A Curriculum Guide for Senior High School Physical Education in the Council Bluffs Community School District

Conrad W. Rasmussen

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A Curriculum Guide for Senior High School Physical Education in the Council Bluffs Community School District

A Field Project
Presented to the
Department of Education
and the
Faculty of the Graduate College
University of Nebraska at Omaha

In Partial Fulfillment
of the Requirements for the Degree
Specialist in Education

by
Conrad W. Rasmussen
February 1971
Accepted for the faculty of The Graduate College of the University of Nebraska at Omaha, in partial fulfillment of the requirements for the degree Specialist in Education.

Graduate Committee

Joseph D. Dunn  F.Ed.
Kimeth Buskholder  Ed. ad.

Name

Doruelle Bellamy  Ed.A
Chairman
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It is the intention of this physical education curriculum guide to provide a meaningful program for the senior high students of the Council Bluffs Community High Schools.

Each teacher should have the initiative and imagination to develop individual lesson plans and teaching methods. However, it has become obvious that a need for an established course outline is necessary to provide a maximum program in Physical Education for the Council Bluffs High School student. We want to eliminate the possibility that our physical education program could be controlled by individual strengths or weaknesses. It is imperative that we develop a program that will carry over from one teacher to another without disruption or loss to any phase of the program. Our purpose is to better utilize and increase the effectiveness of each teacher and to gain maximum utilization of all facilities.

This guide has been developed essentially to provide a foundation for our high school Physical Education program. It is not intended that it should serve as a steadfast plan dictated daily to the instructor. On the contrary, it is merely intended to be a skeletal outline of activities that should be uniform at both Abraham Lincoln and Thomas Jefferson High Schools. The specific details and day to day planning rest entirely with the individual teacher in accordance with over-all school policy.
The purpose of the physical education department of the Council Bluffs Senior High Schools will be to:

1. Provide an opportunity for each student to achieve his greatest level of physical fitness.

2. Provide an opportunity for each student to participate in and to understand lifetime sport activities.

3. Provide an opportunity to learn and understand rules and obligations in team activities, as well as the opportunity to participate in team activities.

4. Provide an opportunity to learn and understand the functions and proper care of the human body.

By providing these opportunities we hope to contribute to the total development of each individual to his maximum capacity, so the individual can maintain a satisfactory degree of physical efficiency for daily living and enjoy a variety of wholesome physical and recreational activities to carry into his adult life.
GENERAL BEHAVIORAL OBJECTIVES

The Physical Education Teachers of Abraham Lincoln and Thomas Jefferson High Schools feel that the basic behavioral goals should be identified and listed as follows.

A. Each student should be able to identify minimal requirements of the following.

1. Write skill tests and pass the minimal standards to be set up by instructor.

2. To solve and identify skills necessary in passing minimal standards of skills tests.

B. Each student demonstrate sufficient skills to participate in and successfully solve that sport's activity within his ability level.

C. Each student should be able to identify the value of personal hygiene through:

1. Regular showering

2. Regularly washing gym suit.

3. Proper use and care of locker room facilities.

D. To identify and solve meaningful interaction with his instructor and classmates that will foster a respect and appreciation of both.
CLASS INSTRUCTION

OBJECTIVES OF THE TEACHER

1. To assist the student to determine for himself whether or not his personal qualifications and competence in subject matter give prospect of success in the teaching profession and encourage him if he seems to offer such prospect.

2. To develop further liking for children and young people with whom he is to work.

3. To develop a usable knowledge of the nature of child life and growth.

4. To develop a philosophy which he will use:
   A. As a basis for his teaching.
   B. As a stimulus for progress in our democracy.

5. To develop a knowledge and understanding of a variety of teaching methods in harmony with his philosophy and which will be effective for his use.

6. To develop a knowledge of the materials which are available for instructional purposes.

7. To develop ability as a skillful teacher through observation, participation, and teaching under the direction of competent supervision.

8. To develop a knowledge of understanding of the standard and principal of professional ethics.

9. To develop a knowledge of the importance of continued professional growth through further study and research.
The objectives of the student teaching program are:

1. To provide a practical experience in a professional climate allowing maximum growth and development for the student who is to become a teacher.

2. To strengthen the teacher's understanding of the functions and nature of the public school in America.

3. To help the student teacher establish a professional attitude toward education.

4. To provide interaction of student teacher and public or private school student in a practical situation.

5. To provide an opportunity for self-evaluation and learning in an actual teaching situation.

6. To utilize and become familiar with planning, materials and equipment used in teaching-learning situations in the public schools.

7. To become acquainted on a professional basis.

8. The extra-class assignments of the supervising teacher should be talked over with the student teacher, so that he may become acquainted with the nature of his outside-of-class responsibilities.
BEGINNING STUDENT TEACHER

1. There is no prescribed length of time that a student should be in observation before he begins his student teaching.

2. The beginning role of the student teacher should be a combination of an observer and a part-time participant. In his role as an observer the student teacher is becoming orientated to classroom practices and procedures, such as learning students names and becoming acquainted with the standards of discipline employed by the supervising teacher. As a part-time participant, he is becoming accustomed to being in control of the students, he is building rapport with the students, he is establishing a leadership role and he is demonstrating his competence to assume the role as full-time teacher in class. Part time activities should begin in the second or third meeting of the class.

Lesson Planning by the Student Teacher

While experienced teachers may not feel the need for detailed lesson plans, the written plans completed by the student teacher are the greatest assurance that student teachers will give continuity to the classroom instruction on a level that is acceptable to the supervising teachers. The supervising teacher has advanced information of proposed materials, methods, content, and procedures.

The first lesson planning by the student teacher should be a cooperative venture with the supervising teacher discussing plans thoroughly and testing ideas. The written lesson plans should be thorough and in detail at first. Prior to their use, the supervising
teacher should check the student teachers plans for content, neatness, grammatical correctness, sequence of activities, relatedness of activities to purpose, provisions for materials, provision for individual differences among students, and punctuality. The lesson plans should be for continuity and progress. His plans should reveal his procedures for evaluating the lesson. As the student teacher progresses and demonstrates increasing proficiency, the detailed lesson plans may be relaxed according to agreement by the supervising teacher.

Whenever the student teacher is to have full control of the class, he should submit written lesson plans to the supervising teacher prior to the class period when he will be teaching. The lesson plans should be submitted far enough in advance to allow the supervising teacher to approve them or to make suggestions for improvement, and to allow for the time needed to make changes if necessary. The length of the teaching experience does not alter this requirement.

The supervising teacher should help the student teacher as he learns to plan ahead for materials, unforeseen interruptions, and emergency changes. The supervising teacher is in a position to alert the student teacher to parts of the lesson which may not go as planned. Careful planning by the student teacher and approval by the supervising teacher give a feeling of security and being on the right track.

It is important to realize, however, that some student teachers may need to rely upon carefully prepared, detailed lesson plans for the entire directed teaching difficulties, the supervising teacher may find it desirable to write a detailed set of plans, teach from them, and then
evaluate the teaching with the student teacher. This gives the student teacher an opportunity to observe teaching while using written lesson plans as a guide on the observation.

When the student teacher is teaching, the supervising teacher will discover that a copy of the lesson plans is an excellent guide for observing the student teacher. It also serves as an excellent source for evaluating the effectiveness of his teaching and comments may be made as he proceeds in the lesson. After he has completed his teaching, a follow-up conference should be arranged to evaluate the student teachers progress. It is essential that the supervising teacher be forceful and frank in his criticisms.

Leaving the Student Teacher Alone in the Class

The supervising teacher should check with the school administration for school policies concerning leaving the student teacher alone with the class: the college endorses school policies in this matter. Ideally, it is desirable to leave the student teacher alone with the students after he has demonstrated the ability to carry on the class work and to control the students. Since the supervising teacher is responsible for the students in his classes, however, he would not want to leave very often or for long periods of time.
Deficiencies of Student Teaching
A. Timidness and Fear
B. Disorganization
C. Laziness
D. Non-cooperativeness
E. Over-confidence
F. Poor communicative skills
G. General incompetence

If at any time a student teacher displays incapability to successfully complete his student teaching, the college coordinator or Director of Student Teaching should be notified immediately. Occasionally, even though screening is used, a student who previously displayed the necessary abilities, fails in a classroom situation. Several courses of action are open to assist in the case from termination of student teaching to remedial work. The best interest of the students, school, and student teacher is the factor which must be considered.

STUDENT TEACHER'S ORIENTATION

1. The student teacher should be orientated to the school facilities and equipment, such as the gymnasium, lunchroom, duplicating machines, and audio-visual materials and equipment. Arrangement should be made for the supplies the student teacher will be permitted to use in teaching. The student teacher is expected to use reference materials and library materials in his teaching; therefore, it is necessary for him to be orientated to this material also.
2. Administrative procedure and policies should be defined clearly for the student teacher as he is expected to adhere to them.

3. The student teacher should be given a seating chart of the students in order that he may learn quickly the names of the students with whom he will be working.

4. Many of the day by day tasks in the school and the classroom are handled routinely. The routine procedures may go unnoticed by the student teacher unless they are pointed out to him. The student teacher should be given ample opportunity to observe the supervising teacher conduct the class as a means of orientation to his responsibilities as a teacher.

5. If the planning the student teacher is required to do for his class is to be meaningful, he must have an overview of the course planning for the year and he must be informed as to the progress to date.

STUDENT TEACHER'S RESPONSIBILITIES

1. The student teacher shall know and use good professional ethic including respect for confidential information given to him.

2. The student teacher shall exemplify at all times, to the best of his ability, those aspects of student teaching which will bring credit to his college and himself.

3. The student teacher is expected to be present every day the school is in session; and he is responsible for making arrangements in advance for absences, except in emergencies, when he will notify the school principal.
4. The student teacher will respect the supervising teacher as being experienced, professional, and capable of guiding his directed teaching experience and he will cheerfully accept suggestions for improvement.

5. The student teacher will use materials and methods which are consistent with the philosophy and practices of the cooperating school.

6. The student teacher will keep in confidence that information which pertains to his cooperating school, teachers, and pupils. Any criticism or complaints will be made tactfully to the supervising teacher and/or college coordinator.

7. The student teacher is to be dressed appropriately, to be neat in appearance, and to be well groomed remembering that certain informalities in dress are the privilege of the regular faculty members.

8. The student teacher has established a designated level of proficiency in his major field and professional courses; and he is expected to exhibit other professional qualities.

9. The student teacher will accept cheerfully the various assignments which may be given to him.

10. The student teacher will appreciate the available opportunities to observe the supervising teacher conduct the class.

11. The student teacher will be available for conferences with the supervising teacher or his college coordinator at convenient times.
12. The student teacher accepts the premise that the cooperating school is dedicated first and foremost to the well being of the students in attendance.

13. The student teacher will be prompt and efficient in carrying out his assigned tasks.

14. The student teacher shall keep a notebook of helpful ideas and shall accumulate varied materials as they become available in his student teaching.
STUDENT POLICIES

1. All students are required to participate in the Physical Education activity program unless they are excused for religious or physical reasons.

2. All excuses from Physical Education must be approved by the school nurse or administration.

3. Complete gym uniform will be worn to help eliminate accidents.

4. All students in Physical Education will be issued a padlock and assigned a locker. Students are responsible for the padlock and locker and will be charged accordingly for any loss or damage to the padlock or locker.

5. Showers are required after vigorous activity.

6. The Physical Education class is an activity. This period should not be used for preparation in other subject areas.

7. All students are required to take Physical Education and must have full credit in Physical Education in order to complete requirements for graduation. Students with medical excuses will be treated individually.

Any student who fails to complete the requirements of Physical Education and does not receive a passing mark must make up this Physical Education credit by taking double class sessions the next marking period or by taking Physical Education in summer school.
TEACHERS POLICIES

1. The department of Physical Education is a part of the entire educational system and as such the instructors within the department are subject to the same rules and regulations as other staff members. They are also to receive the same privileges and considerations as other staff members.

2. It is the instructor's responsibility to organize and supervise the students in his class during the instruction period, within the policies established by the Board of Education and under the supervision of the school administration. Class load should not exceed that recommended for other areas of instruction.

3. The instructor is responsible for student safety and should use judgment which will not place a student in a situation which may endanger this person.

4. The instructor is responsible for supplies and equipment issued to his class for instructional purposes. Care of these items is very essential as well as safeguarding these things from possible theft.

5. Recommendations for instructional program changes are to be made through and with the Coordinator of Health, Physical Education, and Athletics.

6. Anytime there is an injury to a student in a Physical Education class the teacher must fill out the proper accident reports.
7. Instructors should provide pupils with the opportunity for the exercise of initiative, leadership, and responsibility under guidance. Individual needs should be recognized and programs adjusted accordingly.

8. Every possible opportunity should be taken for the instruction of health, as a part of our physical education program.

9. The school nurse should notify the physical education instructors of all known students with physical and emotional disabilities.

10. All physical education teachers must share the responsibilities of locker room supervision and all must be equally responsible to see that the locker room is kept clean and maintained properly.

11. It is recommended that each teacher conclude each unit with either a written test or a skill test. Too much testing does not give the student enough time for practice.
COUNCIL BLUFFS COMMUNITY SCHOOLS

POLICY FOR EXCUSES FROM PHYSICAL EDUCATION CLASSES

1. All excuses from Physical Education classes for physical reasons are to be issued by the nurse. Only excuses from the nurses are to be accepted by the Physical Education Teacher.

2. In the event a nurse is not available, the Physical Education Teacher will excuse the student.

3. The nurse will issue a temporary excuse when in her opinion the health conditions warrant it.

4. Temporary excuses from the nurse will be limited to one for each episode of disability. Exceptions to this will be made only in unusual situations.

5. Subsequent excuses for the same physical complaint will require a doctor's written verification.

6. If the disability is expected to be long, three weeks or more, the nurse will notify the physical education instructor. It is the instructors responsibility to make a modified schedule of activity for the student during this period of time.
GRADING

A letter grade will be given every nine weeks.

Grades will be based on the following criteria:

A. Achievement in physical skill and activity . . . . 50%
B. Specific health and socializing factors. . . . . . 30%
C. Mental knowledge concerning the activity . . . . 20\%
ACCIDENT PROCEDURES

If there is a student injured in a Physical Education class, the following procedures are recommended:

A. Appropriate first aid given to injured student.
B. If the student is unable to be moved, the nurse should be summoned.
C. The student should be examined by the nurse in all cases of injury.
D. An accident report must be filled out by the teacher and filed with the nurse and the Principal.
E. Parents should be notified immediately.
F. The student cannot return for participation to the Physical Education class without written consent of the doctor or nurse.
SAFETY REGULATIONS

Students should be made aware of the safety regulations and assume responsibility for the constant enforcement of safety rules in Physical Education. Some of these regulations are as follows:

1. Students should only use equipment when the instructor is present for supervision.

2. The use of street shoes in the Physical Education classes should not be allowed.

3. Students with glasses, unless wearing eye guards, should remove them during physical education activities and put them in a safe place.

4. Jewelry, such as bracelets and rings, that might cause injury to others should be removed during games or activities.

5. All lockers doors should be closed.

6. It is the instructor's responsibility to inspect all equipment regularly for safety.

7. Mats should be placed under apparatus equipment when it is being used.
PHYSICAL EDUCATION

In the Locker Room and Class Procedures

1. Allow 7 to 10 minutes for suiting up.
2. Check roll, admits, gym or shower excuses.
3. Group leaders check roll.
4. Allow 10 minutes for showering and dress at the end of class.
   A. Record number of showers.

Suit Regulations (Boys)

1. Reversible top.
2. White pants.
3. White socks and athletic supporter.
4. Preferably light soled tennis shoes so that they don’t mark the floor.
5. Suit should be marked with first initial and last name.

Suit Regulations (Girls)

1. One piece uniform
2. White socks
3. White tennis shoes
4. Suit should be marked with first initial and last name.

Shower Regulations

1. All students are required to shower after the activity.
2. Towels will be issued to each student after showering.
3. Each student will check his towel in to the teacher before leaving class.
OPENING WEEK PROCEDURE

The following details are to be completed prior to the first activity.

1. Explain departmental procedures and policies pertaining to Physical Education.
   A. Uniform requirements
   B. Towel and shower procedures
   C. Grading procedures
   D. Padlock and locker responsibilities

2. Issue a padlock and locker to each student.

3. Complete the classification index for each student.

4. Have each student fill out a personal record card.

ISSUING LOCKERS AND PADLOCKS

1. Each student will be issued a padlock and permanently assigned to a locker.

2. The teacher will take the students name, lock, and locker number information.

3. At the end of the year, the padlocks will be checked against the locker and the number of the lock of the locker. If all numbers correspond the student will be considered checked in.

4. A charge of $1.85 will be made for lost locks.

LOCK AND LOCKERS

1. Lockers and locks should be closed during the time they are not in use.

2. Teachers should check to see that all lockers are closed before the class passes.
TOWEL FEES

A towel fee is to be collected from each student to help defray the cost of equipment and supplies to launder towels and also for the replacement of towels.

Each student in the Physical Education program is responsible for a small fee that is to be collected at the beginning of the school year. The fee at the present time is $1.00 per semester.
STUDENT ASSISTANTS

Few, if any, other disciplines provide the number of leadership opportunities that are to be found in Physical Education. The instructor who does not take advantage of the outstanding opportunities offered is failing to take advantage of talents at hand. Leadership may vary according to schools. For example, serving as a squad leader, leader of warm-up exercises, officials, care of equipment, student manager of athletic teams and secretary.

The selection of leaders should be made by the teacher. This may be done by giving several students the leadership of different activities for a period of weeks.

Selection may be made on the basis of students who are interested in Physical Education and wish to make this a career.

These selections should be based on the student's ability to get along with his classmates, trust, loyalty and co-operation.

The teacher must be aware of liability for injury when using student assistants. Students should only be used to assist under the direct supervision of the instructor. They are never to be placed in the position of direct authority of a class or group of students. As the term indicates they are student assistants, not instructors.

Students should not be asked to assist a custodian or faculty member in duties of moving furniture, carrying heavy equipment or operating machinery.
TORT LIABILITY

Passed January 1970

The generally accepted definition of a tort is a wrongful act, other than a crime or breach of contract, whereby another receives injury to person, property and or reputation.

A tort may arise in three ways:

1. Acts in which one intentionally harms another.
2. Acts which are contrary to law.
3. An action of unintentional injury.

Negligence is generally defined as the failure to act as a reasonable, prudent and careful person would act under the circumstances to avoid exposing others to unreasonable changes or risk of injury or harm.

Most school accidents and liability claim are a result of injuries sustained in Physical Education and recreation areas.

The greatest area of concern should be adequate supervision, preparation area and apparatus inspection, emergency care and accident reports. Each teacher should carry sufficient liability insurance.

The local school district is responsible for the indemnification of all teachers including the area of Physical Education.
### YEARLY ACTIVITY OUTLINE (GIRLS)

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**SUGGESTED TEACHING SEQUENCE**

**GIRLS**

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The above dates are intended to be guide lines and will vary in some measure according to facilities and time allotment for class instruction. These dates should be adjusted to the opening date of school each year.
### YEARLY ACTIVITY OUTLINE (BOYS)

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## Suggested Teaching Sequence

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<td>25 periods</td>
<td>Volleyball</td>
<td>Ping Pong</td>
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<tr>
<td>May 25-June 6</td>
<td>Softball</td>
<td>Softball</td>
<td>Volleyball</td>
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<tr>
<td>10 periods</td>
<td>Make-up</td>
<td>Make-up</td>
<td>Softball</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Make-up</td>
</tr>
</tbody>
</table>
ACTIVITY - Adaptive Physical Education (Co-ed)

EQUIPMENT NEEDED - Varies with each individual

AREAS TO BE TAUGHT

Provision should be made to provide a meaningful curriculum of Physical Education for those students who are unable to participate in the regular program:

Providing personalized guidance pertaining to the physical problems of the individual student.

Encouraging individual students to achieve their highest level of physical fitness.

Teaching students recreational activities and games which may be used as carry-over activities.

Skills of the sports taught in regular classes should be taught allowing for individual needs with emphasis should be upon spectator appreciation. This program should, in addition, place emphasis upon handicap exercises as outlined by doctors and physical therapists, and recreational games requiring little physical skill.

REFERENCES


ACTIVITY - Archery

EQUIPMENT NEEDED - Bow, Arrows, Targets, Arm Guards, Finger Tabs, Quiver

AREAS TO BE TAUGHT

SKILLS
- Bracing
- Stance
- Nocking
- Grip
- Drawing
- Anchor Point
- Aiming
- Release

KNOWLEDGE
- Brief History
- Safety Precautions
- Rules
- Terminology
- Etiquette
- Nature and Value of Archery
- Care and Use of Equipment

EVALUATION

WRITTEN EXAMINATIONS


SKILLS TESTS

REFERENCES
ACTIVITY - Badminton

EQUIPMENT NEEDED - Badminton nets, Standards, Rackets, Shuttlecocks, Courts.

AREAS TO BE TAUGHT

SKILLS
Grips
Wrist Action
Footwork and Timing
Service Strokes
Overhead Strokes
Underhand Strokes
Drive
Net Shots

KNOWLEDGE
History of the Game
Rules of Doubles and Singles
Strategy of Doubles and Singles
Etiquette of the Game
Care and Selection of Equipment

EVALUATION

SKILLS
Vannier and Poindexter, Individual and Team Sports for Girls and Women

WRITTEN
Crafts, Virginia R., Tennis-Badminton Guide, Pages 115-118
Hase, Modern Physical Education

REFERENCES


FILMS

Flying Feathers, (10 min.) Athletic Institute Merchandise Mart, Room 805. Chicago, Illinois.

ACTIVITY - Girls Basketball

EQUIPMENT NEEDED - Basketball Courts, Balls, Pinnes

AREAS TO BE TAUGHT

   SKILLS                   KNOWLEDGE

Offense (individual)    History
                        Rules
   Passing              Strategy
   Receiving            Officiating
   Dribbling
   Pivot
   Faking
   Jumping
   Shooting
   Screening

Team Offense

Defense (individual)

   Guarding girl with ball
   Guarding girl without ball

Defense (team)

   Zone
   Man-to-man
   Combination

EVALUATION

   SKILLS                    WRITTEN


REFERENCES


FILMS


ACTIVITY - Boys Basketball

EQUIPMENT NEEDED - Basketball, Courts, Balls.

AREAS TO BE TAUGHT

SKILLS

Offense (individual)

Passing
Dribbling
Receiving
Screening
Jump-shot
Reverse and front pivot
Jab Step
Rocker Step

Shooting
Jump shot
Set shot
Hook shot
Lay-ups (right and left handed)

Team Offense

Defense (individual)

Guarding man with the ball
Guarding man without the ball

Team Defense

Zone

KNOWLEDGE

History
Rules
Strategy
Officiating
Spectator Knowledge
Man-to-man
Combination
Pressing
Rebounding
Blocking out
Jack-knife
Tipping
Jumping
Center Jump

EVALUATION

SKILLS

Johnson Basketball Test.
Lehsten Basketball Test.

WRITTEN

REFERENCES
ACTIVITY - Body Mechanics

GRADE LEVEL - Junior Girls

EQUIPMENT NEEDED - Wands, Hoops, Ropes, Barbells, Ladders, Balance Beam.

OBJECTIVES

1. To determine the motor educability of each girl.

2. To present a wide range of stunts which will increase endurance, stamina, flexibility, balance, strength, and timing.

3. To analyze postural and weight problems of each student.

4. To present a daily exercise routine which will help to correct postural and weight problems and establish desires and reasons for continued exercise.

5. To provide an opportunity for each student to perform a routine of exercises based on her weight and postural problems.

SKILLS TO BE TAUGHT

<table>
<thead>
<tr>
<th>SKILLS</th>
<th>KNOWLEDGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Various stunts using:</td>
<td>Motor educability results and meanings.</td>
</tr>
<tr>
<td>A. Balance Beam</td>
<td>Posture analysis</td>
</tr>
<tr>
<td>B. Ropes</td>
<td>Purposes of exercises</td>
</tr>
<tr>
<td>C. Wands</td>
<td>Muscles, muscle fatigue</td>
</tr>
<tr>
<td>D. Hoops</td>
<td>&quot;Dysmenorrhea&quot;</td>
</tr>
<tr>
<td>E. Barbells</td>
<td></td>
</tr>
</tbody>
</table>

EVALUATION

<table>
<thead>
<tr>
<th>SKILLS</th>
<th>WRITTEN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Check-off sheets for stunts</td>
<td>Written analysis of individual posture and weight problems and why selections certain activities for final routines.</td>
</tr>
<tr>
<td>Record sheets for LBX Plan Final Routines</td>
<td></td>
</tr>
</tbody>
</table>
REFERENCES


4. Royal Canadian Air Force Exercise plans for physical fitness.

FILMS

Posture and Exercise, (11 min.) Film Rental Library, Wisconsin State University, La Crosse.
ACTIVITY - Bowling

EQUIPMENT NEEDED - Bowling Kits, Score Cards, Bowling Ball, Shoes, Alleys.

Broadway Bowl furnishes ball, shoes, and use of the alley for teachers and classes upon request.

AREAS TO BE TAUGHT

SKILLS

Grip
Stance
Four-Step Approach
Pushaway
Pendulum Swing
Follow-Through
Release
Finishing Position
Timing
Pinsetting
Aiming: Spot Bowling
Pin Bowling
Making Spares

KNOWLEDGE

History, Nature and Purpose
Selection, care, use of equipment
Bowling attire
Safety Precautions
Bowling Etiquette
Basic Terminology and Rules
Scoring
Differences in deliveries

EVALUATION

SKILLS

WRITTEN

Miller and Ley, Individual and Team Sports for Women, pages 149-150.
Hase, Modern Physical Education
REFERENCES


FILMS


Bowling Instruction Course I for Secondary School, Brunswick Corporation MCMXII.
ACTIVITY - Folk Dance

EQUIPMENT NEEDED - Floor area, Records, P.A. System, Record Player.

AREAS TO BE TAUGHT

SKILLS
Polka
Schottische
Flying Dutchman
Bleking
Various Locomotor Movements
Basic Dance Position

KNOWLEDGE
Brief History and Origin
Awareness of social graces and personal grooming.
Rhythmic Analysis of Music
Appreciation of different types of dances.

EVALUATION
SKILLS
Evaluations should be made during the teaching period through observations by the instructors. A rating scale based upon observations works well.

WRITTEN
Hase, Modern Physical Education

REFERENCES


ACTIVITY - Modern Dance (Girls)

EQUIPMENT NEEDED - Record player, Gretsch drum and beater, Records

SKILLS TO BE TAUGHT

SKILLS AND KNOWLEDGE

Movements on low level, medium level, and high level.

Movement types (Locomotor and Aerial)

Space Elements (Direction, Range, Level, Focus)

Grouping (Symmetrical, Asymmetrical)

Movement qualities (Swinging, Sustained, Percussive, Collapse, Suspended)

Ballet Positions

Combined movements into sequences

KNOWLEDGE

Basic rhythmical terms, meanings, how used, etc.

Basic ideas of modern dance

How to evaluate compositions

Props

Costuming

Staging

EVALUATION

SKILLS

Graded on their sequence compositions.

WRITTEN

Brief test over study guide.

Hase, Modern Physical Education
REFERENCES


FILMS

Dancer's World, (30 min.) Film Rental Library, Wisconsin State University La Crosse, Wisconsin 54601.

Modern Dance, (15 min.) University of Illinois Visual Aids Service Champaign, Illinois 61822.

Modern Dance Technique in Sequential Form, (12 min.) University of Illinois Visual Aids Service Champaign, Illinois 61822.

Modern Dance: The ABC of Composition, (13 min.) University of Illinois Visual Aids Service Champaign, Illinois 61822.
ACTIVITY - Social Dance

EQUIPMENT NEEDED - Floor Space, Records, P. A. System, Record Player.

AREAS TO BE TAUGHT

SKILLS

Basic Dance Positions
Step Variations
Waltz Variations
Two Step
Cha-Cha
Tango
Rhumba
Fox Trot
Fast Dance Skills

KNOWLEDGE

Brief History and Origin
Awareness of social graces and personal grooming.
Rhythmic Analysis of Music
Appreciation of different types of dances.

EVALUATION

SKILLS

Evaluation should be made during the teaching period through observations by the instructors. A rate scale based upon observation works well.

WRITTEN

Hase, Modern Physical Education
REFERENCES


2. Herman, Michael and Orchestra, *The World of Folk Dance Series*. RCA
   Victor Numbers: LPM-1619, LPM-1620, LPM-1621, LPM-1622, LPM-1623,
   LPM-1624, LPM-1625.

ACTIVITY - Square Dance

EQUIPMENT NEEDED - Floor Space, Records, P. A. System, Record Player.

AREAS TO BE TAUGHT

SKILLS
Basic Dance Positions
Set (square)
Honor
Grand right and left
Allemander (right and left)
Swing
Ladies Chain
Do-Si-Do
Left Hand Back
Partner
Circle (right and left)

Back to Back

EVALUATION

SKILLS
Evaluations should be made during the teaching period through observations by the instructors. A rate scale based upon observation works well.

KNOWLEDGE
Brief History and Origin
Awareness of social graces and personal grooming.
Rhythmic Analysis of Music
Appreciation of different types of dances.

Hase, Modern Physical Education
REFERENCES


ACTIVITY - Field Hockey (Girls)

EQUIPMENT NEEDED - Field Hockey Field, Sticks, Balls, Shin guards, Pinnes.

AREAS TO BE TAUGHT

SKILLS

Selecting, carrying, and parts of the stick.

Stopping the ball

Advancing the ball
  A. Dribble
  B. Push Pass
  C. Drive
  D. Flick
  E. Scoop

Tackling
  A. Straight-on
  B. Left-hand lunge
  C. Circular tackle
  D. Jab

Putting the Ball in Play
  A. Bully
  B. Roll-in

Offensive Play

Defensive Play

KNOWLEDGE

History

Rules, Terminology, Player Positions

Game Strategy-team Work

Formations for penalties and fouls
ACTIVITY - Fitness Testing

EQUIPMENT NEEDED - Listed after each activity

AREAS TO BE TAUGHT

The seven physical fitness tests recommended by the AAHPER will be given in both the boys and girls Physical Education classes. This test battery is designed to measure physical fitness for both boys and girls. The tests evaluate specific aspects of physical status which, taken together, give an over-all picture of the students general fitness. The test battery includes pull-ups (flexed-arm hand for girls), sit-ups, shuttle run, standing broad jump, 50 yard dash, 600 yard run, and softball throw for distance.

Recommended procedure for implementing the fitness testing:

1. Teachers will use the classification index to classify each student.

2. Teachers must follow the directions as given in the AAHPER Test Manual for each test.

3. Students must be aware of the testing schedule.

4. Test scores should be posted and the test results used as a teaching aid.

Suggested test schedule:

September
   or-
October
January
   Through-
March

Softball Throw
600 Yard Run-Walk
50 Yard Dash
Pull-ups (flexed-arm hang)
Sit-ups
Standing Broad Jump
Shuttle Run
ACTIVITY - Fly Casting

EQUIPMENT NEEDED - 8ft. Rod, Reel, Line, Ring, Rubber Weight

AREAS TO BE TAUGHT

SKILLS
- Hand Position
- Rod Position
- Reeling
- Grips
- Casting
- Line Control

KNOWLEDGE
- Care of Equipment
- Brief History
- Range of Cast
- Types of Reels
  - Automatic
  - Semi-Automatic
  - Single-Action

EVALUATION

SKILLS
- Observation

WRITTEN
- None

REFERENCES
- Seaton, Don et al., Physical Education Handbook. AAHPER
- Physical Education (for High School Students)
ACTIVITY - Football

EQUIPMENT NEEDED - Football, Football Field, or other clear area.

AREAS TO BE TAUGHT

SKILLS
Passing
Catching
Punting
Kicking
Centering

EVALUATION

SKILLS
Borleske's Skill Test for Touch Football (see index)

KNOWLEDGE
History
Rules
Strategy
Spectator Knowledge
Officiating

REFERENCES
Flag Football, Fleetball, Touch Football—refer to appendix under "Fleetball"
ACTIVITY - Golf

EQUIPMENT NEEDED - Clubs (woods and irons), Practice Golfballs, Practice Tees, Indoor Practice Mats.

AREAS TO BE TAUGHT

SKILLS

Stance.

Grips

Address-tee Ball

Rotation of Body

Swing (1/4, 1/2, 3/4, Full Swing)

Putting

Approach Shots

Long Iron Shots

Wood Shots

KNOWLEDGE

Nature and Values of Golf

Brief History

Safety Precautions

Care and Use of Equipment

Parts of a Club

Discussion of Different Clubs

Beginning Golf Terminology

Rules

EVALUATION

WRITTEN EXAMS

SKILLS TESTS

REFERENCES

ACTIVITY - Gun Safety

EQUIPMENT NEEDED - Daisy Air Rifles, Box Targets, Score Sheets, B-B's.

AREAS TO BE TAUGHT

SKILLS

Four types of sights: Peep
   Open
   Post
   Aperture

Four Shooting Positions: Prone
   Kneeling
   Sitting
   Standing

Command Rules for Firing:
   Take Positions
   Ready on right; ready on left
   Cock Guns
   Commence Firing
   Cease Firing

Scoring

Parts of Gun

EVALUATION

SKILLS

Score Sheets
Observation

KNOWLEDGE

Brief History
Safety Factors
Care of Gun
Ten Safety Factors

WRITTEN

Hase, Modern Physical Education
REFERENCES


GYMNASTICS

HISTORY

It is likely that gymnastics originated in ancient Greece because history shows that the Spartans placed great emphasis on gymnastic activities. The Greeks used the word gymnastics in a broad sense meaning all athletic activities. However, in the middle of the 19th century the Germans began to give the meaning of what we think of as gymnastics today--stunts performed on such pieces of equipment as rings, parallel bars, and the horizontal bar.

The first teacher of gymnastics, as a part of a regular school program, was Johann Basedow. The first book on gymnastics was written by Johann Guts Muths and is entitled: Gymnastics for Youth. As a result of the Napoleonic victories over the Germans, there was a desire to promote national strength and unity. As an outgrowth of this movement, there developed in Germany a gymnastic organization called the Turnverein. Frederick John is credited with the inventions of such equipment as the side horse, parallel bars, and horizontal bar. Because of his great contributions to the field, he is known as the father of gymnastics.

The development of gymnastics in America received its impetus from the European immigrants who settled here. The strongest organization promoting gymnastics was the Turnverein.
THE ACTIVITY

The most common pieces of gymnasium apparatus found in high schools today are: side horse, long horse, parallel bars, still rings, horizontal bar, trampoline and balance beam.

There are many rules that boys and girls should follow in order to participate on various pieces of apparatus in a safe manner. Carefully study the following rules:

1. Carefully inspect the apparatus before using it to see that it is in safe condition.

2. Make sure mats are in a fixed and proper position.

3. See that apparatus such as side horse and parallel bars are fixed so that they do not move when mounted.

4. Warm up properly with elementary moves in the activity that will later be performed.

5. Chalk the hands before performing on the apparatus.

6. While performing any advanced stunt, make sure there are mature spotters who are properly positioned.

7. Performance of stunts should be done in a series of progressions. No pupil should attempt an advanced stunt before he has mastered the lead-up stunt.

Gymnastics is an individual sport that has significant recreational value because a person can perform those activities during his leisure time.

In 1897, the Amateur Athletic Union assumed national control of the sport and recognized gymnastics as a desirable activity for both men and women. The Olympic Games have included gymnastics as a part of their many activities since 1896.
GIRLS GYMNASIC MEET

It is recommended for a girl's gymnastic meet that the following four individual events be included: floor exercises, uneven parallel bars, balance beam, and side horse vault. The special events that may be included in girls gymnastic meets are tumbling and trampoline.

A brief description of what a performer does in the four individual events of a typical high school girl's gymnastic meet is described as follows:

**Floor Exercises**—The exercise must be done to music and the composition should coincide with the movement. The exercise must include movements which involve the entire body. The duration of the exercise is from one minute to one minute and thirty seconds.

**Uneven Parallel Bars**—The routines are primarily swings with grasps and regrasps as the performer changes from bar to bar. The movements are vigorous and continuous with a minimum of temporary balances.

**Balance Beam**—The exercise on the beam must be continuous. Movements should include steps, runs, jumps, and turns. Rolls and acrobatic stunts are desirable including some balance positions. The exercise should last from one minute and twenty seconds to one minute and forty-five seconds.

**Side Horse Vault**—When doing a vault the hands must contact the horse. The vault must include a long flight through the air with a momentary support of the hands on the horse. Each performer is given two trials both for the compulsory and optional vaults.
BALANCE BEAM

Safety Hints:

1. Start with the easy stunts and progress to the more difficult.

2. Practice on a painted line on the gymnasium floor.

3. Practice the stunts on a low balance beam until skill and confidence are gained.

The balance beam has gone through many changes in the past two decades. It is no longer a long narrow rail on which girls walk forward and backward. It is 16 feet 4 inches in length, 4 inches in width and 2 1/2 feet to 3 3/4 feet in height. Today, girl gymnasts combine intricate dance steps and acrobatic movement to make up their routines.

UNEVEN PARALLEL BARS

Safety Hints:

1. Grasp the bars firmly.

2. Start with the easy stunts and then go to the more difficult.

3. Check the bars before performing to make sure they are in a safe condition.

4. Place mats on the floor so that the areas to the front, center, and rear of the bars are covered.

The height of the high bar is 7 feet 6 inches to the top of the bar while the height of the low bar is 5 feet. The uneven parallel bars originated in Czechoslovakia. This piece of apparatus was introduced shortly after World War I in an attempt to provide a different piece of apparatus for girls and women.
**Scoring**  In a high school meet, a girl may enter a maximum of four different events. If a girl competes in all-round competition, a girl competes in the four individual events.

A team score is determined by two different methods. In a dual meet the size of each team is determined in advance. Each team may have six competitors and each girl performs in each event. The five highest scores in each event are totaled for each team.

When an unspecified number of contestants are entered in a meet, each girl scores for her team on the following basis:

<table>
<thead>
<tr>
<th>Position</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>7</td>
</tr>
<tr>
<td>2nd</td>
<td>5</td>
</tr>
<tr>
<td>3rd</td>
<td>4</td>
</tr>
<tr>
<td>4th</td>
<td>3</td>
</tr>
<tr>
<td>5th</td>
<td>2</td>
</tr>
<tr>
<td>6th</td>
<td>1</td>
</tr>
</tbody>
</table>

The rating of routines in a high school meet should be done by five judges although if necessary four judges may be used. The judging of the routines in a meet is done on an 0 to 10.0 point basis with fractions of tenth of a point. The points are awarded as follows: difficulty--3.0 points; composition--2.0 points; general impression--3.0 points. The high and low score of the judges are discarded and the middle three scores are averaged for the performer's score.
 Approach - The way that a performer advances toward the apparatus before beginning his routine.

 Balance - The performer distributes his weight so that the body maintains its equilibrium in various positions.

 Bridge - From a long lying position on the mat and using the head and legs for support, the body is raised from the floor in an arched position.

 Croup - When a performer faces the side horse, it is the right side of the horse. On the long horse it is the near end of the horse.

 Dip - A movement done at the end of the parallel bars by raising and lowering the body with the arms.

 Dismount - A method used to get off the apparatus.

 Flex - Bending parts of the body.

 Jackknife - Position of the performer when he has his hips fixed and his knees straight, pike position.

 Kip - A movement where the performer throws the hips forward and upward.

 Leap - Push off the floor with one foot and land on the other foot.

 Mount - Technique used to get on a piece of apparatus.

 Neck - When a performer faces the side horse, it is the left side of the horse. On the long horse it is the front end of the horse.

 Pommels - The curved handles on the side horse made of hard wood.

 Prone - Lying with the face down.

 Saddle - When a performer faces the side horse, it is the middle part of the horse.

 Spotter - A person who is in position ready to assist a performer.

 Spotting belt - A strong belt worn by the performer with ropes attached to its sides.

 Supine - Lying on the back with the face up, back to the ground.
GYMNASTIC REFERENCES


BOYS GYMNASTICS

Safety Hints for Side Horse and Long Horse:

1. Make sure the horse is fixed so that it does not move when mounted.
2. Have chalk on the hands.
3. Have adequate mats on the both sides of the horse.
4. A spotter should be used when attempting any vault.
5. Have mats on three sides of the long horse when vaulting.

The side horse is covered with leather and has handles or pommels made of hard wood. When a performer begins a stunt, the neck of the horse is at the left, the saddle is in the middle, and the croup is to the right. The pommels on the side horse are removed for girl's vaulting but the boy's and girl's vaults are similar in name and movement.

LONG HORSE

When a performer wants to use the long horse, he must remove the pommels and turn the horse lengthwise. When performing on the long horse, a Reuther board is used for the takeoff. On the long horse the neck is in the front, the saddle is in the middle and the croup is at the end.

PARALLEL BARS

Safety Hints:

1. Grip the bars firmly.
2. Do not try the stunts that are too difficult before easier stunts have been mastered.
3. Spot beneath the bars so that the arms of the spotter are not in a dangerous position.
4. Check the bars before performing to make sure they are secured.
5. Place mats on the floor so they cover all the areas around the bars.

The parallel bars are two wooden rails that are attached to four uprights which are supported by two pieces of steel used as a base. These bars are adjustable not only for height but also for various widths to meet the individual needs of each pupil. There are three fundamental positions used on the parallel bars: (1) support position, (2) underarm position, and (3) hanging positions.

TRAMPOLINE

Safety Hints:
1. Use of the trampoline should always be supervised.
2. There should be an adequate number of spotters when performing on the trampoline.
3. First essential is to learn bounce control.
4. Climb up and down from the trampoline and do not jump.
5. Do not perform on the trampoline when tired.
6. Do stunts through a regular pattern of progressions doing the easier ones first and working up to the more difficult.

The exact origin of the trampoline is not definitely known but it is thought that a French acrobat named DuTrampoline devised the first trampoline-type net in the Middle Ages. He used this net to perform flips and twists as a circus act. As this activity grew in popularity, the original net was improved and the trampoline as it looks today was designed in the late 1930's. The trampoline is a canvas or web sheeting
known as the bed anchored by spring or elastic cords to a square metal frame. Although the sizes vary the standard size is 9 feet wide and 15 feet high.

RINGS

Safety Hints:

1. Have adequate chalk on hands.
2. Have at least two spotters available when doing stunts on the rings.
3. Use a double thickness of mats beneath the rings.
4. Grasp the rings tightly.

There are two types of rings. The American rings are steel covered with rubber and the European rings are wooden. The steel rings are gradually being replaced by the wooden rings. Rings are usually seven to seven and one-half inches inside diameter. There are two basic positions: (1) kip, and (2) inverted hang.

HORIZONTAL BAR

Safety Hints:

1. Have two spotters available when doing stunts on the bar.
2. Have adequate chalk on hands.
3. Rub emery cloth on bar to keep it clean.
4. Make sure the thumbs are wrapped around the bar to help keep a firm grip.
5. There should be a long row of mats for swinging stunts.
The horizontal bar is one of the older pieces of gymnastic equipment and is often called the high bar. A regulation bar is set at eight feet. Two basic grips are used when performing on the horizontal bar: (1) regular grip, and (2) reverse grip. The fingers are over the bar and the thumbs go under the bar in the regular grip. The palms are facing the performer in the reverse grip.

TUMBLING

Safety Hints:

1. Have an adequate number of mats and make sure that there are no gaps between the mats.

2. Carefully think out each stunt before trying it.

3. Have a spotter available in order to assist and support the performer.

4. Use a safety belt when trying the more difficult stunts.

Tumbling is one of the best all-round activities for the physical development of youth. The only equipment needed are mats. The records show that the first mats were used in Denmark in the early 1800's. Mats vary in length but they are generally five feet wide.
BOY'S GYMNASTICS MEET

The boy's high school gymnastics meet is patterned after the international events that are used in the Olympic Games and should include the following six standard events: long horse, side horse, parallel bars, horizontal bar, still rings, and free exercise.

Optional events that may be included in boys gymnastic meets are: trampoline, rope climbing, and tumbling. There is not a set pattern of events in a boys gymnastic meet. It will vary with the different meets conducted by different schools. Generally the rules governing the type of exercise for each event are the same but slight variations will occur in different meets.

A brief description of what a performer does in the six standard events of a typical high school boys gymnastic meet is described as follows.

**Long Horse** Each performer must complete two vaults over the length of the horse with a momentary support of one or two hands. These two vaults may be the same vault twice or different vaults.

**Side Horse** The better gymnasts will succeed in trying to use all parts of the horse. A good routine has swinging movements such as scissors and flanks. It is considered bad form and points are deducted from the performer's score when he stops, sits down, or hits the horse with his legs.

**Parallel Bars** Most of the stunts on the parallel bars involve swinging motions. However, several different types of stunts must be done for a routine to be classified as good. The novice's performance might include one strength move, a part done below the bars, and a part
done above the bars while letting go of the bars. Generally each
performer will include several handstands in his routine. Extra
swings and any unnecessary move deduct points from a performance.

**Horizontal Bar** There should be spotters by the apparatus for
the protection of the performer. The activities done on this piece
of equipment are various vaults and giant swings without stopping
between stunts.

**Still Rings** In competition, the rings are still and are not
swinging. In this event there should be included two handstands.
A routine on this piece of equipment should have moves of strength,
movements of swing, and should also have holding moves without swinging
the rings.

**Free Exercise** The performer should combine the elements of
strength, jumps, leaps, elasticity, and balance in a rhythmic and
harmonious pattern. Free exercise involves timing and agility. The
gymnast must move in different directions, and not use too many running
steps. The routine must last for at least fifty seconds and not longer
than seventy seconds.

**Scoring** In a high school dual meet, no one may enter more than
three events and each team may enter up to three contestants in each
event. In all-round competition, a boy must compete in the six standard
events.

In dual meets points are awarded on the following basis:

<table>
<thead>
<tr>
<th>Position</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>6</td>
</tr>
<tr>
<td>2nd</td>
<td>4</td>
</tr>
<tr>
<td>3rd</td>
<td>3</td>
</tr>
<tr>
<td>4th</td>
<td>2</td>
</tr>
<tr>
<td>5th</td>
<td>1</td>
</tr>
</tbody>
</table>
In multi-team meets the points are awarded on the following basis:

<table>
<thead>
<tr>
<th>Position</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>7</td>
</tr>
<tr>
<td>2nd</td>
<td>5</td>
</tr>
<tr>
<td>3rd</td>
<td>4</td>
</tr>
<tr>
<td>4th</td>
<td>3</td>
</tr>
<tr>
<td>5th</td>
<td>2</td>
</tr>
<tr>
<td>6th</td>
<td>1</td>
</tr>
</tbody>
</table>

The rating of routines in a high school dual meet is generally done by two or three judges and in bigger meets four judges are recommended. The judging of the routine in a meet is done on a 0 to 10.0 point basis with fractions of tenths of a point. The points are awarded as follows: difficulty--3.4 points, combination--1.6 points, and execution--5.0 points.

In dual meets the average of the judges is the performer's score. In multi-team events with four judges, the high and low scores are discarded and the middle two scores averaged for the performer's score.
HEALTH.

NAME OF ACTIVITY - Health

EQUIPMENT NEEDED - Classroom, chairs

KNOWLEDGES TO BE TAUGHT

Appearance
Personality
Individual Responsibilities
Grooming Tips
Posture
Diet, Weight, Exercise
Nutrition and Food
Rest and Sleep
Mental Illnesses

Senses
Alcoholism
Drugs
Tobacco
Infection and Disease
Public Health
Radioactive Fallout and Shelter
Review First Aid Knowledges

EVALUATION

WRITTEN

Otto, James et al., Modern Health. Pages at end of each chapter.

Hase and Rosenstein, Modern Physical Education.

REFERENCES


ACTIVITY - Medical Self-Help and Grooming

EQUIPMENT NEEDED - Filmstrip projector, Screen, Chairs, Medical Self-Help Kit, First Aid Books, Club 15 Booklets (ordered in advance), "Resusci-Anne" Splints, Bandages, Stretcher, Blankets.

SKILLS TO BE TAUGHT

SKILLS AND KNOWLEDGES' COMBINED

Artificial Respiration          Appearance
Stopping Bleeding and Bandaging Cleanliness
Treating Fractures, Splintering Hair, Skin, Teeth, and Nail Care
Treating Burns                  Make-up
Treating Shock                  Hair Styles
Transporting Injured            Posture, Clothing Selection
Treating Poisoning              Diet, Exercise, and Weight Control
Treating Common Injuries        Radioactive Fallout and Shelters
                                Healthful Living in Emergencies
                                Responsibilities as a Babysitter

EVALUATION

SKILLS          WRITTEN

Practical test of various first aid procedure: Example: steps in applying mouth-to-mouth resuscitation to "Resusci-Anne". Medical Self-Help Training Course

Standardized Exam Various quizzes over terms and procedures.

REFERENCES

FILMS

Checking for Injuries, (16 min.) American Red Cross (Local)

First Aid for Burns in Civil Defense, (19 min.) American Red Cross (Local)

First Aid Now, (26 min.) Association Films, Inc., Johnson and Johnson, Mr. M. B. Selbert, New Brunswick, New Jersey 08903

Medical Self-Help Training Course Filmstrip Series

When Seconds Count, (4 min.) American Red Cross (Local)
ACTIVITY - Recreational Games and Games of Low Organization

EQUIPMENT - As need for the activity

AREAS TO BE TAUGHT

SKILLS

Muscle co-ordination

Hand-eye response

KNOWLEDGE

Rules, strategy, playing procedure of various games.

Sportmanship and enjoyment associated with this type of activity.

GAMES

Quiet Games* pp. 635-637, 644, 647, 674.

Semi-Active Games* pp. 634, 646, 668.

Active Games* pp. 633-683.

Simple Team Games* pp. 631-680

*Dan Hagen, Dexter, and Williams: California, State Department of Education. Physical Education in the Elementary School. 1951.

EVALUATION

SKILLS

None

KNOWLEDGE

None

REFERENCES


FILMS

Everyone a Winner, (9 min.) Zurich Inc. Company, LaSalle and Jackson Street, Chicago, Illinois.

RECREATION GAMES:

Floor space, Number of players, and Equipment needed for each game.

Aerial Tennis
Volleyball court; Net 7' from floor; 4 players; Aerial Tennis paddle; Aerial Tennis birdies or darts.

Balloon Volleyball
Volleyball court; any number of players; balloons.

Cageball
Volleyball court; Net 6" from floor or no net at all; no limit on number of players; one cageball 24" in diameter.

Clock Golf
Circle 10-24" in diameter; players 1-4; putter and golf ball for each player.

Croquet
70" x 30" area, (outdoors only); 6 players; 6 mallets and 6 balls.

Darts
One dart board 68" from floor and throwing line 9' from the wall; 4 players; 12 darts.

Deck Tennis
17" x 40" play area or volleyball court; 4 players; one 6" diameter rubber ring; game is played over a volleyball net.

Four Square
4-4' or 8' squares; 4 players; 1 volleyball or playground ball.

Horseshoes
40' between stakes; 4 players; 4 regulation steel horseshoes; 2 stakes 1' in diameter and 17" long.

Indiacas
Badminton court; any number of players; feathered indiacas.

Paddle Tennis
20' x 44' court; 4 players; 2' 9" high net; plywood paddles 8" wide and 17" long; deadened tennis ball or official paddle tennis ball which is sponge.

Quoits
54' between stakes; 4 players; 4 indoor rubber quoits and 2-6' high stakes.
Scoop
No specific area; any number of players; 1 scoop or jaiball for each player and fun balls.

Shuffleboard
52' x 6' court; 5 players; 4 red discs, 4 green discs, 2 cues.

Shuttleloop
10' x 4' court; 4 players; shuttleloop; 2 wooden paddles; shuttlecock.

Tetherball
3' radius circle plus 10' on each side of the center of the circle; 7½ cord; 3' radius around pole; 2 players.
ACTIVITY - Aerial Darts

EQUIPMENT - Wooden paddles, shuttlecocks with rubber tips, badminton net best, or volleyball net.

AREAS TO BE TAUGHT

<table>
<thead>
<tr>
<th>SKILLS</th>
<th>KNOWLEDGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grip</td>
<td>Care of Equipment</td>
</tr>
<tr>
<td>Serve</td>
<td>Scoring</td>
</tr>
<tr>
<td>Hitting the birdie</td>
<td>Play Volleyball Rules</td>
</tr>
<tr>
<td></td>
<td>Rules of Singles and Doubles</td>
</tr>
</tbody>
</table>

AERIAL DARTS RULES AND INSTRUCTIONS

While the feathers in the birdies are the strongest obtainable, it can readily be seen that if they are hit by the paddles, they will break. Only one three-inch section is the strongest part of each twelve to fourteen inch feather is suitable for use in the birdies.

1. On the serve, hold the birdie between the thumb and forefinger, hitting it out of the hand in an underhand position. Do not drop it as in badminton, or throw it in the air as in tennis.

2. Do not hit the birdie on the bounce or while it is lying on the floor.

3. Always pick up the birdie by the rubber base.

PLAYING RULES

Fifteen points shall constitute a game. Points can only be made by the player or team serving.

The service constitutes knocking the birdie over the net into the opponent's courts back of the service line. The server must stand back of the service line while serving. In serving, the birdie must not be thrown in the air and struck—it must be batted out of the hand in an
underhand position. Only one serve is allowed an individual. If, on
the serve, the birdie hits the top of the net and goes over, the
server is given a second chance.

After the birdie is in play, it should be batted back and forth
over the net and within the bounds of the court until one player fails
to return it properly. As soon as the birdie strikes the net, failing
to go over it, or going under it, or striking the ceiling, or the walls,
the birdie is out of play.

THE COURT - The ideal singles court is 20' x 50'; the doubles court
is 26' x 50'. The top of the net should be 7' from the floor. The
service line is 10' from the back line.

EVALUATION

SKILLS

Observation

Volleyball Skill-Test

WRITTEN

None

REFERENCES

Sells Aerial Tennis Co.
4834 Belinder Ave., Kansas City 3, Kansas
ACTIVITY - Deck Tennis

EQUIPMENT NEEDED - Six inch rubber ring or rope ring, net stretched tightly 4' 8" high.

AREAS TO BE TAUGHT

<table>
<thead>
<tr>
<th>SKILLS</th>
<th>KNOWLEDGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Serving</td>
<td>Brief History</td>
</tr>
<tr>
<td>Receiving</td>
<td>Terminology</td>
</tr>
<tr>
<td>Footwork</td>
<td>Rules of Singles and Doubles</td>
</tr>
</tbody>
</table>

EVALUATION

<table>
<thead>
<tr>
<th>SKILLS</th>
<th>WRITTEN</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>None</td>
</tr>
</tbody>
</table>

REFERENCES

ACTIVITY - Handball

EQUIPMENT NEEDED - Handball, handball glove, handball court.

AREAS TO BE TAUGHT

<table>
<thead>
<tr>
<th>SKILLS</th>
<th>KNOWLEDGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use of angles</td>
<td>Brief History</td>
</tr>
<tr>
<td>How to serve</td>
<td>Rules</td>
</tr>
<tr>
<td>How to receive</td>
<td>Strategy</td>
</tr>
<tr>
<td>Back wall play</td>
<td>Terminology</td>
</tr>
<tr>
<td>Kill shots</td>
<td>Etiquette</td>
</tr>
<tr>
<td>Weak Hand</td>
<td>Safety Precautions</td>
</tr>
<tr>
<td>Body Position</td>
<td></td>
</tr>
</tbody>
</table>

EVALUATION

Written Exams
Skill Tests

REFERENCES


ACTIVITY - Ping Pong

EQUIPMENT NEEDED - Table with net 6" high, ping pong balls, paddles 12" long.

AREAS TO BE TAUGHT

<table>
<thead>
<tr>
<th>SKILLS</th>
<th>KNOWLEDGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Push Stroke</td>
<td>Brief History</td>
</tr>
<tr>
<td>Top spin drive</td>
<td>Care and Use of Equipment</td>
</tr>
<tr>
<td>Chop</td>
<td>Basic Terminology</td>
</tr>
<tr>
<td>Serve</td>
<td>Rules</td>
</tr>
</tbody>
</table>

EVALUATION

Written Exams
Skills Tests

REFERENCES

ACTIVITY - Shuffle Board

EQUIPMENT NEEDED - Shuffle board, disc--four red, four black, one cue.

AREAS TO BE TAUGHT

<table>
<thead>
<tr>
<th>SKILLS</th>
<th>KNOWLEDGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Placing cue against disc</td>
<td>Brief History</td>
</tr>
<tr>
<td>Keep in contact with disc</td>
<td>Playing Strategy</td>
</tr>
<tr>
<td>Proper thrust</td>
<td>Safety</td>
</tr>
</tbody>
</table>

EVALUATION

<table>
<thead>
<tr>
<th>SKILLS</th>
<th>WRITTEN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observation or points scored</td>
<td>None</td>
</tr>
<tr>
<td>Spot Accuracy-using score points</td>
<td></td>
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</tbody>
</table>

REFERENCES

### EVALUATION

#### SKILLS

<table>
<thead>
<tr>
<th>Author</th>
<th>Title</th>
<th>Pages</th>
</tr>
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</table>

#### WRITTEN

<table>
<thead>
<tr>
<th>Author</th>
<th>Title</th>
<th>Notes</th>
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</thead>
<tbody>
<tr>
<td>Hase</td>
<td>Modern Physical Education.</td>
<td></td>
</tr>
</tbody>
</table>

### REFERENCES


### FILMS

USA-IFWIA Parade and Matches, 35 mm/ Gladys Thomas, 3935 West Palmer, Milwaukee 12, Wisconsin.
ACTIVITY - Snow Skiing

EQUIPMENT NEEDED - Skis, Binding, Boots, Poles, Crescent Ski Hills, Crescent, Iowa furnishes all equipment and instruction for $5.50 per student upon request date.

AREAS TO BE TAUGHT

SKILLS
Proper Fit of Boots
Learning to use chair lift
Herring Bone
Edging
Snow Plow
Starting Run
Stopping
Proper way to fall
Condition exercises

KNOWLEDGE
Brief History
Basic Terminology
Care of Equipment
Safety Factors

EVALUATION

SKILLS
Crescent Ski Hills (Observation)

WRITTEN
Hase, Modern Physical Education.

REFERENCES
1. Hase, Modern Physical Education.
ACTIVITY - Soccer

EQUIPMENT NEEDED - Soccerball, Goal Posts 8 feet high.

AREAS TO BE TAUGHT

SKILLS
Kicking
Dribbling
Passing
Trapping
Tackling
Volleying
Goal Shooting
Goal Keeping Skills
Heading

KNOWLEDGE
Brief History
Safety Precautions
Rules
Strategy
Terminology

EVALUATION

Written Exams


- Skills Tests

- Soccer Dribble Tests, Cozens (see appendix)

REFERENCES

How to Improve Your Soccer. The Athletic Institute, Chicago, Illinois.
ACTIVITY - Softball

EQUIPMENT NEEDED - Softball diamond, Bases, Bats, Gloves, Masks, Body Protectors.

AREAS TO BE TAUGHT

SKILLS

Catching

a. Fielding ground balls
b. Fielding fly balls

Throwing

a. Overhand
b. Underhand

I. Defensive Skills and Team Play

Pitcher

Catcher's Position

Playing the infield

a. Covering a base
b. Throwing to a base
c. Position of infielders

Playing the outfield

a. Position
b. Backing-up players
c. Returning ball to infield

II. Offensive Skills and Team Play

1. Batting-Straight Away

Bunting

KNOWLEDGE

History

Rules

Game Strategy

Duties of each Player
ACTIVITY - Speedball (Boys)

EQUIPMENT NEEDED - Soccer ball, Football Field, Goal Posts.

AREAS TO BE TAUGHT

SKILLS
Dribbling
Tipping
Passing
Kicking
  Field Goal
  End Kick
  Penalty Kick
  Drop Kick
Guarding

KNOWLEDGE
  History
  Rules
  Strategy
  Officiating

EVALUATION

SKILLS
  Cozens Soccer Dribble Test (see appendix)
  Left to the discretion of the instructor

REFERENCES

  1. Donnelly, Richard, Helms, William G.
EVALUATION

SKILLS


WRITTEN


Hase, Modern Physical Education.

REFERENCES


FILMS

Softball Champions, (12 min.) Athletic Institute, Merchandise Mart, Room 805. Chicago, Illinois.

Softball for Girls, (11 min.) Visual Aids Service, Wisconsin State University, La Crosse, Wisconsin.

Softball-Skills and Practice, (13 min.) Instructional Materials Center 1862-1868, Central Avenue, Dubuque, Iowa 52001.
ACTIVITY - Swimming (Beginning)

EQUIPMENT NEEDED - Swimming Pool

AREAS TO BE TAUGHT

1. Orientation to the water
   A. Entering
   B. Walking
   C. Bobbing
   D. Opening Eyes under water

2. Floats
   A. Jellyfish
   B. Turtle
   C. Prone
   D. Back

3. Glides
   A. Prone
   B. Back

4. Changing positions and direction
   A. Turning front to back
   B. Turning right to left

5. Kicks
   A. Flutter
   B. Inverted Flutter

6. Arm Strokes
   A. Finning
   B. Sculling
7. Breath Control
   A. Bobbing
   B. Mouth Breathing
   C. Blowing Bubbles
   D. Submerged exhaling through both nose and mouth
   E. Rhythmic Breathing

8. Combining arm strokes and leg kicks
   A. Hinan stroke
   B. Elementary crawl

9. Treading Water

10. Diving
    A. Porpoise Dive
    B. Diving from sitting position

11. Safety Skills
    A. Elementary assists
    B. Releasing cramps

EVALUATION

Demonstration of Skill or Red Cross Evaluation Chart

REFERENCES

1. AAHPER, Physical Education for High School Students. 1201 16th Street


3. Vickers, Betty J. and Vincent, William, Swimming-Physical Education

ACTIVITY - Tennis

EQUIPMENT NEEDED - Tennis Racket, Tennis Balls, Tennis Courts.

AREAS TO BE TAUGHT

SKILLS
Ready Position
Forehand
Backhand
Footwork
Serve
Lob
Smash
Half Volley

KNOWLEDGE
Brief History
Safety Precautions
Rules
Strategy
Terminology
Etiquette
Nature and Value of Tennis
Care and Use of Equipment

EVALUATION

Written Exams


Skills Tests

REFERENCES

Tennis for Beginners. Murphy and Murphy, Ronald Press Company, New York, 1958.
ACTIVITY - Track and Field (Girls)

EQUIPMENT NEEDED - Track, Batons, Broad jump pit, Shot put, Tape measures, High jump bar and pit, Softball, Discus, Stopwatch, Rakes, Hurdles.

AREAS TO BE TAUGHT

Warm-up Activities
Alternate jogging walking
Hopping, bounding, running in place
Deep breathing
Rope skipping
General calisthenics

SKILLS

"Bunch" Starting position
Running stride
Baton passing
Hurdles
Approach run for running broad jump
Scissors, Western roll, belly roll, Eastern roll, high jump
Position for shot put
Softball throw

EVALUATION

SKILLS

none. Use individual student's record for improvement for a skill grade.

KNOWLEDGE

History of each event
Brief rules of each event

WRITTEN

Goodnight, Eileen J., Track and Field Guide. pages 73-79.
REFERENCES


FILMS

Fundamentals of Track and Field, (26 min.) Film Rental Library Wisconsin State University, La Crosse, Wisconsin.

Track-Relay Techniques, (11 min.) Released by local Coca-Cola Company.
ACTIVITY - Track and Field (Boys)

EQUIPMENT NEEDED - Track, batons, broad-jump pit, shot and shot ring, tape measures, high jump standards, bar and pit, discus and discus ring, stop watches, rakes, hurdles, vaulting pole, standards, bar, and pit.

AREAS TO BE TAUGHT

SKILLS

Warm-up activities

"Bunch" start

Running technique

Distance

Middle Distance

Sprints

Baton passing

Hurdling

Approach running for broad-jump, high-jump, and pole vault.

Technique for high-jump, broad-jump, vault, shot put.

Discus throw.

EVALUATION

None - Use student's record of improvement for skill grade.

REFERENCES


**FILMS**

*Fundamentals of Track and Field*, (26 min.) Film Rental Library Wisconsin State University, La Crosse, Wisconsin.

*Track-Relay Techniques*, (11 min.) Released by local Coca-Cola Company.
Tumbling is one of the most ancient forms of physical activity and was once associated very closely with the dance and religious ceremonies. Tumbling, stunts, and pyramids were also forms of entertainment in ancient times and have remained so up to the present day. They were incorporated into the Y. M. C. A. and "Turner" programs as a physical activity in the late 19th century. In recent years various elements of tumbling and stunts have been used to measure physical efficiency and motor ability. From man's need to prove his strength and agility over others have come combatives.

1. Use warm-ups that emphasize flexibility, not fatigue.

2. Equipment
   A. Mats
   B. Safety Belt

3. Skills to be learned from tumbling
   A. Forward roll from squat.
   B. Backward roll from squat.
   C. Diving roll
   D. Shoulder roll
   E. Cartwheels
   F. Standing cartwheel
   G. Stop-start cartwheel
   H. One-arm cartwheel
4. To learn simple springs
   A. Head spring
   B. Shoulder spring

5. Learn the hand spring
   A. With rolled mat
   B. Without rolled mat

6. To develop tumbling sequence
   A. Cartwheels and rolls
   B. Dive rolls and round off

7. To develop the inverted hand balance
   A. Elbow balance
   B. Hand balance
   C. Straight leg balance
   D. Bent-knee balance
   E. Balance without sight orientation
   F. Dual balancing

EVALUATION

Tumbling skills, or routines may be evaluated on the basis of form and control with deductions for bodily directed movements, lack of balance, agility, flexibility or coordination, and heavy movement or landings.

Tumbling combinations

1. Series of rolls, cartwheels, and springs.
2. Combinations using head springs, rolls, and snap-ups.
3. Advanced combinations using previously learned skill.
TUMBLING REFERENCES

Cotteral: Teaching of Stunts and Tumbling

Davis: Biophysical Values of Muscular Activity

McClaw: Tumbling Illustrated

Rodgers: A Handbook of Stunts

Ryser: A Teacher's Manual for Tumbling and Apparatus Stunts

V 5 Association of America: Gymnastics and Tumbling

FILMS.

Advanced Tumbling, (11 min.) Ideal Picture Corporation, 6060 Sunset Boulevard, Chicago, Illinois.

Beginning and Intermediate Tumbling, Ideal Picture Corporation, 6060 Sunset Boulevard, Chicago, Illinois.
ACTIVITY - Volleyball

EQUIPMENT NEEDED - Volleyball, Volleyball nets, Volleyball standards.

AREAS TO BE TAUGHT

SKILLS

Volley
Passing
Net Recovery
Spile
Block
Serves: Underhand
Overhand
Sidearm
Returning Spikes
Footwork
"Dig"
Forearm Bounce
"Set-Ups"

KNOWLEDGE

Miller and Ley, Individual and Team Sports for Women. pages 471-473.
Russell-Lange Volleyball Skill Test
Brady-Volleyball Skill Test

EVALUATION

Hase, Modern Physical Education.
REFERENCES


FILMS

*Beginning Volleyball*, (A filmstrip of 208 frames. Four units, 10 minutes each) Athletic Institute, 209 S. State Street, Chicago, Illinois.

*Play Volleyball*, (20 min.) Associated Films, 347 Madison Avenue, New York, N. Y., Branch Offices in Chicago, San Francisco, and Dallas.
ACTIVITY - Weight Training (Boys)

EQUIPMENT NEEDED - Barbells, Collars, Weights, or Weight Machine

AREAS TO BE TAUGHT

SKILLS

Bench Press

Military Press

Curls

Clean and Jerk

Rowing

Jump Rope

Push-ups

Two Arm Press

KNOWLEDGE

Basic Lifts

Safety Procedures

Rules

Terminology

Care and Use of Equipment

EVALUATION

Written Exams


Skill Test

REFERENCES
WEIGHT LIFTING

Lifts to be Used

1. Two Arm Press--One-half body weight
   8 repetitions----5pts.  5 repetitions----2pts.
   7 repetitions----4pts.  4 repetitions----1pt.
   6 repetitions----3pts.

2. Bench Press--Two thirds body weight
   10 repetitions----5pts.  4 repetitions----2pts.
   8 repetitions----4pts.  2 repetitions----1pt.
   6 repetitions----3pts.

3. Two Arm Curl--One-half body weight
   8 repetitions----5pts.  5 repetitions----2pts.
   7 repetitions----4pts.  3 repetitions----1pt.
   6 repetitions----3pts.

4. Sit-ups in one minute--One-fifth body weight
   28 repetitions----5pts.  14 repetitions----2pts.
   22 repetitions----4pts.  10 repetitions----1pt.
   18 repetitions----3pts.

5. Jump Rope
   151-200-----A 5pts.
   101-150-----B 4pts.
   51-100-----C 3pts.
   20- 50-----D 2pts.
   20-      E 1pt.

6. Push-Ups--Two-tenths body weight
   25 repetitions----5pts.  10 repetitions----2pts.
   20 repetitions----4pts.  5 repetitions----1pt.
   15 repetitions----3pts.

7. Rowing Motion--One-half body weight
   10 repetitions----5pts.  4 repetitions----2pts.
   8 repetitions----4pts.  2 repetitions----1pt.
   6 repetitions----3pts.
8. Clean and Jerk

1 repetition----body weight
repetition----80% weight
repetition----70% weight
repetition----55% weight
repetition----40% weight

POINTS SCALE

20 pts.--Maximum knowledge of lifts.
80 pts.--Maximum number of weights lifted.
60 pts.--Maximum attitude grade.

120-100----------A
100- 80----------B
 80- 55----------C
 55- 40----------D
 40-below---------E
ACTIVITY - Wrestling

EQUIPMENT NEEDED - Wrestling Mat

AREAS TO BE TAUGHT:

SKILLS
Referee's Position
Up Stance
Riding Position
Takedowns
Reversals
Escapes
Predicaments
Near Falls
Pinning Holds

KNOWLEDGE
Brief History
Safety Precautions
Rules
Terminology
Nature of Physical Activity

EVALUATION

WRITTEN EXAMS


SKILLS TESTS

REFERENCES

APPENDIX
Purpose

Physical Education has been part of the curriculum offering in the Council Bluffs Community Schools for many years, as part of the required courses. By state law of Iowa, all students in grades K-12 are required to have instruction in physical education a minimum of sixty minutes each week.

For many years, our two land grant high schools were given permission by the State Department of Public Instruction to substitute R.O.T.C. for Physical Education. This meant that boys in our high schools did not take physical education, only the girls had class instruction.

As our elementary and junior high physical education programs became increasingly strong over the years, the need for a high school program to include both boys and girls became apparent. In 1965 the decision was made to drop R.O.T.C. from the high school curriculum and develop a strong physical education program.

From that date until the present time we have been working toward the development of this program. In effect at this time was the start of the development of a curriculum guide for senior high school.

With two senior high schools in the Council Bluffs school system, direction and continuity of programs were seen as desirable from the standpoint of offering all students equal opportunity, not dependent upon which high school he attended.

We developed this guide with the purpose of eliminating the possibility that the physical education program offered our students was to be based upon the individual strength or weakness of the teachers giving instruction.
It was imperative to develop a program that would carry over from one teacher to another without disruption or loss to any phase of the program. Our purpose was to better utilize and increase the effectiveness of each teacher and to gain maximum efficiency of all facilities.

Without direction and purpose certain supply and equipment items may have been purchased which were only used as long as that particular teacher remained in the school. A new teacher coming in to the school may or may not have desire to use these items. This meant waste of money and again lack of continuity of program. It also brought about, to some degree, a lack of confidence by the school administration in the physical education program.

Concern for the physical welfare of our high school students brought into focus four main points we wished to consider as the main purpose of this curriculum guide:

1. To provide, through physical education, each student the opportunity to achieve his greatest level of physical fitness.

2. To provide, through physical education, each student opportunity to participate in lifetime sport activities.

3. To provide, through physical education, each student opportunity to learn and understand rules and obligations in team activities, as well as participation in team activities.

4. To provide, through physical education, the opportunity to learn and understand the functions and proper care of the human body.

As interest and concern for what was being taught and how the money budgeted for physical education in the high schools was being used, it became even more apparent that a written guide be developed.

In 1967, the first questionnaire was sent to our high school physical education instructors to get their reactions toward a more unified program.
and the development of a guide. Everyone was favorable to this suggestion. In 1968, committee work began.

We have a staff of eleven high school physical education instructors. These people made up the committee along with the Coordinator of Physical Education.

Procedure

A survey was made of many of the larger school districts in the mid-west and a request for them to mail curriculum guides they might have. Only a small percentage indicated they had done any curriculum work in secondary physical education and very few had done any work recently. The real concern was to develop a guide for the Council Bluffs own purposes and to fit our own needs so this did not really make much difference but pointed to the fact that work was needed to be done in this area.

The guide was developed by committee action. They worked as one large committee for approval of all sub-committee work. In this manner all instructors had the opportunity to agree or disagree with what was submitted.

A two year completion date was felt necessary since they were working on a new program and guide in this area. They spent the first year gathering information and relating it to their own needs. The second year was spent in putting the information gathered into written form, for this guide.

Assignments given to sub-committees upon completion were duplicated and given to all members of the committee. At regular monthly meetings the reports were discussed and altered until common agreement was reached by members. The important point here is that everyone needed to be involved
and agreement needed to be reached. In this way it was hoped that the
guide would be more effective and useful.

The summer of 1970 was set as the time for the actual writing of
the guide. Since each person has a writing style of his own, it was
decided that the fewer people involved the better it would be in this
phase of the project.

A proposal was made to the Board of Education in February of 1970
for funds to pay those working in the summer to write the guide and for
a clerical assistance. Approval for three staff members and one clerk
was approved. These people, along with the Coordinator, worked for a
six week period during the summer of 1970 in writing the guide.

Result

The guide will be given to each high school physical education
instructor for use in our program. Only through use and the test of time
will we really be able to know the true value of this curriculum project.

We plan for this to be our base or bench mark to work from as we
direct the future development of the secondary boys and girls physical
education program in the Council Bluffs Community Schools.
BIBLIOGRAPHY


