10
Smash	6	5
Drop shot	7	15
Combination drills	8	30

6 Weeks Elementary Volleyball

<u>Steps</u>	<u>Sequence</u>	<u>% of time</u>
Handling the ball	1	12
Service (underhand)	2	10
Passing	3	12
Rotation	4	8
Recovering ball from net	5	7
Position play	6	10
Serves	7	10
Team play	8	15
Game situations	9	16

JUNIORS - SECOND SEMESTER

6 Weeks Elementary Weight Training

<u>Steps</u>	<u>Sequence</u>	<u>% of time</u>
Values of heavy resistance exercise	1	5
Safety	2	3
High pull ups (warm up)	3	8
Two arm curl	4	8
Two arm press	5	6
Stiff leg dead lift	6	7
Suspine press	7	6
Sit up	8	8
Supine pull over	9	6
Supine lateral raise	10	8
Front raise	11	8
Deep knee bend	12	7
Combination activities	(not in sequence)	20

6 Weeks Tennis
Indoor - Outdoor

<u>Steps</u>	<u>Sequence</u>	<u>% of time</u>
Grips	1	15
Stance	2	8
Serving	3	12
Forehand	4	15
Footwork	5	6
Backhand drive	6	13
Lop	7	10
Volley	8	8
Game situations	9	13

6 Weeks Elementary Golf

<u>Steps</u>	<u>Sequence</u>	<u>% of time</u>
Grip	1	8
Stance	2	10
Backhand swing	3	22
Follow through	4	8
Tee shots	5	11
Balance	6	5
Fairway	7	12
Approach	8	12
Putting	9	12

SENIORS - FIRST SEMESTER

6 Weeks Advanced Soccer

<u>Steps</u>	<u>Sequence</u>	<u>% of time</u>
Review	1	10
Stance and positions	2	10
Tackling and kicking	3	16
Trapping	4	8
Interception	5	9
Team offense	6	15
Team defense	7	15
Team play	8	17

3 Weeks Table Tennis

<u>Steps</u>	<u>Sequence</u>	<u>% of time</u>
Footwork	1	8
Half volley choke	2	5
Fore arm chop	3	9
Back hand chop	4	8
Fore hand drive	5	10
Back hand drive	6	15
Drop shot	7	15
Back hand flick	8	8
Games	9	22

6 Weeks Advanced Volleyball

<u>Steps</u>	<u>Sequence</u>	<u>% of time</u>
Review	1	10
Different situations	2	16

6 Weeks Advanced Volleyball (Cont'd)

<u>Steps</u>	<u>Sequence</u>	<u>% of time</u>
Over head	3	12
Pass work	4	17
Spiking	5	12
Team defense	6	16
Team offense	7	17

6 Weeks Bowling

(Three weeks end of first semester,
Three weeks beginning of second semester)

<u>Steps</u>	<u>Sequence</u>	<u>% of time</u>
Courtesy and safety	1	4
Ball selection	2	3
Grip and holding ball	3	8
Four step approach	4	15
Aiming	5	12
Straight ball delivery	6	10
Picking up spares	7	10
Scoring	8	4
Team strategy	9	4
Games	10	30

3 Weeks Handball

<u>Steps</u>	<u>Sequence</u>	<u>% of time</u>
Description of game	1	15
Striking Ball	2	15
Strokes	3	10

3 Weeks Handball (Cont'd)

<u>Steps</u>	<u>Sequence</u>	<u>% of time</u>
Serving	4	20
Kill shots	5	15
Games	6	25

6 Weeks Advanced Tennis

<u>Steps</u>	<u>Sequence</u>	<u>% of time</u>
Review of fundamentals	1	15
Smash	2	10
Chop	3	10
Net play	4	11
Combination drills	5	10
Singles play	6	19
Doubles play	7	20
Tournaments	8	15

6 Weeks Advanced Golf

<u>Steps</u>	<u>Sequence</u>	<u>% of time</u>
Review fundamentals	1	15
Stance improved	2	10
Stronger grip	3	10
Golf etiquette	4	3
Game situations	5	20
Matches	6	27
Tournament	7	25

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