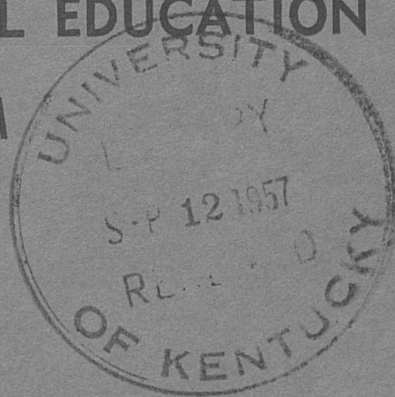
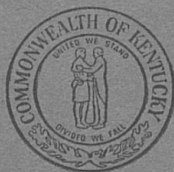


● Commonwealth of Kentucky ●
EDUCATIONAL BULLETIN

**PLANNING AND DEVELOPING THE
ELEMENTARY PHYSICAL EDUCATION
PROGRAM**



Published by
DEPARTMENT OF EDUCATION
ROBERT R. MARTIN
Superintendent of Public Instruction
Frankfort, Kentucky

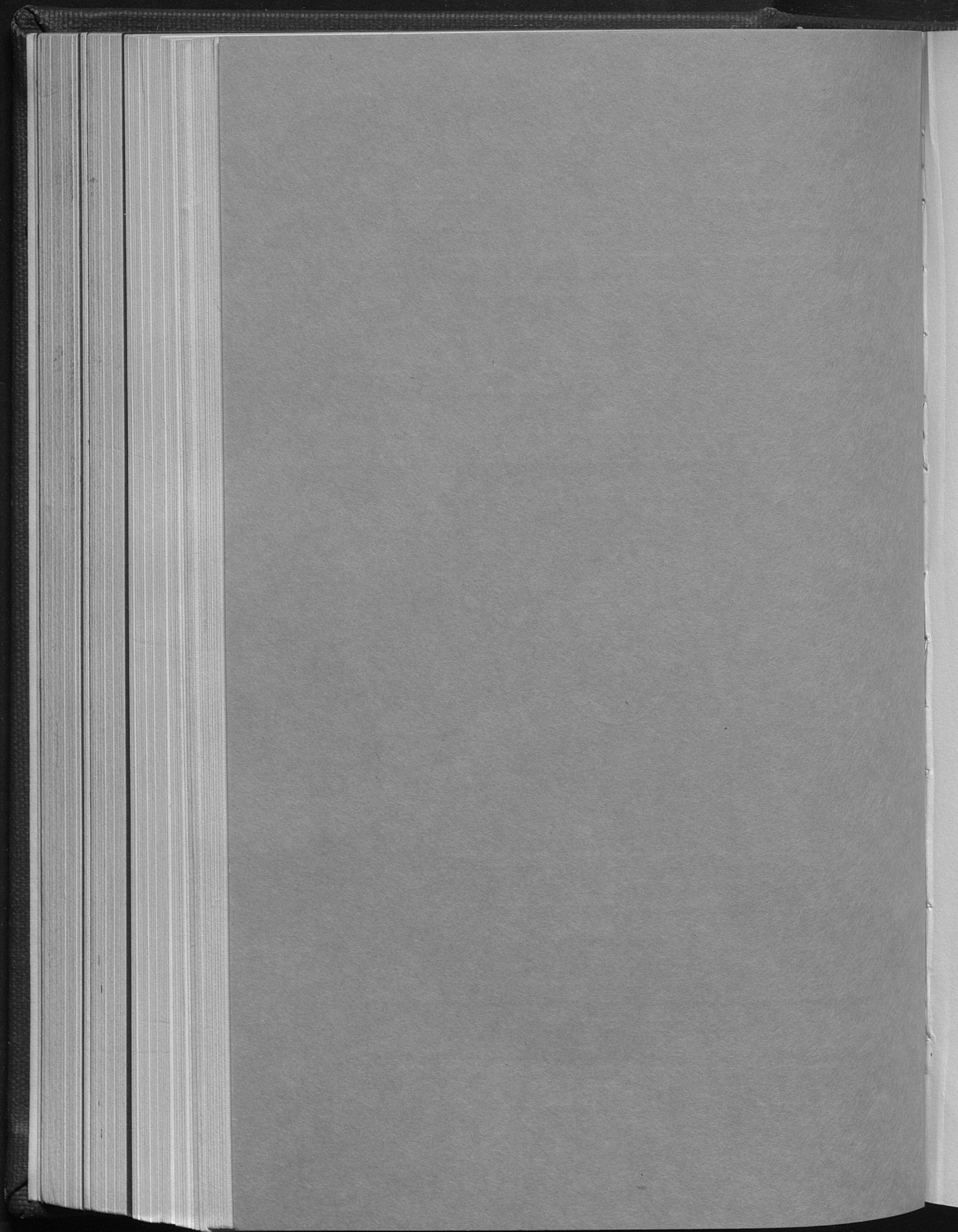
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FOREWORD

The State Board of Education by authority granted under Kentucky Revised Statutes requires that Health and Physical Education shall be included in each pupil's program of daily learning and living in the school.

One of the functions of the Department of Education is to administer the physical education program from the state level. It is also the responsibility of the Department to provide leadership in helping develop improved programs at the local level. It is our hope that every school child in our state will have the privilege of participating in a well-balanced program of physical education. This bulletin has been developed to help achieve this goal.

Many persons have given generously of their time and efforts in the preparation of this bulletin and their work is deeply appreciated.

Robert R. Martin
Superintendent of Public Instruction

INTRODUCTION

There have been many requests for more information concerning a good elementary school physical education program. The foundation program by placing emphasis on providing improved services for the boys and girls of Kentucky has helped to point-up the need for a bulletin on elementary physical education.. In response to these needs, the State Department of Education set up a steering committee to work with Mr. Claude Taylor, Supervisor of Curriculum Development, Mr. Earl Adams, Supervisor of Elementary Education, and Mr. Richard Lee Gentry, Supervisor of Health and Physical Education in the development of this bulletin. The steering committee was composed of representatives of Kentucky colleges and representatives of the Kentucky Association for Health, Physical Education and Recreation.

At the first meeting of this committee it was decided to enlarge into a state-wide committee to include representatives from classroom teachers, special physical education teachers, elementary principals, twelve-grade principals, supervisors, superintendents, and college physical education teachers. This enlarged state-wide committee, meeting in Frankfort, decided that this bulletin should be a guide for planning and developing desirable physical education programs rather than a course of study publication.

It is not practical to expect that a single course of study would be entirely adaptable to variations in local conditions, facilities, needs and interests, or be acceptable to all teachers, administrators and school boards. However, it is possible to set forth some general principles which should undergird a satisfactory program and to suggest activities and procedures which can be adapted to local conditions. It is intended that this material serve as a guide for initiating and up-grading an acceptable program of physical education in each of the Kentucky elementary schools. These guidelines can help determine the structure of a curriculum, yet permit a "grassroots" approach to its development.

After deciding on the table of contents, the committee divided itself into sub-committees to prepare the several sections of the guide. Final approval of sub-committee reports was made by the entire committee.

D. E. Elswick, Director
Division of Instructional Services

COMMITTEE MEMBERS

The following persons served on either the Steering Committee or on the State-wide Work Committee:

- Mr. Earl Adams, Supervisor, Elementary Education, State Department of Education, Frankfort
- Miss Ruth Albright, Classroom Teacher, Filson School, Louisville
- Mr. Rex Alexander, Basketball Coach, Murray State College, Murray
- Mr. Charles Barrett, General Supervisor, Franklin County Schools, Frankfort
- Mr. J. M. Burkich, Twelve-grade Principal, Bardstown Schools, Bardstown
- Dr. Martha G. Carr, Chairman, Women's Division, Physical Education Department, University of Kentucky, Lexington
- Mr. Fred Darling, Assistant Professor, Physical Education Department, Eastern State College, Richmond
- Mr. Erwin W. Detjen, Principal, Gavin H. Cochran School, Louisville
- Mr. D. E. Elswick, Director, Division of Instructional Services, State Department of Education, Frankfort
- Mr. Richard Lee Gentry, Supervisor, Health, Safety and Physical Education, State Department of Education, Frankfort
- Mr. J. W. Gregory, Superintendent, Lancaster City Schools, Lancaster
- Mrs. Stella Gilb, Critic Teacher, Department of Physical Education, University of Kentucky, Lexington
- Mr. O. H. Gunkler, Head, Physical Education Department, Berea College, Berea
- Dr. Sue M. Hall, Professor, Department of Health, Physical Education and Recreation, University of Louisville, Louisville
- Dr. John Heldman, Jr., Head, Department of Health, Physical Education and Recreation, University of Louisville, Louisville
- Miss Ruth Higgins, Principal, George W. Morris School, Louisville
- Miss Reva Howard, Fourth Grade Teacher, Central School, Clark County, Winchester
- Mr. E. G. Jones, General Supervisor, Montgomery County Schools, Mt. Sterling
- Miss Rosallia Kurz, Supervisor, Health and Physical Education, Louisville City Schools, Louisville
- Miss Betty Langley, Instructor, Training School, Western State College, Bowling Green
- Mr. Herb Lewis, Supervisor, Health and Physical Education, Jefferson County Schools, Louisville

- Mrs. Mary Marshall, In-Service Consultant, Department of Education, Frankfort
- Miss Emma Jean Philips, Principal, Lawrenceburg Elementary School, Lawrenceburg
- Dr. Curtis Phipps, Director, Division of Guidance Services, Department of Education
- Miss Pat Sheley, Women's Physical Education Department, Morehead State College, Morehead
- Dr. Paul E. Sparks, Principal, Nannie Lee Frasier School, Louisville
- Miss Maude Snellen, Principal, Benjamin Franklin School, Louisville
- Miss Lillian Tapp, First Grade Teacher, Central School, Clark County, Winchester
- Mr. Claude Taylor, Supervisor of Curriculum, State Department of Education, Frankfort
- Mr. Eugene B. Whalin, Administrative Assistant, State Department of Education, Frankfort

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SECTION I

WORKING TOGETHER FOR CURRICULUM IMPROVEMENT

Local Staff with the Principal

Before any change in the school curriculum takes place there must be a realization that a need exists for altering or adding to the body of experiences that the local school provides for children. Whether the need is for improvement in types of experiences already being offered or whether there is a need for experiences that have not previously been provided, the method of revising or initiating a program is much the same.

In many of the elementary schools of Kentucky, teachers, principals, and parents are becoming increasingly aware of the need to improve or initiate a definite program of physical education for elementary school children based on a knowledge of the needs of these children. It is only logical that the classroom teacher is the first to feel the need for improving the physical education of the child as it relates to his total development. As the classroom teacher and the principal discuss this problem it soon becomes evident that this is a phase of education that affects the total school. It then becomes imperative that the entire faculty discuss the role of physical education in the school curriculum. The staff members involved must recognize that improving the program is desirable and must be willing to work to effect this improvement.

Let us assume that the physical education program at the local school level then becomes the subject for a faculty study. As the teachers and principal discuss a better program of physical education for elementary school boys and girls some of the following questions no doubt will arise:

1. What should be the objectives of the program at the various grade levels?
2. Who participates in the program? How do we provide for the physically handicapped?
3. What facilities for a program do we have? Are they adequate?
4. What equipment should be available for the immediate program? For the long range program?
5. What activities should be selected? What activities can be conducted with little or no equipment?

6. What part of the school day should be devoted to physical education activities in relation to the time devoted to other school activities?
7. How is the program to be financed? School Board, P. T. A. Local School?
8. Is it better for the classroom teacher or a special teacher to direct the physical education program? Should it be the responsibility of both?
9. How can the physical education activities be geared to the needs of students as individuals and as members of the group?

It soon becomes apparent from some of the questions asked that special help will be needed in deciding what is the best program the local school can offer. It is also apparent that in order to answer some of the questions arising, the system supervisor, superintendent, and lay people must be asked to participate.

When the central office staff of most school systems realize the need felt by the local school staffs for curriculum improvement, they are willing to cooperate. Not only must they be willing to cooperate and assist the local school in identifying needs, but when called upon they must furnish active cooperative leadership in carrying on improvements. If it is decided that a program is to be initiated at the system-wide level, it is a must that the facts concerning child growth and development be explored, with particular emphasis on the role of physical education in this development.

System-wide Steering Committee

If the program for curriculum improvement relative to the area of physical education is to be carried out through the system-wide approach, the next logical step, it would seem, would be the selection by the superintendent of a system-wide steering committee composed of staff members from each school, members of the central office staff, and representatives of other interested professional and lay people.

The purpose of this committee, and local school subcommittees also formed, would be a complete study of the characteristics of a good physical education program for the system, with emphasis upon finding answers to some of the questions raised by local staffs.

The steering committees, both system-wide and local, would help in guiding and developing objectives and also in determining the scope and content of the total physical education program.

Time must be given in this portion of the planning to deciding which of the various suitable activities are to be used and when,

how much actual instruction each child should have, and if there should be a special physical education teacher. In most of the elementary schools of the state the primary responsibility for physical education instruction still rests with the classroom teacher, although some systems are moving toward special personnel for children at the elementary level.

The system-wide steering committee would serve as a coordinating agency and establish ways of cooperative action between the various local schools and the community. Through its work with other agencies in the community that foster and promote physical education programs, such as county-wide or city-wide recreation departments, the system-wide steering committee would help the entire community become more familiar with physical education and its purposes. Through the committee's work, school-community relations could be improved by the fostering of community-wide participation in physical activities, both at the child and adult level, and the efforts and facilities of both school and community could be directed toward the formation of a year-round physical activities program.

Another of the important services a committee of this nature could perform would be that of insuring the utilization of the available consultative services that can contribute much to the program of physical education. With the help of these consultants the committee would evolve the final over-all physical education program and insure the proper balance in the complete program by planning in addition to the regular class activities, intramural sports, recreational activities, play days, community recreation nights and various other physical and recreational activities.

As a part of this program and as a culminating activity of its work, the system-wide steering committee, with the aid of the local committees, might well formulate a teaching guide for physical education instruction adapted to the needs of the school system. In this guide the questions raised by local staff members should be answered. The objectives to be attained by physical education in the various grades would be determined. The activities to be taught and the level at which they should appear would be defined. Various specified questions would be explained in detail.

Available Consultative Services

There are a number of consultant services available to local schools or school systems interested in getting help in improving their curriculum by improving their physical education program:

Physical Education Teachers and Supervisors

Many systems with existing programs in physical education have trained personnel who are willing and able to assist others in getting better programs initiated.

College Personnel

Many colleges have available consultants in the area of physical education who are willing to assist interested school systems by conducting workshops and demonstrations.

In-Service Consultants

The Division of Teacher Education and Certification of the Department of Education in cooperation with the state colleges has in-service consultants in various areas of the state who will assist in planning and setting up in-service activities devoted to physical education.

Supervisors of Instruction, State Department of Education

The Division of Instructional Services has available area supervisors of instruction who work with the total school program. They may be called upon to plan and work with school systems in the development of the physical education program as it relates to the total curriculum.

Supervisor of Health and Physical Education

The Department of Education, in addition to the above services, has a special supervisor in this area whose services are available on a state-wide basis. Various materials relative to desirable physical education programs may be obtained through this office.

Kentucky Association for Health, Physical Education and Recreation

This professional association publishes a quarterly newsletter containing pertinent information concerning the field of physical education. The Association will assist in securing and utilizing outstanding professional personnel to aid local systems in implementing their program.

American Association for Health, Physical Education and Recreation

Professional materials may be secured from this national organization. Available reports resulting from research in the field of physical education may be obtained by writing the executive secretary.

SECTION 2

FOUNDATIONS FOR BUILDING LOCAL PROGRAMS

Physical Education as an Educative Process

It is the purpose of this section to present from the writings of a number of accepted authorities the present day thinking concerning the aims of education and the contributions which can be made by physical education as a phase of education. The contributions of physical education to the total growth and development of the child will also be pointed out. It is hoped that local committees attempting to set up local programs for physical education in their schools will study their local situations in light of the ideas gained from this presentation, to discover the needs and interests of the parents and children of that community. With these as a starting point, and awareness of the values or contributions which can be expected from a well organized and conducted program of physical education, we should be able to develop throughout the state of Kentucky many fine programs of physical education. Those programs which are already established should find some ideas for improvement through re-evaluation of the present programs.

The statements of the Educational Policies Commission have set forth the best thinking of both civic and education leaders on the structure and purposes of education. These statements make physical education a very vital part of the educational pattern. The structure of the school system in the United States is largely determined by the ideal of equality of opportunity through education. The purposes of education, as set forth in these statements, recognize the rights of life, liberty, property, work and the pursuit of happiness.

Briefly stated the objectives for education as formulated by the Educational Policies Commission are:

1. **Objectives of self-realization**, which are concerned with developing the individual to his fullest capacity in respect to such things as health, recreation and philosophy of life.
2. **Objectives of human relationship**, which refer to relationships among people on the family, group and society levels.
3. **Objectives of economic efficiency**, which are interested in the individual as a producer, a consumer, and an investor.
4. **Objectives of civic responsibility**, which stress the individual's relationship to his local, state, national and international forms of government.

Physical education as a phase of the total educational process can contribute to each of these objectives.

The function of physical education in the modern school curriculum depends upon several associated factors. Among the most significant might be listed the nature and nurture of our youth, and the purposes of education in the American Democracy. Physical education can and must contribute to the purposes of education before it can expect to be admitted into the curriculum of the school. Physical education can make its best contribution to the education of the child as it considers ways and means of improving the nurture of all children.

The school child is an active being. He possesses capacities for movement. He has all the necessary neuromuscular mechanism which make movement possible. From infancy through childhood into adult life this capacity to move about is a significant factor in maintaining integrated development both as an individual and as an interacting social being.

The ability to crawl, walk, run, climb, throw, swim, manipulate the fingers and to play basketball or other complex activities is an evolutionary process. Movement has, in this sense, been the means of advancement; for growth and development; for education as the child went from place to place, always increasing his repertoire of movements. Movement can thus be considered a phenomenon of all animal life. Some of it may be random, some planned. Whatever the movement, either random or planned the child must learn through each experience more about his world, himself and the people of his world. Thus was born the modern concept of physical education. It is by means of the physical that he is assisted in his education. The ultimate aim for physical education might then be to develop and educate the individual through the medium of wholesome and interesting physical activities that will promote optimum growth and development.

Philosophy and Objectives of Physical Education

The objectives of physical education may be classified as:

1. Objectives related to the development of physical fitness
2. Objectives related to the development of social and motor skills
3. Objectives related to the development of knowledges and understandings
4. Objectives related to the development of habits, attitudes and appreciations

The American Association for Health, Physical Education and Recreation, a department of the National Education Association, has prepared a statement of beliefs which may serve local committees to establish well accepted objectives for their own programs. Titled "Platform for Physical Education" it states:

Its place —

Physical education helps people satisfy age-old needs—physical and social—in present day living.

In earlier and perhaps simpler times, our forefathers' needs for physical activity were met to a great extent in everyday living. Today, many of us, because of progress in science and social organization, perform our daily tasks and earn a livelihood with little expenditure of physical energy. Yet, everyone needs physical activity to grow properly or keep healthy. A person develops as he exercises his body and mind, as he gains new ideas and skills and as he applies his knowledge and skill effectively.

Our kind of society has brought severe demands upon emotional and nervous stability. To live fully today, one must be able to get along with others, control his emotions, and find outlets of self-expression. More people have more leisure today than ever before. Many need guidance in using their leisure hours constructively.

Individuals who possess vigor, strength and character are in normal times the greatest resources of a nation. They are indispensable in times of emergency. Physical education contributes to the total fitness of all citizens who in their accumulated strength guarantee the security of the United States of America.

Its Meaning and Purpose —

Physical education is a way of education through physical activities which are selected and carried on with full regard to values in human growth, development and behavior. Because it is a phase of the total education program, physical education aims for the same general goal that gives purpose to all the other learning experiences of the school—the well-rounded development of all children and youth as responsible citizens in our democratic society.

Physical education provides a wealth of experiences which, along with other opportunities in the curriculum, are particularly important in helping each child and youth:

1. **Develop and maintain maximum physical efficiency**

A physically efficient person enjoys sound functioning of the bodily processes, is free of correctable defects, possesses such qualities as strength, endurance, speed, a

sense of balance, agility, and good posture and efficient body mechanics, exercises these qualities according to his age and physical condition, maintaining a balance of activity, rest, work and recreation. One who has uncorrectable defects learns to adjust to and compensate for his infirmities and develop his capabilities in order to live a happy useful life.

2. **Develop useful skills**

In this sense, a skillful person is proficient in many fundamental skills such as walking, dodging moving objects and lifting, which are essential to living safely and successfully; has abilities in a variety of activities, such as team sports, individual sports, swimming, and dancing, that contribute to physical and social efficiency at each stage of life.

3. **Conducts himself in socially acceptable ways**

A person who behaves desirably, among other things, acts in a sportsmanlike manner, works for the common good, respects the personalities of his fellows. (Team games and other group activities offer many opportunities to practice these qualities.) He enjoys, contributes to, and is at ease in a variety of wholesome social situations. (Co-educational sports, dancing, swimming and other such activities help provide learning experiences for this.) He exercises self-control in exercises which are mentally stimulating and often emotionally intense, reacts quickly and wisely under pressure, is courageous and resourceful. (Games, contests and other competitive sports help bring out these qualities when there is good leadership.)

4. **Enjoys wholesome recreation**

A person who engages in wholesome recreation includes in his daily living, activities that bring deep satisfactions, that are often creative, relaxing or stimulating. He draws upon a fund of recreational interests, knowledges, appreciations and skills.

The intelligent physical educator makes the most of his many opportunities to help boys and girls, youth and adults gain these values. As a teacher, his job is to select, organize and guide activities suited to the needs and capacities, and interests of everyone taking part.

The following ten statements are principles developed by the American Association of Health, Physical Education and Recreation for the guidance of those who are interested in developing good programs for physical education:

1. For every person there should be opportunity to gain the values of physical education by taking part in activities selected according to interests and according to his needs, as shown by a medical examination and other ways.
2. In every community all possibilities for physical education should be developed.

3. Through the elementary schools, every child in the formative period of his development should have the advantage of a well-planned, well-conducted physical activity program.
4. No boy or girl in junior and senior high school should be deprived of the physical and social development to which physical education contributes so much.
5. Effectiveness and efficiency of college students should be developed and maintained through the coordinated and campus-wide program which includes physical education experiences for all students.
6. Supplementing instruction in physical activity, there should be ample opportunities for all boys and girls to participate in intramural and other recreational activities.
7. So that all the values of interscholastic athletics may be secured for youth, athletics should be administered and conducted by school officials and teachers who are primarily concerned about the welfare of the participants.
8. United through professional associations on national, district, state and local levels, leadership in physical education should represent the finest in professional preparation, personal integrity, and social consciousness.
9. State and local communities, assisted where necessary by the Federal Government should provide sufficient support for a quality program in physical education.
10. America must remain strong; all those who live beneath her flag—all agencies concerned with the health, physical and social well-being of her people—must work together for national security and international good will through citizens who possess total fitness. These can be achieved by citizens who have learned to "live most and serve best".

Interests and Characteristics of Elementary Pupils

Before any program of physical education can be properly planned and organized it is important that teachers and administrators become acquainted with the interests and characteristics of children at different age levels. There will be different rates of maturity within the age groups which will bring about a number of individual differences. However, there are more likenesses than there are differences in all groups of individuals and programs can be built upon the likenesses with some provisions made for the individual differences which might be dangerous to ignore. Stated below, for the guidance of teachers in the understanding of children, are some of the outstanding characteristics of children at various age levels.

The Six Year Old

1. Is interested in playing on apparatus
2. Since heart and lungs are comparatively small, he tires easily. Needs frequent rest periods. Active games must be interspersed with inactive games.
3. Attention span is short; several activities necessary for each period.
4. Has difficulty in focusing eyes quickly; reaction time is slow. For this reason use large balls and stationary targets.
5. Likes running games and likes to play with balls.
6. Will play same game over and over.
7. Sense of rhythm is strong; use many singing games, folk dances and fundamental rhythms.
8. Sensitive to failure; plan activities in which all can succeed; praise rather than criticize.
9. Is individualistic—enjoys "it" games and some self-testing stunts.
10. Interest in imitating and in dramatizing very strong. Likes to imitate people, animals and things.
11. Likes to play alone or in small groups, but needs some experience in large group play. This should be of short duration.
12. Sex differences not important; little difference in height, weight, attitudes and interests of boys and girls of this age.
13. Need vigorous activity involving big muscles.
14. Is naturally active; desires constant motion.

The Seven Year Old

1. Interest in group activities increasing; more willing to share play experiences.
2. Is becoming more realistic, less imaginative; hence fewer activities involving imagination.
3. Period of growth and development of small accessory muscles and improvement of eye-hand coordination, resulting in an increased interest in skill development.
4. Is not too interested in developing isolated skills required for games. Improvement in skills comes out of participating in games.
5. Continues to be interested in apparatus and rhythms.

The Eight Year Old

1. Is becoming increasingly interested in skill performance.
2. The two sexes of this age show no apparent differences in ability or interest.
3. Shows increased interest in measuring self against others.
4. Is beginning to show increased interest in simple games. Rules must be few and simple.

The Nine Year Old

1. Strength of arms, hands, and fingers increasing rapidly, resulting in a marked increase in motor ability.
2. Shows increasing desire to belong to a group; this increased

interest affords good opportunities to develop qualities of leadership and fellowship.

3. Demand more team games and group activity.
4. Wants approval of others.
5. Desires activities involving challenge and adventure.
6. Attention span increasing; fewer activities required for each class period.
7. Memory retention improving rapidly, making the teaching of techniques and rules of games possible.

The Ten Year Old

1. Increased interest in improving skills; will spend long periods practicing, throwing, catching, kicking, jumping; especially if the teaching is in form of group competition.
2. Craves diversion and excitement; demands competitive activities.
3. At this age boys and girls begin to show divergent progress in rate of growth; their interests and abilities may differ in some small ways. Begins to show lack of sympathy for opposite sex. This should not be encouraged. Should be kept together in some activities.
4. At this age, girls show an increased tendency to be awkward due to rapid growth.
5. At this age, adult domination is often resented; give pupils opportunity to plan and make own rules.
6. Many girls at this age become interested in artistic and dramatic expression. Boys should be encouraged to express themselves in some artistic manner also.
7. Are self-conscious about attempting new activities if they have poor motor skills; may require special help in order to succeed.

The Eleven Year Old

1. Interest in athletic events; such as baseball and football increasing rapidly.
2. Has no specialized interest; a wide and diversified program is essential to meet the needs of this age group.
3. Boys begin to show greater skill and strength than girls in games and physical activities.
4. Interest in stunts and tumbling is unusually great for boys at this stage.
5. All enjoy outdoor experiences such as hiking and camping. Good time to introduce school camping or outdoor education.

Note: The above outline—with some changes—was taken from the Handbook for Teachers of Physical Education in the Elementary Grades, Department of Education, Ohio, 1951.

SECTION 3

PROVISIONS OF THE STATE BOARD OF EDUCATION FOR IMPLEMENTING THE HEALTH AND PHYSICAL EDUCATION PROGRAM

Code for Health and Physical Education

Kentucky Revised Statute 156.160 provides:

"The Superintendent of Public Instruction shall prepare or cause to be prepared and submit for approval and adoption by the State Board of Education:

"(6) Regulation governing medical inspection, physical education and recreation, and other rules and regulations deemed necessary or advisable for the protection of the physical welfare and safety of public school children."

Pursuant to this Statute the State Board of Education on December 20, 1946 enacted regulation 53-1 — Code for Health and Physical Education. This Code has been repealed and re-enacted to read as follows:

"School districts shall provide medical examination of each pupil immediately prior to entering or upon entering school for the first time, and physical examinations at least every fourth year thereafter.

"Each public school shall start cumulative health records for each pupil or student enrolled.

"Health and Physical Education shall be included in each pupil's program of daily learning and living in the school.

"No elementary or high school shall be considered as having met health and physical education standards of approval until programs have been put into operation which meet the minimum standards prescribed by the State Board of Education as approved and published in its specified bulletins, syllabi, and course of study."

Interpretations of the Code

1. Two Attorneys General have ruled the Health and Physical Education Code has the force of the law. It is a State Board of Education regulation.
2. Religious belief is not justifiable reason for failure to comply with the provisions of the code. The Court of Appeals decision in the case of D. H. Mozier, et al -vs- Barren County Board of Education, should be read for further information on this subject.

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3. Every student shall receive daily health instruction whether formal or informal.
 4. Every student shall receive daily physical education; that is, participate in supervised and directed physical activities.
 5. Medical excuses should state the extent to which a student may participate in physical activities.

The Foundation Law and Criteria for Approving Special Units

A further means of implementing the physical education program is the special instructional unit provided for by the Foundation Program.

The foundation law allots money for instruction on the basis of classroom and special units. A basic classroom unit is allotted for every twenty-seven pupils in ADA (average daily attendance). In addition a school district may be allotted ASIS units (administrative and special instructional services) at the ratio of one for every eight basic classroom units. Since physical education is one of the fifteen approved ASIS units, a school district may use the services of a special teacher rather than having the basic classroom teacher responsible for the physical education program. Of course, a district may use either of these means, or a combination of the two. Since the foundation law provided that the special instructional unit is a service beyond the regular basic classroom unit, special standards and criteria must be met before this special unit can be approved. The criteria for approving special units are based upon—

1. Qualified personnel
2. Planned program
3. Acceptable facilities

These criteria will change as the foundation program progresses. Current criteria may be obtained by writing the Division of Instructional Services of the State Department of Education.

State Standards for Health and Physical Education

To help in further developing the physical education programs and to guide in the establishment of criteria for approving special instructional units in physical education, the State Board of Education approved and adopted on June 23, 1955, "A Program of Standards for Health and Physical Education". In part, these standards provide:

1. Subject to the requirements of the law and other provisions each school shall formulate and follow a curriculum outline designed for its own use.

2. Each school should formulate definite objectives which are measureable.

3. The school should be so equipped as to meet the needs of instruction in physical education.

4. A modified program should be provided for pupils who are unable to participate in the regular courses.

5. The physician making the examination should be required to sign the record card, make approved recommendations, and classify pupils—

a. Pupils meeting all requirements of the examination for unlimited participation

b. Pupils unable to participate in regular courses, should be assigned to restricted activity temporarily or permanently

c. Assignment to rest, restricted or individual activity, or excuse from normal physical education activity—for other than a temporary illness—should be approved by the school physician in consultation with the principal or physical education instructor

d. Pupils returning to strenuous activity in physical education and in interschool athletics should be approved by a physician prior to participation

6. Physical education should be scheduled by grades in order to provide for a teaching progression within the total program.

7. Equal opportunities should be afforded both boys and girls in the use of facilities.

8. Opportunities should be provided for co-educational physical education activity.

9. Pupils in all classes should be dressed in appropriate costume or uniform.

10. Marks should be given in physical education in conformance with the policy for distribution of marks in other subjects.

11. Elementary school pupils shall receive a minimum of 120 minutes a week of supervised physical education activities. This may be given in two daily periods of approximately 15 minutes each or one daily period of 25 minutes—exclusive of "break periods".

12. In the elementary physical education program, emphasis should be placed upon the joyous participation in activities selected from the following list—rhythmical activities, story plays, mimetics, games, relays, skills, stunts and self-testing activities.

Note: A copy of the standards may be obtained by writing the Division of Instructional Services, Department of Education.

SECTION 4

ORGANIZATION AND ADMINISTRATION OF A PROGRAM

Responsibility of the Administration

The program of physical education must be organized and administered so as to create the best possible climate for the class instructional program. If the program is to be successful, there must be a realization by the administrators of the importance of physical education in relation to the over-all educational program. The administrator must be willing (as expressed in Section I of this bulletin) to provide cooperative leadership in the development and implementation of the various phases of the program. One important means of encouraging the implementation of the program would be the assistance given committees in the development of teaching guides.

It will evolve upon the administrator to make the final decision as to how the program is to be organized in the local schools. It will be his to decide whether the elementary classroom teacher, a special teacher, or a combination of both will be in charge of the program. Whichever approach is used, he must clearly outline the responsibilities of the personnel involved. This is especially true if a special teacher, or the combination idea is used. It is his responsibility to decide, with professional advice, on the time to be allotted, the equipment to be provided, when the boys and girls will be segregated, and any number of other details involved in operating a good program.

Scheduling and Time Allotment

The physical education period should be scheduled by grades in order to provide for progression within the total program. Equal opportunities should be provided both boys and girls. It is recommended that boys and girls be separated for physical education instruction beginning at the seventh grade level. However, it is expected that co-educational class periods will be provided. The standards for health and physical education call for a minimum of 120 minutes a week of physical activities, in addition to "break" periods. This may be given in two daily periods of approximately 15 minutes each or one daily period of 25 minutes. The teaching load of the physical education teacher should be equivalent to that of the classroom teacher, with a minimum of ten students per class

and a maximum of forty students per class. No teacher should have more than 30 class periods per week or the equivalent of not more than five clock hours per day.

Equipment and Supplies

Equipment and supplies serve as the tools of learning in physical education. However, it must be pointed out that a physical education program can be conducted with a limited amount of equipment. Where only limited equipment and supplies are available, careful scheduling is extremely important in order to lessen this handicap. It is also very important, regardless of the amount of equipment available, that the physical education teacher spend the necessary time in developing a proper understanding of the care and use of equipment. One way of doing this is to have student committees in charge of distribution, necessary maintenance, and repair of equipment and supplies. An adequate check-out system should be established. The purchasing of equipment should be planned and established over a period of one to three years. The Industrial Arts Department of the local high school may be of valuable assistance in constructing some of the equipment. A suggested list of equipment and supplies may be found in the Standards.

Facilities

School officials concerned with the construction of school facilities for health, physical education, and recreation should be governed by the principles, standards, and recommendations of the "Guide for Planning Facilities for Health, Physical Education, and Recreation", revised edition, 1956, formulated by the Participants in the National Facilities Conference, and published by the Athletic Institute, 209 South State Street, Chicago, Illinois.

SECTION 5

PLANNING AND CONDUCTING THE DAILY INSTRUCTIONAL PROGRAM

Setting Up Objectives

The teacher of physical education should approach the problem of planning the program with the attitude that physical education is not unlike or separate from other subjects being taught in the elementary schools. It is a part of the total educational program and makes definite contributions to the physical, mental, emotional, and social development of the child. Literature in the field of physical education readily points out the significant contributions physical education makes toward the generally accepted objectives of education. Teachers should be familiar with these contributions and use them in program planning. Considerable time must be devoted to this planning in order to ascertain that physical education is making its contribution to the total educational development of the child.

In order to meet the varying needs of children, physical education classes must be planned similar to any other subject in the school curriculum. Lesson plans should be developed after the consideration of objectives of physical education, local school objectives, facilities, and needs of pupils. Teachers should interpret the objectives of physical education to the children, and permit the children to assist in setting the immediate goals of the program. This will make each activity more meaningful to the children, and should assure more active participation and interest. It is important to remember that children need a variety of activities which will contribute to total growth and development.

Our state standards, adopted June 23, 1955, suggest:

“In the elementary physical education program, emphasis should be placed upon the joyous participation in activities selected from the following list: rhythmical activities, story plays, mimetics, games, relays, skills, stunts, and self-testing activities.”

The above activities are suggested and do not limit the addition of certain activities to meet the needs of all pupils.

Classification of Activities

To insure a balanced program of physical education, the teacher should select and use activities from the different classifications. The following are listed as some of the games and activities to be found under the classifications as given in the standards. Additional games under each classification and the description and directions for various games and activities may be found in publications selected from the bibliography.

1. Running and tag games in the primary grades provide vigorous activity involving the fundamental movements of running, skipping, jumping, climbing, dodging, stopping, changing direction. These types of games are usually played with class groups and provide valuable social experiences for young children. It gives them an opportunity to develop certain skills peculiar to games played by large numbers. Their particular appeal of danger, daring, suspense and escape is interesting and a valuable experience to young children.

Suggested activities for grades 1 and 2:

Brownies and Fairies	Midnight
Bird Catcher	Crows and Cranes
Cat and Mice	Squirrels in Trees
The Huntsman	Stop and Start
Crossing the Brook	Double Circle
The Mouse Trap	Spider and Flies
The Giant's Cave	Slap Jack
Old Mother Witch	Run for your Supper
Moving Day	Flowers and the Wind
Run Rabbit Run	Animal Chase

Suggested activities for grades 3-6:

Back to Back	Maze Tag
Pom Pom Pull Away	Streets and Alleys
Fire Engine	Poison
Crows and Cranes	Stealing Sticks
Black and White	Three Deep
Club Snatch	Run Snatch Grab
Fire on the Mountain	Dare Base
Flying Dutchman	Circle Chase
Beater Goes Round	Center Stride Ball
Jump the Shot	Busy Bee
Last Couple Out	

2. Ball games and related skills help to develop the necessary coordination needed by small children. Only by use of many balls in large class groups can children learn to develop these skills. Young children enjoy ball activities more than any other type of activity.

They are particularly valuable as lead-up activities for athletic and team games in the upper grades.

Suggested simple ball games for primary grades:

Ball Passing Drills	Chase the Animal
Teacher and Class	Around the Circle
Zig Zag Ball	Dodge Ball (Informal)
Circle Ball	Ring Call Ball

Suggested simple ball games for intermediate grades:

Ring Call Ball	Corner Ball
Team Dodge Ball	Circle Soccer
Center Catch	Soccer Dodge Ball
Boundary Ball	Ten Trips
Circle Stride Ball	Circle Kick Ball
End Ball	

3. Relays involve team formation where children compete with one another. They provide the element of competition, are highly exciting and challenge members to team play and cooperation. Relays do not provide sufficient activity for low primary grades and the amount of organization is not suited to that age.

Suggested relays for intermediate grades:

All Up Relay	Shuttle Relay
Simple Relay-Walk-	Medley Relay
Skip-Hop-Run	Ball Relay
Over	Bowling Relay
Under	Spoke Relay
Over and Under	Pursuit Relay
Farmer and Crow	Post Ball
Pass and Squat Relay	Potato Race

4. Stunts are a type of activity arising from the desire to test one's ability. They are interesting and challenging and have a definite recreational value. They develop strength, especially upper trunk, shoulders and arms. They develop balance, agility, coordination, poise, grace, and good body mechanics.

Suggested stunts for beginners:

Chinese Get Up	Leap Frog
Crab Walk	Turk Stand
Duck Walk	Wicket Walk
Dog Run	Jumping Jack
Frog Hop	See-Saw
Gallop	

Suggested stunts for intermediate grades:

Bear Dance	Hand Wrestle
Centipede	Heel Click
Human Rocker	Seal Crawl
Cork Screw	Standing High Kick
Coffee Grinder	The Top
Forward Roll	Measuring Worm

5. Story plays and mimetics are initiative and creative expressions of action in the primary grades, and demand no particular organization. In story plays children act out or pretend and create experiences or incidents that they have seen or heard about. They may act out nursery rhymes or stories that they know and like.

Suggested story plays for primary grades:

Going to the Farm	Christmas
Going to the Zoo	Halloween
Going to the Park	House Cleaning
Making a Snow Man	Fire Engine
Ice Skating	

Suggested mimetics:

Airplanes	Jack-in-the-Box
Animals	Birds Flying
Trains	Tops
Dancing Doll	

6. Rhythms and singing games provide an opportunity for thorough enjoyment of rhythmic activity. They also help to develop desirable social attitudes through vigorous activity which aids in developing the rhythmically coordinated individual.

Suggested singing games for grades 1 and 2:

Sally-Go-Round the Moon	Danish Dance of Greeting
Looby Loo	I See You
Mulberry Bush	The Thread Follows the Needle
Bluebird	The Snail
Did You Ever See a Lassie	A Hunting We Will Go
Oats Peas Beans	Jump Jim Crow
Farmer in the Dell	Ten Little Indians
Soldier Boy	Round and Round the Village
How Do You Do My Partner	Chimes of Dunkirk

Suggested singing games for grades 3 and 4:

On the Bridge of Avignon	The Noble Duke of York
Hansel and Gretel	Gustaf's Skoal
Kinderpolka	Bleking
Jolly is the Miller	Captain Jenks
Nikie Polka	Seven Jumps
Broom Dance	Bow Bow Belinda

Suggested singing games for grades 5 and 6:

Pop Goes the Weasel	Seven Jumps
Cselogar	Lottie is Dead
Ace of Diamonds	Oxdansen
Virginia Reel	Sicilian Dance
Norwegian Mountain March	The Ribbon Dance

7. Athletic or team games that are highly organized and involve more difficult skills and rules than the games of simple organization. Some training and practice through lead-up games, skill relays and skill practices are necessary for the complete enjoyment of team games. Team games teach the spirit of cooperation, the development of specific character traits, working toward a common goal, team organization, responsibility for a specific job and loyalty to the team. Team games provide for variety in the program and have a definite appeal for pupils of the intermediate grades.

Suggested team games for intermediate grades:

German Bat Ball	Line Soccer
Punch Ball	Newcomb
Beat the Ball	Cage Ball
V. B. B. Ball	Long Ball
Hit Pin Baseball	Soft Ball
Kick Ball (Baseball rules)	Post Ball
Circle Soccer	

8. Certain activities are especially adaptable for the classroom during inclement weather when games outdoors are impossible. These activities should provide enjoyment and the maximum of movement in a restricted room space with a minimum of noise. These games are necessary when weather does not permit outdoor activity to relieve tension. They will provide as much action as is possible under the existing conditions.

Primary grades can use mimetics, story plays, simple stunts and singing games when outdoor activities are not possible.

Suggested activities for intermediate grades:

Trick Relay	Huckle Buckle Bean Stalk
Blackboard Relay	Twenty questions
Name	Buzz
Arithmetic	Balloon Volley
Beanbag Passing Relay	Birds Fly
Musical Books	Clap Pass Relay
(variation Music Chair)	

Criteria for Selecting Activities

The physical education teacher should realize that in order to meet the various needs of children a variety of activities must be selected. Each activity may make a significant contribution to the total needs and interests of children. For example, a child may receive certain values from a game of "Follow the Leader," and an entirely different value from a rhythm activity. There are a large number of activities from which to choose, and it is the duty of the elementary physical education teacher to select activities that fulfill the particular need of the class. There are a number of factors involved in the selection of activities. The following are highly significant:

1. Needs, interests and characteristics of the children. (See Section 2.)
2. Educational objectives, school objectives, objectives of physical education, and the objectives of the immediate program. This is an excellent place to motivate and build an understanding of physical education.
3. Physical fitness of the children. This information may be obtained from the school's health records. Special provision must be made for those unable to participate in ordinary physical activities. This is the stage in life where corrective activities are most effective.
4. Differences in sexes must be considered. It may be advisable to separate boys and girls in certain vigorous play activities. It should be remembered, however, that social adjustment is an important part of physical education and that well supervised play activities will contribute many things of social importance. Since boys and girls play and work together throughout life, it is quite logical they be given a chance for such training in their early school experiences.
5. Available equipment and facilities. The extent of the program will be determined by the equipment and facilities. A resourceful teacher will plan for maximum use of the equipment available. Games and activities can be adapted to suit available space or facilities. Teachers should continuously strive to improve this phase of the program.
6. Health and safety implications. There can be no justification for activities which are not considered healthful or safe. Teachers should be ever conscious of safety and health within the classroom and play area.
7. Time allotment. Careful consideration must be given to time available for class activities. (See Section 4.)
8. Geographic and seasonal conditions. The immediate geographic location will influence selection of activities. The ideal place to conduct physical education classes is in the

out-of-doors; however, substitute activities must be selected in case of inclement weather.

9. Carry-over value of the activity. It must be remembered that children are being taught to live in a democratic society. Games and activities taught them are used during their leisure time. In selecting activities this must be taken into consideration.
10. Provision must be made for progression. The physical education program must be planned and conducted in such a way that there will be an orderly progression of skills and fundamentals from within an activity, from one activity to another, and from grade to grade. The usual procedure is to teach simple fundamentals or techniques of an activity, and then proceed in proper sequence in order to facilitate the learning of the next skill.

Suggestions for the Teacher

A. General Suggestions

1. Be prepared to conduct the class either indoors or outdoors. Conduct classes outdoors whenever the weather permits.
2. Understand the activity thoroughly before teaching it.
3. Use notes or lesson plans in conducting the class.
4. Play with the class on appropriate occasions.
5. Encourage the timid players.
6. Praise successful efforts.
7. Provide plenty of action for children; activity will maintain interest.
8. Take every reasonable precaution against accidents.
9. Get those who tumble or fall and are not seriously hurt back in the activity quickly. Encourage them to laugh off slight mishaps.
10. Remove seriously injured pupils at once.
11. Stop one activity while interest in it is still high.
12. Have several small groups working instead of one large group.
13. Put more balls into action for some activities.
14. Use more chasers and runners in some activities.
15. Organize the class into playing groups, then give brief, definite instructions.
16. Get attention of the class before talking to them.
17. Use a whistle infrequently—only when absolutely necessary, and insist on quick response. A whistle should mean one thing—STOP.
18. Have good discipline. Pupils should address instructors in a respectful manner.
19. Make quick and just decisions.
20. Make it clear that decisions are final and that they should be accepted cheerfully.
21. Teach pupils to play according to rules.

22. Encourage pupils to play to win, but to play fairly and squarely.
23. Teach pupils to be modest in victory and gracious in defeat, no alibis or excuses.
24. Have equipment ready and play areas prepared before class.
25. Be on the lookout for untied shoe strings. They cause children to fall.
26. Do not use sticks, rocks or similar objects for bases. Draw a base or obtain one which will not slide or cause a child to turn an ankle.
27. Never permit a child to participate in activities wearing eye-glasses if there is a chance of breaking the glasses or injuring the child.
28. Choose activities which require motion for all on cold days. On hot days choose activities in which there is not as much movement.
29. Be alert for children who are ill, or who are returning to school after being ill. Use careful judgment when requiring children to participate.
30. Adapt activities to meet the particular need. For example: Dog and Bone may be modified to become Witch and Broom during Halloween Season.
31. Provide for a warm-up period preceding vigorous activity.
32. Use methods other than the "choosing" method for organizing groups.
33. Change rules of games so that children are not eliminated from the play.

B. When Teaching Games

1. Train leaders, where training may be necessary, and use leadership whenever possible.
2. Seek opportunities for the development of substantial social attitudes and habits.
3. Give each pupil a chance to be a leader, the teacher's helper, and to keep score.
4. Every child should be expected to:
 - a. Take his turn
 - b. Accept group decisions
 - c. Assist weaker and smaller children
 - d. Be congenial and friendly to other children
5. Have necessary supplies ready before class begins.
6. Use blackboard for diagramming activities.
7. Equalize team strength.

C. When Teaching Relays

1. See teaching suggestions given for games.
2. Mark all starting lines and turning points clearly.
3. Have teams equal in number. (If one team is short a player, have first player of that team perform twice.)

4. Have all players understand the following:
 - a. Method of touching off next runner; always return to the **right**.
 - b. Position of participants and where each is to go after he has performed.
 - c. How objects are to be handled and how they are to be placed.
 - d. All fouls and penalties.
 - e. Method of ending relay.

D. When Teaching Athletic Games

1. Be brief when explaining the activity.
2. Arrange for active participation as soon as possible after the introduction of a new activity.
3. Have each skill properly demonstrated.
4. Make use of lead-up games when introducing the more highly organized activities to beginners.
5. Modify rules to meet needs of your pupils (shorten bases etc.)
6. Provide for the practice of skills.
7. Sequence for teaching athletic games:
 - a. Start with playing the game, or for beginners, an appropriate lead-up game.
 - b. Study the game in order to discover skills needed to play the game satisfactorily.
 - c. Practice on fundamentals.
 - d. Play the game again.

E. When Teaching Rhythms

1. Explain purposes of activity with movements such as walking, running, jumping etc., and follow bending and stretching.
2. As the pupils develop in ability, teach locomotor movement in sequence such as run, skip, jump.
3. The rhythmic program must be arranged in a progressive order, starting with fundamental rhythms.
4. Provide short periods for rest and relaxation, especially for primary children.
5. Provide some form of accompaniment for rhythmic activities such as piano, records, tom-toms, or rhythm instruments.
6. Place emphasis on enjoyment and fun rather than upon perfection. Teaching should develop ability and interest in correct or good performance.

F. When Teaching Creative Activities

1. In guiding children into creative activities, make the explanation simple and concise. Be sure the subject matter is of interest to the children and told in words that can be converted into action.
2. Encourage the children to express their feelings in their own dramatic way in a spirit of play and freedom.

3. Insist on the action being somewhat exaggerated and vigorous.
4. In creative activities provide for alternate use of the various parts of the body.

Teacher's and Pupils' Evaluation of the Daily Program

Evaluation is an important part of a good daily instructional program. The teacher and pupils should never finish a class period without some means of evaluating things accomplished that day. Teacher and pupils in order to plan other experiences must review the experiences of the period just past in the light of objectives set forth for the day.

1. Were the objectives for this particular lesson attained?
2. Did all the children participate?
3. Were the activities varied enough to appeal to different interests?
4. Was the period one which the children enjoyed?
5. Did a good social and emotional atmosphere prevail?

These are questions that may arise as the teacher closes her day. The reactions of the children and evidences of their growth are the chief criteria for deciding to what extent the day's activities have been successful. The result of the day's work will depend to a great extent on the planning that went into the period and it, in turn, depends on the evaluation of the previous lesson.

SECTION 6

RELATED AREAS OF A GOOD PROGRAM

Playdays and Extra Class Programs

A playday is a day arranged by one school whereby children from other schools in the same or adjacent districts are invited to participate in several physical education activities for purely recreational purposes. Children's contacts with children from other schools should be based on the fun of the games. A friendly situation should exist where no pressure of school loyalty is involved in the game. Sometimes, only one sport is played and at other times sports and dances may be combined as in festival or field days. Many children may attend a playday, and children meet as friendly, neighborly competitors.

The usual organization for a playday is to make up teams from members of each school and to rotate the teams from one activity to another so that all children participate in all activities. The immediate emphasis is on desirable social outcomes.

A play hour is a plan for a get-together between classes within a school for a short-time period to play games, run relays, perform stunts or square and folk dance together. Constructive competition may be taught.

A child's day is today. The games he learns and the skills he develops in school are certain to be used while playing at home in a neighboring playmate's yard, or in an empty lot or field. The school has a responsibility, in the organized physical education program, to include in the daily program some activities which are recreational in nature and which the child may use for play after school. Listed are some self-testing contests and some recreational games which may be played by an individual or with a group.

1. Handling small objects requiring hand skill, accuracy and coordination—

yo-yos	jacks	stick knife
marbles	croquet	top spinning
lumey sticks	kite flying	juggling

2. Handling an object accompanied with leg movement and involving balance—

O'Leary	Hop Scotch
Rope Skipping	Rope Lassoing

3. Handling a mechanical object and involving balance and steering skill—

scooters	roller skates
coasters (wagons)	ice skates
bicycles	pogo sticks

4. Leisure time pursuits—

archery	horseshoes	track
badminton	volleyball	hunting
bait and fly casting	fencing	riflery
baseball	football	shuffleboard
basketball	golf	swimming
horseback riding	handball	hiking
	tetherball	boating
	tennis	bowling

Appreciations—Sport Understandings Without Participation—

One should be able to observe, converse, to listen and to read about many sports with ability to understand, and appreciate and appraise a performance or game with some degree of effectiveness. Ability to perform or participate is not necessary for appreciation. This material is excellent as a rainy day program and for core curriculum material.

1. Subject matter—

Historical facts	Scoring
Language terms	Rules
Personalities	Strategy or team plays
Events and Places	Officiating
Equipment and layout	Audience behavior
Positions and responsibilities of players, including types of people for types of positions or activity	Skill and/or fundamentals involved

2. Suggested projects—

World Series	History of Sports
Olympics	Sports of our culture
Unfamiliar sports	Creating new games
"Get Acquainted with Sports"	Lives of famous athletes

3. Teaching Aids

Library books, periodicals, including advertisements
 Scrapbooks
 Newspapers, crossword puzzles and quizzes
 Films, filmstrips, slides
 Miniature games
 Posters, maps, charts, diagrams, billboards
 Model boards
 Radio
 Television

4. Field trips

As the physical education program develops the knowledge, interest, and skills of the child so may a field trip be the spark which furthers his attitudes, and so they become a part of his adult life.

1. Industry and Business

Baseball and golf factories
Sporting goods firms

2. Waterways—sailing, boating, waterskiing, fishing

3. Playgrounds

4. Parkways

Tennis courts, golf courses, archery ranges, horseshoe pits, badminton courts, riding stables, riflery ranges

5. Agencies

Y.M.C.A., Y.W.C.A., Jewish Community Center, Recreation Centers, Colleges and Universities

6. Art galleries and museums

7. Special Sporting Locations in State

Churchill Downs

Louisville Service Club

University of Kentucky

Home of Louisville Colonels

Coliseum

Keeneland

Freedom Hall

Oxmoor (Steeplechase)

State Parks

Jefferson County Armory

Leaders Clubs

The opportunities for leadership in physical education activities are extensive. Many meaningful experiences are evidenced on the playground and in the gymnasium. Below are listed examples of leadership responsibilities:

2. Serve as umpire of games
1. Serve as managers of equipment for class
3. Assist teacher in helping members of class understand a game or dance or stunt
4. Serve as scorer of a game
5. Assist with lining the fields for a game
6. Assist with "choosing up" teams
7. Serve as captains of relay teams, games
8. Keep records of teams, of individual's performances
9. Assist with maintaining a safe play area
10. Assist with supervision of recess and noon hour periods

Health and Safety Factors

Education for Health and Safety should be one of the most important functions of the school in our modern society. Physical education activities provide one means of developing sound and lasting habits for health and safety. Not only does participating in physical activities improve a child's health and safety consciousness,

but there are certain safeguards and precautions that must be taken to insure that each child while participating in physical education does not violate rules of good health and safety practices.

Health Factors

1. An adequate medical examination should be required of all students
2. The medical examination should state the extent to which each child may participate in the total program of physical education
3. The physical education equipment and environment should be kept clean and sanitary
4. Precautions should be taken to prevent infection
5. The teacher should observe pupils for signs of illness, infections, and injuries

Safety Factors

1. Adequate and suitable facilities and equipment should be provided by the school
2. All facilities and equipment need to be checked periodically
3. Adequate supervision is essential for safe participation in physical activities
4. Pupils should be classified for play by age, height, weight, skill, or some other basis that will insure essential equality for competition
5. Procedures to follow in case of accidents should be known and carried out by the teacher in charge
6. First aid equipment should be readily available

Guidance and Physical Education

The traditional belief that the function of the physical education teacher is that of producing physically fit persons is important but gives an inadequate picture of the scope of his influences. As the physical education teacher perceives his role as that of contributing to the total well-being of the pupil, he will be alert to the mental, physical, social, and emotional needs of each child.

Children are relatively free from repression while participating in recreational and physical education activities. Thus, they give expression to their attitudes and emotions. The physical education teacher has a unique opportunity to observe behavior and should make an effort to find the causes for any child's abnormal behavior.

Guidance Results:

Physical education activities, if properly planned and supervised, contribute to:

1. A feeling of success and personal worth
2. Development of a set of values

3. Social adjustment
4. Reconciliation of the realities of "cooperation" and "competition"
5. Functioning within a framework bounded by rules and regulations—the child learns to abide by restrictions and to respect officials that enforce them
6. Practice in democratic planning and participation
7. Acceptance of responsibility
8. Practice of good health habits
9. Giving of expression to emotions through wholesome activities—promotes good physical and mental health
10. Satisfying use of leisure time

Teacher Activities:

Some definite procedures that assist the physical education teacher in the role of a guidance person are:

1. As the time will permit, learn as much about each pupil as possible from his individual inventory record—tests, personal data, teacher observations, grades, health data, needs, goals, etc.
2. Observe carefully the behavior of each child in group activities—
 - a. Does the child accept responsibility?
 - b. Does the child seem happy?
 - c. Is the child energetic?
 - d. Is the child accepted by the group?
 - e. Is the child cooperative?
 - f. Is the child a bully?
 - g. Is the child intolerant and rude?
 - h. Is the child alert?
 - i. Does the child control his emotions?
 - j. Does the child participate?
3. Hold a conference with each child who appears to be encountering problems, social, physical, or emotional. Confer with others who may be able to help him. Recognize behavior symptoms in a student which indicate need for referral to a specialized person.
4. Convey the impression that you are accessible to pupils who have personal problems and acquire such a "reputation"—it provides opportunity for the pupil to feel that someone is interested in him.
5. Place children in activities according to individual needs.
6. Provide situations that assure a sense of accomplishment and success. Avoid permitting any individual to be in the position of a repeated failure. Place each pupil into the types of activities suitable for his physical and emotional make-up.
7. Discover early the pupil who exhibits abnormal behavior. Refer such pupils to other persons or consult others for assistance.

8. Secure and provide information on occupations in or related to health and physical education.

The solutions to more serious problems that children have require the assistance of specialists. Thus, a close working relationship should be maintained with other persons on the school staff and with resource persons outside the school.

Desirable Athletic Competition for Children

*Recommendations**

The organizations represented on the Joint Committee on Athletic Competition for Children of Elementary and Junior High School Age recommend:

Instruction in Physical Education for All

The best interests of all children are served when school and community give priority — in professional personnel, space and facilities, equipment and supplies, time and money—to a broad program of **instruction in physical education**, based upon individual and group needs, for all boys and girls.

Voluntary Informal Recreation and Intramurals

Next in importance is a broad and varied program of voluntary informal recreation for children of all ages, and an interesting extensive program of intramural activities for boys and girls in upper elementary grades and above. "Intramural activities" means individual, dual, and team sports with competition limited to contests between teams within the individual school (or neighborhood recreation center).

Playdays, Sportsdays, Informal Games

Activities such as play days, and sports days, and occasional invitational games which involve children of two or more schools, and which have high social values are to be encouraged. The emphasis should be upon social participation with the competitive aspect subordinated. Play days involve teams or groups made up of children from several schools all intermixed. Sports days include activities in which the playing units are composed of members of the same school. A few **invitational** contests in certain sports between schools (or natural neighborhood groups) on an **informal** basis might be carried on—but only as a supplement to good instruction in physical education, recreational opportunities for all children

* Report on the Joint Committee on Athletic Competition for Children of Elementary and Junior High School Age, the American Association for Health, Physical Education, and Recreation, of the National Education Association, Washington, D. C., 1952.

within the school and additional informal recreational opportunities during out-of-school hours.

Activities should be appropriate to the level of maturity, skills and interests of the participants. Tackle football for children below the ninth grade age and boxing for children and youth of all ages are definitely disapproved.

No Interscholastic Competition of a Varsity Pattern

Interscholastic competition of a varsity pattern and similarly organized competition under auspices of other community agencies are **definitely disapproved** for children below the ninth grade.

Participation in any program involving high pressure elements of the kind mentioned below would be considered a violation of this principle. Boxing (all levels) and tackle football (below the ninth grade) are considered undesirable under any conditions.

High Pressure Practices to be Avoided

The terms **invitational** and **informal** are to be taken literally. This means avoidance of such high pressure elements of an interscholastic pattern as:

Highly organized competition in the form of leagues or championships. Over-emphasis by means of newspapers, radio, television, or similar media. Stress on individual rather than teams, such as selection of "all star" teams.

Tournaments, frequent contests, long seasons, "little" bowl games or other procedures that cause pressures or that may make undue physical demands on young boys or girls.

Games or contests played at night or at other times, outside usual school or recreation hours.

Travel beyond the immediate neighborhood (or in the case of small rural schools, a nearby community).

Encouragement of partisan spectators and supports—any pressures that come from social situations that place undue value on an informal game.

"Grooming" of players for a high school or college team, proselyting or inducements of any kind to cause a good player to leave his normal group and play with another team.

Commercial promotions which, under various guises, seek to exploit youth for selfish purposes.

Competitions in which a selected few players are given a large disproportionate share of facilities and of the time and attention of staff members, with the resultant neglect of a large number of children.

Self-checking for Quality Programs

The following questions should be answered to the satisfaction of parents, educators, and other citizens before permitting children

to participate in playdays, sportsdays, invitational contests between schools, or similar competition sponsored by non-school groups:

1. Are we now meeting the needs of all children through **instruction** in physical education and recreational and intramural activities? What is the quality of these phases of the program? Must they still be improved to be reasonably good for all pupils?
2. What kind of leadership will the athletic program have? Are the leaders professionally qualified? Do they know and understand young children? Are they interested only in the welfare and happiness of boys and girls, or do they seek personal advantage, publicity, status, or financial gain through the exploitation of children?
3. Are the proposed sports and other activities appropriate for the age, maturity, skill, stage of growth, and physical make-up of the children?
4. Will there be adequate safeguards for health and well-being through: adequate protective equipment, adjustments in playing time and other rules, competent coaching and officiating, reasonable schedules in terms of frequency and time of day contests, clean drinking water and other hygienic provisions, limited and safe travel with responsible adults, and attention to healthful practices of all kinds?
5. Is the program free of undesirable publicity and promotion? Will the child, spectators and participants be permitted to grow up naturally, to be free of a distorted sense of values, of individual importance and of other aspects of living? Will they be free of unnecessary and undesirable pressures and over-stimulation?
6. Will the children who participate still have opportunity for a balance in interests and activities or will the demands of athletic competition restrict their experiences in other worthwhile things, such as home recreation, Boy Scouts, camping trips, hobby groups, music, drama, arts and crafts?

Planning and Working Together

Cooperative working relationships, among school people, recreation leaders, representatives of child-serving agencies, service clubs, other groups, parents, and other citizens, are most necessary to insure desirable community-wide programs for children and youth.

* Supporting evidence for these Recommendations are given in full in Part II of the publication, "Desirable Athletic Competition for Children."

SECTION 7

TOTAL PROGRAM EVALUATION

Continuous Evaluation

The success of any program in elementary physical education is dependent upon the extent to which it meets the needs and interests of the children involved. It is, therefore, a necessity that the program be continuously evaluated in terms of how well it is meeting these needs. Continuous evaluation will result in an improved program which will make a tremendous contribution to the total education of the child. Total program evaluation may be a help in motivating the child, a guide in the selection of activities, and an aid in planning daily activities to meet over-all as well as day by day objectives.

There are several means of evaluating any program, some of which are formal, some informal. One way, of course is for the teacher and children to, at periodic intervals, take stock of the things done, skills attained, games mastered, etc., and things which should be done in the future. It is particularly at this time that the teacher gets the benefit of the children's feelings concerning the program, its content and organization.

A second means of evaluating the program would be that of measuring pupil progress in various skills, rules of games, etc., through a testing program, either formal or informal. Brace, Neilson, and Coxens have developed tests of motor skills for elementary school children. Dorothy LaSalle has developed charts to be used for judging traits of character and social development. There are also many self-testing activities which may be found in current literature concerning physical education.

In addition to using tests of the type mentioned, it is advisable for the teacher to construct his own tests to meet the needs of his particular group of children. By keeping accurate records from year to year, he may be able to establish norms for children in his particular locality. He can also set up simple self-testing units and skills in chart form which will be useful to him. Children in the upper elementary grades are very interested in comparing their records with others. By keeping records from year to year and setting up certain standards, the children will be motivated, and will work to achieve these standards.

A third approach to evaluating the program could be the use of instruments or score cards developed to measure the various parts

of the program. These score cards are designed to evaluate personnel involved, program offerings, facilities and equipment that are provided.

Many school systems are working toward a district-wide, total school evaluation program which would, of course, include looking at the physical education program. In this type of evaluating the school system usually begins with a self-study or evaluation of its total program. The next step usually takes the form of an invitation to a group of local lay people, area school people, college personnel, and State Department of Education representatives to participate in the evaluation. An instrument has been developed for this type of evaluation, a part of which is devoted to examining the physical education program. This instrument, in whole or in part, is available from the State Department of Education.

Regardless of the methods used, whether one mentioned here or one devised locally, evaluation must take place or the program loses direction. If we are to do an adequate job of meeting children's needs and interests, we must keep abreast of changes in those needs and interests in this, an ever-changing society. Our school program, not only in physical education but in all other areas as well, must keep pace through better planning, better program offerings, better understandings between pupils and teachers, all of which result from a continuous evaluation of the job being done and the resulting formulation of plans for improving the program.

SECTION 8

HELPFUL MATERIALS AND PUBLICATIONS

Material Available from State Department

The State Department of Education has available through the office of the Supervisor of Health and Physical Education, various materials which would be of assistance in implementing a program of physical education in the elementary school:

1. Code for Health and Physical Education
2. Program of Standards for Health and Physical Education
3. Criteria for Approving Special Units in Physical Education
4. Instrument for Evaluation as a part of the district-wide total school evaluation program
5. Kentucky Elementary School Evaluation Score Card
6. Stunts for Elementary Children
7. Games for Elementary Children
8. Rhythms for Elementary Children

Audio-Visual Material

An interpretative film designed to explain the objectives and values of a good physical education program has been developed by a group of national organizations sponsored by the American Association for Health, Physical Education, and Recreation. The title of this film is "They Grow Up So Fast". This film is available for short periods, without cost, from the office of the Supervisor of Health and Physical Education of the Department of Education. It should be scheduled several weeks in advance since only one copy is available from the Department. It is also available from the University of Kentucky extension Film Library on a rental basis.

The University of Kentucky Extension Film Library and other film libraries in the state have many outstanding films available, particularly on the teaching of skills in the various sports areas.

There are also many free films available on a loan basis from many organizations and industries. These may be obtained by following directions listed in free film catalogues.

Many companies and organizations have free display material, charts, diagrams and sports pictures and illustrations available upon request.

Professional Organizations and their Publications

The Kentucky Association for Health, Physical Education, and Recreation, in addition to providing consultative services as mentioned in Section 1, works toward the improvement of the physical education programs of the state through professionalization of personnel. This organization has an annual spring conference in conjunction with the Kentucky Educational Association. It also has an annual fall conference, usually held at a sporting, camping, or recreation center. A quarterly newsletter, which discusses new trends, promising practices, and happenings in the profession in Kentucky, is sent to all members. Membership in this organization is recommended for physical education teachers.

The American Association of Health, Physical Education, and Recreation is the national professional organization for members of the physical education profession. It is a section of the National Educational Association. This organization gives guidance and leadership on a national level to the promotion of better programs of health, physical education, recreation, and affiliated areas. It publishes a monthly journal, a research quarterly, and a yearbook. Some of the publications of this organization are listed in the bibliography; others may be obtained by writing the Executive Secretary of the American Association for Health, Physical Education, and Recreation. Membership in this organization will be an asset to any teacher of physical education.

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Records Recommended for Rhythmic Activities

1. Singing Games for Primary Grades RCA Victor E-87
(Did You Ever See A Lassie, Here We Go Round The Mul-
berry Bush, Ten Little Indians, Hippity Hop To The Barber
Shop, and many others)
2. Rhythmic Activities for Primary Grades RCA Victor Vol I
E-71. (This album includes many different tempos and sug-
gestions for interpretative dancing)
3. Rainbow Rhythms—P. O. Box 608, Emory University, Ga.
(This album of records is adaptable for the classroom as
well as the gymnasium. Includes: marching, skipping rope,
jumping, ball bouncing, rowing a boat, see-sawing, etc. Very
popular with six and seven year olds)
4. Creative Rhythms—Burns Record Company, 755 Chikadee
Lane, Stratford, Conn. \$7.50 each album
 - a. Album O (The Circus) Recommended highly for
K-1-2nd
 - b. Album S (The Seasons)
 - c. Album R (Visit To The Farm)
 - d. Album T (Visit To The Park)
5. Honor Your Partner Album No. 1 by Ed Durlacher
(with calls). Square Dance Associates, Freeport, N. Y.
(This album is particularly good for both beginning teach-
ers and pupils. Can be used for 3rd through 6th)
6. Honor Your Partner Album No. 5 by Ed Durlacher
(without calls) (Recommended for more advanced groups)

7. The following Kits may be purchased for 25 cents each from the Cooperative Recreation Service, Delaware, Ohio
- Square Dances Kit 47
 - American Folk Dances Kit 49
 - Play Party Games (American Singing Games) Kit P
 - Southern Singing Games Kit R
 - Quadrilles by Lynn Rohrbough
8. Ace of Diamonds and Belking—4th, 5th, and 6th grades
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RCA 45-6176
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45-6179
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45-6182
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45-6183
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