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# The development of an elementary physical education curriculum guide for Cohoes, New York

Raymond Hauley  
*Ithaca College*

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THE DEVELOPMENT OF AN ELEMENTARY PHYSICAL EDUCATION  
CURRICULUM GUIDE FOR COHOES, NEW YORK

by

Raymond Hauley

An Abstract

of a project submitted in partial fulfillment  
of the requirements for the degree of  
Master of Science in the School  
of Health, Physical Education  
and Recreation at  
Ithaca College

May 1978

Project Advisor: Dr. Victor H. Mancini

## ABSTRACT

The purpose of this project was to develop an elementary physical education curriculum guide for the City School District of Cohoes, Cohoes, New York. The curriculum was divided into 10 units, one for each month of the year, with three levels. Level I consisted of kindergarten, first, and second grade; level II was third and fourth grades; and level III was grades five and six.

Several persons were interviewed to determine the best physical education curriculum for elementary school children. Major factors that affect curriculum development, general objectives that help determine a curriculum, types of activities, and recommended reading were some of the areas covered in the interview.

Before the curriculum guide could be developed, it was necessary to account for facilities, equipment, and supplies. The physical education department had access to one indoor and one outdoor teaching station at each of its three elementary schools, and a variety of equipment and supplies were available at each school.

A number of points were taken into consideration before establishing the curriculum guide. This resulted in the selection of activities which were of general interest and activities that boys and girls could

safely participate in together.

The curriculum guide was designed to be flexible. Other instructors were encouraged to modify the activities, and it was anticipated that regular changes would occur.

Unit One included games of low organization, movement exploration, ball handling skills, and lead-up games to football. The activities in Unit Two were games of low organization, movement exploration, ball handling skills, physical fitness, and lead-up games to soccer. Unit Three contained movement exploration, body mechanics, self testing activities, and gymnastics. In Unit Four the activities were games of low organization, movement exploration, ball handling skills, and lead-up games to volleyball. Unit Five had games of low organization, movement exploration, ball handling skills, and lead-up games to basketball. The activities in Unit Six were movement exploration, rhythmic activities, body mechanics, combatives, and self testing activities. Unit Seven included games of low organization, ball handling skills, movement exploration, and physical fitness. Unit Eight contained games of low organization, ball handling skills, and track and field activities. Units Nine and Ten had games of low organization, ball handling skills and lead-up games to softball.

**THE DEVELOPMENT OF AN ELEMENTARY PHYSICAL EDUCATION  
CURRICULUM GUIDE FOR COHOES, NEW YORK**

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**A Research Project Presented to the Faculty  
Of the School of Health, Physical  
Education and Recreation  
Ithaca College**

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**In Partial Fulfillment of the  
Requirements for the Degree  
Master of Science**

---

**by  
Raymond Hauley  
May 1978**

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Ithaca College  
School of Health, Physical Education and Recreation  
Ithaca, New York

CERTIFICATE OF APPROVAL

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MASTER OF SCIENCE RESEARCH PROJECT

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This is to certify that the Research Project of  
Raymond Hauley

submitted in partial fulfillment of the requirements  
for the degree of Master of Science in the School of  
Health, Physical Education, and Recreation at Ithaca  
College has been approved.

Research Project

Advisor: -

Candidate: -

Chairman, Graduate  
Program in Physical  
Education: -

Director of Graduate  
Studies: -

Date:

May 5, 1978

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## Chapter 1

### INTRODUCTION

The curriculum of an elementary physical education program should be educational and pleasurable. It should contain activities which promote many different aspects of physical, social, and mental development and reflect current trends. The curriculum should also be innovative to overcome deficiencies of facilities or lack of certain types of equipment and supplies (1,6,21, 22,27,29,30,32,34). The major objective of this project was to develop this type of curriculum for the City School District of Cohoes, Cohoes, New York.

The curriculum was developed carefully over several years utilizing recent books, periodicals, and unpublished sources. The investigator has also created many new activities as a result of research and teaching experience. The importance of providing the best possible physical education program for youngsters was explained by the American Association for Health, Physical Education, and Recreation (24:43) when it stated the following:

When properly guided and developed, physical education becomes a purposeful and vital part of the children's elementary school education. It aids in the development of favorable self-image, creative expression, motor skills, physical fitness, knowledge and understanding of human movement. In a very real measure, the degree of success the elementary child experiences in his work and play is influenced by his ability to move effectively and efficiently.

In recent years, the task of the curriculum builder has been to select a variety of activities which are appropriate to a particular group of individuals called a class. The activities selected will, hopefully, lead to the outcomes toward which the program is aimed (7). The method used to teach the activities will vary depending on the situation (11,12).

A physical education experience provides a medium through which young children can learn by trial and error. It provides a means through which they can experience an endless number of real-life situations in miniature form with a minimum of risks, penalties, and pain for mistakes. It is an excellent way in which to learn how to cope with the "real" world (25).

#### Scope of Problem

The project was undertaken to develop an elementary physical education curriculum guide available for the use of the elementary physical education teachers in the City School District of Cohoes, Cohoes, New York. The curriculum was divided into 10 units, one for each

month of the year, with three levels, Level one consisted of kindergarten, first, and second grade; level two was third and fourth grades; and level three was grades five and six.

### Statement of Problem

The purpose of this project was to develop an elementary physical education curriculum guide for the City School District of Cohoes, Cohoes, New York.

### Assumptions of Study

The following were assumptions of the study:

1. All elementary physical education instructors would make use of the curriculum guide.
2. A well constructed curriculum guide would be an effective educational tool.

### Definition of Terms

The following terms were defined for this study:

Locomotor Skills. These are skills used to move the body from one place to another or project the body upward. Such skills include walking, running, skipping, leaping, sliding, galloping, hopping, and jumping.

Manipulative Skills. These are skills employed when the child handles some kind of play object, leading to better hand-eye or foot-eye coordination. This may be done through throwing, batting, kicking, or catching

various objects. Wands or hoops may also be used to develop these skills.

Nonlocomotor Skills. These are skills requiring no appreciable movement from place to place. These skills include bending, stretching, pushing, pulling, raising, lowering, twisting, turning, shaking, bouncing, circling, and others.

Perceptual-Motor Competency. This pertains to the development of adequate balance, coordination, laterality, directionality, awareness of space, and knowledge of one's own body parts.

Physical Education Curriculum. The program content consisting of a variety of activities necessary to reach established goals is the physical education curriculum.

Physical Fitness. The possession of enough strength, power, endurance, flexibility, agility, coordination balance, and speed to do easily and effectively daily duties without discomfort from disease or postural disorders is physical fitness.

Specialized Skills. These are the skills related to the various sports and other physical educational areas such as apparatus, tumbling, dance, and specific games.

#### Delimitations of Study

The following were delimitations of this study:

1. The study was subject to the policies of the

Cohoes Board of Education, Cohoes, New York.

2. The study was subject to the guidelines established by the New York State Department of Education.

3. The study was developed using existing elementary physical education facilities, equipment, and supplies in Cohoes, New York.

#### Limitations of Study

The following was a limitation of this study:

1. The curriculum was developed exclusively for elementary children attending City School District of Cohoes, Cohoes, New York.



## Chapter 2

### REVIEW OF RELATED LITERATURE

The review of related literature was divided into the following areas: (1) the history of American elementary physical education, (2) elementary physical education in the last ten years, (3) New York State physical education regulations, and (4) summary.

#### History of American Elementary Physical Education

According to Van Dalen and Bennett (17), Benjamin Franklin was probably the first American to propose that physical training be made part of the educational curriculum. He suggested such activities as running, leaping, wrestling, and swimming. By the end of the eighteenth century, progressive educational leaders recognized the value of recreation and exercise as a respite from academic work and as a means of preserving students' health (9).

One educator who had a great impact on early physical education in America was Johann Pestalozzi of Switzerland. It was his belief that physical education should receive just as serious consideration in the school program as traditional subjects. He felt that natural activities such as throwing, running, jumping,

and climbing should be arranged in progressive steps according to age level (9).

Dio Lewis published ten editions of his book The New Gymnastics for Men, Women, and Children between 1862 and 1868 (9). The work leaned heavily on German and Swedish gymnastics. His contributions included the suggestions that gymnastics be done to music, the bean bag replace dumbbells for children, and gymnastic crowns be made of lead. These crowns were to be worn on the head from five to fifteen minutes to improve posture (9).

In 1860 the Cincinnati Board of Education finally succumbed to overtures by the local Turner Society, a German-American gymnastic group, and decided to permit two special teachers to teach physical education for a daily quarter hour period on an experimental basis in six selected schools. The experiment was so successful that the program was extended to all elementary schools in the city. Continued agitation by the Turners and professional and educational associations led to legislation for physical education in several states before 1900 (9).

After the turn of the century, a new trend toward physical education gradually took place. It was the philosophy that physical education should consist of more than just gymnastics and physical training. In 1910 the National Society for the Study of Education issued a report which defined the function of physical

education as the teaching of games, dancing, swimming, gymnastics, and athletics. The report concluded that physical education should stress more than physical and postural development. It should also teach social values such as fair play and teamwork. Proponents of this concept included G.S. Hall, L.H. Gulick, J.M. Tyler, T.D. Wood, and C.W. Hetherington (9).

Until 1950 the activities common to most programs included games, folk dancing, fundamental skills that lead to sports, activities, marching, story plays, singing games, and stunts and tumbling. Tests in body mechanics, achievement tests, Brace's test of motor ability, physical efficiency, general achievement, and locally constructed tests were included in grading in some schools (9).

Since 1950 a new trend in elementary physical education has been evident. Many programs have begun to emphasize creativity and exploratory experiences allowing most or all of the children to participate at one time. Known as movement education or exploration, this form of instruction was originated by Rudolf Von Laban in the 1950's. It spread from Germany to England and then to the United States. It appears to have been an important and lasting development in physical education (2,9).

#### Elementary Physical Education in the Last Ten Years

In the late sixties and the seventies much has been written about physical education. The trend has

been to provide children with a wide range of learning experiences, to allow for more participation and creativity through movement exploration activities, and to enhance social, mental, and emotional development as well as physical growth (1,2,4,6,7,8,11,12,13,14,15,18,25).

Martin (37) reported children acquiring a sound foundation of physical education skills in the early years were more apt to pursue physical activity later in life. He also noted that significant gains in locomotor skills of children can be realized in a planned program of physical education.

With twelve boys aged eight to eleven years, who participated in an eight month gymnastic program, Gifford (36) found a significant decrease in fat on those body parts most vigorously used. Increases in chest depth, breadth, width, ankle girth, and leg strength were also noted.

It was Rosenstein (38) who stated older elementary children often had interests which varied according to their sex. This would indicate that separate activities for boys and girls might be desirable in some cases.

No significant difference in skill development using different styles of teaching (command and guided discovery) was discovered by Chertok (35). He concluded that both direct and indirect methods of teaching could be used to some degree. Other writers also supported this feeling (4,11,12).

Willgoose (19) felt that a physical education curriculum should be well planned. It should also afford varied experiences that contribute to desirable outcomes.

It was Vannier, Foster, and Gallahue (18) who pointed out that physical education should aim to provide opportunities for invigorating, developmental, educational activities, and lead to positive physical, social, mental, and emotional growth. Primary level physical education should focus on the refinement of the basic motor skills engaged in during the preschool years. The teaching of skills and rules necessary for team play should not be stressed until the third grade (3,6,10,11,12,19).

Schurr (14) divided physical education activities into dance, gymnastics, games, and sports. The author stressed more gymnastics in the lower grades and more games and sports in the third, fourth, fifth, and sixth grades. The writer also indicated that before official sports were played in the elementary school, there should be a logical progression of instruction in basic movement skills, low organized games, sport skills, and finally lead-up games which have similar rules and strategy of an official sport.

Basic movement activities deal with development of fundamental movement abilities in the areas of locomotion and stability, according to Gallahue and Meadors (8). It was suggested that the teacher utilize

the indirect methods of teaching that would allow the children to explore and gain an understanding of the different ways in which their bodies can move, how their bodies can move, and where their bodies can move. The authors (8) presented a list of exploration questions that would enable the teacher to accomplish this end. The writers also discussed ways of incorporating many different activities into movement education. Such activities included jump ropes, stretch ropes, balls, beanbags, hoops, wands, parachutes, and large apparatus.

The New York State Education Department (15) reported that new approaches to physical education should include activities in which students learn to analyze their own performance and activities which develop efficient body management, physical, intellectual and social growth combined with total fitness. Importance was placed on the individually designed and paced program, with the inclusion of a detailed skills chart for various levels.

Nixon and Jewett (13) recommended that fundamental skills (including lead-up games to sports), gymnastics, and rhythmic activities be included in the elementary physical education program. It was stated that every child should have the opportunity to express his personal ideas and feelings through self-directed movements. Various types of equipment and locomotor movements were mentioned to accomplish this goal.

According to Kirchner, Cunningham, and Wanell (12), movement education should be included in a new elementary curriculum because it allows children to move about freely, be creative, and test their own abilities through a variety of activities. It was further stated that this way of teaching provides "built-in" safety, because when children are given freedom to create their own solutions, they will not attempt a movement which is beyond their capabilities. The authors (12) recommended that movement education should be used in the elementary grades about thirty percent of the time. It was further suggested that this type of approach worked best with gymnastic activities, but could also be used to some extent with other programs. The writers indicated that sometimes the direct method or traditional lesson was necessary, but where possible the children should be given the opportunity to create or develop their own activities or movements.

Physical education activities were arranged in three broad categories by Kirchner (11), namely games, dance, and self-testing. In the category of games he suggested a variety of tag, individual and dual, and team games. His self-testing activities included excercises, stunts and tumbling, small apparatus (hoops, beanbags, jump ropes etc.), and large apparatus (balance beams, ladders, climbing ropes, trampolines etc.). For dance

he included fundamental movements, singing games, creative and pantomime activities, and folk dances.

It was Frost (7) who divided an elementary program into several categories. The activities included games of low organization, movement exploration, individual and dual, team sports, rhythms, gymnastics, physical fitness, and tests and measurements. The writer (7) further stated that each of the above categories of activities made specific demands upon the human organism. Each satisfied a certain kind of need.

An elementary physical education program was divided into six major areas by Corbin (4). Included were relays (four periods), rhythmic activities (sixteen periods), movement exploration (eighty-one periods), fundamental skills (fourteen periods), low organization games (thirty periods), and physical fitness activities. The author (4) indicated that physical fitness activities could be a small part of each day's class.

Positive reinforcement was used by Mason (29) to implement an elementary physical education program. Students received various awards for accomplishments. Horns, stuffed animals, egg timers, and other gadgets were also used to encourage participation.

Lead-up games usually had several disadvantages according to Bohn (21). Unless extremely well controlled, they increased the opportunity for injury and decreased the chance for skill and fitness development. He urged



that children be taught to play position and not the ball, and that boundaries should not be too restrictive, so as to allow the pupils to move about freely.

It was felt by Corbin and others (5) that if a skill was to be improved, it must be repeated. While some skill related fitness aspects such as power, agility, balance, and coordination could be enhanced greatly with practice, it was contended that other skills such as speed and reaction time could be improved somewhat but were determined to a greater extent by heredity.

Much of the success of any good elementary physical education program comes from the instructor's ability to modify team games and fit them to the skill level of each grade, according to Kirk (27). In a primary program, Grandgenett (26) included four skill units. He divided ball skills, low balance beam, rope jumping, and stunts and tumbling into three levels of difficulty, with twenty different tasks to be performed at each level.

The multi-level approach was developed by Perrigo (32), in which each skill in a unit was divided into beginning, intermediate, and advanced levels. A student had to complete all the skills on the beginning level before moving to the intermediate level. The students were allowed free movement, and the teacher circulated giving help to those who needed it.

A motor development program for young children was initiated by Albertson (20). Activities included

movement awareness, locomotion, manipulation of balls and small equipment, apparatus and tumbling, and dancing.

Modification of movement exploration lessons could be desirable in some cases, according to Quackenbush (33). Such modifications included individual races and relay races, where speed or accuracy might be used to determine a winner.

Asking the class questions and having them find acceptable solutions was a very enjoyable part of a lesson for most students, it was discovered by Wagner (34). He felt that this way of teaching could greatly develop social, emotional, and intellectual skills.

#### New York State Physical Education Regulations

The Commissioner of Education and the Board of Regents of New York State have long been authorized by the Legislature, through the Education Law, Section 803, to promulgate rules and regulations in order to implement the curriculum and other statutory provisions (16:2).

All pupils above the age of eight years in all elementary and secondary schools, shall receive as part of the prescribed courses of instruction therein such physical education under the direction of the commissioner of education as the regents may determine. Such courses shall be designed to aid in the well-rounded education of pupils and in the development of character, citizenship, physical fitness, health and the worthy use of leisure. Pupils above such age attending the public schools shall be required to attend upon such prescribed courses of instruction.

The State Education Department (16:5) has recently made public two regulations which the elementary physical education teacher is mandated to follow.

The curriculum shall be designed to: (a) promote physical fitness, and a desire to maintain physical fitness, throughout life; (b) attain competency in the management of the body and useful physical skills; (c) emphasize safety practices; (d) motivate expression and communication; (e) promote individual and group understanding; (f) provide knowledge and appreciation of physical education activities; (g) make each individual aware of the effect of physical activity upon the body; (h) provide opportunities for the exercise of pupil initiative leadership and responsibility; and (i) reinforce basic learnings of other areas of the total school curriculum.

There shall be experiences of sufficient variety in each of the following: (a) basic and creative movement; (b) rhythm and dance; (c) game; (d) perceptual-motor skills; (e) individual and team sports; (f) gymnastics; (g) aquatics - where possible; (h) lifetime sport activities; (i) outdoor living skills; and (j) other appropriate activities which promote the development of boys and girls.

Besides the above regulation, New York State (16) has established several curriculum guidelines. The primary program should provide for the development of basic movement and body management skills, coordination skills, self-expression, and verbal communication. Specific skills should be reinforced through game situations, but games should never dominate the program. The intermediate program should provide opportunities for pupils to develop a higher degree of proficiency in basic movement and to synthesize these basic skills into complex situations in games, fitness, gymnastics, aquatics, and lifetime sports.

## Summary

Benjamin Franklin was probably the first American to propose that physical training be made part of the educational curriculum (17). By the end of the eighteenth century, educational leaders recognized the value of recreation and exercise as a means of preserving students' health (9).

Johann Pestalozzi, Dio Lewis, and the Turner Society all had an impact on elementary physical education in America during the nineteenth century. The main concentration was on exercises and gymnastics (9).

Between 1910 and 1950 the activities common to many programs included games, folk dancing, fundamental sports skills, marching, story plays, singing games, and stunts and tumbling. The use of tests in grading was also evident (9).

Since 1950 many elementary physical education programs began to emphasize creativity and exploratory experiences as originated by Von Laban (2,9). The trend has been to provide children with a wide range of learning experiences, to allow for more participation, and to enhance growth and development (1,2,4,6,7,8,11,12,13,14,15,18,25).

It was suggested by Gallahue and Meadors (8) that the teacher utilize the indirect methods of instruction that would allow the children to explore and gain more understanding about their movements. The New York State

Education Department (15) reported that activities should be included in which students learned to analyze their their own performances.

Several elementary physical education programs have been presented since 1970. Programs including dance, gymnastics, games, and sports were advanced by Schurr (14) and Nixon and Jewett (13). Both programs used a movement exploration approach. Games, dance, and self testing activities were included in a program developed by Kirchner (11). Where possible, these activities also allowed for free and creative movement. Similar plans were also endorsed by Frost (7), Corbin (4), and Albertson (20).

As a result of the New York State Education Law, Section 803, all children above the age of eight were required to participate in an adequate physical education program, meeting a number of objectives and containing a variety of activities. These included basic and creative movement, rhythm and dance, games, perceptual-motor skills, individual and team sports, lifetime sports, and other appropriate activities.

## Chapter 3

### METHODS AND PROCEDURES

The procedure for developing a curriculum guide for elementary physical education involved (1) surveying physical educators, (2) listing school facilities, equipment and supplies, (3) establishing physical education activities, and (4) implementing the curriculum guide on a trial basis.

#### Surveying Physical Educators

Several persons were interviewed to determine the best physical education curriculum for children in kindergarten through sixth grades. Included in the interviews were Dr. Gerald Hase and Mr. Bernard Hungerford of the State Education Department of New York and Mr. Gordon Van Buren, a physical education director for the Ichabod Crane School District of Valatie, New York. Mr. Van Buren was selected because of the similarities between his school district and the City School District of Cohoes, Cohoes, New York, relative to facilities, equipment, and supplies.

The first question asked of the physical educators concerned the major factors that affect curriculum development. All three men felt that the amount of time

the children had physical education each week was a necessary consideration. Dr. Hase also felt the personal interests of the pupils was important, while Mr. Hungerford and Mr. Van Buren felt considerations should be made regarding the facilities and a teacher's abilities.

The second question asked of the men was to list the general objectives or goals that help to determine a curriculum. All agreed that the main objective included physical, social, mental, and emotional development. Dr. Hase and Mr. Hungerford also felt the acquisition of citizenship skills, including decision making, group participation, leadership, and followership were very important. Mr. Van Buren felt the development of life-time sports skills was necessary.

What types of activities should be included in an elementary physical education program was the third question. All included low organized games, lead-up games, individual and dual sports, rhythm activities, self-testing, gymnastics, and movement exploration. Mr. Hungerford also felt aquatic safety and skills should be taught to some extent, even if a pool was not available. Mr. Van Buren thought the development of life-time sports skills and team games should be included in the fifth and sixth grades.

Finally, the educators were asked what articles, texts, state guides etc. they would recommend reading before developing a curriculum guide. All three stated

that the Guide for Planning K-6 Physical Education Programs by the New York State Education Department (15) was a good place to start. Books by Burton (3), Dauer (6), Kirchner (11), and Schurr (14) were also mentioned.

#### Listing School Facilities, Equipment, and Supplies

The Cohoes, New York, physical education department had access to one teaching station in the gymnasium at each of the three elementary schools. The outdoor areas were large enough to accommodate at least 30 children for most physical education activities.

A variety of equipment was available at each school, and most of it could be moved from one school to another if necessary. The equipment included a climbing rope, balance beam, tumbling mats, parallel bars, trampoline, vaulting box, volleyball standards, and portable four hoop basketball standards (six foot). There were also two regulation basketball goals at each school (ten foot), and each teacher had access to a tape recorder and a record player.

The basic supply items included several jump ropes, beanbags, fleece balls, rubber playground balls, sport balls (football, soccer, volleyball, and basketball), softball equipment, whiffle ball equipment, batting tees, Indian clubs, wands, hoops, pinnies, cageballs, scooters, beach balls, measuring tapes, volleyball nets, rubber boundary cones, records, a ball inflator, rubber horseshoe



equipment, lummi sticks, rubber tipped archery equipment, plastic hockey sticks, rubber balloons, tinkling equipment, and a parachute.

### Establishing Physical Education Activities

The following points were taken into consideration before establishing the curriculum guide:

1. Recent books and periodicals provided excellent sources for elementary physical education activities. Nixon and Jewett (13) recommended fundamental skills, gymnastics, and rhythmic activities. Physical education activities were arranged in three broad categories by Kirchner (11), namely games, dance, and self-testing. It was Frost (7) who divided an elementary program into the categories of games, movement exploration, individual and dual, team sports, rhythms, gymnastics, physical fitness, and tests and measurements. Albertson (20) included movement awareness, locomotion, ball handling skills, tumbling and apparatus, and dancing. The State Education Department (16) mandated that students receive sufficient experiences in movement, rhythms, games, perceptual-motor skills, individual and team sports, gymnastics, lifetime sports, and other appropriate activities.

2. New York State Education Laws required all students to participate in physical education activities.

3. Girls and boys were integrated in all of the elementary physical education classes.

4. It was not customary for classroom teachers or aids to assist the physical education instructor.

5. There were no locker room or shower facilities located in any of the elementary schools.

Following consideration of the above stated points, five basic criteria were followed when selecting the activities for each unit.

1. Activities selected included movement exploration, games, ball handling skills, lead-up games, self-testing activities, rhythms, physical fitness, and body mechanics.

2. Activities were of general interest and within the ability level of the majority of the students.

3. Provisions were made to provide activities in which boys and girls could safely participate together.

4. Some activities were modified so that one person could easily maintain the control and safety of the class.

5. Each lesson was designed to allow for a short rest period between activities so that the students would not get overheated.

## Implementing the Curriculum Guide

When the curriculum guide was first completed, it was given to three elementary physical education teachers to use for one year. Some activities were modified or deleted depending on the instructor's discretion. It was decided that any changes should be shared with the rest of the staff (teachers and administrators). It was further determined that the curriculum guide should not be a fixed entity but should rather continue to be subject to alteration as staff members saw fit. Chapter 4 is the elementary physical education curriculum guide for the City School District of Cohoes, Cohoes, New York.

## Chapter 4

### THE ELEMENTARY PHYSICAL EDUCATION PROGRAM

The elementary physical education program was organized so that approximately each month a new unit was taught. There were 10 units for the year, and eight periods of instruction per unit. The classes were divided according to levels. Level one included kindergarten, first, and second grades. Level two consisted of grades three and four, while level three was the fifth and sixth grades. Included in the units were the following activities: movement exploration, games of low organization, ball handling skills, lead-up games to sports, self testing activities, rhythmic activities, physical fitness, and body mechanics.

The curriculum guide which follows was designed to be flexible. Other instructors were encouraged to add and delete activities as they saw fit. It was expected that the program would change from year to year.

After the first period of instruction, the students were expected to know how to do the daily exercises, several formations, and numerous rules of format and behavior. It was hoped that the ensuing lessons would continue to build on this base and that

optimum physical, social, emotional, and mental development would occur as a result.

## Unit 1

This unit includes exercises, games of low organization, ball handling skills, lead-up games to football, and movement exploration. All of the activities should be enjoyable, safe, easily understood, and provide <sup>max</sup> maximum physical activity. If an activity fails to meet any of these requirements, the teacher should select the primary skills used in that activity and teach them using a movement exploration approach. For example, if the primary skill in a game is running and the children are playing in an unsafe manner, the instructor should stop the game and have the pupils spread out and practice running in an attempt to develop the ability to run safely.

The number in parenthesis in the chart below refers to the number of the activity on the following pages.

Period*	Level 1	Level 2	Level 3
1st	(1)	(2)	(2)
2nd	(3,4)	(2,5)	(2,6)
3rd	(7,9)	(8,9)	(10,11)
4th	(12,13)	(14,15,16)	(14,15,17)
5th	(14,18)	(19,20)	(21,22,23)
6th	(19,24)	(25,17)	(26,27)

\*Number of class meetings.

7th	(28,29)	(21,22,23)	(30,31,32)
8th	(33,34)	(35,36,11)	(37,38)

## Unit 1

1. Duck, Duck, Goose - The children go to their circles.

A child walks around the outside of each circle tapping seated children on the shoulder and saying "Duck, duck, duck,"...when the child says "Goose," that person gets up and chases "It" once around the circle and back to the vacated place. If "It" is caught, he goes to the center of the circle, and stays there for three turns, or until another person gets caught. If the child is not caught, he sits in the vacated spot (2,3).

2. Relays (general information) - The class should be in squads. Try to have an equal number in all squads, about five to eight, otherwise some people will have to go twice. Have a safety line for each squad to stand behind. Have a starting line and an end line. On the signal "Go," children will move to the end line and back to the starting line. When a child gets back to the starting line, he will walk back to his squad and go to the end of the line and raise his hand indicating that he is done. The next person can start as soon as the person ahead of him returns to the starting line. Some of the movements that can be done are running, skipping, hopping, galloping, crawling, crabwalking, turnovers (stiff arm side rolling from a push-up position) etc. Many of these movements can be done sideward and backward as well as forward (3).



3. Fireman - A child (fire chief) runs around the circle tapping several children on the shoulder saying "Fireman." Those picked, stand up from a sitting position. The fire chief returns to his place, sits down, and shouts "Fire." All of those tapped, run once around the circle and back to their place. The fire chief then picks a winner to be the new fire chief. For this game, use one large circle (3).

4. Circle Freeze - The children walk, hop, skip, etc. around a large circle. "It" in the center yells "Freeze," and all of the children must stop. "It" then picks the best statue. Use this as a quiet down game. It can be used anytime the class gets too noisy. The pupils may imitate sports people or other famous people. They can also pretend to be numbers, letters, or something of their own choosing.

5. Circle Dodgeball - Use one large circle. Choose someone who is quiet to be in the center and someone else to throw the ball at him, and hit him below the head. If the ball bounces, it does not count, unless the class is extremely unskilled. If the ball is caught by the person in the middle, he is not out. Add balls and children in the center, one by one, as the skill of the players increases (2).

6. Battleball (Line Dodgeball) - Two teams of equal size throw the ball at each other (below the head). Those who get hit are out and must sit on the side. Those whose ball is caught are also out. A ball that hits the floor, or anything else including another player, is no longer in play. Anyone who goes over the mid-line is out. The game is over when a predetermined number of people are out. Use two to four utility balls. Another rule that may be used is to allow all of those who are out to come back into the game if someone on their team catches the ball (4).

7. Beanbag Exploration - Each child is given a beanbag and then encouraged to spread out, finding his own space. On a predetermined signal the pupils will move around balancing the beanbags on different parts of their bodies. Instruct them to experiment with different movements, such as hopping, sliding, walking etc. making sure they watch where they are going for the safety of all. Noise should be kept to a minimum, so that meaningful instruction takes place (1,5).

8. Beanbag Relays - The children run from their squads. Beanbag is carried by each person in turn (see #2). Other relays include balancing the beanbag on different parts of the body and using various types of movements. If the beanbag falls, it should be put back before continuing (3).

9. Touchdown - The class is divided in half, facing each other, with their toes behind an end line. All of the children on one team are given a beanbag or some other object. On signal, the team with the beanbags, attempts to run to the other line without getting tagged. If tagged, a person must give up the beanbag. Those with the beanbags run again for another touchdown.. The winners are those with the most touchdowns (2).

10. Football Relays (see #2).

A. Ball Carry - The football is carried to an end line and back.

B. Hike, Pass, Run - The leader hikes the ball back through his legs to the second person in line, and then goes out for a pass. The ball is passed to the leader, who tries to catch it, and then runs around a marker and back to his squad. The ball is handed off to the next person, and the leader goes to the end of the line. Play continues until all have had a turn.

C. Run the Kick - The leader hands the ball to the next person in line and then runs out to a line about fifteen feet from the squad. He receives a kicked ball and runs it back. After handing it off, he goes to the end of the line. Play continues until all have a turn.

11. Snatch the Ball - Start with two teams facing each other, about twenty feet apart. Each team member has a different number. When a number is called, the person from each team with that number runs to the center, where a football is placed. If the ball is successfully brought back across the player's line, he scores one point for his team. If, however, he is tagged, then one point is scored for the other team. Call one number at a time, and later two or three. Play until a team scores five points and then start a new game (4).

12. Call Ball - Circle formations of about six to ten persons in each circle are used to start this activity. One child in the center tosses the ball above his head while calling a name of a child in the circle. If the ball is caught in the air, or on a bounce, the player may take the place of the student in the center. If the ball is not caught, the person in the center continues until someone is successful. If the ball is thrown poorly, the center player loses his turn (2).

13. Duck, Duck, Ball - This game is played like #1, except "It" hands a ball to someone who must tag him with the ball.

14. Hot Potato - Start with one large circle and some balls. The balls are passed counter clockwise around the circle while a lively record is played. When the music stops, those with the balls are eliminated and

must go to the center of the circle. Play continues, alternating marching, hopping, running, and other locomotor movements in place. As players are eliminated, leaving spaces, the ones with the balls must move in the prescribed manner to the next player in order to hand off the ball. When only a few players are left, declare those people the winners. People who drop the ball, must retrieve it. In the event the music stops while getting the ball, they are also eliminated. If no music is available, players will be out when they drop the ball (2,4).

15. Leader Ball - Have several circles going at once. The leaders are in the center of each circle. The ball is tossed from the leader to a person on the circle and back. If the leader drops the ball, the person who threw it is the new leader. If the child on the circle drops the ball, he must sit in place until there is a new leader or until he has completed a specified task, such as reciting the alphabet, or multiplication tables. Older pupils will use footballs (3).

16. Ball Relays - The same as #10, except playground balls are used.

17. Passing Games - One team faces the other and passes the ball back and forth. One point is scored if the opposing team drops the ball, or throws it wild (allowing

it to strike the floor before it is touched). The first team to reach five wins. Have at least two games going at once.

18. Huntsman - The teacher lines up the class and says, "I am the hunter, who wants to go hunting?" After the class raises their hands, the teacher says, "Then follow me." He then turns and moves forward pretending to hunt. The class follows him pretending to hunt. When the teacher shouts "Bang!," he turns and chases the class to a safety line at the other end of the gymnasium. Anyone caught, helps the teacher hunt and chase. After most of the class has been caught, pick a new hunter from the winners (4).

19. Circle Pass Ball - Have several circles going at once. The ball is tossed from one player to another across and around the circle. All players start with ten points. If a ball is not caught, both the thrower and the catcher lose one point. Those with the most points win the game.

20. Spud - Start with one large circle. Give everyone a number. A person is picked to go to the center and throw the ball up after calling a number. The pupil whose number is called tries to catch the ball while the other children scatter. As soon as he gets the ball, the child yells "Spud!" All players must stop, or they receive a dud. The person with the ball gets three steps toward any

student, then he must throw the ball in an attempt to hit that person below the head. If he misses, he receives a dud. If the ball is caught, the thrower gets the dud. Whoever gets the dud has to go to the circle and throw the ball to the rest of the class, as in the beginning of the game. When a player has four duds, he is out of the game. After a few are out of the game, start a new game (2,4).

21. Kick and Go - The children are in squad formation. On the signal "Go," the first person from each squad kicks the ball away from the squad. The children then run out and try to find another ball. They bring a different ball back to the starting line and then go to the end of their squad. The first team done is the winner. Make sure that all squads send out the same number of people. For younger boys and girls this activity will not be played as a relay, but rather each group will have its own winner (2).

22. Punt and Go - Played the same as #21, except the ball is punted out of the hands on the signal "Go" (2).

23. Kick and Punt Game - Played the same as #17, except the ball is kicked or punted.

24. Frog in the Sea - Start with several circles. One person sits in the middle of each. The children dart in

and out of the circle, seeing how close they can get without being tagged. Those tagged must sit in a safe area for a specified amount of time (one minute on the clock, until they have counted to one hundred etc.). The children can also chant "Frog in the sea, can't catch me!" If the shouting gets too loud, play without the chant. At various intervals, the "frog" should be changed. This game is very vigorous and should only be played for about five minutes.

25. Throw and Go - Played the same as #21, except the ball is thrown (2).

26. Pass Snatch - Start with two teams facing each other, about twenty feet apart. Each team member is given a different number. When a number is called, the person from each team with that number runs out to the center, where a football is placed. If the ball is successfully thrown to a team member, behind the end line, he scores one point for his team. If, however, he is tagged before he throws the ball, or if the ball is dropped, then the other team gets the point. If more than one number is called, the ball must be tossed to all those whose numbers were called, and the last person must toss the ball back to the remaining end line players. All players called out may move freely between the sidelines and end lines. Allow hiking between the legs, as well as pitching underhanded, and throwing overhanded. The first team to receive five points wins the game (4).



27. Driveback Pass - Two teams spread out facing each other. The players attempt to pass a football over the opponent's end line. One point is scored each time the ball touches behind an end line or is dropped behind an end line. If the ball is caught by an opposing player, that player gets three running steps towards the opponent's end line before he passes the ball. Play until one team reaches five. If time allows, increase the distance between end lines and start a new game. Encourage players to spread out so as to cover as much of the field as possible, and also to avoid collisions. The ball must be passed back and forth. One team is not allowed two passes in a row (2).

28. Teacherball - This is similar to Leaderball, (#15) except the children are arranged in one large circle, with a teacher or leader in front of every six to eight children (3).

29. Cat and Mice - The children form a large circle. One child is chosen to be the cat, and several others are the mice. The mice cannot leave the circle. On a signal, the cat chases the mice inside the circle. The last mouse left becomes the cat for the next round. Make sure each child gets a chance to be in the center (4).

30. Place Kick Snatch - Two teams face each other fifteen to twenty feet apart. Each team member has a

different number. When two numbers are called, the children from each team with those numbers run out to the center, where two footballs are placed. One person holds the ball, point down, laces away from kicker, while the second person kicks the ball back to the team. A team scores a point if it is successful in catching the ball. The first team to catch the ball, wins the point. In case of ties, both teams receive a point. The first team to reach five points wins. Play several games, increasing the distance between the teams after each game (4).

31. Punt Snatch - Two teams face each other fifteen to twenty feet apart. Each team member has a different number. When several numbers are called, those with that number run out to the center where four or five footballs are placed (call out more people than footballs). Each player attempts to punt the ball back to his team. Those who are successful, score one point each for their team. Those whose ball is not caught, or fail to kick immediately, receive no score. The first team to five wins. Play several games, increasing the distance between teams each time (4).

32. Driveback Punt or Kick - Played the same as #27 except the football is punted or kicked. When kicked, the ball may be held by another player chosen by the kicker (2).

33. Circle Target - Form one large circle with five to six pins set up inside. Pass out several balls. On signal, the children start throwing balls at the pins. When all the pins are down, stop the game, and declare that all who knocked over a pin are winners. If a ball comes to rest inside the circle it must stay there until another ball strikes it, knocking it back into play. Choose two or three players who can go after the ball if it goes out of the circle. Everyone else is to remain in place and wait for ball to come to them.

34. Run, Rabbit, Run - Have the class line-up on one end line (they are rabbits). Have five or six sleeping foxes in the center circle. The foxes pretend to sleep by closing their eyes and putting their head on their hands. The rabbits move down toward the opposite end line into Mr. Brown's garden. The farther they go, the better the food gets. Encourage the children to venture to the end of the garden (end line). On the signal, "Run, rabbits, run", the foxes wake up and chase the rabbits back to starting line. Anyone getting caught becomes a fox and will help chase the rabbits on the next round. When three quarters of the class have been caught, announce that the winners are those rabbits that haven't been caught yet. Switch the foxes and rabbits around to start another game (4).

35. Target - Have children in squads. Put a ball on the foul line. Put a bowling pin on the end line. On a

signal, each person in turn runs to the foul line, picks up ball, and throws it at the pin. The child must knock the pin over, then set it up and leave the ball on the foul line. The first team finished is the winner.

Younger children should line up on a line at one end of the play area. Give them all a number (one, two, three, or four). When a child's number is called, he runs to the foul line, picks up the ball, and throws it at the pin. If he misses, he goes again until he knocks down the pin. The ones done first are the winners. After all the children are done and back in line, call another number. Taller targets may be used if available (2).

36. Kick Target - The children line up in their squads. A ball is placed on a starting line, about ten feet from a bowling pin. On a signal, the first person runs to the ball, and kicks it at the pin. If he misses, he picks up the ball, brings it to the starting line and tries again. When he knocks down the pin, he sets it back up, and returns the ball to the starting line. The next person can start when his hand is tagged by the person ahead of him. The first team done is the winner. If a team has one less player, the first person will have to go again, last. Play several games, increasing the distance the ball is to be kicked, as the players' skill increases. Taller targets may be used if available (2).

37. Target Pass, Punt, Kick - This is the same as #35

and #36. The ball may also be held in the hands and punted by older children. Use a football for the fifth and sixth grades (2).

38. Driveback Pass, Punt, or Kick - This is a combination of #27 and #32 (2).

## Books

1. Anderson, M., M. E. Elliot, and J. LaBerge. Play with a Purpose. 2nd ed. New York: Harper and Row, 1972.
2. Bryant, R., and E. M. Oliver. Fun and Fitness Through Elementary Physical Education. West Nyack, New York: Parker Publishing Co., 1975.
3. Dauer, V. P. Dynamic Physical Education for Elementary School Children. Minneapolis, Minn.: Burgess Publishing Co., 1971.
4. DeSantis, G. J., and L. V. Smith. Programmed Activities for Grades K-6. Columbus, Ohio: Merrill Publishing Co., 1973.
5. Kirchner, G. Physical Education for Elementary School Children. 5th ed. Dubuque, Iowa: Wm. C. Brown Co., 1972.

## Unit 2

This unit includes exercises, games of low organization, lead-up games to soccer, physical fitness testing, and movement exploration. All of the activities should be enjoyable, safe, easily understood, and provide maximum physical activity. If an activity fails to meet any of these requirements, the teacher should select the primary skills used in that activity and teach those skills using a movement exploration approach. For example, if the primary skills in a game are kicking and trapping and the children are not displaying proper skills, the instructor should stop the game, have the pupils find a partner, spread out, and practice kicking and trapping in an attempt to better understand and enjoy the game.

The number in the chart below refers to the number of the activity on the following pages.

Period	Level 1	Level 2	Level 3
1st	(1,2)	(3,8)	(3,8)
2nd	(5,6)	(7,9)	(9,4)
3rd	(10,11)	(12,13)	(37,13)
4th	(14,15)	(14,16)	(17,18)
5th	(19,20)	(19,21)	(19,21)
6th	(22,23,24)	(23,18)	(23,25)
7th	(26,27,36)	(26,28,36)	(29,28)
8th	(30,32,38)	(31,33)	(34,35)

## Unit 2

1. Soccer Dribble Race - Have class on an end line. Give everyone a number (one, two, three, or four). Place several balls on a starting line. Call a number. Those with that number run out to a ball, and dribble it (with feet) to an opposite end line and back to the starting line, stepping on it, and raising hand when done. Those back first are the winners. Give everyone several turns (3).
2. Statues - Begin with a circle formation. Start several balls around the circle, children must use feet only. When teacher shouts "statues", all children must "freeze" into a statue. Those who are caught with a ball or who were the last to touch the ball are charged with a point against them. Those losing the ball must go after it and bring it back. The winners are those with fewest points against them (3).
3. Soccer Dribble - Give everyone a ball. Each person dribbles the ball with the feet. When the teacher says "stop", the children will step on the ball. On the signal "go", they will start again. Encourage ball control (4).
4. Pass and Trap Bowl - Start with two lines, fifteen to twenty feet apart. All people in each line will have a different number. When a number is called, the ball



is passed and trapped from number one, in turn to number two, etc (using feet only) to the person whose number is called, and that person dribbles to a pin in between the lines. The first team to score five points wins.

5. Circle Target Contest - Form one large circle with five or six pins set up inside. Pass out several balls. On signal, children start kicking balls at pins. When all pins are down, stop game, declare that all who knocked over a pin are the winners. If a ball comes to rest inside the circle it must stay there until another ball strikes it, knocking it back into play. Choose two or three players who can go after the ball if it goes out of the circle. Everyone else is to remain in place and wait for the ball to come to him.

6. Cut the Pie - Start with a large circle formation. One child in the center runs past two circle players and out of the circle. The two players can chase the center player after he goes by. If he comes back into the circle, the players on either side can also chase him. Each time he goes in or out of the circle, two more players will chase until someone catches him. Whoever catches him is the new center player for the next game. The students may run anywhere inside the boundaries (4).

7. Target - Have the children in squads. Put the ball on the foul line. Put a bowling pin on the end line.

On a signal, the person in turn runs to a foul line, dribbles the ball next to the pin, and then kicks the ball at the pin. The child must knock over the pin and set it up and leave ball on foul line. If he misses, he goes again until he knocks down the pin. Everyone gets one turn. If a team is a player short, the leader must go first and last. After the first game have two people go at once, passing and trapping back and forth until they get close enough to the pin for one of the players to knock it over. Emphasis should be on control.

Encourage the children not to kick the ball at the pin until they get close. If time and skill of the children permits, play a third game with three children passing and trapping the ball towards the pin. End players should pass the ball to the center. Use several squads so that only a few are in each line (2).

8. Dribble Bowl - Start with two lines twenty feet apart. All people in each line have a different number. When a number is called, the person from each team with that number runs out to the ball on the mid-line and attempts to dribble it back to a pin in front of his team and knock it over. All team members not called must stay behind the foul line and may kick the ball to the person called. The player from the other team may attempt to block the shot or steal the ball. Only the player called may knock a pin over. Hands or arms may not be used.

A player scores one point for his team if he knocks down a pin. The first team to reach five wins. Play several games. After the first game, call more than one number at a time.

9. Pass and Trap Relay - Have squads spread out. Ball must be passed and trapped with feet from one person to the next to the end and back to the front. Have class practice first and then have a few contests. Make sure teams are even. Have extra players act as judges. Change judges after each race. The children may also trap with the knees.

10. Circle Kick - Use a circle formation. Give a ball to every third or fourth person. On a signal, those with ball kick it away from circle. Those back first with a different ball are winners. Make sure everyone has several turns. This game may also be played using a line instead of a circle.

11. Fire Engine - Use a line formation. Give everyone a number (one, two, three, or four). Teacher calls out a number. Those with that number run to the opposite end line and squat down and pretend to put out a fire. The first ones to get to the "fire" are the winners. After each race, children return to starting line. Sometimes call two or three numbers at once. When teacher says "four engine alarm", all children run (2).

12. Circle Keep Away - Start with two circles. Have three children from each circle go to center of the other circle. On a signal, three balls from each circle are passed and trapped with the feet across and around circle. Those in middle try to capture a ball with their feet and then can put it in a box. The team that captures all three balls first wins. If a ball goes out of the circle, one of the center players gets it and puts it in the box. Play several games, giving different people a chance to be in the center of the other teams' circle (2,4).

13. Snatch Soccer - Start with two lines, twenty feet apart. All people in each line will have a different number. When a number is called, the person from each team with that number runs out to the ball on the mid-line and attempts to dribble it to the opposing team and kick it past them below the shoulders. The people called out are not allowed to use hands or arms. Those defending their line must stay on it and can use hands or arms. First team to reach five wins. In the first game call one number at a time. After that call two or more numbers at once.

14. Kicking Race - Have class on an end line. Give everyone a number (one or two). Call a number. All with that number run out to a starting line and start kicking

a ball until they get to the opposite end line. They then pick up the ball, run back to the starting line, and put the ball down, and go back to their place. The first ones done are the winners. Make sure everyone has several turns.

15. Bird Catcher - Have class on an end line. Give everyone a number (one, two, three, or four). Have all the number ones out on the mid-line. In unison number ones say "Birds of a feather flock together". On this signal all number twos, threes, and fours mimic birds flying across play area to opposite end line. Those caught join number ones to chase those not yet caught on the next pass. Keep playing until only a few are left. They're the winners. Which ever number has the most winners will be the new "bird catchers". In case of ties choose the lowest number or the team with fewest turns (4).

16. Kick and Trap Exploration - All children get a partner and spread out. Tell them that there are many different ways of kicking and trapping a ball. Encourage experimentation. Praise those who seem to be trying hard (1,5).

17. Soccer passing Relays - Give one ball to each squad. On signal, the first and second person from each squad passes the ball (with feet) back and forth to a pin

which they must go around with the ball. They then return to their squad, remembering not to use hands or arms. The next two do the same, etc. If there is an odd number of players, the leader will have to go again with the last player. Make sure each squad has the same number of players competing, and that there is sufficient practice before starting the relay. Later have three players passing and trapping the ball around a pin (end players should pass ball back to center) (3,4).

18. Line Soccer - Each team has a front line (offense) and a back line (defense). The offense are free to move up and down the field trying to score goals as in regulation soccer. The defense must stay back on the goal line and try to prevent goals. Only the defense may use hands and arms. After each goal have both teams change their offense and defense. Encourage ball control with passing and trapping. Try to limit long kicks (2).

19. Soccer Club Guard - Use a circle formation with one player in the middle to guard a bowling pin. Players kick the ball at a pin, and the guard blocks the ball with any part of his body. He may run around the pin or jump over it in an effort to stay between the ball and the pin. Whoever knocks the pin over becomes the new guard. If the guard knocks it over with his feet, he must go back to his place; and whoever kicks the ball

and knocks over the free pin, gets to be the new guard. After a while add another ball, pin, and guard. Later increase to three balls, pins, and guards if the children's ability warrants. Keep the circle large. Have only certain people chase balls out of the circle (2,3,4).

20. Cowboys and Indians - Start with two teams of equal number facing each other (one on each end line). Have one team turn around and the other sneak up. When that team gets close, the teacher shouts, "Here come the (cowboys or Indians)." On this signal the waiting team turns and chases the sneaking team back to its end line. Anyone tagged goes to the other team. Play several rounds with each team having about the same number of turns to chase. The team with the most players at the end is the winner (4).

21. Soccer Bombardment - Each team has a front line (offense) and a back line (retrievers). Only the retrievers can touch the ball with their hands or arms. In front of the retrievers, a pin is placed, preferably inside a circle. The front lines are each given a ball to move soccer style toward the opposing team's pin. Only the offense is allowed in the circle surrounding the pin and only when the ball is also inside. Any offensive player touching the ball with his hands or arms, must give it to the other team. The first team to knock down the other team's pin scores one

point. The team with the most points at the end of the period wins the game. Additional balls may be added at the instructor's discretion (4).

22. Circle Roll Dodgeball - Use a circle formation. One child is in the center. Children roll a ball at the child, attempting to hit him. If successful they replace him. Later when children learn the game well, add more balls and have more children in the center. (Add one ball and one child at a time). Teach children not to hold the balls and encourage children in the circle to keep moving and jump about (2,4).

23. Circle Kick Dodgeball - Played like #22 except ball is kicked instead of rolled.

24. Good Morning - Start with a circle formation, with one child in the center who walks around circle shaking hands with every third or fourth child, introducing himself, and waiting for them to say their name in return. The child then goes to his place and shouts, "Good Morning (or Afternoon)." On this signal, all those who shook hands with "It" run counter clockwise once around the circle and back to place, raising hand when finished. The old "It" selects the first one back to be the new "It", and the game continues.

25. Lane Soccer - Played exactly like line soccer (see #18) except those on offense must not go out of their



own lane. If they do, they have to go on defense. If a team loses all of its offense (because they all go out of their lane), the opponents score one point, and both teams rotate (changing their offense and defense) (2).

26. Exercise Contests - The children will find a partner and spread out. For the first exercise, one child will do squat thrusts for thirty seconds (kneel down, then thrust legs straight back, return to a kneel, and then stand up straight). The children will take turns counting for each other. The second exercise is sit-ups. One person will lay on his back with hands behind the head and knees bent. Partners will take turns holding the ankles and counting the number of sit-ups done in one minute. The last contest will be to run two full laps around markers forty five feet apart. Have as many run at one time as safety permits.

27. Circle Movement Races - Have the class in a circle. Give everyone a number (one, two or three). Call a number and those people will do the prescribed movement. Various movements should include: running, side stepping, skipping, hopping, galloping, duck walking, bear walking, crab walking, etc. Have the children go once around the circle and raise a hand when they get back to their place. The first children done are the winners.

28. Movement Relays - Have the children in squads. Do the same movements as in #27. Each person in the squad

does the prescribed movement to an end line and back. Each person must wait until his outstretched hand is tagged before he may start.

29. New York State Physical Fitness Test - Refer to the pamphlet (in files) (7).

30. Beanbag Exploration - The children spread out, each with his own beanbag. On a signal, the students will move about the room balancing the beanbag on various parts of the body. Encourage extensive experimentation. Praise those who demonstrate creativity. If time permits, the pupils can practice tossing and catching the beanbag, using as many different techniques as possible (1,5).

31. Bean Bag Relays - Have everyone in squads. On a signal, each person moves a bean bag down to an end line and back to the squad line handing it to the next person. Each person goes when it is his turn. If a team is a player short, the leader should go first and last. The first team done is the winner. Have several races. In each race the bean bag is balanced on a different part of the body (head, shoulder, neck, etc.) (2,3,4).

32. Circle Scooter Races - Hand out scooters to about every third or fourth person in a big circle. Tell the class that quiet people will get the scooters. Class should be seated. Those with scooters should have them in their laps. When teacher says, "take your mark,"

children will sit on scooter. On the signal "Go," the children will move counter clockwise around the circle and back to their place raising their hand when done. Announce the winners; then have children pass scooter to next person on their right. Later have the children kneel and also lay down on the scooters (3,6).

33. Scooter Relays - Give one scooter to each squad leader; have him place the scooter on the starting line. Have squad stay behind a safety line (about five feet from starting line). When the teacher says, "Take your marks," the first person walks to the scooter and sits down on it, on "Get set," the hands are placed on the floor; and on "Go," each child moves his scooter to an end line and back to the starting line. When the first person gets off the scooter, the next person can walk out, get on, and go. The types of relays are sitting, kneeling, laying (forward, side, backward), and also doubles. Stress safety (3,5,6).

34. Snatch Battleball - Start with two lines, twenty feet apart. All people in each line will have a different number. When a number is called, the person from each team with that number runs out to the ball (utility) on the mid line and attempts to pick it up and hit a player on the other team whose number has been called out. A point is scored if a player hits the opponent (below the head) or catches a ball in the air thrown by a player

whose number was called. People on the side lines can not score points but may pass the ball into their team mates whose number was called. Players continue to play until a point is scored. The ball is then returned to the mid line; new numbers are called out, and the game continues. The first team to reach five wins. Only one player at a time is called in the first game; more than one person may be called in subsequent games.

35. Regular Battleball (Line Dodgeball) - Two teams of equal size throw balls at each other (below the head). Those who get hit are out and must sit on the side line until the game is over. Those whose ball is caught are also out. A ball that hits the floor or anything else including another player is no longer in play. Anyone who goes over the mid line is out. The game is over when only four players are left on one team and more than four are on the other team. Use two to four balls. A variation is to allow everyone on one team, who is out, to reenter the game if a team member catches a ball thrown by the opposition (4).

36. Witches and Goblins - This game may be played around Halloween. Several people are picked to be witches, goblins, etc. They stand in the middle of the gym and pretend to be asleep. The other children are told to go "trick or treating". As they move forward, the witches and goblins are suddenly awakened by the teacher. They

then chase the class back to the starting line. Anyone caught goes to the center of the gym and helps chase on subsequent rounds. Encourage the children to venture to the end of the gym by saying that that is where the best candy is.

37. Blocking and Heading Exploration - The children should get a partner and spread out. Each couple will have one ball between them. One person will toss the ball to his partner, who will block it with his chest or some other part of his body other than his hands or arms. He may also bump the ball with his head. Partners should take turns tossing and receiving. Encourage experimentation, and comment on those who demonstrate some skill (1,5).

38. Old Mother Witch - The children line up on a starting line. "Old Mother Witch" stands at the opposite end of the play area. The children repeat a chant. "Old Mother Witch fell in a ditch, picked up a penny, and thought she was rich. Whose children are we?" If "Old Mother Witch" shrugs, the children move closer to a designated point. The chant is repeated again, and when "Old Mother Witch" says "You're my children!," the children run back to the starting line. Anyone caught becomes a witch's helper, standing beside the witch and the game continues until only a few have not been caught. Announce that those not caught are the winners. Pick a new witch from the winners and start a new game (2).

## Books

1. Anderson, M., M. E. Elliot, and J. LaBerge. Play with a Purpose. 2nd ed. New York: Harper and Row, 1972.
2. Bryant, R., and E. M. Oliver. Fun and Fitness Through Elementary Physical Education. West Nyack, New York: Parker Publishing Co., 1975.
3. Dauer, V. P. Dynamic Physical Education for Elementary School Children. Minneapolis, Minn.: Burgess Publishing Co., 1971.
4. DeSantis, G. J., and L. V. Smith. Programmed Activities for Grades K-6. Columbus, Ohio: Merrill Publishing Co., 1973.
5. Kirchner, G. Physical Education for Elementary School Children. 5th ed. Dubuque, Iowa: Wm. C. Brown Co., 1972.
6. State Education Department. Guide for Planning K-6 Physical Education Programs. Albany, New York: State Education Department, 1975.
7. State Education Department. Physical Fitness Screening Test. Albany, New York: State Education Department, 1976.

## Unit 3

This unit includes exercises, self testing activities (gymnastic), body mechanics, rhythmic moving, and movement exploration. All of the activities should be enjoyable, safe, easily understood, and provide maximum physical activity. If an activity fails to meet any of these requirements, the teacher should select the primary skills used in that pursuit and teach those skills using a movement exploration approach. For example, if the primary skills are tumbling and the children are not being provided with maximum physical activity due to long lines, the teacher should have the children spread out and practice tumbling manuevers while moving around the gymnasium. The more difficult stunts would be done on available mats and easier stunts could be done on the floor. Music may be provided throughout this unit.

The number in parenthesis in the chart below refers to the number of the activity on the following pages.

Period	Level 1	Level 2	Level 3
1st	(1,3)	(1,2,3)	(6,7)
2nd	(2,4)	(6,5)	(8,9)
3rd	(10,11)	(10,11)	(10,11)
4th	(12,13)	(14,11)	(15,11)

5th	(14,11)	(16,11)	(16,17)
6th	(18,19)	(19,20)	(20,21)
7th	(22,11)	(23,11)	(24,11)
8th	(25,11)	(25,11)	(25,11)



## Unit 3

1. **Animal Mimetics** - Have the class spread out and find their own space. They will stop and start on a voice command or a whistle. Noise must be kept to a minimum. When told to start, the children will move about pretending to be an animal. Such animals as the kangaroo, elephant, bird, frog, monkey, octopus, and flying fish may be used. Encourage creativity, and insist on safety. Instruct all children to stay inside of the safety lines (1,2,3,4,5).
2. **Television Show** - This activity is organized the same as #1. The children each act out a show that might be seen on television. The show can have policemen, firemen, trained animals, clowns, circus performers, cowboys, Indians, dancers, athletes, puppets, airplanes, etc. The children may work alone or with partners but are not allowed to touch each other. Have as many shows as time permits. Between shows, comment on those who are creative and original.
3. **Animal Tag** - Line the class up on a safety line. One person stands between the safety lines, and calls the children across to the other side. If he yells, "Cross over Crabs", then everyone crab walks, including the caller, who tries to catch as many people as possible by touching them with his hand. Those caught help the caller catch other people. When everyone is on the other side, the

caller yells for all to return. Other ways of moving can include hopping like a kangaroo, walking on the hands and feet similar to a bear, or squat jumping like a frog.

4. Jack-in-the-box - The children form one large circle. One person runs around the circle tapping people on the shoulder. Those who are tapped move from a sitting position to a squat with their hands on the floor next to their feet. When the caller yells "Pop", the people squatting spring up to an erect position and then back to the starting position. They continue to move this way until they've gone counter-clockwise around the circle and back to their place. The caller will then pick the person who most resembled a jack-in-the-box to become the new caller. Encourage the correct movement, not speed.

5. Scat - The children form a circle inside their exercise numbers. A stunt man is chosen to do stunts inside the circle. The rest of the class attempts to do the same stunt. When the stunt man gets everyone in an awkward position, he shouts "Scat", and everybody jumps up and attempts to run back to his number without getting tagged. On the next round, those tagged must do their stunts in the circle and help the stunt man chase those not yet caught. Play until only a few are left. They are the winners (2).

6. Simple Stunts - Have the class spread out on the floor, making sure that everyone has plenty of space. The first stunt is a tailor squat. The student crosses his legs and goes down and up. For the full squat, the thumbs are joined behind the child. He squats down, touches the floor with his fingers, and then stands up. The third stunt is the single leg dip. The pupil puts one leg straight out in front of him. He then squats all the way down and back up on the single leg, keeping the one in front of him parallel with the floor. The fourth stunt is the turn or spin. The student jumps in the air and then turns before landing. He may do a full three hundred and sixty degree turn or less. Encourage experimentation using different positions. The fifth stunt is the leg circle. The child squats down, placing his hands on the floor in front of him. He straightens one leg back and then moves it forward under his hands and then under his other leg in a circular motion. The sixth stunt is the needle. The youngster bends at the waist, keeping his legs together and straight, his arms are wrapped around his knees, causing his head to be pulled against his legs. The seventh stunt is called thread the needle. The hands are joined in front, forming a large opening between the arms. A leg is then passed through the opening and back out, or each leg may be passed through before bringing them out. The eighth stunt is the jack knife. The pupil jumps in the air bringing his legs up,

apart, and straight; and at the same time he bends forward touching his feet with his hands. The ninth stunt is the heel click. The student jumps up and brings his feet together. He tries to see how many times he can strike them together while in the air. The tenth stunt is the leg jumper. The child holds his foot in front with his opposite hand and then jumps through the opening with the other leg (1,2,3,4,5). See figure 1.

7. Partner Floor Stunts - Have the children find a partner and spread out for safety. The first stunt is the wheelbarrow. To do this, one person puts his hands on the floor while his partner picks up his legs at the ankles and walks him around the gym, being careful not to bump anyone or anything. The children can switch around if they wish. The second stunt is the leap frog. This stunt is performed when one child bends over and the other vaults over with his legs apart by pushing off his partner's back, with the hands. Make sure the children on the bottom brace themselves. Another stunt is the piggy back ride. One person puts a leg on each side of his partner's back. The student on the bottom holds him on by hooking his arms around his partner's legs. The Chinese get up is the fourth stunt. The partners stand back to back and hook elbows. Then they sit down and attempt to stand up again by pushing against each other. The fifth stunt is wring the dishrag. Holding his partner's hands, one person turns counter-clockwise under his left

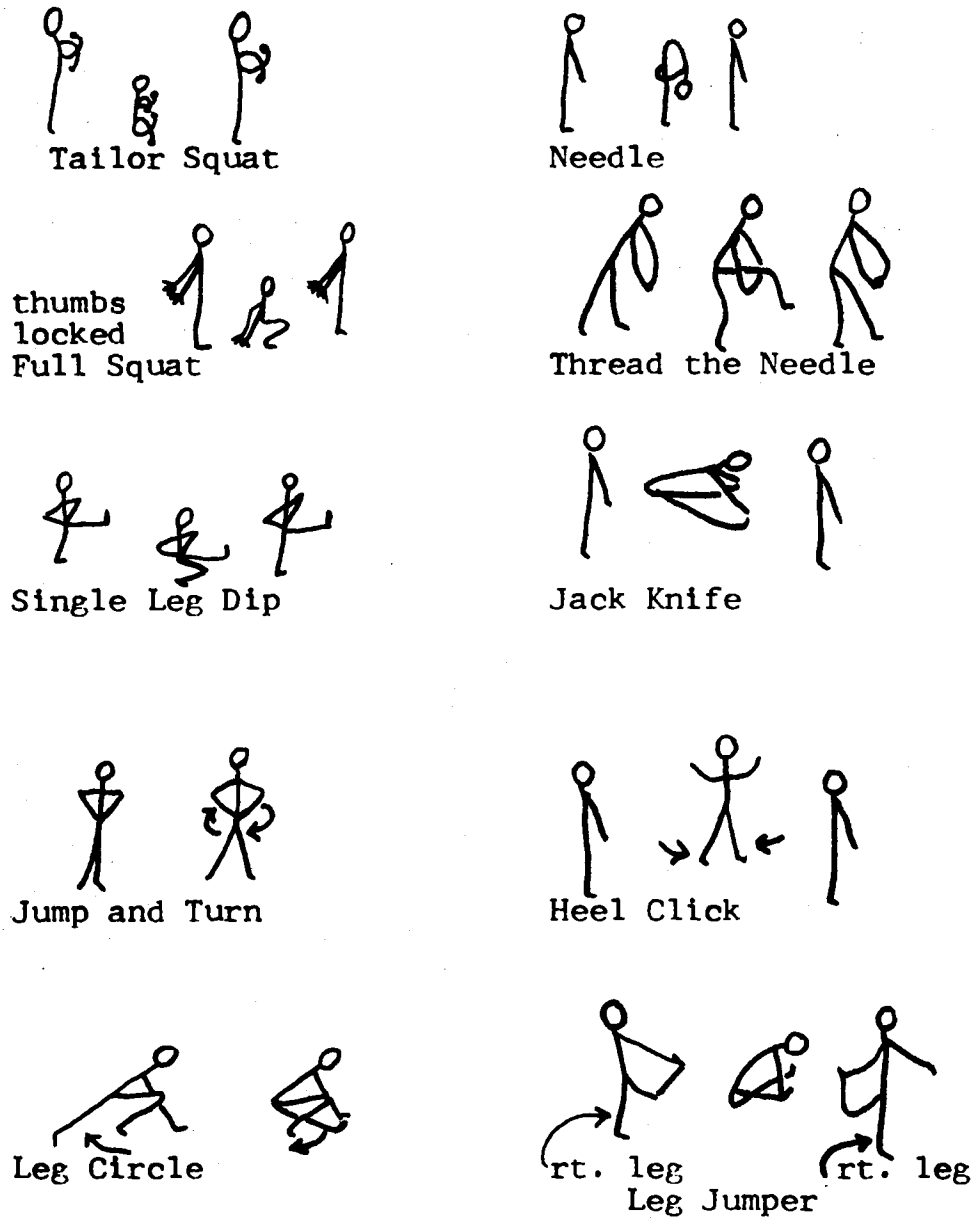


Figure 1  
Simple Stunts

arm while his partner turns clockwise under his right arm. When they are back to back, they continue to turn under the other arm until they are facing each other. The last stunt is the greeter. The partners shake hands. One person steps over their hands with his foot and the other person steps over also, causing them both to turn away from each other. The first person then steps over again and so does his partner, with the other foot, so they are once again facing one another.

8. Group Movement Exploration - Divide the class into groups of three or four. Each child must be touching someone else in the group. One person must have his feet off the floor. The children then experiment moving around like this. Encourage them to be creative. Later, require that two people have their feet off the floor. Stop the children frequently to have them do the movement differently or to change places. Instruct everyone to move safely and cautiously (1,3,5).

9. Group Races - The first race is known as skin the snake. The children should be divided, according to girls and boys, into several lines. Each person passes his hand between his legs and joins it with the free hand of the person behind him. The last person in the line lays down and then everyone else moves backward until the next person can lay down. The last person down then gets up and everyone else follows in reverse order. The second

race is called the boat ride. Each person sits down in the same line as the last race. The legs are wrapped around the person in front of them. The hands are placed on the floor beside them. The children move forward to a given line and then backward to the starting line by pushing with their hands and lifting their bodies off the floor. Both of the above should be practiced before allowing the students to race.

10. Mat Stunts - Organize the class, if possible, so that every three or four children are standing behind a safety line in front of their own mat. The students should perform their stunts one at a time on the mat and then line up behind a safety line on the other side of the mat. They will go back and forth from one side to the other until told to stop. Use all of the mats that are available to keep lines as small as possible. The stunts to be practiced will include falling forward, sideward, and backward. The inchworm is next and is performed by bending at the waist with straight legs until the hands touch the floor. The hands then walk forward until the body is in a push-up position. Then the feet move until the body is bent in half again. Continue to move forward alternating the movement of hands and legs. Next is the push-up turnover. Start in a push-up position sideways across the mat. Lift one arm and turn away from the free arm until in the starting

position again. Keep the body straight throughout. The toe knee walk is the next stunt. The toes of one foot are placed on the mat. The leg is then bent forward until the knee touches the mat and then the other foot steps forward, first on the toes, then to the knee of that leg. Alternate going from the toes to the knee of each leg until there's no more mat. To do the double knee walk, the student kneels on the mat and picks up his ankles with his hands, and then walks forward on the knees. The navy push-up is a push-up with a hand clap in between. The deep bow is performed by bending at the waist with the legs slightly apart but straight. When the hands touch the floor, the arms are bent, and the head is lowered until it touches. The arms then push the person back to a standing position without moving hands or feet. To do the knee dip, hold an ankle with the opposite hand behind the stationary leg. Bend the leg until the knee of the free leg touches. Then stand up. Another stunt is the back bend and variations. Have the pupils experiment with different ways of getting into and out of the back bend positions. The stunts may be presented one at a time or two or three at a time (1,2,3,4,5). See figure 2.

11. Review and Invent - The students are to practice previous stunts and invent new stunts which are similar.



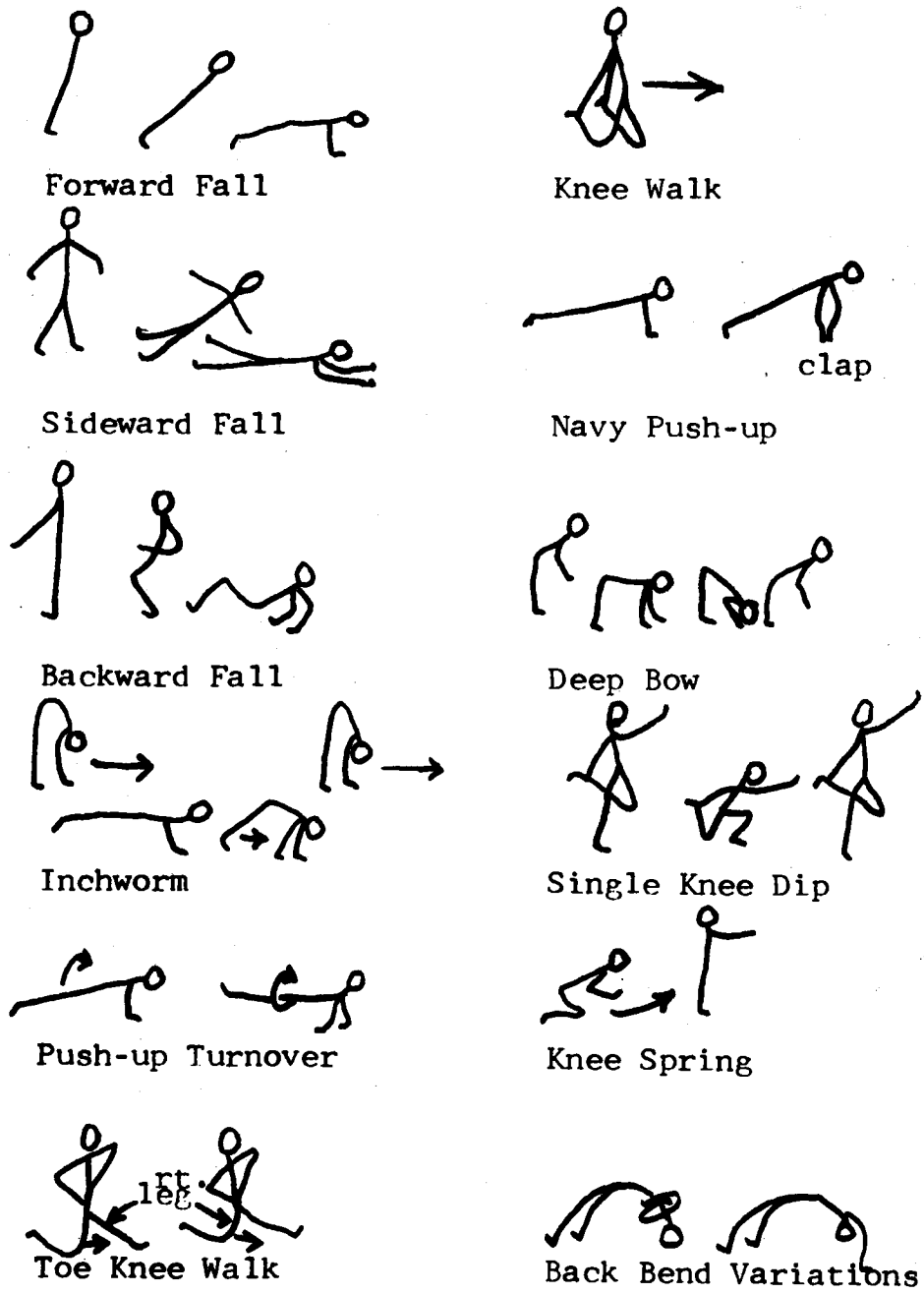


Figure 2  
Mat Stunts

12. Partner Mat Stunts - Included are the pony ride, camel, rocking chair, and the tandem walk. See figure 3 (2,4).

13. Partner Practice and Racing - The same stunts in #12 are used. The students will see how many different ways they can do the stunts, for example: backward, side-ward, and with the eyes closed. Races may also be conducted if time permits.

14. Beginning Tumbling - Included are the log roll, side roll, egg roll, shoulder roll, forward roll, and backward roll. For the older pupils, spend less time on these and more time on variations of the forward and backward rolls. Such variations include rolling with the legs crossed, rolling from a one legged stand, a straddle roll with the legs apart and straight and continuous rolls. See figure 4. Please note that the shoulder roll may be done from the knees instead of the feet for the less skilled, and when doing the backward roll for the first time, one should practice rolling back, placing the hands back of the shoulders on the mat. See #10 of this unit for format (1,2,3,4,5).

15. Advanced Tumbling - This includes the dive roll, back extension, cartwheel, round-off, kip, headspring, and handspring. See figure 5. See #10 of this unit for format (3,4).

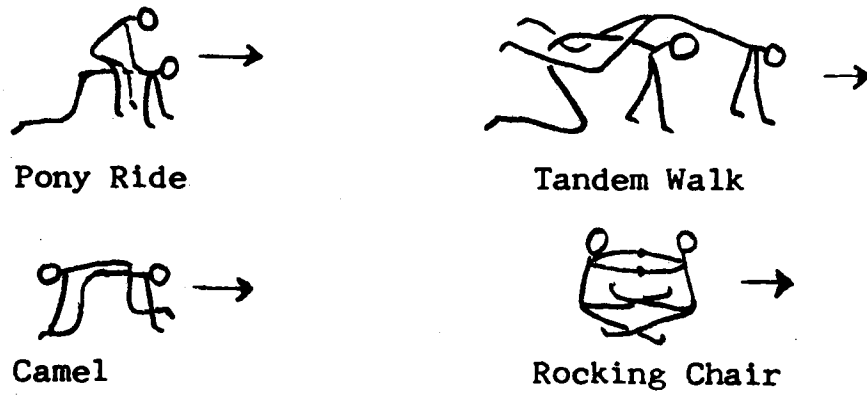


Figure 3

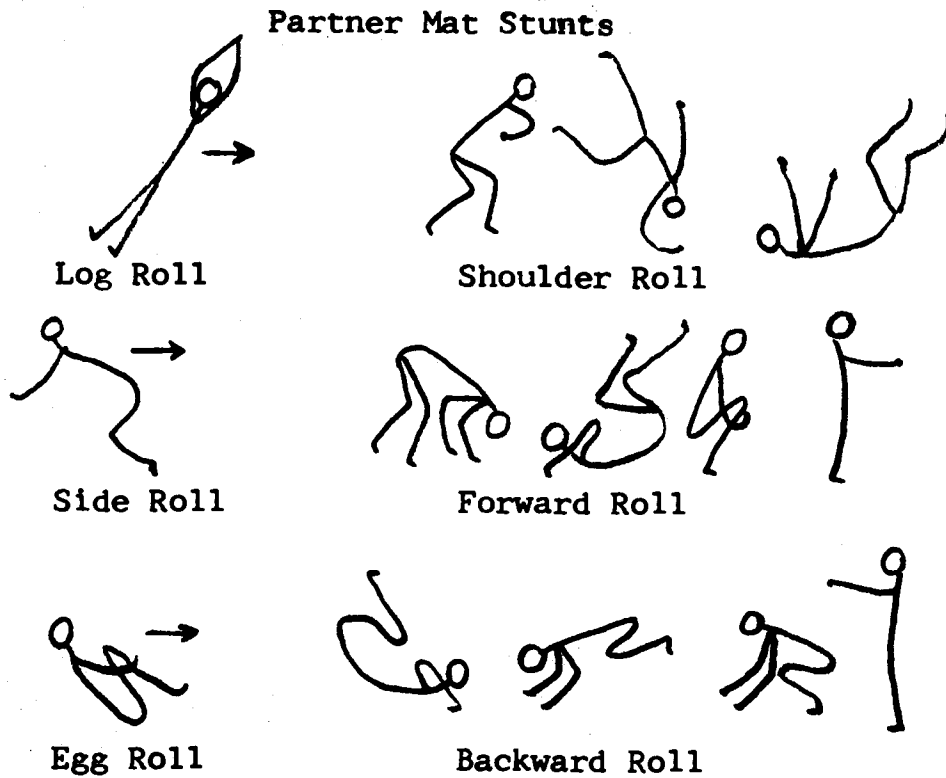
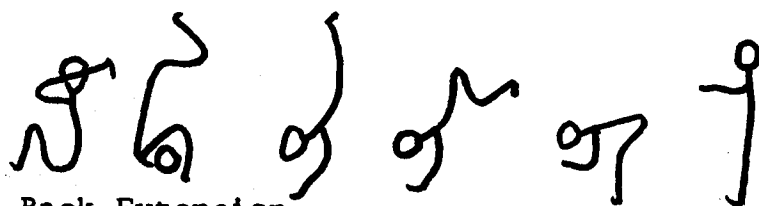


Figure 4

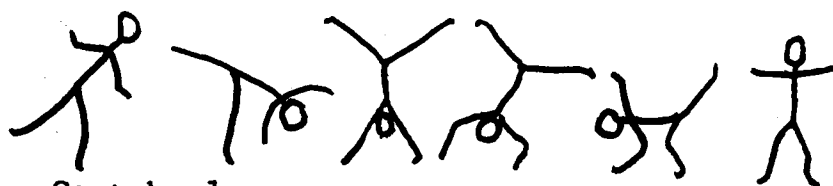
Beginning Tumbling



Dive Roll



Back Extension



Cartwheel



Round-off



Kip



Headspring and Handspring

Figure 5

Advanced Tumbling

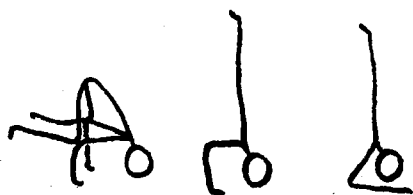
16. Individual Balances - Included are the forward leg balance, tripod with and without the head, the headstand, forearm stand with and without the head, an elbow lever, a handstand, and walking on the hands. See figure 6. See #10 of this unit for format (1,2,3,4,5).
17. Partner and Group Balances - The partner balances include the horizontal stand, the hold out, and the forward angle, while the group balances are the three and six men pyramid. Use every mat available to maximize participation. See figure 6 (2,3,4).
18. Exploration of Basic Movements - Have the class spread out, find space, and on a signal walk around the gym exploring it. Stop on a whistle. Next, the students move about changing speed, shape and elevation, making letters and numbers in the air (use curling, stretching, and twisting shapes). Next, the children move about using various means of locomotion: bear walk, duck walk, etc. (teacher changes tempo by clapping). Keep noise to a minimum (1,3,5).
19. Exploration of Rolling - Have the children spread out, find space, and on a signal move about in their own space rolling forward, sideways, backwards. See how many different ways they can move. The children can make up routines (three continuous moves, later, four, five, six and more). (1,3,5).



Forward Leg Balance



Horizontal Stand



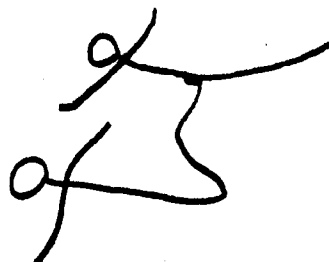
Tripod, Head, Forearm Stand



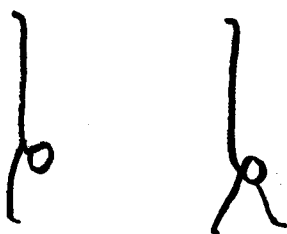
Hold Out



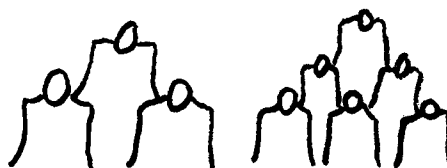
Elbow Lever



Forward Angel



Handstand and Walk



Three and Six Man Pyramids

Figure 6

20. Exploration of Advanced Maneuvers - The children should move about in their own space, taking weight on the hands with head lower than feet. They should try turns and twists, followed with various rolls. Have them make up routines (1,3,5).

21. Partner Work Exploration - Have the children find a partner and spread out around the room. In as many different ways as possible, the students should explore each of the following: going around their partner, over their partner, under their partner, climbing on their partner, balancing on their partner, and jumping off their partner. Use two partners and later, three, four, and more people together if time permits (1,5).

22. Beginning Apparatus - Depending on the school, several kinds of apparatus will be placed on the floor of the gymnasium with tumbling mats around the equipment for the safety of the students. Also for safety, make sure that the apparatus are not too close together. The children should be divided into as many groups as there are different kinds of equipment. They should stand behind the safety line in front of their apparatus, waiting for their turn. Only one person performs at a time. When done, the person goes back to the end of the line. When each group has had a sufficient number of turns, have them all move to a different type of apparatus. Encourage all of those around the trampoline to spot by putting their hands up whenever someone bounces too

close to the edge where they are standing. Also for safety, beginners on the trampoline should do very low bouncing. See Table 1 (1,2,3,4,5).

23. Intermediate Apparatus - See #22 for format and safety. See Table 2 (1,2,3,4,5).

24. Advanced Apparatus - See #22 for format and safety. See Table 3 (1,3,4,5).

25. Apparatus Exploration - The apparatus are arranged the same as in #22. The children are to spread out. They will move from one kind of apparatus to another. Only one person at a time will be allowed to be on the apparatus. The children will arrive on the apparatus with hands, hands and knees, hands and feet, etc. They will move on the apparatus using various parts of the body. The students will dismount off apparatus pushing off with different parts (hands, hands and feet, hands and knees, etc.). They will also land in different ways (one foot, two feet, hands and feet, etc.). They will use twists, curls, and stretches before landing, and try different types of movements such as rolls after landing, until they get to another type of apparatus which is free for them to go on. Students should stop on a whistle. Keep noise to a minimum (1,5,6).



Table 1

**Beginning Apparatus**

- I. Climbing Rope**
  - A. Climb to top with hands and legs
  - B. Low inverted hang
  - C. Low seat mount
  
- II. Balance Beam**
  - A. Walk forward, sideward, and backward
  
- III. Regulation Trampoline**
  - A. Bounce
  - B. Knee drop
  - C. Seat drop
  
- IV. Vaulting Trampoline**
  - A. Bounce forward, sideward, and backward
  
- V. Side Horse or Vaulting Box**
  - A. Squat vault to knees
  - B. Straddle vault to knees
  - C. Side vault to knees.
  
- VI. Parallel Bars**
  - A. Straight arm walk
  - B. Straddle leg walk
  - C. Bear walk

Table 2

## Intermediate Apparatus

- I. Climbing Rope
  - A. Review
  - B. Pull-ups from knees, seat, prone, and standing
  - C. Stirrup descent
  
- II. Balance Beam
  - A. Review
  - B. Duck walk
  - C. Bear walk
  
- III. Regulation Trampoline
  - A. Knee drop
  - B. Seat drop
  - C. Doggy drop (hands and knees)
  
- IV. Vaulting Trampoline
  - A. Bounce forward, sideward, backward with tuck
  
- V. Side Horse or Vaulting Box
  - A. Squat vault to feet with a jumping dismount
  - B. Straddle vault to feet and jumping dismount
  - C. Side vault to feet with a jumping dismount
  
- VI. Parallel Bars
  - A. Review
  - B. Swing and dip
  - C. Inverted bear walk

Table 3

**Advanced Apparatus**

- I. Climbing Rope**
  - A. Review**
  - B. Climbing with the hands only**
  - C. Skin the cat**
  
- II. Balance Beam**
  - A. Review with emphasis on turning**
  - B. Walking with an eraser on the head**
  - C. Walking blindfolded**
  
- III. Regulation Trampoline**
  - A. Knee drop to seat drop**
  - B. Doggy drop to front drop**
  - C. Back drop**
  
- IV. Vaulting Trampoline**
  - A. Forward, sideward, backward bounce to jack knife**
  
- V. Side Horse or Vaulting Box**
  - A. Squat vault**
  - B. Straddle vault**
  - C. Flank vault**
  
- VI. Parallel Bars**
  - A. Review**
  - B. Inverted hang and walk**
  - C. Skin the cat**

## Books

1. Anderson, M., M. E. Elliot, and J. LaBerge. Play with a Purpose. 2nd ed. New York: Harper and Row, 1972.
2. Bryant, R., and E. M. Oliver. Fun and Fitness Through Elementary Physical Education. West Nyack, New York: Parker Publishing Co., 1975.
3. Dauer, V. P. Dynamic Physical Education for Elementary School Children. Minneapolis, Minn.: Burgess Publishing Co., 1971.
4. DeSantis, G. J., and L. V. Smith. Programmed Activities for Grades K-6. Columbus, Ohio: Merrill Publishing Co., 1973.
5. Kirchner, G. Physical Education for Elementary School Children. 5th ed. Dubuque, Iowa: Wm. C. Brown Co., 1972.

## Unit 4

This unit includes exercises, games of low organization, ball handling skills, lead-up games to volleyball, and movement exploration. All of the activities should be enjoyable, safe, easily understood, and provide maximum physical activity. If an activity fails to meet any of these requirements, the teacher should select the primary skills used in that activity and teach those skills using a movement exploration approach. For example, if the primary skills in a game are tapping the ball over a net after catching it, and the children are having difficulty, the instructor should stop the game, have the pupils find a partner, spread out, and practice tapping and catching a ball in an attempt to better understand and enjoy the game.

The number in parenthesis in the chart below refers to the number of the activity on the following pages.

Period	Level 1	Level 2	Level 3
1st	(1,2)	(4,5,6)	(7,12)
2nd	(27,13)	(14,12)	(15,8)
3rd	(5,28)	(7,9)	(16,10)
4th	(3,29)	(15,10)	(11,18)
5th	(17,30)	(17,29)	(18)
6th	(19,20)	(19,20)	(18)
7th	(21,22)	(21,22)	(22,23)
8th	(24,25)	(24,25)	(25,26)

## Unit 4

1. Hot Ball - Start with a circle formation with all children sitting. Five or more balls are tapped around the circle. A child receives one point for each ball touched. Those with the most points at the end of the game are the winners. Anyone leaving his position loses all his points. It is up to the instructor to retrieve the balls or to assign someone to do it. Use many different balls including large utility and beach balls (4).

2. Find Me - Start with a circle formation with all children sitting. One person is it in the center of the circle. Five or more balls are passed (handed) around the circle while "It" covers his eyes. On the signal "Stop", those with a ball quickly put it behind their back and everyone else pretends to have a ball behind them. "It" tries to find all the balls. If he picks a person who does not have a ball, that person becomes the new "It". If "It" does find all the balls, he gets another turn. "It" must stay seated in the center of the circle. It is up to the instructor to retrieve balls or to assign another to do it.

3. Strideball - Start with a standing circle formation with feet apart. Five or more balls are tapped across and around the circle. Players must use hands only and keep feet apart and still. Those who move their feet

must sit down in place. Those who allow the ball to roll between the legs must get the ball and sit down in place with the ball. Winners are those still standing when no balls are left. Any balls that stop inside the circle must stay there unless hit by another ball. Anyone hitting a ball out of the circle (not through someone's legs) must get the ball and sit down in place. The children may be divided into several circles instead of just one (2,4).

4. Strideball Variation - This is played the same as #3. Have one or two people inside the circle who help tap the ball through the children's legs. If a center player hits the ball out of the circle (not through someone's legs), he must get the ball but is not out of the game. This game may also be played using several circles (2,4).

5. Leaderball - Start with one circle and one leader. If children learn the game well enough, divide the children into two or more groups. The ball is thrown back and forth from the leader in the center to the group and back to the leader. If a person in the group drops the ball, he sits down. After three people drop the ball, a new leader is picked. If the leader drops the ball, the person throwing it to him becomes the new leader. Whenever a new leader takes over, everyone stands up and a new game is started. Use a variety of balls, including beach balls and medicine balls. Poor tosses should be taken over (3,4).

6. Leader Tap Ball - This is a variation of #5. The ball is caught and then tossed up and tapped instead of thrown.

7. Newcomb-- Two nets are placed in the center of the gym. The ball is thrown over the net to the opposing team. If the ball hits the floor, one point is scored to the other team. If the ball goes out of bounds, the other team gets one point. The ball must be thrown from the back row to the front row. Five points are needed to win. Rotate lines after each game (simply change front and back lines). A variation is to use two balls at once for the more skilled groups (same rules, start with one ball on each side) (2,3,4,5).

8. Newcomb with Serve - This is the same as #7, except the ball must be served by player #1a. #1a continues to serve until his team fails to score a point, then #1b serves (see below). Only the serving team can score points.

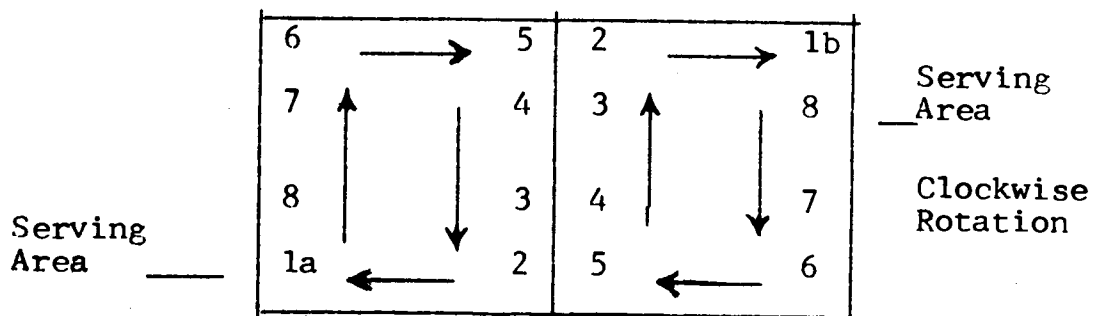


Figure 7



9. Newcomb Tap - This is the same as #7, except after the ball is caught, it is tossed up and tapped over the net.
10. Newcomb Serve, Catch, and Tap - This is the same as #8, except after the ball is caught, it is tossed up and tapped over the net.
11. Newcomb Medicine Ball - This game is played like #7, with a very low net (because of the weight of the medicine ball).
12. Prisoner's Ball - Use the same positions as #7. Each team has a prison area marked on the side of its court. The game is started by a player on one team who calls the name of an opponent and then throws the ball over the net to the other team. If no one catches the ball, then the named player goes to prison. A team may free a person in prison by calling his name before throwing the ball into the opponent's court. If the ball is not caught, the prisoner may return to his position. If it is thrown into the net or out-of-bounds, the other team gets the ball. The team with most players at the end of the game is the winner (4).
13. Call Ball - Use a circle formation. One child in the center tosses the ball above his head while calling a name of a child in the circle. That child attempts to

catch the ball before it bounces more than one time. If he catches the ball, he may take the place of the child in the center and toss the ball. If he fails to catch the ball, the child in the center continues to toss and call until a player is successful in catching the ball. Start with one large circle until the game is understood by all. Then divide the group into more circles. A player throwing the ball poorly will throw again (2).

14. Ready Fire - Use the same equipment and positions as in #7. In the first game give one person on each team a ball. On a signal "ready fire", both players throw the ball over the net. If the ball is dropped or thrown out of bounds, score one point for the other team. Keep calling "ready fire" each time both teams are ready, until one team reaches five points. Start each successive game adding two more balls (one for each team). The ball must be thrown over the net from where it is caught.

15. Serving Drill - Use a squad formation. The leader stands five feet in front of the squad (facing squad). He holds the ball in one hand and hits the ball with the opposite fist underhanded to the next person in the squad, who catches it and serves it back to the leader and then goes to the end of the line. The leader then serves to each person in turn the same way until all have had a turn. Allow each person to be the leader.

16. Tapping Drill - Played the same as #15, except the ball is tossed up and tapped with the fingers rather than served.

17. Hot Potato - See #14 in Unit 1. Use many different balls including beach balls and medicine balls.

18. Volleyball (modified) - This is played the same as #7, with the following exceptions: the underhand volleyball serve is used, and the ball is tapped rather than caught and thrown. The serving team only scores points. Five points wins the game. Rotate as shown in Figure 7. The first time this is played, use a beach ball to enhance everyone's chance for success (4).

19. Balloon Hotball - The children are sitting in one large circle. Toss several balloons into the circle and have the children hit the balloon toward the center whenever it comes near them. Score one point for each hit. Anyone going into the circle loses all his points. Any balloons hit out of the circle stay out until a new game starts. Play several games.

20. Balloon Game - The children are sitting in several circles. Give each circle one balloon. Have them hit the balloon until it goes out of the circle. The team that keeps the balloon going the longest wins. In subsequent games add a balloon to each circle. Children are to stay seated. No one is allowed to get up and chase

after the balloons in either of the above games (19 or 20). It is up to the instructor to retrieve the balloons or assign someone to get them (4).

21. Hotball Cageball - This is the same as #1, except a large cageball is used.

22. Hit the Frog - The cageball is tapped with the hands around and across the circle, attempting to hit a person in the middle who is allowed to run, jump, and dodge away from the ball. Whoever hits the person in the middle with the ball takes his place. If children have difficulty hitting the person in the middle, have him move in the crabwalk position instead.

23. Cageball - This is played the same as #7, except a cageball is used. A center line can take the place of a net (3).

24. Kick it - This is the same as #21 and #1, except the cageball is moved by the feet from the crab position. Children are to stay outside the circle and should not leave their position. Play with one ball. Play several games.

25. Kick the Frog - This is the same as #22, except the ball is kicked at the person in the circle. Everyone is in a crab position, except the person in the circle, who hops around like a frog.

26. Crab Soccer - Use a cageball. Line the teams up so that each team's front line consists of three or four players who move the ball offensively in a crab position toward the opponents' goal line. The rest of the team stays back in a crab position and kicks the ball away from the goal. After each goal, get three or four new offensive linesmen. The goals should extend across the gym and be approximately five feet high.

27. Beanbag Exploration - Each person finds a partner and spreads out. Partners face each other and explore the many different ways of tossing and catching a beanbag (1,5).

28. Santa's Helpers - Start with one large circle. Everyone is either an elf, a sprite, or a brownie. A person is picked to be Santa Claus. He is told that his helpers are out playing and not doing their work. "Santa" must round them up and send them back to the workshop. Everyone is sitting, and when "Santa" says "Where are my elves?", the elves stand up and run into the circle and say "Here we are." "Santa" then runs after them. The last one to get caught becomes the new "Santa." If "Santa" can't catch everyone, he must pick a new "Santa" from those that are left. Anyone who gets caught or runs out of the circle, must go back to his place and sit down.

29. Snowmen - The children line up on a starting line.

They all pretend to be snowmen. A person stands in the center of the room pretending to be the sun. The snowmen move forward toward "town" at the other end of the gym. When the teacher yells "Here comes the sun!", the snowmen all run back to the starting line. If caught, they must help the "sun" chase the other snowmen on subsequent trips until only a few are left.

30. Merry Christmas - The children line up on a starting line. They all pretend to be reindeer. A person stands in the center of the gym, pretending to be Santa Claus. When "Santa" yells "Merry Christmas," all the reindeer run to an end line at the other end of the gym. If "Santa" catches anyone before they get to the other line, they must go to the center and help him chase the other "reindeer" when they are called back. When "Santa" has caught nine "reindeer," he picks a new "Santa" for the next game, from those not yet caught. Make sure the children stay within the designated boundary lines.

## Books

1. Anderson, M., M. E. Elliot, and J. LaBerge. Play with a Purpose. 2nd ed. New York: Harper and Row, 1972
2. Bryant, R., and E. M. Oliver. Fun and Fitness Through Elementary Physical Education. West Nyack, New York: Parker Publishing Co., 1975.
3. Dauer, V. P. Dynamic Physical Education for Elementary School Children. Minneapolis, Minn.: Burgess Publishing Co., 1971.
4. DeSantis, G. J., and L. V. Smith. Programmed Activities for Grades K-6. Columbus, Ohio: Merrill Publishing Co., 1973.
5. Kirchner, G. Physical Education for Elementary School Children. 5th ed. Dubuque, Iowa: Wm. C. Brown Co., 1972.

## Unit 5

This unit includes exercises, games of low organization, ball handling skills, lead-up games to basketball, and movement exploration. All of the activities should be enjoyable, safe, easily understood, and provide maximum physical activity. If an activity fails to meet any of these requirements, the teacher should select the primary skills used in that activity and teach those skills using a movement exploration approach. For example, if the primary skills in a game are dribbling and shooting a basketball, and the children are not having much success, the teacher should have the pupils spread out, give each person a ball, and have them practice dribbling and shooting in an attempt to better understand and enjoy the elements of the game.

The number in the chart below refers to the number of the activity on the following pages.

Period	Level 1	Level 2	Level 3
1st	(1,2)	(4,3)	(4,6)
2nd	(37,8)	(5,9,11)	(5,10,11)
3rd	(38,12)	(13,14)	(14,15)
4th	(5,9,19)	(17,19)	(17,21,20)
5th	(14,22)	(23,4)	(23,25,24)
6th	(18,26)	(27,28)	(29,28)
7th	(21,30)	(21,31)	(32,33)
8th	(7,34)	(6,33)	(35,36)



## Unit 5

1. Hot Potato - See Unit 1, #14. Use basketballs and rubber utility balls.
2. Snap the Trap - Start with two circles (an outer and an inner circle). The teacher calls (Mouse trap ready," and the inner circle joins hands facing center (with hands up) while the outer circle weaves in and out. When teacher calls "Snap," the arms come down and anyone in the middle is caught and goes to the center until the games is over. Use various locomotor skills (hopping, skipping etc.) (2).
3. Make a Basket - Start with a circle formation. Give a ball to every third or fourth child. On a signal, those with the ball, dribble to the portable four way six foot goals in the center of the circle and shoot at one of the baskets. When they make a basket, they return to place and raise their hand. The first ones done are the winners. Make sure everyone has several turns.
4. Monkey in the Middle - Start with several circles. One person is in the center of each circle. The ball is passed around while a person in the circle tries to intercept the ball. If the ball is passed successfully three times, a new "monkey" is chosen. If the ball is intercepted, the "monkey" gets another turn. Later, increase the number of times the ball must be passed (as the children's passing and catching skill improves).

5. **Passing Exploration** - The children find a partner and spread out. Each pair is given a ball. They are told to see how many different ways they can pass the ball back and forth. Instruct them not to take more than one step before releasing the ball. The ball may be thrown underhanded, from over the head, and from other parts of the body with one or both hands. Encourage variety and accuracy (1,5).

6. **Team Shoot** - Two teams are needed. There is one team at each end of the court in a semi circle, about six feet from the basket. Each team has several balls and must make five baskets. After shooting, the person retrieves his own ball and gives it to the person on his right. The last person on the right gives it to the first person on the left and play continues. Dribbling to the basket is allowed.

7. **Circle Shoot** - Use six foot baskets. Have all the children in one circle around the baskets. Pass out several balls. After a child shoots, have him get his ball and give it to the next person (on right). The first person to score five points wins. Encourage dribbling when moving the ball.

8. **Bear in the Trap** - Start with a circle formation with the hands joined. One person is in the middle. The person in the middle pretends to be a bear and attempts

to sneak under the children's arms and get out of the circle. He gets three tries. If successful the person on either side of where he escaped will chase him around the room. Whoever catches him becomes the new "bear", and the game starts again. When the children have learned the game well enough, have two or three games going at once (4).

9. Leaderball - Divide the children into several groups. The ball is thrown back and forth from the leader to the group and back to the leader. If a person in the group drops the ball, he sits down until someone else drops it. If the leader drops the ball, he goes back to his place and sits down. The person throwing it to him becomes the new leader. Encourage the children to make good throws and to take bad throws over (3,4).

10. Leader Tap Ball - This is a variation of #9. The ball is caught and then tossed up and tapped instead of thrown. Use this game with more advanced groups.

11. Snatch Toss - Two teams face each other approximately twenty feet apart. Players on each team are numbered consecutively. If one team is short a player, give the last person in the line two numbers. When a person's number is called, he runs to the middle of the court and attempts to pick up the ball and throw it back to his own team. If the ball is caught, his team receives one

point. The first team to reach five, wins the game. After the first game, call more than one number. The ball must be tossed amongst those who were called and then back to the team. Allow running with the ball as long as the players stay within designated boundaries.

12. Squirrels and Trees - Give all children a number, either one, two or three. Have a few extra threes. Ones and twos (trees) face each other and join hands, while threes (squirrels) get in between. Extra threes stand around the trees. On the signal "Go," all squirrels must run to a new tree. Allow only one squirrel to a tree. All those getting a tree each time are winners. Make sure all children have a chance to be the squirrels (2,3,4).

13. Dribble Relays - Start with four or more squads with each person in turn dribbling a basketball, down the court, across an end line, and back to the next person. The first team done wins. If a team is a player short, the leader can go twice. If the class is not too skilled, conduct as a drill and encourage everyone to take his time so as to learn the proper techniques. Have the class practice the following techniques: one hand dribbling (using best hand), one hand dribbling (using other hand), and switch hand dribbling (using left and right).

14. Circle Dribble Tag - Start with a circle formation, giving every third or fourth person a ball. On a signal, those with a ball dribble once around the circle to catch up to and tag or pass the person ahead of them. Anyone who is tagged, passed, or who loses control of this ball, goes to the center of the circle. After the first group has gone, pass balls to the right and start again. Make sure everyone gets a turn. Later, the game may be played so that the children keep going around the circle until they hear a whistle and then stop at their place. Another variation is to have the children change direction on the whistle and to stop when they hear two whistles. In all cases, the winners are those not in the center. Allow younger children to double dribble. Rules should become stricter as the child's skill increases.

15. Snatch Dribble - Two teams face each other approximately 30 feet apart. Players on each team are numbered consecutively. If one team is short a player, give the last person in line two numbers. When a person's number is called, he runs to the middle of the court and attempts to pick up the ball and dribble it back to his own team. If successful, he receives one point. If he is stopped due to a foul by the other player, he gets one point anyway. If he double dribbles, carries the ball, or commits some other dribbling infraction, then

the opposing team receives one point. Later call two numbers allowing the two players to pass the ball as well as dribble it. If time allows, play a third game calling three numbers. In all games, the first team to reach five wins.

16. Midnight - A fox stands at one end of the gym. The class moves up slowly asking the fox the time. When the fox calls "Midnight," all run back to the line (not wall). Anyone caught helps the fox chase. Have the class all ask "What time is it Mr. Fox?" When three quarters of the class has been caught, pick a new fox from the winners (2,3,4).

17. Squad Target - Place a ball in front of each squad. Place a bowling pin or indian club about ten feet from the ball. Each person will toss until the pin is knocked down, then set the pin up, and place the ball back on the starting line. The next person can go when the ball is returned to the starting line. Do not allow running. When starting the above relay, say "Take your marks," and children will walk to starting line. Then say "Get set," and they will pick up the ball. When all are ready, say "Go!" (2).

18. Circle Target - Start with a circle formation using several balls. Children throw balls at various pins set up in the center of the circle. When all the pins have

been knocked down, the game ends. Those who knock over a pin are the winners. Appoint only a few children to chase balls. Everyone else must stay at his place and wait for a ball.

19. Simple Bombardment - The class lines up with their toes behind a line facing a line of ten or more pins about ten feet away. Give every third or fourth person a ball. When the game starts, children throw a ball at a pin, retrieve it, and give it to the next person. If a person knocks over a pin, he sets it up. When the last person in line has gone, he takes it to the first person in line who goes again. The first person to knock down five pins wins. Play several games, increasing the distance to the pins as the children's ability increases.

20. Regular Bombardment - Each team has a front and back line. In between the lines, place a pin inside a circle. The object of the game is for one team to knock the other team's pin over by throwing the ball. The front line only can score. The back line passes the ball up to the front line. Then the ball may be passed or dribbled. No one is allowed in the circle around the pin, except when a ball is in the circle. Start with two balls. Add more balls if the children's ability warrants. Rotate lines after each game (front line goes to back and back line goes to front).

21. Pin Guard - Have a child inside a circle guarding a pin. Children around the circle toss a ball at a pin. If the pin is knocked over by someone, that person gets to guard the pin. The old pin guard takes his place on the circle. If the pin is knocked over by the guard, he must set the pin back up and go back to his place on the circle. The next person to knock over the "open" pin becomes the new guard. Add more pins, guards, and balls as the children become more skilled (2,3,4).

22. Red Light - "It" stands on a line on one side of the gym. The class face "It" on the other side of the gym. "It" turns and shouts "one, two, three redlight!" He then turns back toward the group. Anyone caught moving, goes back to starting line. The first over the finish line becomes "It" (3,4).

23. Circle Pass Race - Start with two or more circles of equal size. Children should be about three feet apart. On a signal, each circle tries to pass a ball around the circle to each player and back to the leader. The first circle to get the ball all the way around wins. Play several games using different types of passes (underhand, overhand, one hand push, one hand shovel, and bounce passes). If there are extra players use them as judges. Interchange judges so all have an opportunity to play (2).

24. Across the Barrier - Divide the class into four groups (see Figure 8). Give a ball to each person in



group A. On a signal, they will throw ball over group C and D to their partner in group B. The ball will be thrown back and forth until they have made ten catches. A ball which is blocked or dropped will not count (ball must be caught in the air). The first pair to reach ten wins. Later allow C and D to play with A and B in the middle. If a center player blocks a shot, he may give the ball to either of his opponents.

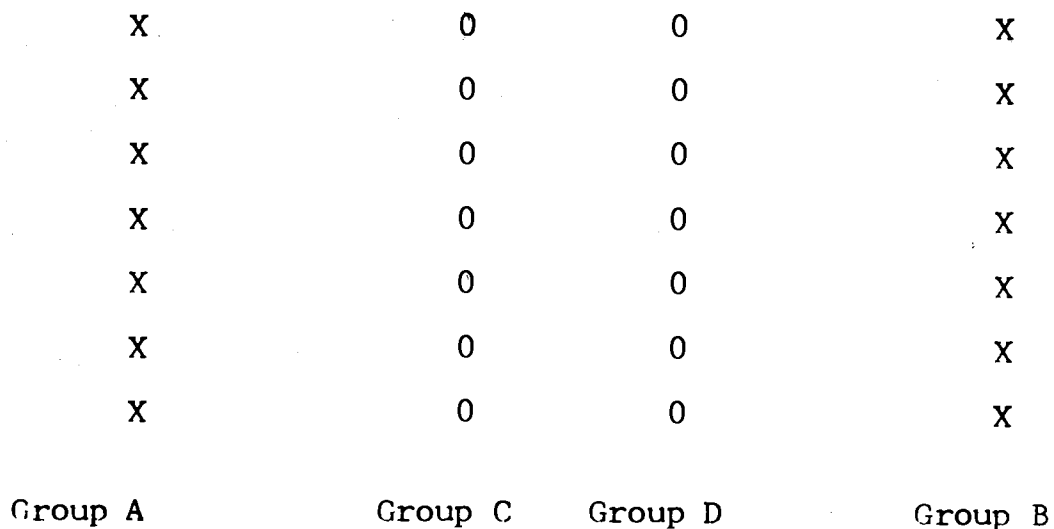


Figure 8

25. Circle Dribble Race - Use two or more circles. The leader of each circle has the ball. On a signal, he dribbles the ball around the circle and back to his place and then tosses the ball to the next person who also dribbles once around the circle. The first team to have all their players dribble around the circle is the winner. If time permits have a second race with the players

weaving in and out of the circle. The leader should go twice if his team is a player short.

26. Red Rover - The children will run from one line to another. "It" will call the class over in groups. For example, "Red Rover, Red Rover send boys with blue shirts right over!" Those caught help "It" chase. When everyone has been called over, pick a new "It" from those not caught (4).

27. Shooting Drills - Use the squad formation. One by one the children dribble to a 10-foot basket, shoot until they make it, then pass to the next. Everyone should have several turns. Practice the following shots: underhanded toss, two hand set, one hand push, and any other shot they wish to practice.

28. School Basketball - Each squad faces a 10-foot basket. A person may shoot until he misses. If he makes his first shot, he shoots again from a line further from the basket. Each line represents a grade in school. Those who make the most baskets are the winners.

29. Tests (Basketball Skills) - Use the squad formation. One child from each squad will participate. When the first group is done, then the second group will go. Make sure all children have a chance to take each of the tests. The first test is on dribbling. Time the number of seconds it takes for a child to dribble a ball to a line

and back. The second test is on passing. Time how long it takes a child to pick up a ball, throw it at a pin, and knock it over from a designated foul line. The children should throw until they knock over the pin. The third test is on shooting. Time how long it takes each person to make a basket. The child shoots at a ten foot basket until he makes it.

30. Hill Dill - The children line up on one line. They move across the gym to another line. "It" stands in between the lines. To get the class to come across, "It" says "Hill Dill (run, hop, skip etc.) over to the hill." Anyone caught helps "It" chase. The children will move in the prescribed manner when called by "It" until most of the class has been caught. Then pick a new "It" from those not yet caught (4).

31. Snatch Strike - Two teams face each other approximately thirty feet apart. Players on each team are numbered consecutively. If one team is short a player, give the last person in line two numbers. When a person's number is called, he runs to the middle of the court, picks up a ball (from a box of balls), and attempts to knock over a pin by throwing the ball at his team's pin from behind a foul line. The first to knock down the pin scores one point for his team. The first team to reach five wins. Call one number in the first game, two in the second game, etc.

32. Lay-up Drills - Use the 10 foot baskets at each end of the court. Two lines face each basket. Players from one line dribble the ball to the basket and shoot a lay-up. Players from the other line retrieve the ball and throw it back to the next person in the shooting line. Shooters and retrievers go to the opposite line after their turn. Later, have the shooters come from the left side and shoot left-handed.

33. Snatch and Shoot - Two teams face each other approximately 30 feet apart. Players on each team are numbered consecutively. If one team is short a player, give the last person in line two numbers. When a person's number is called, he runs to the middle of the court, picks up a ball (from a box of balls), dribbles to a 10-foot basket, and starts shooting. The first to make a basket scores one point for his team. The first team to reach five wins the game. Call one number in the first game, two in the second etc.

34. Scat - See unit 3, #5.

35. Forwards and Guards - Arrange players in pairs. One of the pair is a forward; the other is a guard. Forwards comprise one team and guards the other. On a signal, each forward (keeping within specified boundary lines) attempts to stay free from his guard by side stepping (not running) in any direction. A whistle blast freezes

all players. Each forward who is "free" (not within arm's reach of his guard) receives one point. Each guard who can touch his man receives a point. Exchange positions and continue (2).

36. Snatch Basketball - Two teams face each other approximately 30 feet apart. Players on each team are numbered consecutively. If one team is short a player, give the last person in line two numbers. When the numbers of three players are called, they run to the middle of the court. Whoever gets to the ball first picks it up and either passes it to a team mate or starts dribbling toward his team's basket. The other team tries to intercept and get the ball down to the other end of the court and into their basket. The first team to score receives one point. The first team to score five points wins the game. After a score, players return to the sidelines and three more numbers are called. If a player is fouled while shooting, he will get one free shot from the place where he was fouled. Infractions of any type will send all players to the side lines, and three new players will be called out.

37. Dribble Exploration - Give a basketball or utility ball to everyone in the class. Have them spread out and practice bouncing the ball, first in place, and later while moving. Encourage good dribbling skills. Younger children may have to use two hands, however (1,5).

38. Shooting Exploration - The children will each be given a ball. They will spread out and practice shooting at the various baskets. The children may use the portable six-foot baskets in the center of the gym or the stationary 10-foot baskets at each end. They should experiment to see which ways of shooting work best (1,5).

## Books

1. Anderson, M., M. E. Elliot, and J. LaBerge. Play with a Purpose. 2nd ed. New York: Harper and Row, 1972.
2. Bryant, R., and E. M. Oliver. Fun and Fitness Through Elementary Physical Education. West Nyack, New York: Parker Publishing Co., 1975.
3. Dauer, V. P. Dynamic Physical Education for Elementary School Children. Minneapolis, Minn.: Burgess Publishing Co., 1971.
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5. Kirchner, G. Physical Education for Elementary School Children. 5th ed. Dubuque, Iowa: Wm. C. Brown Co., 1972.

## Unit 6

This unit includes exercises, rhythmic and self testing activities, body mechanics, and movement exploration. All of the activities should be enjoyable, safe, easily understood, and provide maximum physical activity. If any activity fails to meet these requirements, the teacher should select the primary skills used in the activity and teach those skills using a movement exploration approach. For example, if the primary skills on a record are square dancing maneuvers, and the children are having difficulty following the record, the instructor should have the children practice the maneuvers on their own until they develop a better understanding of the skills thus increasing their chances of enjoying the dance.

The number in the chart below refers to the number of the activity on the following pages.

Period	Level 1	Level 2	Level 3
1st	(1,7-9,12)	(1,12,25)	(1,12,25)
2nd	(1,4,25)	(1,11,25)	(1,11,25)
3rd	(1,2,25)	(1,15,25)	(1,20,25)
4th	(1,2,25)	(1,15,25)	(1,21,25)
5th	(1,3,25)	(1,17,18,25)	(1,22,23,25)
6th	(1,3,13,25)	(1,16,25)	(1,17-19,24)
7th	(1,5,10,25)	(1,19,25)	(1,20,24,25)
8th	(1,6,25)	(1,14,25)	(1,21,24,25)



## Unit 6

1. Exercise Tape - This tape contains various types of music to which the children can exercise.
2. Songs and Games of Physical Fitness - This is a record which allows the children to explore various movements through story play and movement to music. Selections from side one should be played during the first period of instruction. Selections from side two should be used for the second period of instruction (19).
3. Sensorimotor Training - This record helps the children to improve skills in basic movement, creative movement, form perception, small muscle activity, and listening. Selections from side one should be used first (18).
4. Limb Learning - The music and movement experiences on this album enhance basic motor skills and physical fitness. Selections to be used include Limb Rock, Mechanical Man, Voodi Voo Ree, and Scratch (11).
5. Movement Exploration - This record encourages the child to move the way he feels to the sound he hears. For number three of side A, the children are encouraged to be dancers, while band four of the same side, the children imitate Indians (13).

6. Primary Musical Games - The activities to be used on this record include the Atomic Rocket, Lions and Cages, and A Trip to the South and North Poles (9).
7. Health and Safety - The main selection to be used on this record is Stop, Look, and Listen. See the enclosed booklet for directions. This is for kindergarten only (10).
8. Rhythm Record - The children will engage in such selections as Up and Down, Left and Right, Counting, and The Clock. Instructions are included with the record. This is for kindergarten only (16).
9. Nothing to Do - With this record, the children are to do various locomotor skills to various songs. This is for kindergarten only (9).
10. Colonial Singing Games and Dances - Use London Bridge and Oats and Beans and Barley Grow. See the enclosed booklet for directions (8).
11. Parachute Activities - This record used folk music as a background. Read the manual enclosed with the record. Use Pop! Goes the Weasel, La Raspa, Cshebogar, Mayim, Mayim, and Irish Washerwoman (14).
12. Rhythmic Parachute Play - This record used popular music as a background. Read the enclosed manual. Use the following activities: Popcorn, Merry Go Round, Umbrella, Mountain, and Mushroom (17).

13. Perceptual Motor Rhythm Games - The main selection to be used on this record is Isolations (15).
14. Honor Your Partner (Album 14) - Included on this record are the following: bear walk, lame dog, and ostrich. Have the children spread out and do imitations of the animals, moving freely about the room, being careful not to bump into one another (9).
15. Honor Your Partner (Album 1) - This record contains popular square dances. Selections should be learned in order. One or two selections should be learned each day (9).
16. Honor your Partner (Album 10) - This is a record of folk dances. Do the American Indian Eagle Dance and the Looby Lou (9).
17. American Folk Songs - Selections to be used from this record should include: Jim Along Josie, Clap Your Hands, She'll Be Coming 'Round the Mountain, and All Around the Kitchen. Instructions are fastened to the record (7).
18. Mother Goose - This record contains folk, nursery, and party songs. Some of the selections to be used include: Sing a Song of Sixpence, Mulberry Bush, and Hokey Pokey. Instructions are fastened to the record (7).
19. Beat Goes On - With this record, the children exercise to music. Use the following selections: Up Up

and Away, L. David Sloane, and The Beat Goes On, Goin' Out of My Head, Can't Take My Eyes Off of You, and to Sir with Love (6).

20. Tinikling - This is a dance which is done with bamboo poles. The dance is explained on the record. Do side A first. Be sure to read instructions (20).

21. Lummi Stick Fun - For this record, the children all get two lummi sticks. Children not using the sticks properly should use their fingers. All of the movements are explained. Read the instructions first. Selections from side A should be played in order (12).

22. Wands and Hoops - For this activity, wands or hoops are passed out to everyone. Play a lively record and instruct the children to move the hoop or wand over, under, or around different parts of their body in time with the music. Encourage creativity and insist on safety. Make sure that everyone gets a turn with both the hoops and the wand.

23. Combatives - Hand wrestling, tug-of-war, touching knees, rooster fighting, and elbow and Indian wrestling are among the contests to be used. A detailed explanation of these games has been completed by Dauer (2) and is on file at all schools.

24. Wrestling Fundamentals - The children will be divided in pairs according to weight. Mats should be used.

Xerographic copies from selected wrestling books have been filed at each school with pictures and instructional procedures. The first day the children will learn the single and double leg take down and a couple of counters. The second day the sit out and stand up are taught along with their respective counters. The third period of instruction contains a lesson on the half nelson and cradle pin with appropriate counters (1,3,4).

25. Free Activity - If five or more minutes are left at the end of a class, the children may play a game of their own choice. The game should involve only equipment or supplies that are readily available.

## Books

1. Brown, R. L. Complete Book of High School Wrestling. Englewood Cliffs: Prentice-Hall, Inc. 1973.
2. Dauer, V. P. Dynamic Physical Education for Elementary School Children. Minneapolis, Minn.: Burgess Publishing Co., 1971.
3. How to Improve Your Wrestling. Chicago: The Athletic Institute, 1975.
4. Keen, C. P. Championship Wrestling. Annapolis: Banta Inc., 1971.

## Records

5. American Folk Songs for Children. New York: Folkways Corp., 1953.
6. And The Beat Goes On for Physical Education. Freeport: Educational Activities, Inc., 1972.
7. Cock a Doodle Doo and Mother Goose Too. Minneapolis, Minn.: Recar Records, 1973.
8. Colonial Singing Games and Dances. Williamsburg, Va.: Colonial Williamsburg Foundation, 1977.
9. Honor Your Partner Records. Freeport, New York: Educational Activities, Inc., 1975.
10. Learning Basic Skills Through Music. Freeport, New York: Educational Activities, 1972.
11. Limb Learning. Freeport, New York: Educational Activities, Inc., 1975.
12. Lummi Stick Fun. Freeport, New York: Educational Activities, Inc., 1975.
13. Music for Movement Exploration. Freeport, New York: Educational Activities, Inc., 1970.
14. Parachute Activities with Folk Dance Music. Freeport, New York: Educational Activities, Inc., 1973.
15. Perceptual Motor Rhythm Games. Freeport, New York: Educational Activities, Inc., 1969.

16. Rhythm Record for Reading and Number Readiness.  
Oklahoma City, Okla.: LeCrone Rhythm Record  
Co., 1975.
17. Rhythmic Parachute Play. Freeport, New York:  
Educational Activities, Inc., 1969.
18. Sensorimotor Training in the Classroom. Freeport,  
New York: Educational Activities, Inc., 1975.
19. Songs and Games of Physical Fitness for Boys and  
Girls. New York: A. A. Records, Inc., 1975.
20. Tinkling. Freeport, New York: Educational  
Activities, Inc., 1972.

## Unit 7

This unit includes exercises, games of low organization, ball handling skills, lead-up games to individual and dual sports, physical fitness testing, and movement exploration. All of the activities should be enjoyable, safe, easily understood, and capable of providing maximum physical activity. If any activity fails to meet these requirements, the teacher should select the primary skills used in the activity and teach those skills using a movement exploration approach. For example, if the primary skill in a relay is jumping a rope, and many of the children are having difficulty, the instructor should have the children spread out, give everyone a jump rope, and allow them to practice until they have developed a better understanding of the skill, thus increasing their chance of enjoying the relay.

The number in the chart below refers to the number of the activity on the following pages.

Period	Level 1	Level 2	Level 3
1st	(1,2)	(11,3)	(11,27)
2nd	(3,4)	(27,4)	(28,4)
3rd	(6,8)	(7,8)	(7,8)
4th	(9,5)	(9,10)	(9,10)
5th	(10,21)	(12,13,14)	(12,13,14)
6th	(17,18)	(16,14)	(15,16,14)
7th	(22,23)	(17,19)	(17,20)
8th	(24,25)	(26,29)	(29)



## Unit 7

1. Midnight - A fox stands at one end of gym. The class moves up slowly asking the fox the time. When the fox calls "Midnight", all run back to the line (not the wall). Anyone caught helps the fox chase. Have the class all ask "What time is it Mr. Fox?", together. When three-quarters of the class have been caught, pick a new fox from the winners (2,3,4).
  
2. Hunter - The teacher lines the class up, then says "I am the hunter. Who wants to go hunting?" After the class raises their hands, the teacher says "Then follow me". He then turns and moves forward pretending to hunt. The class follows him also pretending to hunt. When the teacher shouts "Bang", he turns and chases the class back to the safety line (not the wall). Anyone caught helps the teacher chase. After most of the class are caught, pick a new hunter from the winners (4).
  
3. Hill Dill - The children line up on one line. They will move across the gym to another line. "It" stands in between the lines. To get them to skip across, "It" says "Hill Dill skip over the hill". Anyone caught helps "It" chase. When most of the class are caught, pick a new "It" from the winners. Have "It" call for the class to gallop, skip, hop, sidestep, crawl, crabwalk, tiptoe, etc. (4).

4. Red Rover - The children will run from one line to another; "It" will call the class over in groups. For example, "Red Rover, Red Rover, send boys with blue shirts over" could be the first call. Those caught help "It" chase. When everyone has been called over, pick a new "It" from the winners (4).

5. Red Light - "It" stands on a line on one side of the gym. The class faces "It" on the other side of the gym. "It" turns and shouts, "One, two, three, redlight". He then turns. Anyone caught moving goes back to starting line. The first one over the finish line becomes "It". (3,4).

6. Circle Scooter Races - Hand out scooters to about every third or fourth person in a big circle. Tell the class that quiet people will get the scooters. Class should be seated. Those with a scooter should have them in their laps. When the teacher says "Take your marks", the children will sit on the scooter. On the signal "get set", the children will put their hands on the floor and on "Go" the children will move counter-clockwise around the circle and back to their place, raising their hand when done. Announce the winners, then have the children pass the scooter to next person on their right. Later have children kneel and also lay down on the scooters.

7. Scooter Relays - Give one scooter to each squad leader. Have him place the scooter on the starting line.

Have squad stay behind the safety line (about five feet from the starting line). When teacher says "Take your marks", the first person walks to the scooter and sits down on it and on "Get set", the hands are placed on the floor. On the word "Go", each child moves his scooter to an end line and back to the starting line. When the first person gets off the scooter, the next person can walk out, get on, and go. The types of relays include: sitting, kneeling, laying down, (forward, side, backward), and also doubles (stress safety) (3,4,5,6).

8. Scooters and Crabs - All of the scooters are given out. The children may move about the room (within the safety lines) on the scooters any way they may wish (sitting, kneeling, or laying down). The rest of the class will move about by crabwalking (forward, sideward, or backwards). If a "crab" touches a person on a scooter, he gets the scooter. The person who was on the scooter may not touch the person who touched him but must crab walk toward a different scooter. Play this game for short periods, then allow everyone to rest. All people on scooters at the end of each game are the winners.

9. Jumping Races - For the younger children this is organized the same as #6 of this unit. Use jump ropes, jump balls (large ball with a handle), sacks, and utility balls. The utility ball is placed between the legs and the youngster does a kangaroo hop. Children must go

forward, backward, or spin. These races may also be done from squads and conducted as relays for the older children.

10. Novelty Races - Organize this race the same as #6 of this unit. Beanbags may be balanced on various parts of the body. A small ball (golf or pingpong) can be balanced on a spoon. Old clothes could be put on and taken off. A three-legged race may be conducted where partners tie their inside leg together and attempt to walk (jump ropes can be used to tie their legs). Children can also put their shoes in a pile and see who can find their own shoes, put them on, and tie them first.

11. Movement Relays - See Unit 1, #2.

12. Golf - Place a putter and a box of golf balls for each squad on a starting line. Keep squads behind safety line. Have each person take a designated number of putts from the starting line. Stress concentration and accuracy. The team with the most golf balls in the cup wins. Do not allow running. Make sure everyone has a sufficient amount of practice before starting a contest. Keep lines short.

13. Horseshoes - Place a box of rubber horseshoes for each squad on a starting line. Keep squads behind the safety line. Each person takes a designated number of

horseshoes and pitches them one at a time at a stake a few feet away. Score one point if within a horseshoe length, two points for a leaner, and three points for a ringer. The winning team is the squad with the most points. Do not allow running. Keep lines very short.

14. Archery - Use suction cup safety arrows. Place a box of arrows and a bow on a starting line in front of each squad. Each person takes a designated number of shots at the target. Score nine points for yellow, seven points for red, five points for blue, three points for black, and one for white. The winning team is the team with the most points. Stress safety and accuracy. Do not allow running.

15. Tennis - Place a tennis ball and racket in front of each squad. Each person in turn practices bouncing the ball on the racket to a designated line and back. Keep lines as small as possible.

16. Badminton - Bounce a shuttle-cock on a racket to a designated line and back. Each person should get several turns. Keep lines as short as possible.

17. Bowling - Place a ball in front of each squad. Place a bowling pin or Indian club about ten feet from the ball. Each person bowls until the pin is knocked down, then sets the pin up, and places the ball back on the starting line. The person next can go when the ball is returned

to the starting line. Do not allow running. Later add extra pins for the more skillful classes.

18. Pin Guard Bowling - Have a child inside of a circle guarding a pin. Children on the circle roll a ball at the pin. If the pin is knocked over by someone, that person gets to guard the pin and the old pin guard takes his place back on the circle. If the pin is knocked over by the guard, he must set the pin back up and go back to his place on the circle. The next person to knock the "Open" pin over becomes the new guard. Add more pins, guards, and balls as children become more skilled.

19. Number Bowling - Give numbers to each squad member. The first person is number one, the second person is number two, etc. Place a box of several balls at an equal distance from all squads. Call out several numbers. Those whose number is called will come out and get a ball and then roll it at a pin set up a few feet from the foul line. Whoever knocks over the pin first wins one point for his team. The team with the most points at the end of the game is the winner.

20. Bombardment Bowling - Each team has two lines. In between each line place a few pins. The line of one team will roll the balls toward their teammates, attempting to hit the pins in the middle. The first team to knock over all of the pins wins. Make sure each team has the same number of pins and balls.

21. Crows and Cranes - One line of children face another line of children. One line are crows and the other are cranes. When the teacher calls "crows", the crows chase the cranes back to an end line (not a wall). Anyone caught becomes a crow. When the teacher calls "cranes", the opposite occurs. After awhile the team with the most children wins (2,3,4).

22. Exchange Tag - One line of children face another line of children. All children are numbered either one, two, or three. One child "It", stands in between and calls a number. Those with that number run to the other side. Anyone caught by "It" must help him chase. When all but a few are caught, stop the game and pick one of the winners to be "It" (2,4).

23. Squirrels and Trees - Number all children either one, two, or three. Have a few extra threes. Ones and twos (trees) face each other and join hands, while ~~threes~~ (squirrels) get in between. Extra threes stand outside. On signal "Go", all squirrels must run to a new tree (Only one squirrel to a tree). All those getting a tree each time are winners. Later give ones and twos a chance to be squirrels also (2,3,4).

24. Fireman - A child (fire chief) runs around the circle, tapping several children on the shoulder saying, "Fireman". He returns to his place and shouts "Fire".

All of those tapped on the shoulder run once around the circle to their place. The fire chief then picks a winner to be a new fire chief (3).

25. Circle Freeze - Children walk, hop, skip, etc. around a circle. "It" in the center yells "freeze" and all the children stop. "It" picks the best statue. Use this game as a quiet game. This can be used anytime a class gets too noisy. A variation is to have the children imitate sports people (football, baseball, etc.).

26. Circuit Training - (Before doing this read N.Y.S. Physical Fitness Test Pamphlet) - This is a method of reviewing the New York State Physical Fitness Test. Squad one practices the side step. Squad two does squat thrusts. Squad three works on sit ups and squad four runs. When all are done have all squads rotate (squad one goes to two, two to three, three to four, and four to one).

27. Partner Stunts - See Unit 3, #7.

28. Team Stunts - See Unit 3, #9. Other stunts include the team walk and the team hop. For the team walk each player gets in the starting position for skin the snake. The players then walk to a designated line, either forward, backward, or sideward. To do the team hop each player holds the right ankle of the person in front of



him with his right hand and places his left hand on the left shoulder of the person in front. See figure 9.

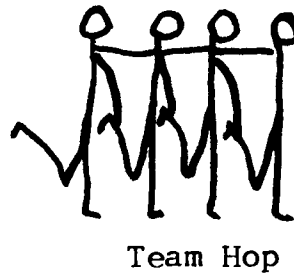
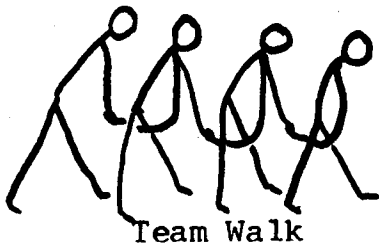


Figure 9

29. Physical Fitness Test - (New York State) - Read pamphlet on file in office (7),

## Books

1. Anderson, M., M. E. Elliot, and J. LaBerge. Play with a Purpose. 2nd ed. New York: Harper and Row, 1972.
2. Bryant, R., and E. M. Oliver. Fun and Fitness Through Elementary Physical Education. West Nyack, New York: Parker Publishing Co., 1975.
3. Dauer, V. P. Dynamic Physical Education for Elementary School Children. Minneapolis, Minn.: Burgess Publishing Co., 1971.
4. DeSantis, G. J., and L. V. Smith. Programmed Activities for Grades K-6. Columbus, Ohio: Merrill Publishing Co., 1973.
5. Kirchner, G. Physical Education for Elementary School Children. 5th ed. Dubuque, Iowa: Wm. C. Brown Co., 1972.
6. State Education Department. Guide for Planning K-6 Physical Education Programs. Albany, New York: State Education Department, 1975.
7. State Education Department. Physical Fitness Screening Test. Albany, New York: State Education Department, 1976.

## Unit 8

This unit includes exercises, games of low organization, self testing activities, lead-up games to track and field, and movement exploration. All of the activities should be enjoyable, safe, easily understood, and capable of providing maximum physical activity. If any activity fails to meet these requirements, the teacher should select the primary skills used in the activity and teach those skills using a movement exploration approach. For example, if the primary skills in a game are running and jumping, and many of the children are having difficulty, the instructor should have the children spread out and allow them to practice until they have developed a better understanding of the skills, thus increasing their chance of enjoying the game.

The number in the chart below refers to the number of the activity on the following pages.

Period	Level 1	Level 2	Level 3
1st	(1,2,3)	(1,4)	(1,4)
2nd	(6,7)	(8,9)	(10,11)
3rd	(12,13,14)	(15,16,17)	(15,16,17)
4th	(18,19)	(20,21,22)	(20,21,22)
5th	(23,24,37)	(25,24)	(26,5)
6th	(27,28)	(29,30)	(35)
7th	(32,33)	(31)	(31)
8th	(34,36)	(35)	(38)

## Unit 8

1. Circle Tag - Number the players one, two, and three. When the leader calls a number, players with that number turn and run counter-clockwise around the circle. Tagged players go to the center. After all numbers have been called, have "winners" raise hands and then start over. Some variations are to vary locomotor skills (run, hop, skip, etc.); call two numbers at the same time; have players run until whistle is blown then return to place; on a whistle have players change directions and when blown twice the players continue to their place and then stop (upper grades). Instead of numbers give the younger children colored paper. The children run when their color is called.

2. Start and Stop - The children walk, skip, and jump and hop in any direction until the whistle blows. Children who don't stop have to sit down for one turn but then reenter the game. The players with the fewest mistakes are the winners.

3. Cars - All children except two are cars and must move around on roads (lines). Two are policemen who "arrest" anyone violating the rules. The rules are to take baby steps on all circles, walk on interior lines, and run on the sidelines. After several are in jail, pick two new policemen from the winners. Pins may be

placed on the floor which the children should hop or jump over.

4. Bear in the Trap - Form a circle with hands joined. "It" tries to go through or under the arms and out. The person on each side may chase after counting to three. Whoever catches him is "It". If a player doesn't get out after three tries, he picks someone to take his place. After awhile pick two or three children to be "bears" from one circle or have several circles going at once (4).

5. First Couple Out - The children line up in pairs behind "It" who has his back to the couples. When "It" shouts "first couple out", the first couple try to run around in front of "It" (one goes to the right and one to the left). If they join hands before getting tagged, they go to the end of the line and are still in the game. When "It" tags someone, he takes the place of the person he tagged. After a few minutes the teacher should announce that all who haven't been tagged are the winners. Run several games at once (3).

6. Scat - See Unit 3, #5.

7. Marching Ponies - "It" thinks of a number from one to ten and then the children march around him counting out loud. When they say his number, he chases them. The

children run to their numbers and then go to the circle. Those tagged before reaching their number go the center to help "It". A new "It" is chosen when only a few children are left (3).

8. Gold Rush - The teacher lines half of the class on each side of the field or gym. Players run across mid-line toward the other team's end line where several bean bags are placed. Players try to bring back a bean bag without getting tagged. If tagged, the players must go to jail. Players are allowed to bring back only one bean bag at a time. Players are safe when they are on their own side of the mid-line and when they're behind the other team's end line. No one is allowed behind his own end line or in his own jail. Once in jail, the child must stay there until someone from his team gets into the jail without being tagged. Both the "prisoner" and the "saver" have a free pass back to their own side by walking down the side lines with hands joined and raised. The game is over when one team has all the bean bags and the other team's players are all in jail (4).

9. Back to Back - The players spread out. When the teacher calls "change", players run to a partner and join hands back to back. Whoever fails to get a partner receives a "gig". Those with the fewest gigs win. If there are an even number of players, the teacher can become the "extra" player. Vary locomotor movements.

10. Capture the Flag - (See Gold Rush) - Use one pinnie for each team instead of beanbags. The game is over when one team has both "flags" and the other team's players are all in jail. A stolen flag must be put behind the end line and can be stolen back (4).
11. Third Man Tag - Have several people spread out to be chased by "It". If caught they become "It". Have two or three couples standing with elbows hooked. When a runner gets tired, he should hook elbows with one of the two. The one with whom he doesn't hook becomes the third man and must run. (4).
12. Circle Sprint Races - All the children in a large circle are numbered one, two, three, or four. When a child's number is called, he runs once around the circle and raises his hand. Winners are announced, then another number is called.
13. Circle Zig Zag Races - These are conducted like #12, except all the children of one number back up, becoming obstacles for the other children to run around.
14. Fireman - Child (fire chief) runs around the circle tapping several children on shoulder to be fireman. He returns to his place and says "fire!". All those tapped run counter-clockwise around to their place. The fire chief picks a winner to be a new fire chief.

15. Sprint Races (relay) - This can be conducted from a squad formation. The first person runs to a designated point and then back to his squad. He tags the next person's hand and goes to the end of the line and raises his hand. Each person runs when his hand is tagged. They must stay behind the starting line until then. The first team finished with hands raised is the winner. If teams are not all equal, some children should be selected to run twice.

16. Zigzag Relays - These are conducted like sprint relays, except each team must zigzag or weave around a row of four or five pins or Indian clubs (3,4).

17. Steal the Bacon - An Indian club is placed half way between two lines. Each team is numbered consecutively. The teacher calls one, two, or three different numbers. Those people come out to the club and try to steal it without getting caught. One point is scored if a player makes it back across the line without getting caught, and one point is scored for a team that tags a person with a pin before he gets back. The first team to reach five wins (4).

18. Hurdle Races - Have the class line up at the end of the play area on the starting line. Give everyone a number (one, two, or three). When a number is called, those with that number run to the end line and back.



jumping various objects in their way. Announce the winners after each race.

19. Fire Chief - Have the class line up on a starting line with the same numbers as they had for #18. A quiet person is picked to be the Fire Chief. He yells out a number. Those with that number run to an end line and back to place, raising hand when finished. The first person back becomes the new Fire Chief (2).

20. Baton Passing Relays - Each team has one relay baton, which each team member, in turn, must carry. Each person goes around his squad and an end pin. See Figure 10. All runners go to starting line in turn on a predetermined signal (facing squad). Baton must be passed to next person inside handoff lane. Emphasize proper skills.

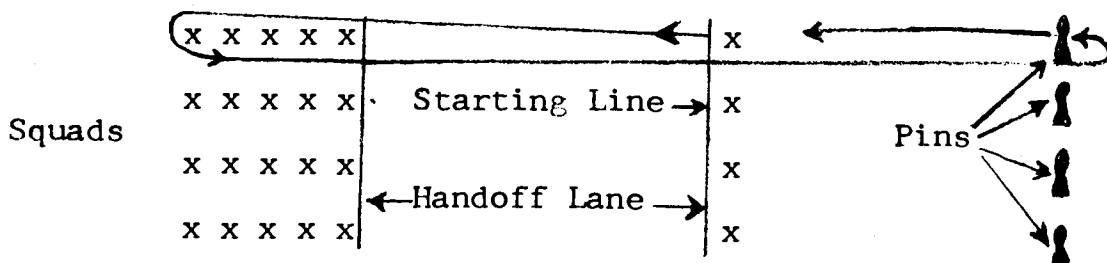


Figure 10

22. Line Dodgeball - See Unit 1, #6.

23. Jumping Races - Have the class line up on a starting line. Give everyone a number (one, two, or three). Call

a number. Those with that number jump to the end line and back. Have the winners raise their hands after each race. The types of jumps shall include the one leg hop; two leg hop; jumping with one foot and landing on both; and the hop, step, and jump.

24. Jump the Brook - Two ropes represent sides of a brook. Have the children in files. Those who jump the brook should raise their hands (they're the winners). For each new game, widen the brook a little. Later add stepping stones (rope circles). After jumping, have children wait behind opposite waiting line. The children should wait until the person ahead of them has finished (safety) (1,2,3,5,6).

25. Jump Relays - Children do the jumps listed in #23. Conduct as relays. (See #15).

26. Five Minute Runs - Set up an interesting running course at least a quarter mile in distance. Make sure you use markers that can be seen from a distance. Cut strips of cardboard or cloth (at least two hundred strips) and place in a box. All in class will be instructed to run around the course for a full five minutes. If they get tired, they may walk and then run again when rested. After each lap they will be handed a strip which they are to keep. At the end of five minutes the children with the most strips are the winners. Run three races

with five minute rests in between. Children should walk around course during rest periods.

27. Jump Rope Races - The children are in a circle. Every third or fourth child is given a jump rope. On a signal, all with a rope skip rope around the circle and back to place. Have children jump rope forward, then have them try it backward on their second turn. If there are enough ropes, give everyone a rope and let them explore the many different ways of jumping.

28. Jack be Nimble - The children are in a circle with fingers touching. One child is picked to be "Jack". He stands in the middle of the circle. Children recite the following: "Jack be nimble, Jack be quick, Jack jump over the candlestick". When they say "candlestick", the children all crouch down with fingers still touching and "Jack" jumps over the hands of two children. He then runs around the room with two children chasing. Whoever catches him becomes the new "Jack". After awhile have two and later three "Jacks" in the middle. Several different circles can be used. Stress safety (2).

29. Jump Rope Relays - Each team leader is given a jump rope. On a signal, each team member skips rope down to an end line and back. When done, each person goes to the end of his team's line, raises his hand, and stands quietly. The first team to finish is the winner. Have each person

stop skipping at a safety line and leave the rope there. As soon as the rope is put down on the safety line, the next person may come out and start. This will prevent children from getting hit with the rope. The type of races shall include: jumping forward or backward, jumping forward with the rope going backward, and jumping backward with the rope going forward. A variation after each person finishes is to have them double up the rope, hand one end to the next person in line, and then pass the rope under the feet of everyone else who must jump over it.

30. Circle Jump - Tie a beanbag on the end of a rope (approximately six to eight feet long). All children will stand on a circle (approximately twelve feet in diameter). A person (the swinger) is picked to go into center of circle and swing the rope so the beanbag will pass under the children's feet as they jump up to avoid having the rope or beanbag hit them. Have those who get hit go to their squad and wait quietly until the game is over. When only a few are left, pick one of the winners to be the new "swinger" and start a new game. Several games may be played at once from different circles (4).

31. Jump Circuit Training - Each squad will visit each of the four jumping stations. They will work on the

prescribed activity at each station until they are told to move to the next station. Each squad will work on the following:

A. Standing Broad Jump - Each contestant toes a starting line and using arms as well as legs leaps out as far as he can. The person behind the jumper will do the measuring. Use at least a fifteen foot tape measure.

B. Running Long Jump - Each contestant will be allowed a ten to fifteen yard approach run to the starting line. He then must jump out without going past the starting line. If he fouls, his jump will not count. The person behind the jumper will do the measuring. Use at least a twenty foot tape measure.

C. High Jump - Each contestant will be allowed a ten to fifteen yard approach run and will then attempt to jump over the bar without knocking it off. Start the bar at two feet and raise the bar three to six inches after all have had their first turn. Allow all to continue even if they missed at the lower level. Keep raising bar until it is too high for everyone. Each person should remember his best jump.

D. Hop, Step, and Jump - Each contestant will be allowed a ten to fifteen yard approach run to the starting line. He will then hop out as far as he can, then without stopping will step outward with the opposite foot as far as possible, and finally with a last surge will leap off.

this opposite foot with as much power as possible and land on both feet. The person behind the jumper will measure the jump. Use at least a fifty foot measuring tape. In A, B, and D if the jumper falls back, he loses distance. Measure from the starting line to the closest point of contact. At the end of each round, have the people at station one go to station two, two to three, three to four, and four to one (6).

32. Across the Brook - Line up class at one end of the play area. Give everyone a number (one, two, three, or four). Place several balls out in front of the children. The children come out when their number is called. They pick up one ball and attempt to throw the ball across a "brook" created by the ropes. Those who are able to throw the ball across are declared the winners. After awhile, widen the brook to encourage longer throws (6).

33. Throw and Go - Have class line up at one end of the play area. Give every one a number (one, two, or three). When their number is called, the children run out and toss the ball from a line. They then retrieve a different ball, return to the starting line and raise their hand. Those back first are the winners. This game can be played with footballs, softballs, playground balls, etc. (2).

34. Target - Have the children in squads. Put a ball on the foul line. Put a bowling pin on the end line. On

a signal, each person in turn runs to the foul line, picks up the ball, and throws it at the pin. The child must knock the pin over, then set it up, and leave the ball on the foul line. The first team finished is the winner. Have younger children line up at one end of play area. Give them all a number (one, two, or three). When a child's number is called, he runs to the foul line, picks up the ball, and throws it at the pin. If he misses, he goes again until he knocks down the pin. The first ones done are the winners. After all children are done and back in line, call another number (2).

35. Circuit Training (weight throwing) - Each squad will visit each of the four different weight throwing stations. They are told to work on the prescribed activity at each station until they are to move to the next station. Each squad will work on the following:

A. Shotput - The first person stands near the foul line with the shot on his shoulder. Standing sideways, he attempts to push the shot out as far as he can. The person behind the putter measures the distance. Each person gets one try, then goes to the end of the line, and waits for another turn. Use a 25-foot tape measure. Do not measure if there is a foul caused by person going over the foul line.

B. Discus - This is thrown by keeping the throwing arm straight to the side, spinning toward the foul line,

and releasing the discus at the proper time. Conduct the same as shot put, however, use a 100 foot tape measure.

C. Basketball Throw - Conducted the same as shot put, however, use a 50-foot tape measure.

D. Softball Throw - Use a 200-foot tape measure. Have each group practice for five minutes, then have all squads rotate (see #31) (6).

36. Ringo - The children are in a circle. Several utility (playground) balls are passed out. On a signal, children start throwing balls into the center of the circle toward a large box or barrel. Each child receives a point for each ball thrown in the box either directly or on a bounce. The children with the most points are the winners. The game is not over until all balls are in the box. Children must not go into the circle to get balls but must wait for ball to come to them. Any ball that comes to rest in the center of the circle must stay there until it is knocked back into play by another ball or by the teacher. Pick two or three children to get the balls that go out of the circle. No one else should leave the circle (2).

37. Kangaroo Tag - The children should spread out. Pass out several balls to be placed between the legs. On a signal, the children will hop about. Those without a ball, must hop on one foot to tag someone who has a ball,



and if successful, they get the ball. The ball must stay between the legs and should not be touched by the hands. Make sure everyone watches where he is going and stays within the boundary lines. Do not allow running.

38. Track Meet - The children will engage in all of the events from #31 and #35. Allow free movement from one station to the next. After a person performs, the student behind him will measure his attempt. Make sure the stations are far apart for safety. Allow no one in front of the foul lines, except for those measuring. The pupils can write down their scores and hand them in at the end of the class. The best performances may be posted (6).

## Books

1. Anderson, M., M. E. Elliot, and J. LaBerge. Play with a Purpose. 2nd ed. New York: Harper and Row, 1972.
2. Bryant, R., and E. M. Oliver. Fun and Fitness Through Elementary Physical Education. West Nyack, New York: Parker Publishing Co., 1975.
3. Dauer, V. P. Dynamic Physical Education for Elementary School Children. Minneapolis, Minn.: Burgess Publishing Co., 1971.
4. DeSantis, G. J., and L. V. Smith. Programmed Activities for Grades K-6. Columbus, Ohio: Merrill Publishing Co., 1973.
5. Kirchner, G. Physical Education for Elementary School Children. 5th ed. Dubuque, Iowa: Wm. C. Brown Co., 1972.
6. State Education Department. Physical Education K-12 Track and Field. Albany, New York: State Education Department, 1969.

## Unit 9

This unit includes exercises, games of low organization, ball handling skills, lead-up games to kickball, and movement exploration. All of the activities should be safe, enjoyable, easily understood, and capable of providing maximum physical activity. If any activity fails to meet these requirements, the teacher should select the primary skills used in the activity and teach those skills using a movement exploration approach. For example, if the primary skill in a game is kicking the ball, and many of the children are having difficulty, the instructor should have the children find a partner, spread out, and allow them to practice kicking the ball to one another until they have developed a better understanding of the skill, thus increasing their chance to enjoy the game.

The number in the chart below refers to the number of the activity on the following pages.

Period	Level 1	Level 2	Level 3
1st	(1,2)	(3,4)	(3,5)
2nd	(3,6)	(7,8)	(7,8)
3rd	(9,23)	(14,10)	(11,12)
4th	(10,13)	(18,19)	(18,19)
5th	(15,17)	(16)	(16)
6th	(20,24)	(16)	(16)
7th	(21,25)	(27)	(27)
8th	(22,26)	(27)	(27)

## Unit 9

1. Circle Roll dodgeball - Start with a circle formation, one child in the center, and one ball. The children roll the ball at the child attempting to hit him. If successful, they replace him. Later, when children learn the game well, add more balls and have more children in the center (add one ball and one child at a time). Teach the youngsters not to hold the balls and encourage the children in the circle to keep moving and jumping. This may also be played using several circles (4).

2. Charlie over the Water - The children are in a circle formation with hands joined. One or more children are in the center. The circle children skip around the circle to the following chant: "Charlie over the water, Charlie over the sea. Charlie caught a blackbird, but he can't catch me!" On the word "me", all the circle children drop hands, stoop, and touch the ground with both hands. The center players try to tag the circle players before they stoop. Any player tagged changes places with a center player. The game then starts again with the chant. The children should not stoop until someone tries to touch them. Once they stoop they must hold the position. If they fall, they can be tagged. When all children are down, start a new game. Other positions can be stipulated instead of stooping. Balancing on one foot, crab position, push-up position, and others can be used. A variation

for more skilled classes is to introduce the ball. Start the game as before, and on the word "me", children drop hands and scatter about the room. "Charlie" must throw the ball up and catch it. He then chases the children until he touches someone with the ball. Gradually add one "Charlie" at a time until there are several "Charlies." Pick a new "Charlie" from those not tagged each time (3).

3. Circle Dodgeball - This is played like #1, except the ball is thrown instead of rolled. For less skilled classes, allow the ball to bounce. As children gain in skill, require the person to be hit directly (below head). If the ball is caught by a person in the middle, he is not out (2,3,4).

4. Mother Goose Dodgeball - Use two balls. Split the class into two separate circles or teams. Each one of the teams sends a designated number of players inside of the opposing team's circle. One of them is "Mother (father) Goose". Circle players try to eliminate center players by hitting them below head with ball. "Mother Goose" may not be eliminated. She may protect her players by batting the ball or otherwise shielding them. Players hit in the air or on a bounce must go back to their own circle and help eliminate the other team's players. The first team to eliminate the opponents is the winner. Teach teamwork by having the players pass the ball quickly to one another in an attempt to catch "Mother Goose" off guard (2).

5. Circle Team Dodgeball - This is played like #4 except there is no Mother Goose. All the players must dodge in the center of the opponent's circle. Players must be hit (below head) in the air. If the ball is caught, the player is not out. When a player is out, he can go back to his own circle and help to eliminate the other team (2,3,4).

6. Snap the Trap - See Unit 3, #2.

7. Wall Dodgeball - Have only 10 to 15 in each game. The children line up near a wall. One person is picked to throw the ball, and he must stand behind a line approximately twenty feet away. The game is over when the thrower has hit everyone below the head, and only one person is left (the person left becomes the new thrower). Only direct hits count. If someone catches a ball in the air, he becomes the new thrower and a new game is started. If the thrower misses three times in a row, he must pick one of the people not yet out to be the new thrower. The first person hit in each game can be the thrower's assistant and help him retrieve balls. Everyone else should stand off to the side or sit in the bleachers.

8. Spud - A group (10 to 12) stands informally in front of "It", who places the ball on the ground as he calls the name of one of the players. Other players run as far as possible until the one who was called picks up

the ball and yells "Spud!" At this signal all runners freeze. The person with the ball may throw or roll it in an attempt to hit any player below the head. If he misses or if the player catches the ball, he gets a point (dud) against him. If he hits the player (below the head) in the air or if the player moves both feet, the player gets one point against him. The player against whom the point was scored becomes "It" for the next game. When a player gets a stipulated number of points, he is out of the game. A variation is to have "It" toss the ball at least 10 feet in the air from the center of a circle. Whoever he calls must catch the ball before calling "Spud!" The rest of the game is played the same. Numbers may be used instead of names, and "It" may be allowed a certain number of steps toward any player before throwing the ball. Utility balls or fleece balls may be used (2,4).

9. Kick and Go - The children are in a circle facing away from the center. Every third or fourth child has a ball. On a signal, the children kick a ball away from the circle and then run out and try to find another ball. They bring a "new" ball back to their place and raise their hand. The first people back are the winners. This may also be played from a line or from squads. All children should get several turns (2).

10. Circle Kick Dodgeball - This is played like #1 except the ball is kicked instead of rolled. Stress low kicks.

11. Exchange Dodge - Start with half the class on either side of a play area facing each other. Start with one person in the middle with a ball. Give everyone a number (one, two or three). "It" in the middle calls a number. Those with that number must run to the other side trying not to get hit by the ball. If "It" hits someone, they take his place in the middle. Anyone hit receives a dud. Anyone receiving six duds is out of the game. Reform the game when one or two are eliminated (2,3).

12. Shoot the Rapids - The children are divided into three teams. One team tries to pass between the other two teams without getting hit by the ball. Use several balls. The team that shoots through most times wins. When children are hit (below head), they should sit down (in a safety area) until their team is completely eliminated. Allow each team a turn. The ways of "shooting through" may be varied (hop, skip, crawl, etc.). Children should all "shoot through" together each time.

13. Jinx - Choose a "Jinx" who stands outside a circle and four to six mice who stand inside. "Jinx" walks around the circle to chase the mice who must stay within the circle. As each mouse is tagged, he stands behind a circle player. The last mouse remaining in the circle



becomes the new "Jinx". The old "Jinx" stands behind the circle player, and all circle players who have someone behind them exchange roles. Keep the circle large. Encourage good dodging (2).

14. Kick Relays - These are done from the squad formation. The squad leader stands five yards away from the squad with a playground ball. On a signal, he kicks it to the next person in the squad who kicks it back and then goes to the end of the line. Everyone gets one turn. The ball may be caught and kicked out of the hands or may be kicked off the ground. Play several games. In each game increase the distance from the leader to the squad. Also change leaders each game. Keep lines short.

15. Line-up Ball - Divide the class in half. Make sure that each team has a separate "dugout" and that it is safely away from the playing area. Use a playground ball. Place four bases approximately 20 feet apart. The first person throws or kicks the ball from home base into the field and attempts to run the bases before the fielding team can line up behind the first one who picks up the ball. The runner keeps going around as many times as possible until everyone on the other team is in a straight and quiet line. After everyone on one team has had their ups, change sides. See Figure 11, page 151 for organizational details (2).

16. Kickball - Organize this the same as #15. The first player up kicks the ball from the home base into the field and attempts to run to first base and back into home before the fielding team can get him out. The runner is out if either base is tagged (by a fielder with the ball) before he gets to it, if he is hit or tagged with the ball (below head), or if he kicks a fly ball which is caught. The runner may not stay at first base. He must go to first and come back home. Fouls and strikes do not count. Those having difficulty in kicking the ball should get special attention. For more advanced classes, use all four bases, allowing the runners to stop at each base until they are forced to the next base. See Figure 11 (2,3,4).

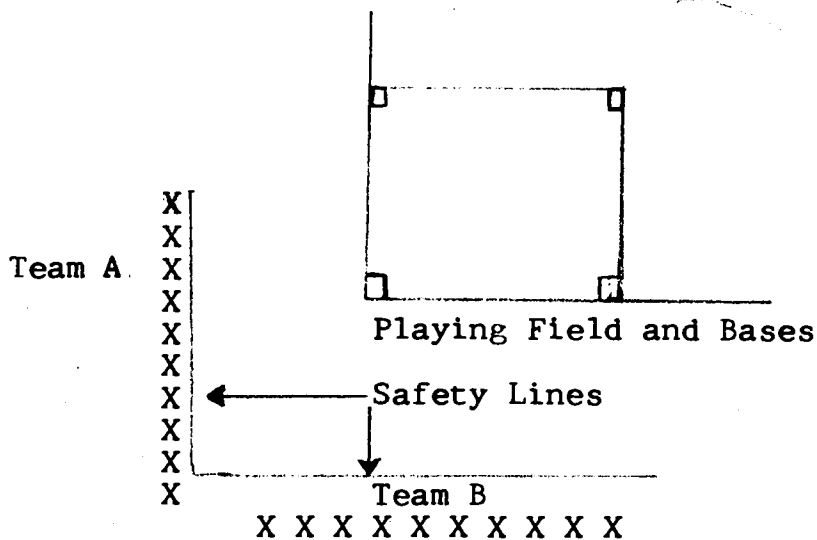


Figure 11

17. Circle Strideball - See Unit 4, #3.
18. Softball Skills - Have a squad leader stand about 15 feet from each squad. On a signal, the leader should pitch the ball to the second person in his squad. The squad leader then goes to the end of the squad, and the second person runs out to the squad leader's spot and pitches to the next student. This continues until all have gone once. If a team has one less player, the first leader will have to go again when it is his turn. After working on pitching, then work on grounders, pop ups, and batting. Allow for practice before each relay race. Players must stay behind foul lines. There shouldn't be more than four or five players per squad line. Use fleece balls and whiffle bats (2,3).
19. Beat the Ball - The class is divided into two teams and organized the same as in #15 and #16 (see Figure 11). Team B spreads out in the field. Play begins when the pitcher throws the ball to the catcher, and at the same time, the first runner from Team A starts running bases. He keeps going around until the ball has been thrown in turn to all of the members of the fielding team. Place markers in the field, so all fielders will know where to stand. The runners who circle the most bases for each team are the winners. Allow everyone on one team to get their ups before changing sides (4).

20. Retrieve Ball - Start with a rubber ball, four bases, and two teams. The first player from Team A throws the ball and runs the bases until player B can retrieve the ball and pass it from the back of the line to the front (each player passing in turn to the next). After a player has had a chance to either run or retrieve, he goes to the end of his line. When everyone on one team has had a chance to run, they become retrievers, and the retrievers become runners. The runners who circle the most bases for each team are the winners. See Figure 11, page 151 for proper organization (2).

21. Kick Target - The children line up in squads. The ball is placed on a starting line about 10 feet from a bowling pin (the target). On a signal, the first person runs to the ball and kicks it at the pin. If he misses, he picks up the ball, brings it back to the starting line, and tries again. When he knocks down the pin, he sets it back up and returns the ball to the starting line. The next person can start when his hand is tagged by the person ahead of him. The first team done is the winner. If a team has one less player, the first person will have to go again last. Play several games. Increase the distance the ball is to be kicked as the players' skill increases.

22. Kick, Punch, or Throw - About 10 balls are given to children who are standing behind a line. On a signal, those with a ball may kick, punch, or throw the ball toward a

designated area where the rest of the class is spread out. Anyone retrieving a ball receives one point and gets to go to the line where they will kick, punch, or throw on the next signal. Those with the most points at the end of the game are the winners. Make sure those in the field are spread out for safety.

23. Kick and Guard - See Unit 2, #19.

24. I See - The children stand informally facing the teacher. The teacher says in a loud, dramatic voice, "I see....". The students answer, "What do you see?" The teacher says, "I see fairies tiptoeing quietly all around". The youngsters stop moving each time when answering, "What do you see?" End the class period with "I see boys and girls lining up quietly". Examples of other things the teacher sees may include:

- A. Water going over a waterfall
- B. Rain coming down, softly.
- C. Trees growing slowly.
- D. Cows eating grass.
- E. Balls bouncing all around.
- F. A top spinning 'round and 'round.
- G. A monkey swinging from vines.
- H. A detective looking for clues.
- I. A baseball player playing ball.

(Many other sports can also be used).

25. Two Deep - Start with several circles. One child chases another around the circle. If caught, they run in the opposite direction. To keep from getting caught, a child may stop in front of someone standing on the circle. This player then becomes the runner and must avoid being caught. Encourage the youngsters to make changes often (3).

26. Fireman - See Unit 1, #3.

27. Punch Ball - A rubber ball is hit out of the hand. See #16, and Figure 11, page 151 (3).

## Books

1. Anderson, M., M. E. Elliot, and J. LaBerge. Play with a Purpose. 2nd ed. New York: Harper and Row, 1972.
2. Bryant, R., and E. M. Oliver. Fun and Fitness Through Elementary Physical Education. West Nyack, New York: Parker Publishing Co., 1975.
3. Dauer, V. P. Dynamic Physical Education for Elementary School Children. Minneapolis, Minn.: Burgess Publishing Co., 1971.
4. DeSantis, G. J., and L. V. Smith. Programmed Activities for Grades K-6. Columbus, Ohio: Merrill Publishing Co., 1973.
5. Kirchner, G. Physical Education for Elementary School Children. 5th ed. Dubuque, Iowa: Wm. C. Brown Co., 1972.

## Unit 10

This unit includes exercises, games of low organization, ball handling skills, lead-up games to softball, and movement exploration. All of the activities should be safe, enjoyable, easily understood, and capable of providing maximum physical activity. If any activity fails to meet these requirements, the teacher should select the primary skills used in the activity and teach those skills using a movement exploration approach. For example, if the primary skill in a game is batting the ball, and many of the children are having difficulty, the instructor should have the children find a partner, spread out, and allow them to practice batting the ball to one another until they have developed a better understanding of the skill, thus increasing their chances of enjoying the game.

The number in the chart below refers to the number of the activity on the following pages.

Period	Level 1	Level 2	Level 3
1st	(1,2)	(16)	(16)
2nd	(3,4,5)	(16,22)	(17)
3rd	(6,7,8)	(18)	(18)
4th	(9,11,15)	(18,22)	(19)
5th	(12,13,22)	(20)	(20)
6th	(10,14,22)	(20,22)	(21)



## Unit 10

1. Call Ball - See Unit 1, #12.
2. Peter Pan - Start with a circle formation. "Peter Pan" (chosen by the teacher) says, "Where are those sprites?" Four or five pre-picked children enter the circle. "Peter" chases them with a ball in the circle until he has had several chances to hit them (below head). Those not hit are the winners. Have the sprites stand behind someone in the circle when they are eliminated. When time is up, have everyone including "Peter Pan", stand behind a circle player. The new "Peter Pan" will be in front of the old one. When the new "Peter Pan" says, "Where are those sprites?", the game starts again. If the ball goes to a person standing on the circle, he should quickly give or throw it to "Peter". If the ball goes out of the circle, only "Peter" is allowed to get it (4).
3. Circle Toss - The ball is tossed from one player to another across and around a circle. Those who catch the ball get one point for each catch. Have several circles going at once. Those with the most points are the winners. A variation is to have the pupils lose all or some of their points if they drop the ball.
4. See Unit 4, #3

5. One, Two, Buckle My Shoe - One child is the leader and stands to one side of the children who are toeing a line ready to run. The following dialogue takes place between the leader and the children:

A. The children say, "One, two", and the leader says, "Buckle my shoe".

B. The children say, "Three, four", and the leader says, "Shut the door".

C. The children say, "Five, six", and the leader says, "Pick up sticks".

D. The children say, "Seven, eight", and the leader says, "Run or you'll be late".

When the word "late" is given by the leader, the children run to another line and return. The first child across the original line is the winner and becomes the new leader. No child is to leave before the word "late". The children should pantomime the leader's directions. The teacher should stand at the other line to make sure everyone goes past the end line before returning (2).

6. Ball Chase - "It" in the center of a circle throws a ball to someone who must catch the ball and run once around the circle and back to place. If the ball is dropped, "It" throws it to someone else. If the runner is successful and gets around without being tagged, he becomes "It". When the ball is caught, the person catching the ball says "Go" when he is ready to run. "It" must not chase until he is told to go. Have several circles going at once. If the

person with the ball is caught, "It" goes again.

7. Chase and Hit - Played like "Duck, Duck Goose". "It" walks outside the circle and gives a ball to someone who must chase him around the circle to the vacant place. If tagged or hit with the ball, "It" goes to the center. New "It" (person with ball) starts the next game. Have several games going at once.

8. V-r-r-r-room - Start with two parallel lines approximately 40 feet apart. Players stand side by side behind one line with backs toward opposite line. "It" stands in front facing players. The players chant in rhythm, "Rockets headed for the Moon, three, two, one...V-r-r-room!" On the last word of the chant "V-r-r-room", the players turn and run to the opposite line as "It" gives chase. Those caught must help "It" chase on the next round. When only a few have not yet been tagged, a new "It" is chosen from the winners and play continues (2).

9. Ball Passing Relays - Start with four squads. In each squad the last person has the ball. On a signal, the ball is passed up to the front, one person at a time. When the first person gets the ball, he runs to the back of the line with the ball, and then starts it back toward the front again. Each time the front person gets the ball, he takes it to the rear and then starts it toward the front again (ball is handed forward one person at a time). When the original leader is at the front again and is holding the

ball over his head, his team is done. If a team is a player short, the leader will go first and last (the team would then have a new leader). The types of relays include straight passing, between the leg passing, over the head passing, and over and under passing.

10. Bonus Ball - Start with several squads. Each leader has a ball. On a signal, each leader runs with the ball to an end line and back. Each team member goes in turn. If a team is a player short, the leader goes again last. The winning team is given a bonus ball (in case of ties give both teams a bonus ball). Conduct several races. Team members must carry all of the balls they have won either in their hands or between their legs. The team with the most balls at the end of the entire contest wins (4).

11. Collection - Start with several squads and a large box in the center of the gym with 20 or more balls in it. On a signal, the leader goes out, gets a ball, runs to a throwing line, and tosses it to the next person in the squad who must catch the ball (otherwise the leader must throw it again). The person with a ball gives it to the next person, etc. The game is over when all of the balls have been taken from the box. The team with the most balls is the winner. Play several games. Each time change leaders. Allow the children to "store" a ball or two between their legs if necessary.

12. Hot Potato - See Unit 1, #14.

13. Touch Ball - Start with a circle formation. The children should be one foot apart. A ball is started around the circle and at the same time a child on the other side starts around the circle after the ball. The ball must be passed in order. When the chaser catches up and touches the ball, the last child to touch the ball before it was touched by the chaser becomes the new chaser. If the ball goes around the circle twice and the chaser hasn't caught up, stop play and choose a new chaser. A variation is to have two circles. The players are numbered consecutively in each circle. To begin, the number one players go to their opponent's circle. Play as described above. Whichever player touches the ball first wins a point for his team. Twos would go next, then threes, etc. (4).

14. Line Sky Ball - One team on either side of a mid-line (teams spread out). The ball is thrown (high into the air) back and forth. If a team member catches the ball his team gets one point. Bad throws count as catches (throws hitting the ceiling are counted as bad throws). The first team to reach five points is the winner.

15. Find Me - Circle formation with everyone sitting. Funny balls, deflated balls, bean bags, gloves, caps, etc. are passed around the circle (use lost and found items

when possible in an attempt to give them back to the owner). One player is chosen to "fall asleep" (mimetic) in the middle of the circle. He must keep his eyes closed as the objects are passed from lap to lap around him. When the teacher shouts "wake up", everyone with an object hides it behind his back while all others hide both hands behind them and shout in unison, "Find Me". The person in the center tries to find all of the objects without a miss. If he picks someone who has an object, they are to show it to him and leave it on their lap. If the person in the center does find all of the objects without a miss, he is "It" again. If he picks someone who does not have an object, they become "It" and a new game is started.

16. Tee Softball (first and home) - Standing near home plate, the first player up hits the ball off a batting tee into the field and attempts to run to first base and back home before the fielding team can get him out. The runner is out if either base is tagged (by a fielder with the ball) before he gets to it, if he is tagged with the ball, or if he hits a fly ball which is caught in the air. The runner may not stay at first base but rather must go to first and then come back home. Fouls and strikes don't count against the hitter. Those having difficulties in hitting a ball off the tee (three-four foot plastic stand) should be given special attention so that they will achieve some success in the skill of batting. More skilled classes

will use all four bases and the runners may stop at each base until they are forced to the next base. The team at bat should all get their ups before changing places with the fielding team. See Figure 12 for proper organization. Use a covered fleece ball and whiffle bat (3).

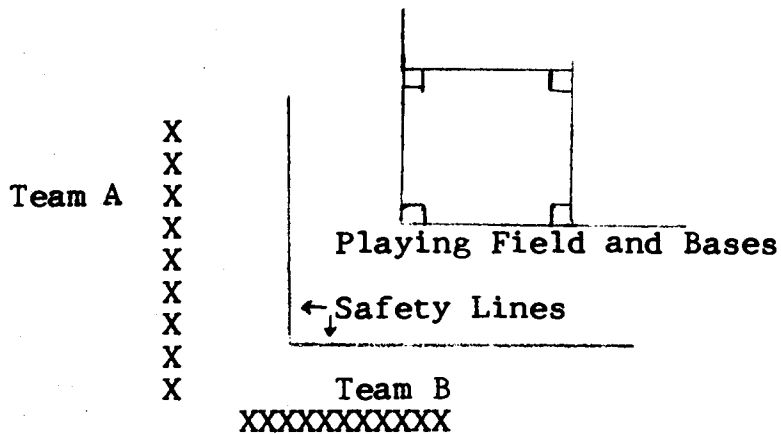


Figure 12

17. Elementary Softball - An official softball guide is on file and should be read first. A few exceptions should be noted: the runner must keep his foot on the base until the pitcher releases the ball, the batter may not throw the bat, the runner may not slide into a base, and batting teams must remain behind a team line at least fifteen feet away from the playing field. Anyone breaking these rules is automatically out. See Figure 12 (2,3,4).

18. Tee Whiffle Softball - Use a large whiffle ball (softball size) and whiffle bat to play this game. Play

this game the same as #16.

19. Whiffle Softball - Use a small whiffle ball and use the same rules as in #16.

20. Tee Whiffle Baseball - Use a small whiffle ball (baseball size) and whiffle bat to play this game. Rules are the same as #16.

21. Whiffle Baseball - Use the same equipment as in #20, and use the same rules as in #17. Allow overhand pitching.

22. Free Activity - If time permits, allow the children to play a game of their choice using available equipment.



## Books

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