

PHYSICAL EDUCATION in the ELEMENTARY SCHOOL

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Fifth Grade



BULLETIN 707

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INTRODUCTION

The physical education program for fifth grade is carefully planned to fit the age characteristics of ten- to eleven-year-old children. The following chart is designed to give teachers a summary view of these children as they are and to suggest certain needs that may be filled through the physical education program.

AGE CHARACTERISTICS

As They Are	What They Need
1. Height and weight show steady increase. Girls begin rapid growth period, usually taller than boys.	1. Various activities, such as running, jumping, hopping, throwing, and physical fitness activities; attention to posture is important.
2. Heart and lungs are almost to adult proportion. General health is excellent.	2. Vigorous activities followed by periods of rest.
3. Coordination good. Muscular strength does not keep pace with growth. Are interested in skill development.	3. Practice in specific skills, body mechanics, team games, stunts, and rhythmic patterns.
4. Desire to belong to groups, gangs, and teams.	4. Team games, relays, square dances.
5. Group approval is most important.	5. Tag games, physical fitness and self-testing activities, practice of skills, and other opportunities to gain attention.
6. Emotional.	6. Group games, relays, team games, singing games, folk dances, and square dances.
7. Love adventure and excitement. There is a developing interest in competitive activities.	7. Organized tag games, team games, stunts.
8. Enthusiastic about vigorous activities.	8. Tag games, team games, physical fitness activities.

As They Are

What They Need

- | | |
|---|---|
| 9. Some are easily discouraged and sensitive to failure. | 9. Varied activities within the abilities of the children.
Opportunities to perfect skills. |
| 10. Interest in rhythm is still high, particularly in girls. | 10. Creative rhythms, contemporary dances, folk dances, and square dances. |
| 11. Memory concept and attention span lengthened. Can listen and follow more easily than in previous grades. | 11. More involved activities with more difficult rules. Occasional discussion of attitudes and other matters of value. |
| 12. Reaction time is improved. | 12. Continued activities that reward success in escaping or in capturing others; opportunities to win, such as simple team games, games of elimination. |
| 13. Ability to appreciate and evaluate skill performance. | 13. Self-testing activities, stunts, team games, relays, and rhythms. |
| 14. Sex differences are appearing. Boys develop greater power in shoulder girdle muscles. There is some antagonism between the sexes. | 14. Many activities in which boys and girls can participate together. Others in which they may occasionally be separated. However, boys should not compete against girls. |

Progression of Skills¹

Some skills are introduced, some are practiced, and some are mastered during the school year. Ten- to eleven-year-olds are willing to practice skills as such and enjoy doing so. Some games included in this guide, therefore, are designed specifically for the practice of skills.

The teaching of certain physical education skills continues throughout all the grades. A good foundation in these skills is important because many that are introduced in the primary grades are maintained and improved in the grades that follow.

In selecting certain activities for desired outcomes, the teacher gives consideration to the interests and abilities of the pupils. A class, for example, may need to improve in one particular type of activity, or it may need additional practice in certain skills, or it may need some new activities that include elements recently learned.

Occasionally pupils may want to participate in activities beyond their capabilities and may even appear to be able to perform successfully in such activities. Difficulties often arise, however, in activities that are too highly organized or in which skills are too advanced for the particular age group. If pupils appear to dislike an activity, if they argue excessively, or if they seem to require repeated instructions, the activity may be too difficult for them.

Pupils, as a rule, tend to lose interest in an activity that requires an excessive amount of time to practice the skills involved. Because activities progress in difficulty as pupils progress in their mastery of skills, selection of activities should follow the progression of skill development. A well-balanced, widely varied program of activities based on a progression of pupil skills not only promotes desired outcomes but also holds the interest and enthusiasm of fifth grade pupils.

¹Houston Independent School District, Physical Education Guide for Third Grade, Houston, Texas, 1960.

PROGRAM OF INSTRUCTION FOR FIFTH GRADE

The physical education program for fifth grade consists of movement exploration, exercises, rhythmic activities, games and related activities, soccer, track and field, wrestling, volleyball, one-wall handball, basketball, football, softball, intramurals, gymnastics, and swimming and water safety.

An appraisal of physical fitness is made at the beginning of school, at mid-term, and at the end of school. During the year, activities which are designed to eliminate weaknesses are taught.

A balanced program of instruction is necessary. Skills that may be used throughout life are taught at this time emphasizing the need for a good foundation.

A suggested plan of activities is as follows:

Movement Exploration	5%
Exercises	5%
Rhythmic Activities	20%
Games and Related Activities (including all other separate sport activities)	45%
Gymnastics	15%
Swimming and Water Safety	5%
Appraisal of Physical Fitness (3-5 days) (beginning of school, mid-term, and end of school)	5%



A suggested unit plan for a forty-minute period is as follows:

FIRST WEEK

<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
Exercises Gymnastics	Jogging Gymnastics	Exercises Gymnastics	Jogging Gymnastics	Exercises Rhythmic Activities

SECOND WEEK

<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
Exercises Gymnastics	Jogging Gymnastics	Exercises Gymnastics	Jogging Gymnastics	Exercises Rhythmic Activities

THIRD WEEK

<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
Exercises Gymnastics	Jogging Gymnastics	Exercises Gymnastics	Jogging Gymnastics	Exercises Rhythmic Activities

Types of activities need not be changed within a given forty-minute period. For example: The teacher may plan to spend one period on gymnastics and vary the gymnastic activities within the period. Or, the teacher may spend the period playing two or three different games. It is suggested, however, that if skills are taught at the beginning of a period they should be followed by an activity using those skills. It is important that all types be included in the program.

MOVEMENT EXPLORATION*

Movement exploration, or movement education as it is sometimes called, is a problem-solving approach to the development of efficient, expressive, and effective movement of each individual through his understanding, appreciation, and application of the basic principles of movement.

How does movement exploration differ from traditional activities in physical education? Too often, with such games as kickball, softball, and volleyball, a majority of the class has been standing around waiting a turn or a chance to actively participate. In movement exploration each of these youngsters works on a movement problem, such as, see how many ways you can jump and then land (both feet, right foot, left foot, sideways, and any other ways they devise). Another example would be for youngsters to try to work out a variety of movement patterns during a 30-second time span.

The approach used in movement exploration is based on a high degree of pupil involvement. Emphasis, however, is on individual rather than group activity. The learning experiences involve work with the elements of movement--time, space, force, and flow. One learning situation is built upon another. The problems are so arranged that children, through the process of developing efficient skills and understanding, will have a sense of accomplishment immediately following each problem.

Some of the objectives in movement exploration are to:

- . Provide experiences which enable children to progress according to their own rate and level of development.
- . Provide opportunities for children to create, explore, and gain repeated experience and practice.
- . Provide an understanding and effective use of the movement factors of time, force, space, and flow.
- . Enable children to gain an optimum development of physical capabilities such as: endurance, flexibility, strength, agility, balance, and coordination.

One of the greatest benefits a child can obtain from Movement Education is constant encouragement to work for a greater proficiency and control of his body. At the same time he will acquire a knowledge of words that describe various movements, and he will also develop a kinesthetic understanding of the meaning of the words as he moves about.

*Portions of the fifth-grade text on Movement Exploration were developed from Movement in Physical Education by Bill Bentley, Elementary Physical Education Instructor, Broward County School, Florida, 1970, and Movement Education for the Elementary School, Department of Education, St. Paul, Minnesota, 1969.

Just as a child is taught the arithmetic processes as a basis for building algebraic concepts, he should also be provided opportunities to explore the various aspects of movement, in order that he might build his physical skills. Such important fundamental movements as move to the left, right, forward, backward; walk under an object, over an object; stand tall, small, wide, narrow--all take on added appeal when children are asked to interpret in unison these concepts of space relationships.

Suggested Problems in Movement

SPACE

- Can you move forward? Backward? Sideward? In a circle? Diagonally? Can you combine all five, changing your level from upward to downward?
- Can you form a letter from your name by using your body? How could you form this letter at a low level? High level? With a partner, see if you can make a word out of your body shapes. Can you move around while holding these shapes? Can you mix the letters up without losing your own letter shape?
- Can you make a bridge with a partner?

TIME

- Can you move one part of you very fast and another very slowly at the same time?
- Can you walk around the room and keep your ball bouncing fast? Can you do the same thing slowly that your partner is doing fast?

FORCE

- How would you walk against a strong wind?
- How softly can you bounce a ball against the wall?
- Can you toss a beanbag to a partner as if it were very heavy? Very light?

FLOW

- Can you balance on three parts of your body, then with a smooth, continuous movement, change to a different three parts?
- Can you combine a kick, a catch, and a throw in a smooth, continuous motion?
- Can you make a ball roll smoothly while pushing it with your feet? Can you use both feet?



Fifth graders enjoy movement exploration activities

EXERCISES

Conditioning Exercises

Conditioning exercises are designed to develop balance, coordination, flexibility, strength, and endurance. They often require the use of muscles not frequently used in everyday activities. Fifth graders need a variety of exercises to increase their muscular strength as they move through a period of growth in height and weight. Some are easily discouraged and will need added assistance with their new exercises.

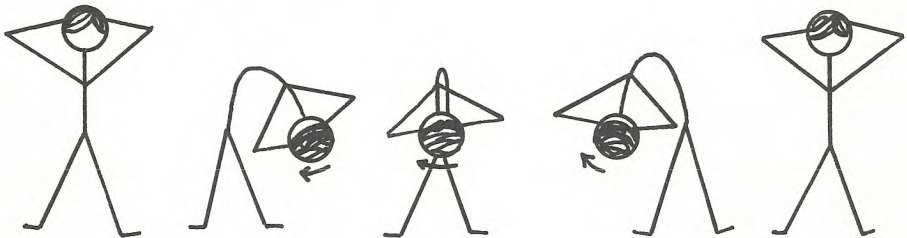
Trunk Twister

Principal Values - Flexibility

Starting Position - Straight standing position, hands clasped behind head, feet shoulder width apart

Action - Keep legs straight, bend forward at waist until upper body is parallel with floor, then rotate the upper body in a circle to the right. Make a complete circle to the right four times, then to the left four times.

Note - This exercise should be executed with an easy steady motion. It should not be jerky.



Peanut Pusher

Principal Values - Flexibility

Starting Position - Kneeling (sitting on legs) with arms close to head and extended forward

Action - Slowly move the arms forward keeping the head close to the floor. Start to straighten the arms while bringing the head up and arching the back. Straighten the arms and bring the lower legs up and attempt to touch the back of the head with the feet.

Note - This exercise should be done to a slow 1-4 count.



Swedish Trunk Swing

Principal Values - Shoulder strength, upper body flexibility

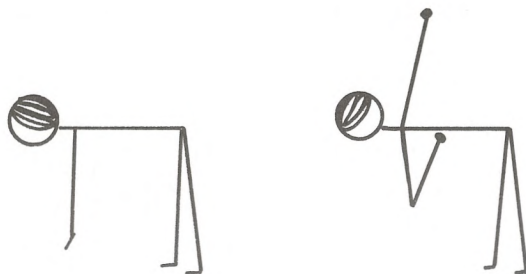
Starting Position - Standing with trunk flexed, feet shoulder width apart, arms hanging down and fists loosely clenched

Action -

Count 1-2 - From a relaxed position with the arms hanging loosely, swing both arms to the left, and up and back. Look toward the left arm. (The right arm will come across the chest.)

Count 3-4 - Swing both arms to the right, and up and back. Look toward the right arm. (The left arm will come across the chest.)

Note - There should be an easy rhythmical swing of the arms.



Single Leg Grasp

Principal Values - Abdominal Strength

Starting Position - Supine position with arms at sides

Action -

Count 1-4 - Bend head forward until chin touches chest. Clasp right leg and pull in as close as possible to chest. Keep left leg straight and toes pointed. Left heel should be raised approximately two inches.

Count 1-4 - Return to starting position.

Count 1-4 - Repeat the exercise clasping the left leg.

Count 1-4 - Return to starting position

Note - Do not rush this exercise. Use a slow count.



Sitting Alternate Toe Touch

Principal Values - Abdominal strength, stretches trunk extensors

Starting Position - Straight sitting position with legs spread and arms extended sideward, toes should be up

Action -

Count 1 - Twist the upper body to the right as far as possible

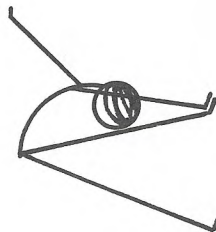
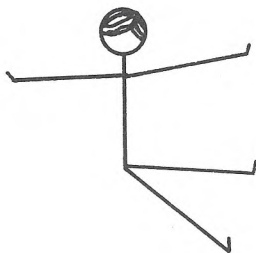
Count 2 - Bend forward and downward touching the left hand to the right foot with the right arm extended backward and upward.

Count 3-5 - Stretch and bounce on successive counts touching hand to foot (head may also touch leg)

Count 6 - Return to starting position.

Count 1-6 - Repeat the exercise twisting the upper body to the left and touching the right hand to the left foot.

Note - Execute with an easy motion.



Tuck Jump

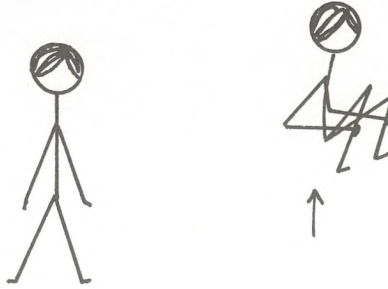
Principal Value - Coordination and leg strength

Starting Position - Straight standing position with legs slightly flexed

Action - Bring the forearms up to approximately right angles with the ground. Flex the legs and jump bringing the legs into a tucked position. With the hands lightly clasp each leg

separately, right hand clasping right leg and left hand clasping left leg. Quickly release and again assume the starting position. Repeat several times.

Note - This exercise is the same as a tuck jump on the trampoline.

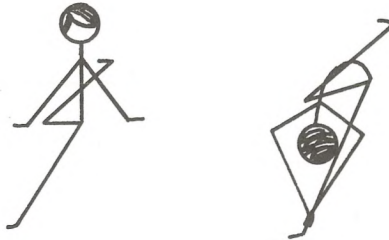


Hurdle Sitting Stretch

Principal Values - Stretch hamstrings and lower back

Starting Position - Straight sitting position with left leg extended straight in front and right leg obliquely to the side

Action - Bring upper body forward over extended left leg and attempt to bounce head lightly to knee. You may grasp extended leg with hands. Repeat exercise with right leg extended.



Jogging

Principal Values - Endurance

Starting Position - Arms at sides with feet in a stride position

Action - Jog continuously for five minutes

Note - Encourage children to set their own pace. Do not make it a race.

Exercises to Music

Whenever possible, it is most desirable to use musical accompaniment to most exercises. This may be in the form of records, tapes, rhythm instruments, or piano.

A variety of selections and tempos should be used in the program. It is fun to exercise to music and it will motivate children to eagerly respond to exercise time!



Single leg grasp



Variation of Swedish trunk swing

RHYTHMIC ACTIVITIES

Rhythm skills, singing games, creative rhythms, folk and recreational dances, square dances, and marching are included in the fifth grade rhythmic activities. All of these activities are important in order to provide students with a balanced program of instruction in rhythms.

Rhythm Skills

To assist the fifth grade teacher, all rhythm skills taught in the previous grades are listed.

Kindergarten:

Even rhythms are those in which each beat is given the same amount of time.

Uneven rhythms are those in which the beats are given an unequal amount of time.

Non-locomotor skills may be performed to even and uneven rhythms.

Turn in place.

Second Grade:

Change step

Changing partners

Turn under

First Grade:

Bow and curtsy

Step-close for first grade (to the side only)

Circle left (clockwise), circle right (counterclockwise)

Two-hand swing

Skaters' position

Third Grade:

Step-close

Step-hop

Bleking step

Fourth Grade

Promenade

Step swing

Grand right and left

Elbow swing

Heel and toe (polka)

Waltz-run

Forward and back

One-hand swing

Do-si-do

Sashay (slide)

Castoff

Into center and back

Home Position

Corner

Head Couples

Opposite

Side Couples

Rhythm skills for the instructional program in the fifth grade are as follows:

Two-step

Step forward on the left foot, close with the right foot, step left again, and pause. Alternating the lead foot, the action would be left, close, left, pause; right, close, right, pause, etc.

Star

Two or more children join either right or left hands across the center and move once around. A right-hand star moves clockwise 8 counts. A left-hand star moves counterclockwise 8 counts.

Polka Step

The polka is very much like the two-step. It consists of a two-step preceded by a quick little hop.

One method of instruction is for children to walk through the steps slowly at first -- hop, step, close step. Gradually increase the tempo to a quick hop followed by a step, close, step.

Forward polka

In learning the polka, pupils may be confused with the analysis of the step. For this reason it is usually easier to teach the step using those skills that pupils can perform. The gallop and slide are the skills most often used for this purpose. If pupils are learning a dance in which the forward polka is used, it may be easier to teach the polka from the gallop. This is done by asking pupils to gallop with the right foot forward. This action is continued until most of the pupils have mastered it.

The next step is to have the pupils gallop forward three gallops with the left foot forward then change to gallop with right foot forward. This action is continued until most of the pupils have mastered it.

Then pupils are ready to gallop forward two gallops with the left foot forward, then change to gallop with the right foot forward. When pupils have mastered this step, they are doing the polka. (The second gallop is incomplete because as the child hops on the forward foot he swings the other foot forward.)

Pupils may start with either foot forward. The important thing is to change the left foot after two gallops.

Face-to-Face and Back-to-Back Polka

The face-to-face and back-to-back polka is often learned from the slide. After forming a single circle facing center, the pupils slide four times to the right turning on count four to face the outside of the circle, then slide four times to the left. (Pupils continue moving counterclockwise around the circle even though the lead foot has changed.) Pupils continue this procedure turning on count three then turning on count two. When pupils have mastered this skill, they are doing the polka.

The next step may be to have pupils form a double circle, all facing one direction, inside hands joined. After hands are joined they may face their partners to be in position to practice the step. At this point the girl is facing the center of the circle, and the boy is facing the outside of the circle. As they do the polka, they first face each other, then turn away from each other; hence, the terminology "face-to-face and back-to-back." Some pupils may have trouble in turning, and it may be wise for pupils to be fairly skilled in the single formation before attempting to execute this step with a partner. The step is impossible if a child is turning the wrong way. With hands joined it is important to let the arms swing between partners so that they are behind when pupils are face-to-face and forward when pupils are back-to-back.

Step-close-step

One additional step is added to the step-close which makes a left, right, left or a right, left, right.

Schottische

This step involves three steps and a hop (left, right, left, hop or right, left, right, hop). It is done to an even rhythmical beat (4/4, 2/4 music).

Grapevine

Step to the right on the right foot (count 1); cross the left foot over in front of the right foot (count 2); step to the right on the right foot (count 3); cross the left foot behind the right foot (count 4). This step can be done starting with either foot. In many dances the fourth step is a brush step without changing weight.

Allemande left

Two children face and join left hands. They walk forward in a complete circle and back to original position.

Step-swing balance

Step left, then swing the right foot forward, or step right and swing the left foot forward. This step may also be done sideward by stepping right to right side and then swinging the left foot in front of the right, a step left and swing the right foot in front of the left foot. The step-swing may be preceded by other walking steps such as step,

step, swing; or step, step, step, swing.

Tinikling step

With right side toward poles, leap from left foot (outside poles), onto right foot, step left (inside poles) raising opposite foot behind; leap onto right foot outside poles on opposite side (with left foot raised and ready to leap back inside).

Bamboo Hop

With right side toward poles, leap from left foot (outside poles), onto right, hop right (inside poles), then leap out of poles on left.

Singing Games

Singing games may be taught in many ways. The song may be taught first and the movements added later; movements may be presented first and the song learned gradually as children enjoy the game; or the song and action may be taught at the same time. There is no "best" way, and teachers usually vary their methods of presentation with various singing games.

Three types of accompaniment are used for singing games--voice, piano, and records. Children enjoy singing as they perform the activities with piano and/or record accompaniment. However, teachers need not feel that a particular singing game is impossible because they do not have the record and cannot play the piano. Children can do these activities using vocal accompaniment alone.

Oh, Susanna

Skills: Walk, partner swing, grand right and left, promenade.

Accompaniment: Vocal or record

Records: Folkraft 1186
Pioneer 3007
RCA Victor 6178

Formation: Partners in single circle, facing center.

Words:

Oh, I come from Alabama
with my banjo on my knee

Action:

Girls take 4 steps to center of circle and 4 steps back to place.

I'm going to Louisiana, my
true love for to see

It rained all night the day
I left, the weather was so dry

The sun was so hot I froze
to death, Susanna don't you cry.

Oh, Susanna! Don't you cry
for me,
'Cause I come from Alabama
with my banjo on my knee.
. . . . Repeat chorus

Polly-Wolly-Doodle

Skills: Slide, skip, stamp,
change partners

Boys take 4 steps to center of
circle and 4 steps back to place.

Do-si-do partner.

Do-si-do corners.

Grand right and left around circle
until meeting seventh person
(counting partner as #1) and prom-
enade with new partner to boy's
original position.

Accompaniment: Vocal and/or
piano or record

Record: ABC 5002

Formation: Double circle, part-
ners facing, both hands joined
and extended sideward,
shoulder high

Words:

Verse 1

Oh, I went down South
to see my Sal,
Sing Polly-Wolly-Doodle all the
day;

My Sally is a Spunky gal,

Sing Polly-Wolly-Doodle all the
day.

Chorus

Fare thee well,

Fare thee well,

Action:

4 slides clockwise.

With 5 light stamps partners
circle away from each other,
returning to place.

4 slides counterclockwise.

Circle as described above.

Boys bow.

Girls curtsy.

Fare thee well, my fairy fay,

Boys take 8 skips clockwise as girls take 8 skips counterclockwise.

For I'm going to Louisiana,
for to see my Susyanna,

Repeat skips in opposite direction.

Sing Polly-Wolly-Doodle all the day.

Partners join right hands, skip around each other; then boys move counterclockwise and girls clockwise to take the next person as their new partner.

Verse 2

Oh, my Sally is a maiden fair,
Sing Polly-Wolly-Doodle all the day;
With curly eyes and laughing hair,
Sing Polly-Wolly-Doodle all the day.

Repeat action described for Verse 1.

Repeat Chorus.

Repeat Chorus action.

Creative Rhythms

Creative rhythms are a means of self-expression. Children need many opportunities to express themselves--through physical education activities as well as through art, music, and writing. Creative rhythms use the body as an instrument for self-expression. Through movement children show what they see, how they feel, and what they think. All children are creative. When a child discovers and communicates something new to him he is creating. Sometimes a person is reluctant to express ideas because he feels that to be creative he must do something that has never been done before. Ideas need not be new to everyone; they need only be new to the creator. When a child discovers for himself a way to do something, when he expresses his own idea, when he shows what he sees and feels, he is being creative.

Creative rhythms may be accompanied by percussion, piano, voice, and records. Percussion accompaniment involves striking, beating, shaking, or scraping and can be created by clapping, hitting two sticks or blocks together, beating a drum or tom-tom, shaking gourds, or scraping sandpaper. Children can make and use many rhythm instruments.

Suggestions for activities are as follows:

Various activities in movement exploration can be done with rhythmic accompaniment.

Create movements with poem, song, and musical accompaniment.

Improvise, compose and solve rhythmic problems.

Folk Dances

Folk dances, like folk songs, have been handed down through many generations. Many of these dances come from foreign countries.

There are several ways in which folk dances may be taught. The music may be played and the dance demonstrated, or the steps may be taught and then fitted with the music. The dances are divided into parts, and it is usually easier to teach each part separately. In simple dances, it is sometimes possible to teach the entire dance at one time before having children dance with the music. Some teachers prefer to teach the hardest part first; some prefer to teach the easiest part first. It is helpful to children if the teacher gives oral directions as they are learning a step. For example, he may say, "clap, clap, bow-- , clap, clap, bow--," etc. This gives children definite directions and a sense of the rhythm of the dance that they are learning. There is no best way to teach dances; teachers vary their method of presentation with various dances.

Children learn to fit their movements with the musical accompaniment. In written directions for dances, it is necessary to give the number of steps used in a particular part of the music. This number may be used when first teaching the dance. Children are encouraged, however, to change their step when the music changes rather than to count the number of steps. If children become too conscious of the number of steps, they often do that number, whether or not it is with the music.

Greensleeves

Skills: Walk, star, arch

Accompaniment: Record

Records: RCA Victor 6175
World of Fun M-106

Area: Gymnasium, classroom, or outdoors

Formation: Double circle, partners facing counterclockwise, inside hands joined. Couples are numbered off by 1's and 2's around circle.

Action:

Measures:

1. Walk forward around circle (16 steps) 8
2. Couples #1 turn around and face couples #2. Right hand star eight steps clockwise; left hand star, finishing in original position. 8
3. Couples #1 raise their joined inside hands to form arches. Couples #2 walk forward 4 steps passing under arch while Couples #1 walk four steps backward 4
4. Repeat 3 with Couples #2 making the arch and Couples #1 passing under 4
5. Repeat all of 3 and 4 8
(This figure is termed "turn the sleeves inside out.")

Repeat dance as many times as desired.

Ace of Diamonds*

Skills: Elbow swing, Bleking step, polka

Accompaniment: Record

Record: RCA Victor LPM - 1622

Area: Gymnasium, classroom, or outdoors

Formation: Partners face each other in a double circle (the boys on the inside and the girls on the outside).

Action:

Measures
2/4

Figure A

All clap twice, link their right elbow with their partner's, and turn clockwise with six running steps.

1-4

*This particular text for "Ace of Diamonds" is from: Kraus, Richard. A Pocket Guide of Folk and Square Dances and Singing Games for the Elementary School. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1966.

The action is repeated--two claps and a counterclockwise turn with left elbows hooked. 5-8

Figure B

All do the Bleking step. With hands on their hips, all spring lightly in place on their left foot, placing their right foot forward, heel on the floor and toe up. They pause. Then they spring in place on their right foot, place their left foot forward, and pause. Then, faster, they place their right foot forward, their left foot forward, their right foot forward, and then pause. 1-4

This action is repeated, beginning with the left foot forward--left, right, and left-right-left, pause 5-8

Figure C

Partners join inside hands and do eight face-to-face and back-to-back polka, traveling counterclockwise. If they are able, they may do eight turning polka steps counterclockwise. 1-8

Heel and Toe Polka*

Skills: Heel-toe and
Step-close-step

Accompaniment: Record

Record: Old Timer 8005
MacGregor 400

Area: Gymnasium, classroom, or
outdoors

Formation: Double circle, all
facing counterclockwise. Boys
are on the inside, and partners
have hands joined. Directions
are for the boy. Girl uses
opposite foot.

*This particular text for "Heel and Toe Polka" is from: Dauer, Victor P. Dynamic Physical Education For Elementary School Children, Minnesota: Burgess Publishing Company, 1968.

Action:	Measures
	2/4
With weight on the inside foot, extend the outside heel forward on the floor. On "toe," bring the toe alongside the instep. Weight is still on the inside foot. Step left, right, left. (Heel-toe, step-close-step)	1-2
With weight on the outside foot, repeat the measures 1-2 beginning with the inside heel and toe. Step right, left, right. (Heel-toe, step-close-step)	3-4
Repeat measures 1-2. (Heel-toe, step-close-step)	5-6
Repeat measures 3-4. (Heel-toe, step-close-step)	7-8
With inside hands joined and partners side by side, do 8 two-steps in line of direction.	9-16
Repeat as often as desired.	

Variation:

1. The dance can be done as a couple dance in social dance position. During the 8 two-steps, the dancers can do two-step turns.
2. The polka step can be substituted for the two-step.
3. Heel and Toe Polka Mixer. A mixer can be made out of the dance in the following manner. The entire dance is done as described above (Measures 1-16). During a repetition of the dance, 1-8 are not changed. During measures 9-16, the dancers change partners by the boys' turning in a small circle to the left to the girl behind them, while the girl turns to her right in a small circle returning to her position. She looks for the boy coming from the couple ahead of her.

Hora*

Skills: Step and cross and step-swing balance

Accompaniment: Record
 Records: RCA LPM 1623
 Educational Dance
 Recordings FD-2
 Folkraft 1110
 Folk Dancer MH 1052

*This particular text for "Hora" is from: Kraus, Richard. A Pocket Guide of Folk and Square Dances and Singing Games for the Elementary School. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1966

Area: Gymnasium, classroom, or outdoors

Formation: Single circle, no partners. All face center and place hands on neighbor's shoulder

Action:

Measures:

All step to the left side with their left foot and cross their right foot in back, their right foot taking the weight.

1

Again all step to the left with their left foot, hop on it, swing their right foot across in front (step-swing balance).

2

All step on their right foot, hop on it, and swing their left foot across in front.

3

Note: There are more difficult Hora steps, but this is the basic action, and may be done traveling to the right as well. Often the Hora begins slowly and then speeds up.



Hora

Tinikling

Skills: Tinikling step, bamboo hop, moving poles



Accompaniment: Record

Records: EZ 701
RCA Victor EPA 4126
RCA Victor LPM 1619
(Album)

Area: Gymnasium, classroom, or outdoors

Equipment: Two 6-foot bamboo poles and two 24-inch-long 2x4's (The 2x4's are placed under the poles--one at each end)

Formation: Two players sit on the ground opposite each other, holding the poles in each hand. (The boards are placed under the poles, near ends). Two dancers stand facing each other, right sides to poles. The two seated players hit the poles together in a steady rhythmical pattern. *The poles, which are about 18 inches apart, are glided across the boards and struck together on count 1 and then raised and separated. On counts 2 and 3 the poles are tapped twice against the boards.

Pole Pattern for Tinikling Step and Bamboo Hop

-- Strike poles together (count 1), strike poles on boards twice (count 2 and 3).

Tinikling Step

-- With right side toward poles, leap from left foot (outside poles), onto right foot, step left (inside poles) raising opposite foot behind; leap onto right foot outside poles on opposite side (with left foot raised and ready to leap back inside).

Bamboo Hop

-- With right side toward poles, leap from left foot (outside poles), onto right, hop right (inside poles), then leap out of poles on left.

Action:

Measures:

3/4

Introduction

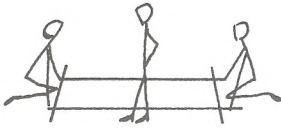


FIGURE I

- A. All stand. Boys have hands on hips, girls hold skirts. 4
- B. Stand (count 1) tap right foot twice between poles (count 2 and 3)

Repeat B three times 3

A. Front tiniklings

- 1. Starting with left foot do seven tinikling steps. When starting with left foot, the right hand is about head level. When starting right, left hand is up. 7

- 2. One turning bamboo hop. ($\frac{1}{2}$ turn on count 2) 1

B. Repeat Figure I starting right. 8

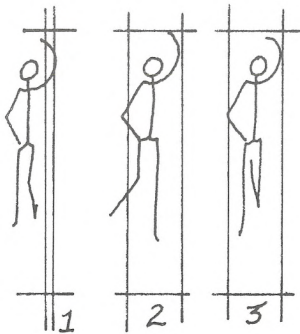


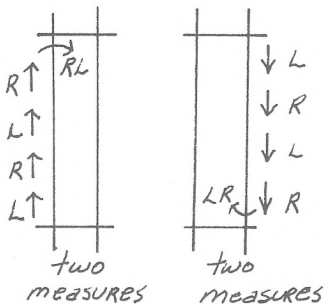
FIGURE II

A. Walking tiniklings

- 1. Walk three steps forward (left, right, left) then one turning tinikling step starting right. Girl holds skirt; boy has hands on hips. 2

Repeat twice. 4

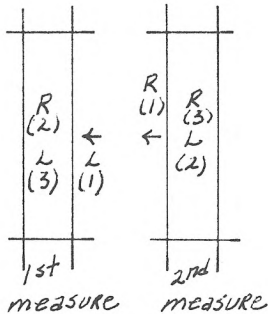
- 2. Walk forward three steps (right, left, right) then do one turning bamboo hop. 2



- B. Repeat Figure II moving in opposite direction.
(The last hop is done outside to end with both feet outside, facing pole.)

8

FIGURE III



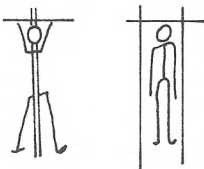
- A. Side tinklings

1. One tinkling step forward following by leap forward (outside), step backward (inside), step in place. 2
2. Repeat, alternating forward and backward across poles. 5
3. End outside of poles by stepping forward (outside) followed by one turning step in place (outside). 1

- B. Repeat Figure III starting across other pole.

8

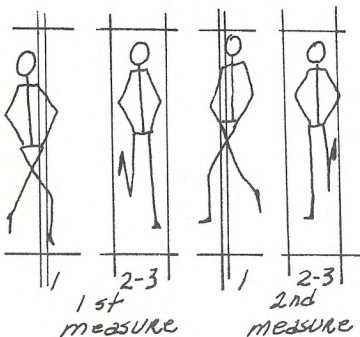
FIGURE IV



- Double bamboo hop 16 times.
Jump placing feet apart (outside), at the same time bring arms up then jump twice, feet together (inside), bringing arms to sides.

16

FIGURE V



- A. Cross bamboo hop

1. Facing forward, do one bamboo hop crossing left foot in front of right (outside). Girl holds skirt; boy has hands on hips. 1
2. Bamboo hop (without crossing to left side of poles). 1

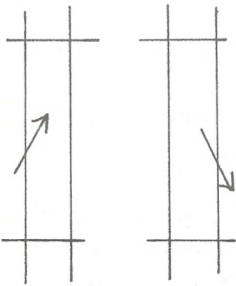
Measures:
3/4 time

Repeat A, 1 and 2
twice. 4

3. Repeat A, 1; bamboo hop
turning right. 2

B. Repeat Figure V; end on
left side of poles. 8

FIGURE VI



A. Diagonal tiniklings

1. Step in place (count 1), bring
arms up, step diagonally
forward (inside), step (in-
side). 1

2. Bringing arms down, leap
diagonally backward
(outside other pole),
step (inside). 1

3. Repeat 1 and 2 twice mov-
ing diagonally forward and
backward crossing one
pole then the other. 4

4. Repeat 1 then do one turn-
ing tinikling. 2

B. Repeat Figure VI. 8

At end bow or curtsy.

Suggestions:

1. The short (5-foot) poles are used by two pole players and one dancer. The long (9-foot) poles are used by two pole players and two dancers (partners).
2. Before using the bamboo poles it may be helpful to practice the pole pattern by clapping hands together once, then clapping hands to knees twice. If pupils sit "Indian style" the knees will be about the same distance apart as the poles should be when they hit the board.
3. In learning the basic steps pupils should practice without the poles. Lines may be drawn on the floor, or jump ropes and/or stationary

poles may be used. Pupils should be able to do the steps before attempting them with the moving poles.

Encourage pupils to step high enough that they will be able to do the steps over the moving poles later.

Recreational Dances

Recreational dances are those that have been developed because of their interest for children and are not traditional. These dances are taught in the same manner as the folk dances.

Horse and Buggy Schottische

Skills: Schottische step, step-hop

Accompaniment: Record

Record: 1166 Folkraft

Area: Gymnasium, classroom, or outdoors

Formation: Couples are in sets of four in a double circle. Partners hold inside hands and join outside hands with the other couple.

Action:

Measures:
4/4

Figure A

Boys start on left foot, girls on right. Move forward with 2 schottische steps. Take 4 step-hops forward, swinging free foot forward.

2

Figure B

Take 2 schottische steps as above, but this time, instead of 4 step-hops forward, the lead couple drops own hands (retains hands of couple between them) and casts off, boy moving to left, girl to right, to fall in behind other couple. They take 4 step-hops to do this figure. Join hands as in start of dance and repeat from beginning, with lead couple casting off each time.

2

Glow Worm

Skills: Walk, grapevine, turn under

Accompaniment: Records

Records: EZ 6013
Folkraft 1158
MacGregor 310

Area: Gymnasium, classroom, or outdoors

Formation: Double circle, partners facing counterclockwise, inside hands joined.

Action:	Measures
	4/4
1. Start on outside foot, walk forward 3 steps and brush inside foot forward	1
2. Repeat starting with inside foot	1
3. Partners facing, both hands joined, step to side (counterclockwise), step backward, step to side and brush foot forward	1
4. Repeat in opposite direction	1
5. Face counterclockwise, inside hands joined. Girl turns under boy's arm with 3 steps and a brush	1
6. Repeat in order to complete circle returning to original position	1
7. Move forward with 4 two-steps	2

Square Dances

Square dances are so named because they are done in a square or quadrille formation. They may be contemporary or traditional and are often considered America's contribution to folk dancing.

Pupils are encouraged to listen to the caller who tells them what to do. Records are available with the calls, but teachers or pupils may call the dances. All square dances must have calls for pupils to follow. Pupils learn to square dance by executing calls. Once the call is learned, it remains the same in all square dances.

Life On An Ocean Wave

Skills: Honor corner and partner, cross-over swing, promenade, allemande left, grand right and left.

Accompaniment: Record

Records: EZ 4005
Folkraft 1251*

Area: Gymnasium, classroom, or outdoors

Formation: Couples are in square dance formation

Call:

Action:

Introduction--All join hands and circle to the left; back to right; allemande left, grand right and left, promenade.

1. Head two ladies cross over and by the opposite (gentleman) stand.
 2. Side two ladies cross over and all join hands.
 3. Honor your corner lady, honor your partners all.
 4. Swing your corner lady, and promenade home.
 5. Repeat action through 4.
 6. Repeat action starting with head ladies, head gentlemen, or as called.
 7. Repeat action (6).
1. Girls of couples #1 and #3 exchange places.
 2. Girls of couples #2 and #4 exchange places; all 8 join hands; now drop hands.
 3. Bow to new corner; bow to new partner.
 4. All swing corner and promenade around square with corner who now becomes a new partner. (Boy returns to his original position.)

* This record has an introduction and end that includes circle left and right, forward and back, swing corner and swing partner.

Little Old Log Cabin in the Lane

Skills: Circle left and right, balance, swing, allemande left, grand right and left, promenade.

Accompaniment: Record

Record: EZ 4005

Area: Gymnasium, classroom, or outdoors

Formation: Single circle, hands joined, all facing center.

Call:

Action:

1. All join hands and circle to the left around the hall
To the little old log cabin in the lane.
 2. You're going wrong, go back the other way,
To the little old log cabin in the lane.
 3. Places all and balance all and everybody swing
To the little old log cabin in the lane.
 4. The left hand to your corner and your partner by the right.
 5. And you grand right and left half around,
First by the right hand,
And next one by the left
To the little old log cabin in the lane.
 6. And when you meet your partner you make your homeward flight
To the little old log cabin in the lane.
1. Join hands and circle clockwise.
 2. Circle counterclockwise.
 3. Face partner and balance left and right; swing partner.
 4. Allemande left with corner, then join right hand with partner.
 5. Grand right and left around circle until you meet partner.
 6. Swing once around with partner and promenade to original position.

Marching*

The ability to execute basic marching maneuvers is a skill that all fifth and sixth grade boys and girls should acquire. Knowledge of how to line up and form marching formations can be a lifesaver, in the event of a fire or some other emergency which demands rapid and orderly exit. Children who have received instruction in marching are less apt to panic at the thought of mass exit from a building.

Marching maneuvers can be fun to children whether they march once around the gym to a stirring Sousa march or execute a series of rapid-fire commands: "Left face!" "Right face!" "Left face!"

Proper discipline is a must in providing good instruction in physical education classes. Organizing the class into groups or teams and occasionally spending a few minutes marching can be fun as well as meaningful.

Suggested marching maneuvers and music are as follows:

Marching Maneuvers

Fall In	Halt
Attention	Mark Time
At Ease	Right Face
Dress Right Dress	Left Face
Forward March	

Music

"Washington Post March"	"Colonel Bogey"
"Semper Fidelis March"	"U. S. Field Artillery March"
"Marine's Hymn"	"Yankee Doodle"
	"Yellow Rose of Texas"

*A portion of this text on marching is from: Drehman, Vera L. Head Over Heels--Gymnastics for Children. (New York: Harper and Row), 1967.

GAMES AND RELATED ACTIVITIES

Games

Pelota en el aire (Ball in the air)*

Equipment: A volleyball or utility ball

Skills: Passing, catching, running

Area: Asphalt area or gym

Number of players: 15 or fewer per team

Formation: Team A is lined up and team B is in a circle.

Action: Team A lines up in "ready to run" position inside the home boundary. Team B forms a circle (each player a few feet away from the next). At a given signal, each team begins its special action.

Members of team A run as fast as possible around team B. When all players are back within the home boundary, they shout "Stop." At the same time, players on team B pass the ball around the circle as fast as possible. Player 1 of team B throws the ball backwards over his head to player 2, who throws it in the same way to player 3, etc. As each player catches the ball he counts aloud the number of passes. Team B makes as many passes as possible while team A is running. When team A shouts "Stop" the player with the ball on team B finishes his pass, and the number is recorded.

The teams then change places and do the other action. This can continue as long as desired. The winning team is the one which has made the highest number of passes.

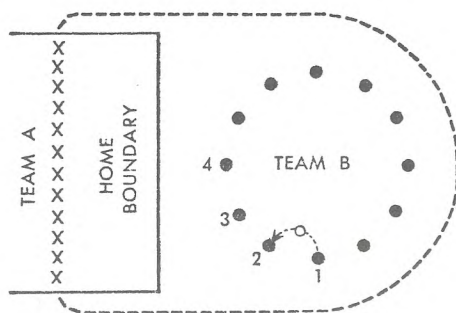
Keep-Away

Skills: Dodging, throwing, running

Equipment: A volleyball or utility ball

Area: Asphalt area or turf 50' x 50'

Number of players: 24 or fewer per game



*These directions for "Pelota en el aire" are from: International Council on Health, Physical Education, and Recreation. Games and Dances. Washington, D. C.: National Education Association, 1967.

Formation: Group is scattered in playing area.

Action: The game starts with a team having the ball and trying to keep it from the other team. He passes the ball to another team member when he is about to be touched. When the opposing team intercepts the ball, it receives a point, The team with the largest number of points at the end of the class period will be declared the winner.

Suggestion: Demonstrate how to throw the ball with a quick movement and still control the flight of the ball.

Variations: A team can advance the ball from one end of the play area to the other, hit a post with the ball and receive a point. The team with the most points at the end of the period will be declared the winner.

Tug-O-War

Equipment: A one and a half inch rope, 25 feet long; whistle

Skill: Pulling

Area: A space of 40 feet long (either in gymnasium or outdoors)

Number of Players: 6 to 15

Formation: Divide the class into 2 equal groups. Have them line up in a straight line, one behind the other, with the leaders facing each other.

Action: Have the teams line up on each side of a marked line, each player holding to the rope. On a signal from the instructor, the teams will start to pull backward on the rope. The team pulling the leader of the opposing team over the line will be declared the winner.



Classroom Games

Beanbag Pass

Equipment: Beanbag for each team

Formation: Players are seated at desks. Each row of desks constitutes a team.

Action: The game is started with the signal "go." Each person with a beanbag passes it to anyone on any team he can reach without leaning on the desk. The beanbag must be placed on the desk and not thrown. The object of the game is to avoid being caught with the beanbag. When the leader says, "stop," all who are caught with beanbags must accept one point against their team for each beanbag on their row. The signal is given to start the game again. The game continues as long as desired, the team having the least number of points being the winner.

Numbered Chairs

Equipment: None

Formation: In a classroom, the game may be played with parallel rows of chairs.

Action: Children number off consecutively, but it is made clear that the number refers to the chair or position in which he is sitting. The player in No. 1 chair calls a number and the person sitting in that position must answer immediately with another number. This is continued until someone hesitates too long or misses, at which time the one who fails must take the last seat in the room (the highest number). All others move forward one place to fill in his original place. Those who have moved now take new numbers. The idea of the game is to move progressively toward No. 1 and stay there.

Clothes Pin Drop

Equipment: Milk bottles and five clothes pins for each group

Formation: Have groups of five form straight lines.

Action: Have each member of each group drop five clothes pins one at a time in the milk bottle from an upright position. Each player receives a total of three turns. The winner is the player having the highest score after all players have had their three turns. Each player's scores are added to get his total.

Variations: The players can drop the clothes pins with their eyes shut.

Players can drop the clothes pins as they walk by the milk bottles.

Individual and Dual Activities

Children should be divided into small groups to participate in these activities. This gives each child a chance to perform more often. In teaching these activities for the first time it may be helpful to work with the entire class, but as soon as they understand the activity they can divide into groups with the teacher moving from one group to another.

Rope Skipping

Long ropes:

Equipment: One long rope

Action: Progressions for the long rope are as follows:

- Bounce utility ball while jumping.
- Bounce ball to partner who may or may not be jumping.
- Toss ball to partner who may or may not be jumping.
- Jump while holding ball between knees. Try for 8 jumps.

Short ropes:

Equipment: One jump rope for every two children.

Action: Partner participation (each turns an end of one rope) as follows:

- Stand side by side. Use outside hands to turn the rope.
- Place inside hands on shoulders.
- Join inside hands.
- Place inside hands on waists.

Principal Values: Leg strength, coordination, and endurance.

Hand Tennis

Equipment: Utility ball or tennis ball

Skill: Hitting a ball with the hand

Area: Gym, sidewalk, or hardtop

Number of Players: 2 or 4

Formation: Two 5' squares (5' x 10' area) and one player in each square, facing each other.

Action: One player bounce-serves the ball into the square of his opponent. After ball bounces in the opponent's square, he returns it by batting it in an upward direction. The ball is played with the open hand. Points are made only by the server. He loses the serve if he fails to make a good serve or a good return. A point is made if the receiver fails to make a

good return. Fouls are as follows:

Hitting the ball out of the square (Liners are good.)

Hitting the ball with the fist

Catching and holding the ball

Hitting the ball downward

When the server fouls, he loses the serve. When the receiving player fouls, the server scores a point.

Suggestions: Begin the game with a 13" utility ball and as skill increases, use smaller balls. With a class of approximately 30 students, a minimum of 4 courts should be available. Those waiting to play may engage in other activities.

Variations: Play with partners and let each side alternate hitting the ball. Have a game of 11 points. Alternate serves every time a point is scored.



A game for home or school

Paddle Tennis

Equipment: Old tennis balls and paddle tennis paddles

Skill: Hitting a ball with a paddle

Area: Gym, sidewalk, or hardtop

Number of Players: 2 or 4

Formation: Most courts in the elementary school vary from 17' x 30' to a regulation 20' x 44'. A court can be nearly any size but the length should be approximately twice the width.

On page 12 in the Guidelines For Grades 1-6 is a suggested marked asphalt area. The 25' x 25' squares, with additional lines, can effectively be used as paddle tennis courts.

An improved way to mark off a court is illustrated on page 513. It is a 17' x 30' court lined for paddle tennis and a section of the asphalt area with six courts, which include two lined 17'x 30' courts, two additional 17' x 30' courts, and two 16' x 30' courts.

Action: One player serves the entire game. Play is begun when ball is bounce-served from behind the base line of the right-hand court. The ball must go over the net and hit in the right service court. A served ball hitting the top of the net and going into the proper service court is called a LET ball. It is served over. Only one serve (with the exception of a LET ball) is permitted, and the receiver makes the point if the serve is a fault. A fault is called and a point awarded to the other side if the ball does not go over the net or does not land in the proper service court. After a point is made, the server changes courts. The ball is then served to the left service court.

On the serve, the ball may be hit before it bounces. A ball hitting on the line is considered good and should be played. If, during play, the ball hits the net and falls into the proper court, the ball should be played as good.

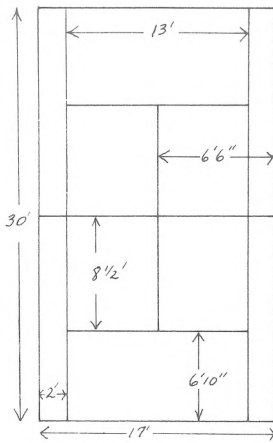
In doubles (4 players), the server and his partner change courts after a point is made. The receiving team does not change courts during a game. Only the player receiving the serve may return it. Either receiver may hit the ball when not on a serve. One player on a team serves an entire game. Then one player on the other side serves an entire game. In doubles, the ball may hit in the alley except on the serve. In singles, the alleys are not used.

Scoring: Both the serving and receiving players may score points. When one player fails to return the ball over the net and into the court, the other player scores a point. The score should be called before each serve. The serving player's score is called first.

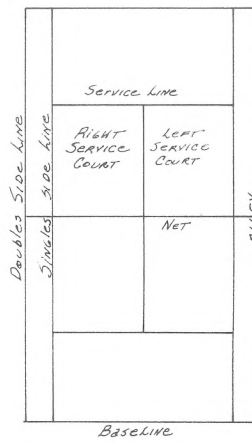
- 1st point - 15
- 2nd point - 30
- 3rd point - 40
- 4th point - Game

Any tie score after "30 all" is called "deuce." The next point is called "add in" if the server's point, and "add out" if the receiver's point. The next point is game, provided the point is made by the player having "add." Otherwise, it is "deuce" again. Any player must be two points ahead to win a game.

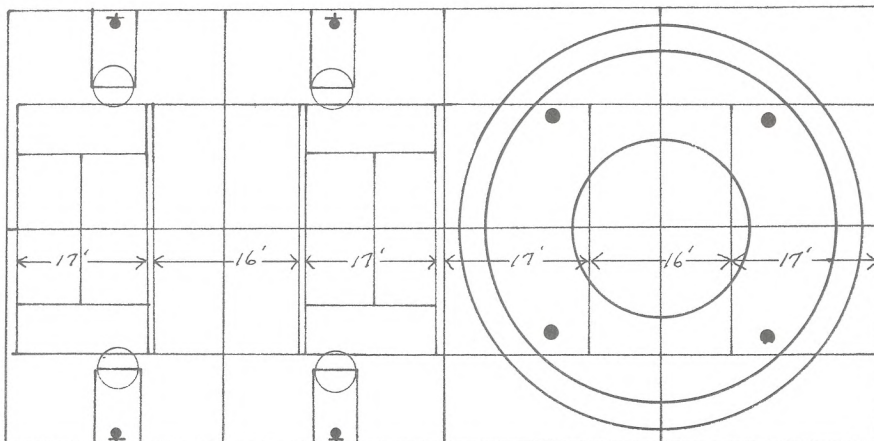
Another method of scoring can be used simply by counting the score as 1, 2, 3, 4, 5 points to a game. One player must be at least two points ahead to win a game. A match can consist of a set as in tennis: the best two out of three games, or the best three out of five games.



Court Dimensions



Court Terms



Markings for Paddle Tennis Courts

Parachute Activities*

Arm Swings

Equipment: Parachute, record player and records

Skills: Arm swinging, shaking, bending

Music: Slow or fast music can be used such as "76 Trombones", "I Got a Hammer", "Michael, Row Your Boat".

Formation: Circle, with children facing center

Action:

Children, while holding parachute with both hands, step backward until the parachute is stretched taut at shoulder height. The importance of getting a firm hold on the chute with both hands should be stressed.

On a signal from the teacher, students swing their arms up and down, causing the chute to flop up and down. After a short period of time, the teacher signals to stop the exercise. Following a brief rest period, the exercise can be resumed.

Team Ball

Equipment: Parachute, two playground balls of different colors, 8" to 10"

Skills: Shaking, bouncing, pushing, and pulling

Music: None

Formation: Circle, two teams alternately placed, facing center

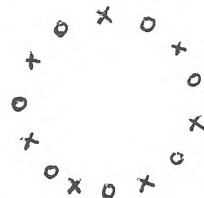
Action:

Children, while holding parachute with both hands, step backward until parachute is stretched taut.

Teacher places two balls of different colors in center of parachute (if children slacken chute slightly, balls should roll to center). Children are divided into two teams, possible based on the balls' colors, such as the "reds" and the "blues."

The object of the activity is to cause the opposing team's ball to roll or bounce off the parachute. A team receives a point each time their opponents' ball goes off the parachute.

*The parachute activities in grade 5 were developed by Bill Binnion, Southwest Educational Development Laboratory, Austin, Texas.



Balloon

Equipment: Parachute

Skills: Walking, bending

Music: Optional

Formation: Circle, children facing center

Action:

Children, while holding parachute at waist height, bend down and hold parachute edge to floor, causing air to accumulate under it.

Group repeats bending and air-gathering action three times. On the fourth time, children move to center of circle to bring parachute edges together, causing chute to fill with air like a huge balloon.



SOCCKER

Soccer is one of the most popular sports in the world. It is believed that forms of modern-day soccer originated in England as early as the tenth century. It was introduced into the United States around 1870. The standardization of rules has enabled soccer to become an international game with uniformity of regulations.

Soccer is a game that requires unusual skill with the feet and head. The skill of controlling the ball with the feet is a slow process, requiring sufficient drills and lead-up activities.

Soccer for boys and girls in the fifth grade consists of a review of skills required in grade 4, additional game skills and game activities. Boys and girls should participate separately in game activities in the fifth and sixth grades.

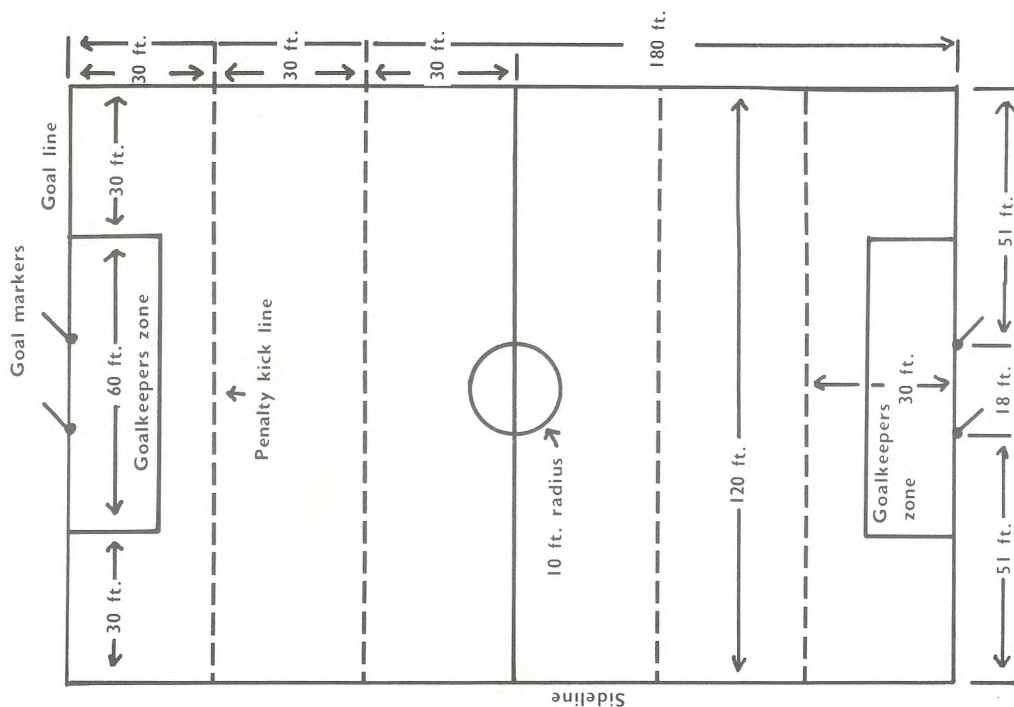
The instructional program in soccer should, as with all skill activities in the elementary guides, follow the prescribed progressions. Soccer is fun for children when they can participate with a degree of success. Game skills help to provide this success.

Terminology

Block	A kicked ball stopped by a defensive player
Charge	Using the body to run into and block an opponent
Dribble	Repeated short kicks to a ball, directing it as dribbler desires
Forward	A player that occupies the area which he is attacking
Foul	An infraction of the rules for which the opposing team is awarded a penalty kick
Goal	An area through which the ball must pass. Goal is located in center of each goal line. It consists of two marks 18 feet apart and equally distant from the sidelines. A goal is scored when whole ball passes over goal line between marks and below shoulder height of goalkeeper. One point is credited for each goal.
Goalkeeper	The player who guards goal line. He stays within goal area and virtually never takes part in offensive play. The goalkeeper is the only player allowed to use his hands on ball; but this may be done only within boundaries of his zone.
Goal Line	The boundary line at each end of field
Head	To hit or strike ball with head
Holding	When a player uses his hands against an opponent

Kickoff	Method of starting play at beginning of each period and after each score. Ball must travel forward a distance of 15 feet. Receiving players shall be to rear of zone, 25 feet from ball on kickoff.
Offside	Action by a player or players, offensive or defensive, of crossing center line (middle of the field) before the kickoff (to start game or after a point is scored)
Pass	Act of moving ball to a teammate, using a kick
Penalty Kick	A kick awarded to fouled squad. The kick is made by a forward from a zone line (30 feet from goal line) and involves only kicker and opposing goalkeeper, who may attempt to stop kick from scoring.
Punt	To hold a ball in hands, drop it, and kick it before it touches ground. This kick is used only by the goalkeeper.
Sideline	The boundary line at each side of the field
Throw-in	The method used to put ball into play after it has gone out of bounds or a violation has been committed. Throw-in is made from the sideline by a player with both hands on ball. He throws ball from behind and over head while having both feet on ground.
Trap	The method used to catch and hold a ball with foot or lower leg

Elementary Soccer Field



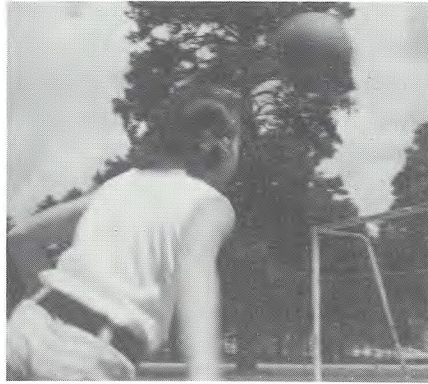
Game Skills

Heading

Eyes on ball

Arms well to side

Chin brought in



Neck muscles
firm

Ball tapped down
with forehead



Scoring from heading the ball

Tackling

Fair tackle from front

Arms down to
avoid foul

Heels close
together



Eyes on ball

Both knees bent
outward

Weight on foot
making tackle

Unfair tackle from behind



Tackling just means taking the ball from an opponent.

Fair tackling--Play the ball,
not the opponent.



Incorrect tackling--Weight on wrong foot.

Game Activities

Punt Back

Skills: Punting, catching

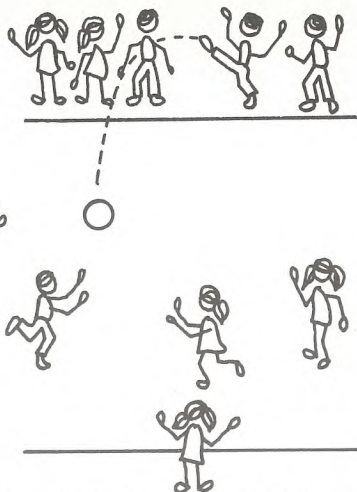
Supplies: One ball per game

Area: Soccer field or other suitable area

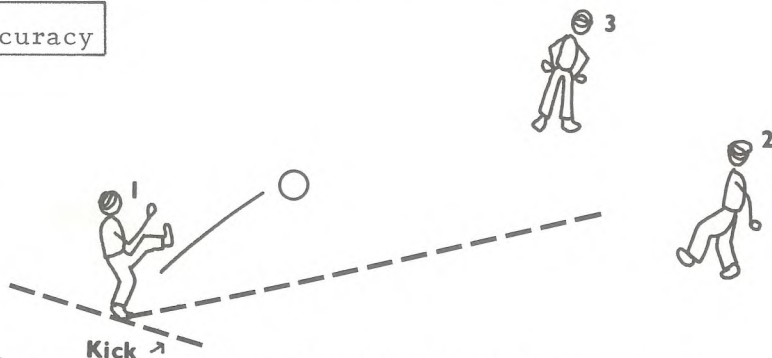
Number of Players: Small groups on each squad

Rules:

1. Players divide into 2 teams. Each team has its own goal line, approximately 250 feet from opponents' goal.
2. Ball is given to one player, who punts from his own goal toward opponents' goal. Other players on punter's team stand behind line.
3. Any player on opposing team may receive kick. Player who receives ball punts from point where he gained possession of it, with other members of his team scattered out behind him.
4. If ball is caught on fly, player catching it may take two "giant" steps toward opponents' goal before punting.
5. If ball is punted over opponents' goal line and is not caught on fly, it scores 1 point for the punters. If ball is caught on fly, there is no score, ball is returned to the goal line, and receiver punts from his own goal line toward opponents' goal.
6. Out-of-bounds balls are punted from sideline at point where they went out.
7. Winner is team with most points at end of playing period.



Soccer Punt For Accuracy



Game Activities for Soccer were taken from A Guide for Teaching Physical Education in Third, Fourth, and Fifth Grades, published by the Spring Branch Independent School District, Houston, Texas.

Skills: Punting with accuracy

Supplies: Soccer ball

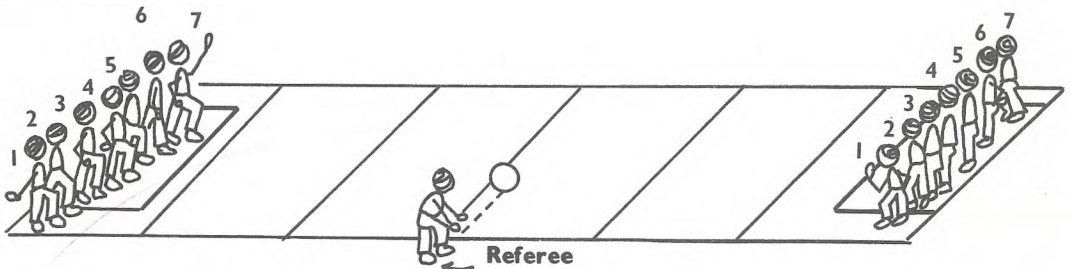
Area: Softball backstop, or fence area

Number of Players: Small group on each squad

Rules:

1. Players are numbered and take positions shown in illustration (2 or 3 retrievers).
2. Activity begins when player No. 1 punts the ball at target.
 - a. Kick can be made from various distances, depending on ability of class
 - b. Kicker may take only one step before punting ball
 - c. Kick is good if ball hits target area. A ball may touch ground before it hits target
3. Each player is allowed 3 kicks. After each trial, ball is returned to kicking line by retrievers.
4. All players rotate forward one position after player No. 1 has had 3 trials. Retiring kicker takes last position in waiting zone. No. 4 in waiting zone becomes a retriever, and No. 2 is new kicker.
5. Activity continues until each player has had 2 turns in kicking position.
6. Scoring: Generally, no score is kept. Each player may keep an individual record of number of successful kicks.

Number Soccer



Skills: Kicking, blocking, dribbling, trapping a ball

Supplies: Soccer ball

Area: Soccer field or other suitable area

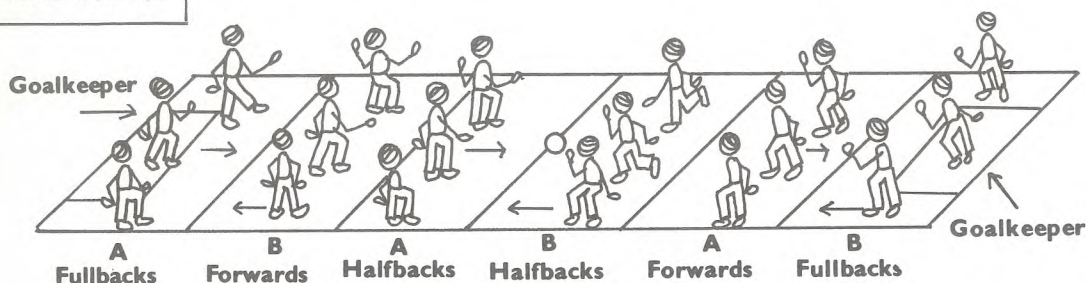
Number of Players: 9 or fewer on each squad

Rules:

1. Players on each squad are numbered and take positions in two lines facing each other.
2. Play starts when referee calls a number and rolls ball onto field of play. Players whose number is called run in and attempt to score by kicking ball over their opponent's goal line at any point.

3. Ball must be kicked twice by players whose number is called before a goal can be scored.
4. Players on goal line are called goalkeepers. They block or trap any ball coming to them to prevent a goal. A blocked or trapped ball remains in play and is kicked to teammate in field of play.
5. Play stops when a score is made or when ball goes out of bounds. The 2 players in field of play return to their positions as goalkeepers on goal line. Ball is put in play as in beginning. The referee calls a number and rolls ball into field of play. Players whose numbers are called move in and attempt to score a goal.
6. Violations: When any player uses hands or any part of arm, or when a ball is kicked above shoulders of goalkeepers, a violation is charged.
Penalty: One point is awarded to opposing or defending squad.
7. Scoring: One point is scored for each successful goal kicked.

Zone Soccer



Skills: Kicking, blocking, dribbling, passing, punting

Supplies: Soccer ball, 2 sets of colored materials for identification

Area: Soccer field or other suitable area

Number of Players: 2 squads for 9 players each

Safety: Instruct players to

Beware of heading low bounding balls

Keep one foot on ground when kicking ball

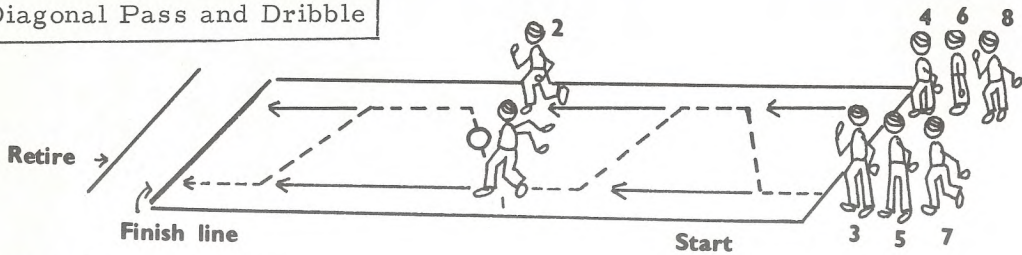
Make a conscious effort to avoid colliding with other players

Rules:

1. Squads take position as shown in illustration. Each squad has 3 forwards, 3 halfbacks, 2 fullbacks, and 1 goalkeeper. Players remain in their own section until time to rotate.
2. Play begins with a kickoff in center of field by a halfback from one squad. Ball is considered kicked off when it moves forward a distance of 15 feet. Receiving players (halfbacks) take a position near rear of their section, about 25 feet from ball, on kickoff. Ball may not be played again by kicking squad until it has been touched by an opposing player. If a player is offside, kickoff is repeated.

3. After ball has been touched by a receiving player following kickoff, it can be kicked by any participant.
4. Players try to move ball toward their opponent's goal by passing to another player within same section or in another section. Forwards are only players on either squad who may kick for a goal.
5. Opposing squad tries to intercept ball and pass it to one of its forwards, who may kick for a goal.
6. Fullbacks and opposing forwards occupy same sections at either end of field. Opposing halfbacks occupy center section. Fullbacks must pass to halfbacks and not directly to forwards.
7. Players must use only their feet, heads, or bodies when contacting ball. Only goalkeeper can use his hands, and this action must be within boundaries of goalkeeper's zone (rectangle at each end of field). Goalkeeper may throw or punt ball back into playing area, taking no more than 2 steps.
8. When ball goes out of bounds, it is given to an opponent of player who last touched ball. It is then put in play by a throw-in from point at which it went out of bounds. A ball that goes out of bounds in goalkeeper's zone (not a score) is put in play by goalkeeper as in 7 above.
9. When a goal is scored, play stops. Ball is put in play with a kickoff by a halfback from squad scored upon.
10. Fouls: Any player who trips, pushes, holds, or charges a player is charged with a foul.
 Penalty: A penalty kick is awarded to fouled player from zone line 30 feet from goal line. Only goalkeeper may attempt to intercept kick. If goalkeeper is successful, ball is put in play by this person in usual manner.
11. Violations: Any player who touches ball with hand, or any part of the arm from shoulder down, or who moves out of his section while in possession of ball, is charged with a violation.
12. Scoring: One point is scored for each goal made during play and for each successful penalty kick.
13. Rotation: After each point scored, both squads rotate as follows: Fullbacks and goalkeepers move to halfback sections, halfbacks rotate to forward positions, and forwards go to fullback and goalkeeper sections. Fullbacks and goalkeepers should change positions within their section. At half-time, squads change direction and goals.
14. Length of game: Two 8-minute halves are suggested
15. Teaching suggestions:
 - a. The children should keep ball close to ground when dribbling.
 - b. They should be taught to play ball quickly, using short passes.

Diagonal Pass and Dribble



Type: Skill Activity

Skill: Dribbling and passing with the feet

Supplies: A soccer ball for each squad

Area: Soccer field or other suitable area. Course to be about 20 yards in length

Number of players: Equal number of players for each ball

Rules:

1. Players are numbered and form 2 lines facing forward. These are about 10 feet apart.
2. Players No. 1 and 2 start activity by running in forward. Player No. 1 dribbles ball a few steps and passes diagonally ahead to No. 2, who, without stopping, receives and dribbles ball, and then passes diagonally ahead to No. 1.
3. Players dribble and pass ball back and forth until they reach finish line. A player then kicks ball back to waiting players after crossing line.
4. As the players complete their turn, they take their places behind retiring line.
5. The activity continues until all of the players are at opposite end of course.
6. Teaching Suggestions:
 - a. A given number of passes should be exchanged between players.
 - b. The ball, when passed, must lead (be passed ahead of) other player and intersect his line of travel.
 - c. Markers may be placed at regular intervals on course to elicit more accurate passing.
 - d. This may be done as a relay.

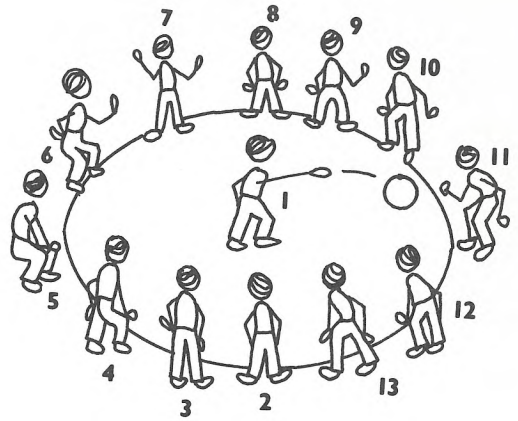
Block Ball

Skills: Blocking, throwing

Supplies: Soccer ball

Area: Soccer field or 25-foot circle

Number of Players: 1 group of 15
or fewer



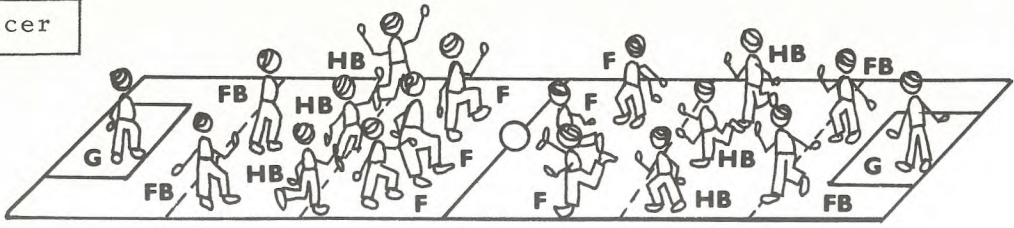
Rules:

1. Players are numbered and form a circle, one player in center.
2. The center player No. 1, starts activity by throwing ball to player No. 2 at shoulder, chest, hip or knee height. The player uses appropriate block to keep ball from going outside circle.
3. The center player throws ball to each player in turn, as players block and return ball to center of circle.
4. After center player, No. 1, has thrown ball to each player in turn, all players rotate forward one position, player No. 2 replacing No. 1 in the center.
5. Activity continues until each player has had a turn in center position.
6. Scoring: Generally, no score is kept; however, a player may be awarded a point for each successful block.
7. Teaching Suggestion:

If the children are proficient, ball may be kicked softly rather than thrown to circle players.

More participation would be possible with groups of 8 or fewer.

Soccer



Skills: Kicking, blocking, dribbling, passing, punting

Supplies: Soccer ball, 2 sets of colored materials for identification

Area: Soccer field

Number of Players: 2 squads of 9 or fewer each

Safety: Instruct the players to

Beware of heading low bounding balls

Keep one foot on ground when kicking ball

Make a conscious effort to avoid colliding with other players

Rules:

1. The players take positions shown in illustration. Each squad has 3 forwards, 3 halfbacks, 2 fullbacks, and 1 goalkeeper.
2. Play starts with a kickoff in center of field by a forward from one squad. Ball is considered kicked off when it moves forward a distance of 15 feet. Receiving players (fullbacks) take a position about 25 feet from ball on kickoff. Ball may not be played again by kicking squad until it has been touched by an opposing player. If a player is offside, kickoff is repeated.
3. All players remain in their own half of field until kickoff is completed.
4. After ball has been touched by a receiving player following kickoff, it can be kicked by any participant.
5. Squad in possession of ball tries to move it toward opponent's goal. To direct this activity, the teacher should use formation for offensive play as illustrated and explained under Teaching Suggestions.
6. Opposing players attempt to intercept ball and move it toward other goal line. Ability of players to intercept ball can be improved by using defensive play described in Teaching Suggestions.
7. The ball may be passed (kicked) to any player on field.
8. Players must use only their feet, head, or body when contacting ball. Only goalkeeper can use his hands, and this action must be within boundaries of goalkeeper's zone (rectangle at each end of the field). Goalkeeper may throw or punt ball, taking no more than 2 steps.
9. When ball goes out of bounds, it is given to an opponent of player who last touched ball. It is then put in play by a throw-in from point at

which it went out of bounds. A ball that goes out of bounds in goalkeepers zone (not a score) is put in play by goalkeeper as in 8 above.

10. When a goal is scored, play is stopped. Ball is put in play with a kickoff by a forward from squad scored upon.
11. Fouls: Any player who trips, pushes, holds, or charges a player is charged with a foul.

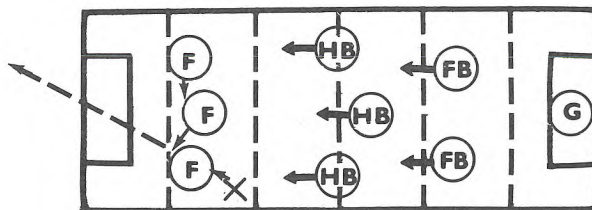
Penalty: A penalty kick is awarded to fouled player from zone line 30 feet from goal line. Only goalkeeper may attempt to intercept kick. If goalkeeper is successful, ball is put in play by this person in usual manner.

12. Violations: Any player who touches ball with hand or any part of arm from shoulder down is charged with a violation.
13. Scoring: One point is scored for each goal made during play and for each successful penalty kick.
14. Length of game: Two 8-minute halves are suggested.
15. Teaching Suggestions:

- a. Three basic formations are suggested to make game more effective:

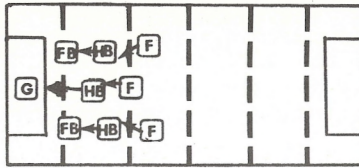
- (1) To start game (See 1-3 of Rules)
- (2) For offensive play
- (3) For defensive play

- b. Formation for offensive play



- (1) When a squad gains possession of ball, it is moved toward opponent's goal by dribbling or passing ball from one player to another. Latter method is much preferred.
- (2) Goalkeeper remains in goalkeeper's zone, fullbacks stay in their own territory, and halfbacks position themselves near midfield while forwards enter opponent's territory.
- (3) Forwards pass ball to one another until opposition is outmaneuvered, and there is an opportunity to score.
- (4) Squads should practice offensive plays without defensive players on field at same time.

c. Formation for defensive play



- (1) Immediately after losing possession of ball, squad members move into positions illustrated above.
 - (2) As the attacking squad moves deeper into defensive squad's territory, defensive players move more closely together to present a tighter defense.
- d. Children should keep ball close to the ground when dribbling.
 - e. They should play ball quickly, using short passes.
 - f. Goalkeeper may leave his zone at his own risk.

GYMNASTICS

By the fifth grade, the gymnastics program will benefit the students not only by improving their agility, strength, and fitness, but also by challenging the eleven-year-old with more advanced and sophisticated routines. It should be understood, however, that this is a continuous program, and all students should have more than a casual familiarity with skills taught in kindergarten through fourth grade.

Basic routines are continued in the fifth grade on most pieces of apparatus, in tumbling, and in free calisthenics. The height of some pieces of equipment has been raised where necessary to accommodate a year's growth. Children at the fifth grade level will want to develop their own simple routines and should be encouraged to do so.

Boys and girls can benefit from instruction on all equipment even though in competition boys traditionally perform on the horizontal bars, parallel bars, rings, side horse, and long horse vaulting and girls usually compete on the balance beam, uneven parallel bars, and side horse vaulting. Both sexes compete in free calisthenics, tumbling, and trampolining. The elementary teacher, however, should allow some activity on all equipment and should be guided by the abilities and interests of individual pupils rather than by restrictions upon the sexes for purposes of competition.

The diagram and specifications for the side horse, uneven parallel bars, vaulting box, and free calisthenics area can be found in the Appendix.

Equipment Exercises

Balance Beam (Beam set at 24" to 30" height)

Purpose: To develop neuromuscular awareness which will result in better body control.

Spotting and Safety Precautions: Surround apparatus with protective mats. Some children may need manual assistance to get started. It is important that children feel at ease on the lower beams before working on a beam of increased height.

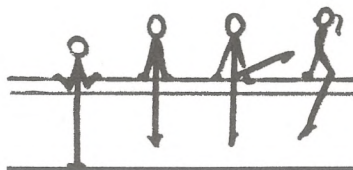
Teaching Hints: The posture on the beam should be erect with arms held out to the sides to help in the balance. Peripheral vision should be encouraged at all times; do not let the student look directly at his feet. The movements on the beam should be well timed and graceful. Daily use of the balance beam will improve the student's locomotor skills.

Some children will need to relearn certain skills taught in grades K through 4 before working on the basic routine for grade 5.

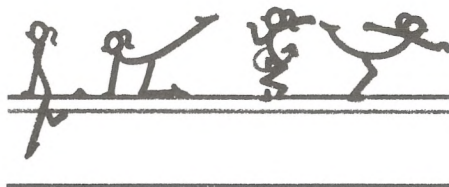
The balance beam skills for the fifth grade are as follows:

. Basic Routine--

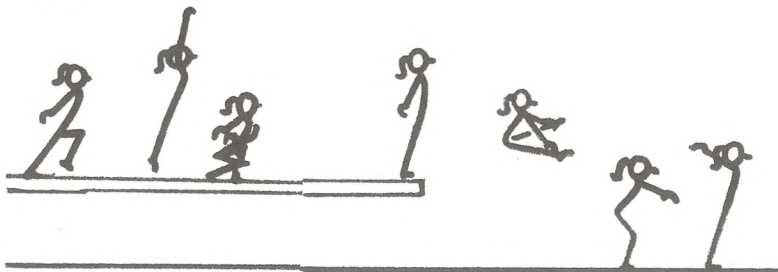
1. Jump to front support, swing right leg over to a sitting straddle support.



2. Hands on beam and kneeling on one knee, execute scale "bird dog." Place both feet on beam in squat position and upon rising execute 180-degree toe turn. Front scale "birdie" with supporting leg slightly bent.



3. Run length of beam and jump to a squat, execute turn in squat position, stand up and skip on beam alternating leading foot. Upon reaching end of a beam execute a straddle toe touch dismount.



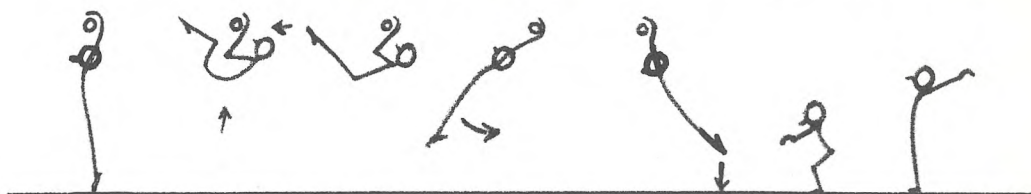
Horizontal Bar (Bar set at 48" - 70" height)

Purpose: To develop upper body and shoulder girdle strength.

Spotting and Safety Precautions: Surround apparatus with protective mats. Spot all skills. Students must use lock grip. Horizontal bar should be approximately shoulder height for low-bar activities and slightly above head height for high bar activities. Check cables, floor anchors, turn-buckles, and height adjustment locking devices.

Teaching Hints: Full flexions and extensions in chinning are necessary. Swing skills from a hang should be performed under supervision. Gymnastic chalk is important.

- Chinning (high bar)--Chin three times with foregrip.
- Chinning (high bar)--Chin three times with reverse grip.
- Cast (high bar)--Jump to a foregrip hang, pull up and tuck then cast forward (extend body) and swing and on back swing drop off bar.



- Long body swing (high bar)--Jump to foregrip and perform a 1/2 chin--cast forward, swing back and forth three times, drop off dismount on third back swing.
- Long body swing (high bar)--Jump to a reverse grip and perform a 1/2 chin--cast forward and swing back and forth three times, drop off dismount on third back swing.
- Basic routine (high bar)--Jump to foregrip, back hip pullover, small back cast away followed by back hip circle; lower body to tuck hang and cast forward swing back and forth three times and on third back swing execute drop off dismount.

Uneven Parallel Bars (Bars lowered 4" from standard height)

Purpose: To aid in strength development in upper body muscle groups. To continue gains in coordination, agility, and general physical fitness.

Spotting and Safety Precautions: Surround apparatus with protective mats. Use chalk. Keep hands dry. Use two spotters for most skills. Correct hand grips are most important. Continually check all attachments, adjustments, and other mechanical devices on apparatus.

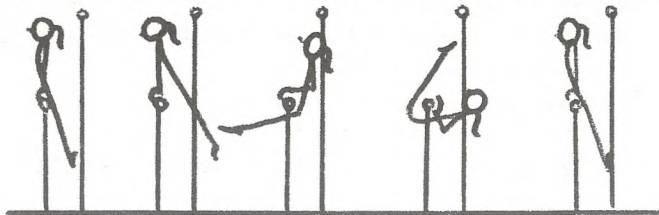
Teaching Hints: Emphasize legs straight, ankles stretched, and toes pointed. Moment arm action (pendulum swing and/or long lever arm moving around fulcrum) correctly performed by the legs is necessary.

- Progression to back hip circle--

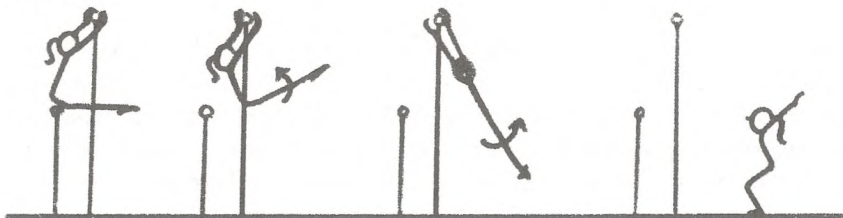
From a front support, cast off to a stand.

From a front support, cast off and return to low bar.

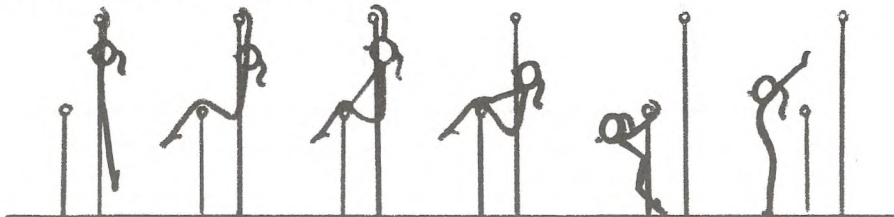
From a front support, cast off and return to bar and execute a back hip circle by flexing hips and allowing weight of legs to pull body around bar in a circular path, back swing to feet dismount.



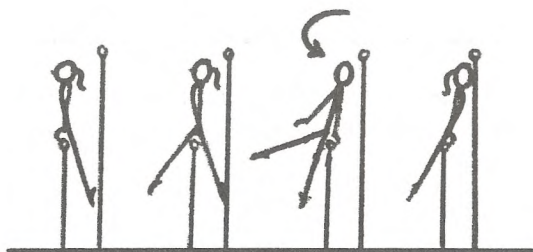
- Cast, 1/2 twist, dismount--From a sitting position on low bar facing high bar, hold the high bar with right reverse grip crossed under left hand (foregrip), execute a small cast with a 1/2 turn and execute the dismount.



- Skin the cat dismount--With a foregrip hang from the high bar, raise right leg over and hook low bar with right knee, swing left leg over low bar and hook left knee, grasp low bar with right hand and pull in toward low bar, release left hand and grasp low bar, swing forward in knee hand and execute skin the cat dismount by releasing low bar when feet are well under the body; step forward to stand in front of low bar.



- Simple turn--Jump to a front support on low bar facing away from high bar, left leg cut and catch (stride support) immediate 1/2 turn on left thigh to the left, passing right leg over low bar, joining legs together to a front support position facing high bar. Execute back swing to feet dismount.



- . Basic routine--Execute a back hip circle mount to a front support and immediate back hip circle; execute simple turn, then single leg cut right and single leg cut left to a sitting position on low bar facing high bar, execute a cast with 1/2 turn dismount.

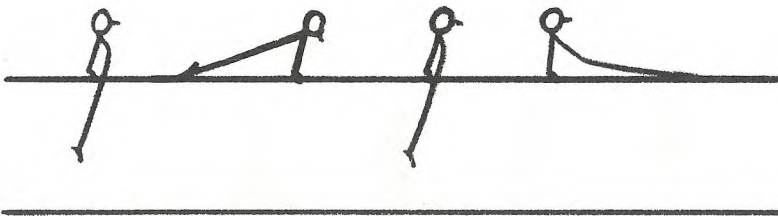
Parallel Bars (Bars set at 52" height)

Purpose: To develop the muscles of the arms, shoulder girdle, and trunk.

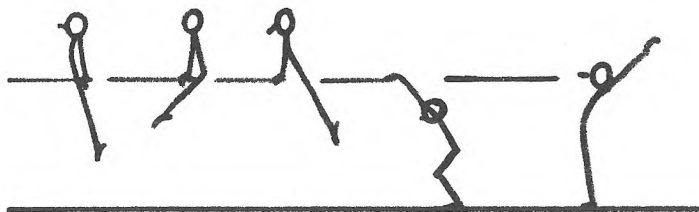
Spotting and Safety Precautions: Surround apparatus with protective mats. Bars should be adjusted to underarm height (or slightly lower) and shoulder width of the child. Stack mats under bars if the bars do not lower sufficiently. Hands should be free of perspiration. Check bars, base, height adjustment devices, and width adjustment devices.

Teaching Hints: There are three important "balance" points in the execution of the long body swing on the parallel bars. Check the fleeting balance of the body (1) when body is at 45 degrees with feet behind hands, (2) when body and supporting arms are in a perpendicular position, and (3) when body is at 45 degrees with feet in front of hands.

- . Leaning rests--Straight arm back swing to front support with feet on bars, execute a momentary hold and swing forward to rear support with feet on bars (same as leaning rest positions on floor).

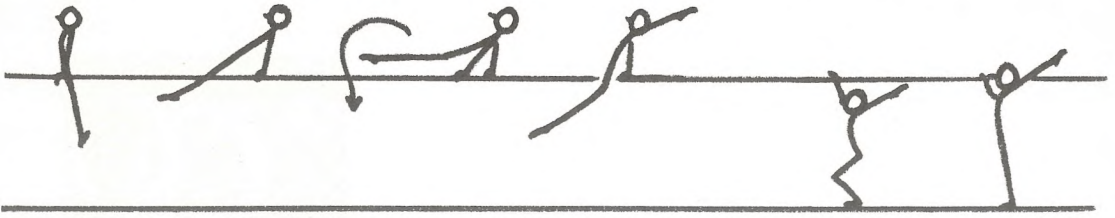


- . Back swing dismount--From a cross straight arm support on the end of bars facing in, execute two body swings to a back swing dismount.

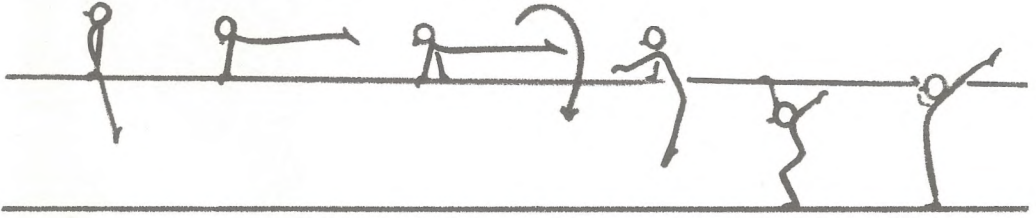


Note--Place mats underneath bars so that a student's feet, in a straight arm support, will be only a few inches from the mat.

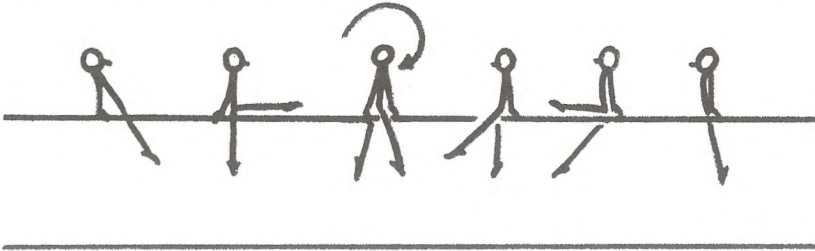
- Rear vault dismount--From cross straight arm support, straight arm body swing, rear vault dismount to the right or the left.



- Front vault dismount--From cross straight arm support, straight arm body swing, front vault dismount.



- Basic Turn--From a cross straight arm support, gentle swing forward, flex hips by raising legs upward extend body (cast) and on the second swing forward, raise one leg forward and pass over opposite bar and immediately execute a 180-degree turn with appropriate hand changes and bring legs together as turn is completed and continue to swing.



- Basic routine--Have the student create his routine. Be sure the routine has a mount (cross straight arm support is suggested), two or three middle parts, and a dismount.

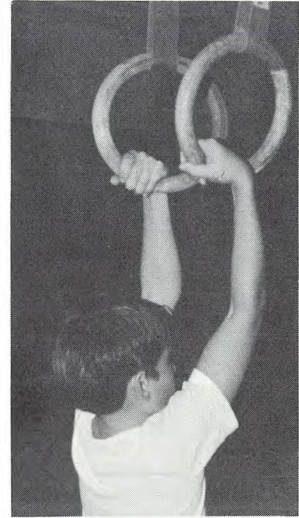
Rings (Rings set at 70" height)

Purpose: To develop body coordination and strength in the shoulders, arms, and abdomen.

Spotting and Safety Precautions: Mats should be placed under the rings. Dry hands are important. Manually assist all children. Be sure student's grip is secure. Check ceiling attachments, swivels, cables, straps, rings, and all adjusting devices.

Teaching Hints: The false grip is essential and must be learned with exactness. (See illustration) At the beginning of a new ring skill, steady the student in the support position. Assist students in all release and regrasp skills.

- False grip--Introduce false grip with a bent arm hang. Execute five 1/2 chins with false grip.
- Straight arm support--Take false grip and jump to a straight arm support.
- Single leg cut and catch--Pull into pike hang and immediately cut one leg forward, at the same time release ring with same side hand after leg passes by regrasp ring and hold straight body hand. (spot)



- Basic routine--With a false grip jump to a straight arm support, bend arms lower backward to an inverted hang. Execute pike hang, skin the cat, return to pike hang and immediately perform a single leg cut dismount.

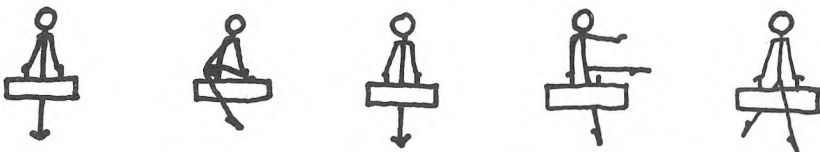
Side Horse (approximately 36" height)

Purpose: To develop body agility and coordination and trunk flexibility.

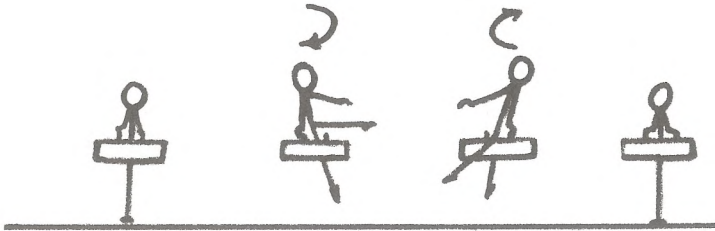
Spotting and Safety Precautions: Surround apparatus with protective mats. Be ready to spot. Keep hands dry. Check base, pommel attachments, and height adjustment devices.

Teaching Hints: Place hands under seat to help child with leg cut skills. Emphasize the body counterbalance position on all one-arm momentary supports.

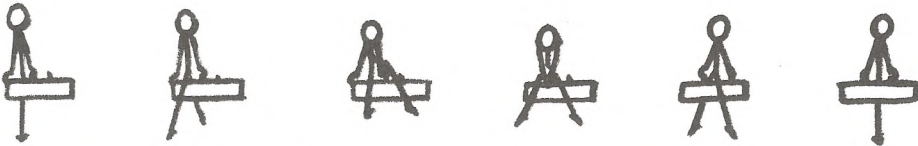
- Feint to single leg 1/2 circle left--From a front stance with hands on pommels, jump to a feint support on right arm and immediately swing left to a single leg cut left. (Repeat in opposite direction.)



- Complete single leg circle--From a stand with hands on pommels, jump to front support, execute a complete single leg circle to the right and return to a stand. (Repeat in opposite direction.)



- Simple travel--From a stand with right hand on croup and left hand on pommel, jump to a front support and cut right leg to a stride support, pass left leg over horse to a straddle support on croup pommel, place both hands on croup pommel, pass right leg back and immediately pass left leg back and shift left hand to neck pommel for a front support position at the saddle. (To continue a simple straddle travel, repeat all leg and hand movements and travel to croup.)



- Basic routine--From a stand with right hand on croup and left hand on pommel, jump to a support and immediate single leg circle with right leg to the left, execute a continuous simple travel to the neck and squat vault through dismount. Land facing away from horse.

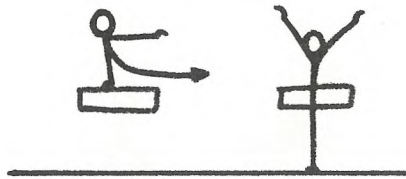
Vaulting Box (approximately 36" in height)

Purpose: To develop body agility and coordination. To develop power in the legs.

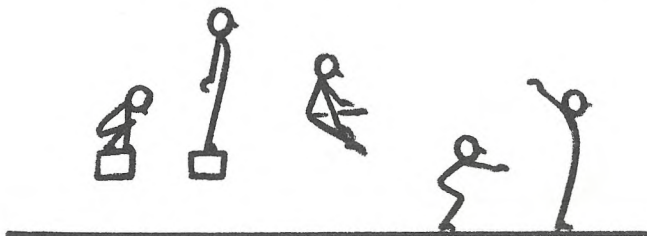
Spotting and Safety Precautions: Vaulting box should have a well-padded top. Arrange mats underneath and around box so they will not slide as the student vaults. (A Reuther Board or similar device is essential for fourth grade vaulting.) Careful spotting is very important. Have two, three, or four spotters stand close to the box to spot students.

Teaching Hints: Good pre-flight (the jump from takeoff point to the placing of hands on the box) is a worthwhile objective. Students need elevation in the after-flight.

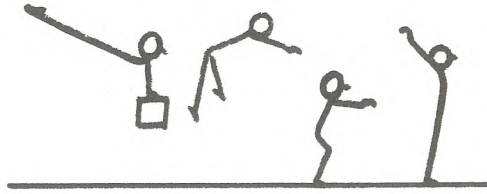
- Flank vault to the right--Take a short run for a two-foot takeoff. Elevate body to near horizontal plane on pre-flight. Place both hands on top of box and swing body to the right side by slightly flexing hips. As body passes over box, raise right arm well above horizontal keeping left arm on box for support. Quickly extend body, push with supporting arm, and allow body to drop into the dismount stance.



- Flank vault to the left--Execute as described above, except in reverse.
- Squat mount to stand on box followed by straddle toe touch dismount--Take a short run for a two-foot takeoff. Place hands on box, tuck legs and place on box between hands. Stand up and jump high to a straddle toe touch. Bring legs together with body extended before landing.



- Straddle vault (show horizontal body position)--Take a short run for a two-foot takeoff. Elevate body to horizontal during pre-flight. Place both hands on box and immediately push off hard, simultaneously spread legs to wide straddle to pass over box. Bring legs together and show vertical straight body before dismount landing.



Basic routine--None is required for vaulting.

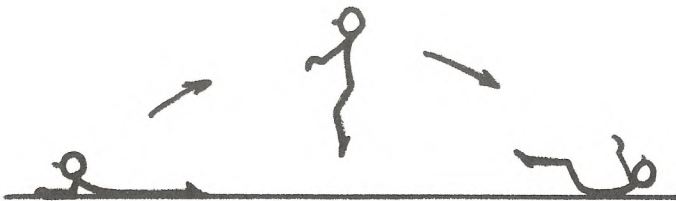
Trampoline

Purpose: To develop neuromuscular awareness, to develop spatial concepts, to develop and maintain cardiovascular efficiency, and to develop general physical fitness.

Spotting and Safety Precautions: Trampoline frame must be padded. Use a large trampoline. Jump in center of trampoline. Place spotters around edge of trampoline. Check bed (webbing), suspension system, hinges, frame supports, and frame pads.

Teaching Hints: As body approaches trampoline in the execution of the front drop, a slight pike position is good. Keep head and shoulders low and hips high for horizontal spin skills.

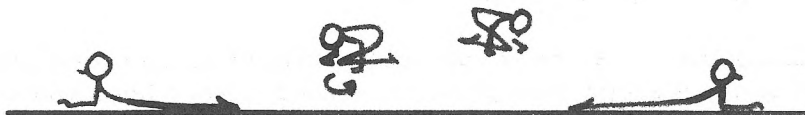
- Front drop to back drop--Execute front drop as previously explained. Push hard with the hands and arms to generate lift and rotation. Swing hips and legs forward, drop head and shoulders for a controlled back drop landing.



- Back drop to front drop--Execute back drop as previously explained. Pump legs upward and extend hips vigorously to attain lift and rotation. Arms can be used in a similar manner. Pass legs and hips backward, move head, shoulders, and arms forward to a front drop landing.
- Dogie drop 1/2 twist to front drop--Execute dogie as previously explained. Push (right or left) with hands and move head and shoulders to develop a horizontal spin. Make 180-degree spin and extend body for a front drop landing.



- Front drop turn in tuck position (turntable)--Execute front drop, push with hands and arms to start horizontal spin action, immediately tuck, after turning the required amount, extend body for front drop landing.



Mat Exercises

Tumbling

Purpose: To develop neuromuscular awareness, coordination, and the components of physical fitness.

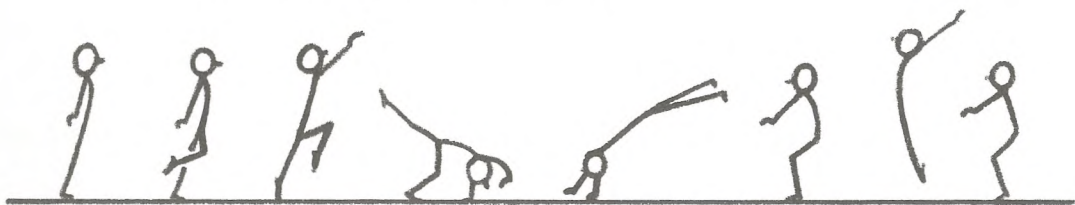
Spotting and Safety Precautions: Mats should be joined together by some locking device or tied. At times the spotter must move along the mat with the student.

Teaching Hints: Keep center of gravity high by keeping arms and legs straight when they serve as supports. Make body changes, such as from tuck position to extended body position, quickly.

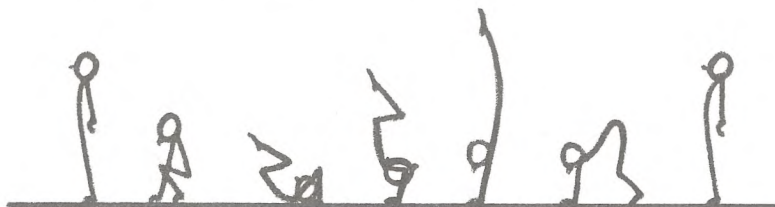
- Round-off--A cartwheel and a back roll extension with a snap down must be learned before working on the round-off.

The round-off can be executed either to the left or to the right, depending on which side a child can execute the best cartwheel. Once selected, it is important that he continue to always execute the round-off on the same side.

In executing the round-off (to the left), assume a standing position with arms at sides. Execute a hop step on the right foot while bringing the arms forcefully overhead and turning the head and shoulders slightly to the left. Bring the left foot down followed by the left hand with fingers pointing as nearly as possible toward the left foot. The right leg is kicked up and the right arm comes around in line with the left hand. The left foot pushes off and the body makes a 1/4 turn passing through a momentary handstand. The legs are snapped down to the mat as the student finishes facing in opposite direction. When the feet hit the mat an upward rebound is desirable.



- Backward roll extension--From a stand, assume a squat position with hands pointed in the same direction as the feet. Roll back into a backward roll (hands should be placed correctly as in a regular backward roll), as the body rolls onto the upper back, the arms are forcefully straightened as the hips are thrust upward, and legs are extended upward and the head comes up. Hold a momentary handstand before lowering the legs to a standing position.



- . Dive and roll, forward roll, backward roll, backward roll extension--In the execution of these skills, movements should be smooth, continuous and rhythmic.
- . Forward roll, dive and roll, walk out into a cartwheel-- This combination of skills should also flow smoothly. The dive and roll is completed in a walkout by placing one foot about 12-14 inches in front of the other and without extra steps execute a cartwheel.
- . Basic routine--Have students compose routine of three or four skills that blend well together and will allow the performer to move smoothly down the length of the mat. (24' to 36')

Free Calisthenics

Purpose: To develop flexibility, rhythm, balance, and endurance.

Spotting and Safety Precautions: Many skills must be performed on a mat. Free calisthenic boundary lines must be at least four feet away from walls and other obstacles. Spotting may be necessary for tumbling and balancing skills.

Teaching Hints: The center of gravity must be kept high over the supporting limb. Place the emphasis on shoulder flexibility and not on back flexibility.

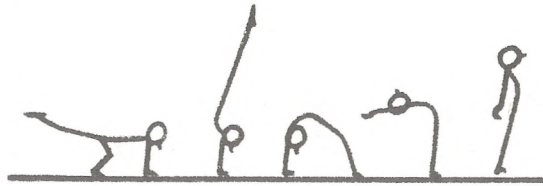
- . Pony kicks--From a bridge up position (feet facing in same direction as hands), alternately lift first one leg, then the other high in the air.



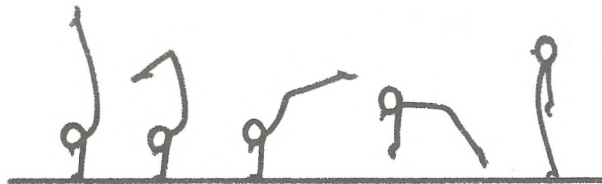
- . Front limber (with assistance)--Review as needed the front limber progressions from grade four. The ability to execute a handstand against a wall in addition to good front limber progressions is a requirement.

In assisting the front limber, spotters on each side grasp the upper arm and place a hand under the lower back as the

student passes through a handstand into a bridge-up position. Most will need some assistance in coming up to a stand.



- Mule kicks--Kick up into a momentary handstand. Flex the knees and arch the back slightly. Forcefully extend the body followed by leg whip and extension of arms and shoulders for the push-off from the mat. Bring the legs down under the body close to the position of the hand placement.



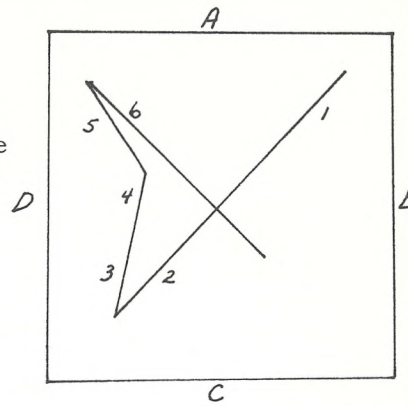
- Kip up--Assume a straight sitting position on the mat, bend forward touching toes then leaning backward place hands beside head while bringing straight legs over head. Forcefully whip legs up and out while at the same instant pushing hard against the mat with the hands and extending arms to a stand with arms overhead.



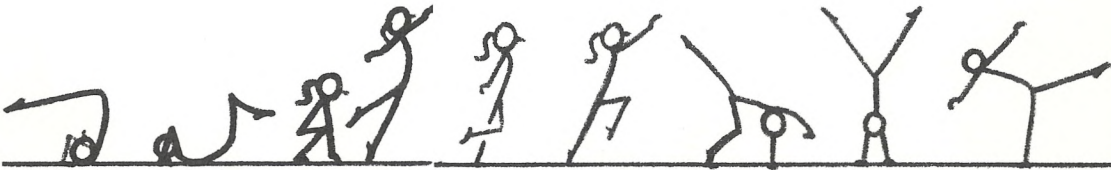
Free calisthenics routines are as follows:

- Basic routine for girls (Refer to numbers on diagram.)
 1. Face corner CD at attention.

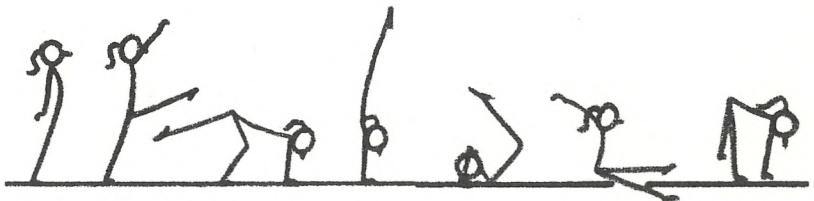
Execute an arabesque with a full turn. Kick high with one leg and step into a lunge position.



- From a lunge position execute a forward roll into a jump arabesque, followed by a running cartwheel.



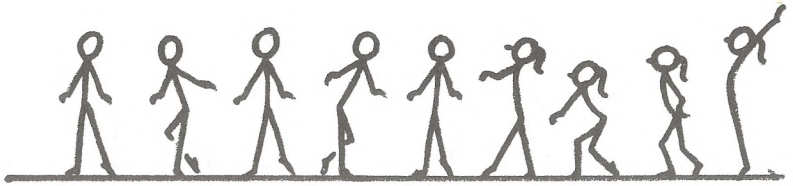
- Face side A, execute a handstand, tuck the head to chest and lower body into a forward roll coming up into a straddle position on hands and feet.



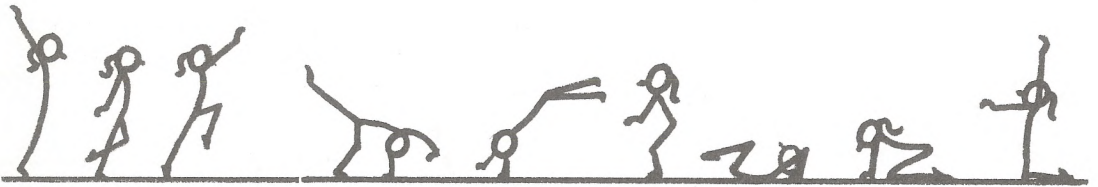
- Continue with a straddle forward roll, bringing legs together and turn knees to the side and assume a kneeling position. Execute a 1/4 twist of upper body and continue with a backward roll to a stand. Execute a backward straddle roll to a stand.



5. Face side D, step sideways bringing one foot behind and then in front, execute a 1/4 turn and move backwards to a stand.

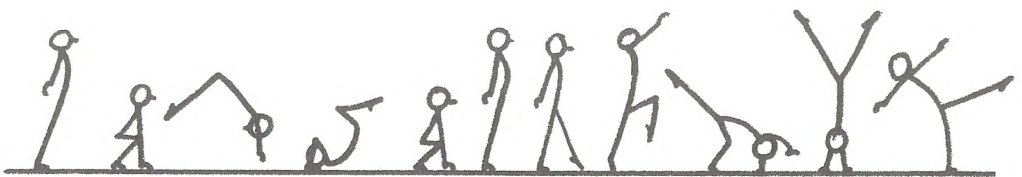
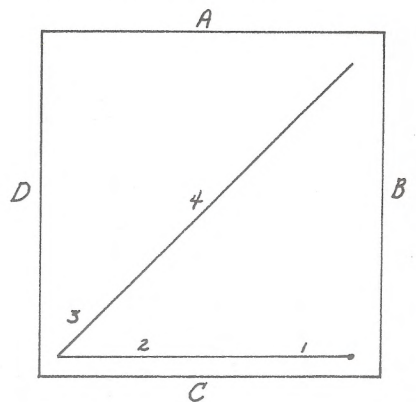


6. Face corner BC, execute a running round-off, followed by a backward roll to a finish on the knees.

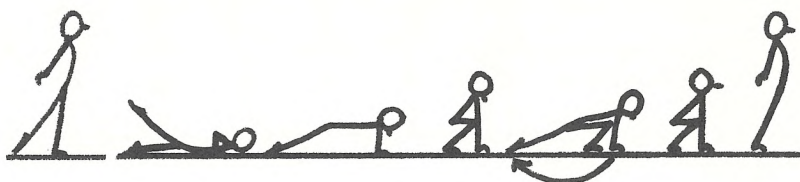


. Basic routine for boys (Refer to numbers on diagram.)

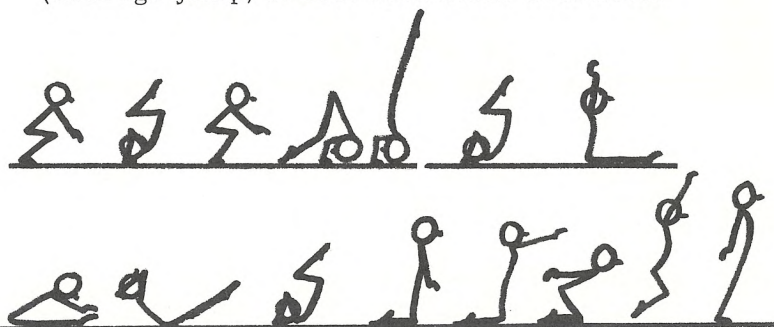
1. Face side D standing at attention. Assume a squat position, execute a dive and roll to a stand followed by a step then a hop step into a cartwheel.



- Execute a 1/4 turn into a Swedish fall then into a leaning rest position. Jump to a squat position and execute two pinwheels, and up to a stand facing corner AB.



- From a squat position execute a forward roll into a headstand, roll out forward to a sitting position and proceed forward with the arms and touch toes, execute a backward roll to a kneeling position, swing arms forward, downward and backward, then forward and upward, spring from the knees to a straight stand (courage jump) to feet with arms overhead.



- Take one step then a hop step into a round-off with a back extension.







Serve and catch drill



Movement exploration with hula hoops

BEGINNING WRESTLING

This guide is designed for the classroom teacher who has no past experience teaching wrestling. The teacher of this unit would find a review of the fourth grade guide on wrestling games most helpful.

There is no similarity between amateur wrestling and the "wrassling" shows often seen on television. Rules have been developed with special concern for safety of participants by eliminating potentially injurious holds.

Wrestling is organized into weight divisions ensuring competition between boys of approximately equal size. Thus the small boy has an equal opportunity for success with the big one. Many other sports activities are dominated by the larger individual.

Boys like to wrestle. It provides a socially acceptable outlet for aggressive feelings, possibly improving the emotional health of some participants.

Wrestling is an excellent activity for building physical fitness, particularly muscular strength and cardio-respiratory improvement.

Wrestling offers a real opportunity for personality development. A child should outgrow the immature "superman" idea present in the thinking of many boys, even in their late teens. They like to dream of themselves as superhuman, achieving physical success without real effort. They avoid the real challenge--self-development through hard, sustained effort in spite of some handicaps.

Class Organization

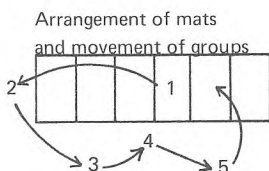
Since wrestling will be taught only to boys, two teachers should work together, one taking the girls of both classes, the other taking the boys.

Using as an example a class size of 30 with an equal ratio of boys to girls, the teacher of wrestling would have a class of 30 boys. The following suggestions on class organization are based upon a class size of 30. A difference in the number of pupils or mats than those used here as examples will call for some adjustments by the teacher.

If your school follows the recommended minimum standards for elementary school physical education facilities, at least six 4' x 8' or 5' x 10' tumbling mats are available for use.

Find a room free of hazards such as exposed pipes, heaters, etc., and of sufficient size to place available mats down with a minimum border of five feet of unobstructed floor space.

Secure the mats by tying the handles on the sides together. If only six mats are available, arrange them as diagrammed:



- 1 Wrestling Group - Six Mats
- 2 Group Surrounding Mats
- 3 Conditioning Station
- 4 Group Surrounding Mats
- 5 Conditioning Station

If there are more, add them to make a square. Two mats laid so that they make an 8' x 8' or 10' x 10' square provide sufficient mat space for one pair of boys to wrestle at full speed.

Vinyl mat cover, if available, will reduce the possibility of "mat burns." Keep the mats clean and disinfected. Do not allow "street shoes" on the mats.

Class Session

On the first day of class, have the boys line up with the lightest in front progressing to the heaviest at the end of the line. Tell the class to line up so that the boy in front of them is lighter and the boy behind them is heavier. If a boy is uncertain of his weight, the teacher can estimate where he should be in the line.

Go down the line and divide the boys into pairs--each one with a partner of near equal size. Then assign three pairs of boys--all close to the same weight--to a group. Five pounds variation in weight within a group is not too much.

As the teacher becomes familiar with the class, efforts should be made to group the boys more nearly equal, not only from a standpoint of weight, but also according to temperament, skill, strength, etc.

Since, as previously mentioned, each pair of boys requires an 8' x 8' or a 10' x 10' mat area for full speed activity, the six mats will accommodate only six boys wrestling at one time. What happens with the remainder of the class?

Arrange three pairs of boys to a group. Assign one group to the mat and two groups to surround the mat at the edge to stop anyone from going off

the mat, thus avoiding the possibility of injury to participants who might roll off the mat onto the hard floor. This accounts for three groups--18 boys.

To engage the remaining 12 class members actively and meaningfully, set up two conditioning stations for activities such as rope jumping, sit-ups, push-ups, running in place, etc., which help condition the boys for wrestling. Each group would use one conditioning station. For the class of 30, this would provide for three groups at the wrestling mats and two groups at the conditioning stations. At the beginning of the class session, all groups would listen while the groups at the mat receive their instructions. When the whistle blows to begin action on the mat, the conditioning stations become active at the same time.

Rotate all the groups so the boys alternate between activity and rest. For example, those who had just completed the mat work would rotate to a position around the mat protecting others from rolling off the mat. Next, these boys would move to a conditioning station, then return to guarding around the mats, etc. Rotation would take place each time a group on the mats had completed the wrestling planned for that day.

Allow 10 minutes of a 40-minute period for dressing, warm-up and drills. When introducing the drills for the first time, allow for extra time. The remaining 30 minutes is for wrestling. In a class of five groups, each group would have six minutes on the mat.

Introduction to Wrestling

In presenting this unit to the class, proceed through the material at your own rate of speed. The time allotment in this guide is arbitrary. One new skill is planned for each session. If it is found that one session is not enough time for all groups to learn the maneuver well, adjust accordingly--perhaps by spending two sessions on each new skill. Follow each new skill with 10 seconds of "set-up wrestling," which allows a boy to start with a hold already "set-up." Then, on the whistle, he attempts to complete it while his partner tries to stop him. You will notice that each maneuver can be "blocked." In this unit the "top" man will always approach the "bottom" man from his left side. (In the sixth grade unit, they will learn the same maneuvers from the right side.)

The rules necessary for a meaningful completion of this unit are built in. Some scoring is mentioned; some is not. If more information is desired, check the National Collegiate Athletic Association Wrestling Guide.

Wrestling, like any sport, has its own objectives and tactics. The first class session might begin with a discussion of the sport, based on the following information.

The main objective is to demonstrate wrestling superiority by controlling your opponent. The ultimate goal is to control or hold your opponent's shoulders (scapula) (1) in contact with the mat for a certain period of time-- usually one or two consecutive seconds. This is called a "fall" or "pin." The wrestler who accomplished a "fall" is declared winner of that match.



Tactics which endanger the safety of the participant--kicking, hitting, biting, slapping, choking, or twisting the joints beyond their normal range of motion--are not allowed. Holds that force an opponent to "give up" are also forbidden. It is illegal for a participant to pick an opponent off the mat and slam him down.

A wrestling match is divided into three time periods (in high school, three 2-minute periods). The first period starts with both wrestlers in a neutral position, standing on their feet facing each other. From this position, on the referee's whistle, the wrestlers try to gain control over their opponent by "takedown"--taking the opponent to the mat with control. A wrestler who successfully achieves a takedown is awarded points (present rules award two points for each takedown). Wrestling continues on the mat until a fall occurs or the period ends. If wrestlers go off the mat, wrestling stops. If one wrestler had control when they went off the mat, he starts in the top referee's position. If neither had control, both would start in a neutral standing position.

Standing wrestling is more difficult and the possibility of injury is increased; therefore, this unit does not include takedowns. As skill increases, the possibility of injury decreases. For this reason, takedowns will be taught at a later time.

The second and third periods are started from what is called the "referee's position" on the mat. The wrestler getting the advantage position at the beginning of the second period is determined by a flip of a coin. If no fall occurs in the second period, the wrestler who started the second period in the disadvantaged position would take the advantaged position in

the third period. (At this point, introduce the referee's position on the mat.)

Bottom or "Disadvantage" Position (Referee's Position)

It is not necessary to have the class on the mat to teach the referee's position. They can kneel on the floor. Have all class members assume a position on their hands and knees. Spread hands and knees shoulder width apart; hands are not less than 12" in front on the knees, palms down; head up. (2)



It is important that this bottom wrestler be able to move quickly in any direction and keep a firm base in order to resist pressure from his opponent. The objectives of the bottom wrestler are to gain one point by escaping from underneath to a neutral position by breaking away from his opponent's control, or to get two points for reversing from the bottom position to control in the top position.

Top or Advantage Position (Referee's Position)

Have one partner assume the bottom position. He will be called B. Now have the other partner, A, approach B from his left side, get on his knees beside B, and look in the same direction. A puts his left hand on B's left elbow, fingers outside, thumb inside, palm facing down. A puts his chin

along B's backbone in the middle of his back, circles his right arm around B's waist with his hand loose at B's navel. A's right knee should be about even with B's left ankle; his knees should not touch B. (3)

3



The ultimate goal of the top man is to "pin" his opponent. The top man must learn to move the bottom man off his base--"break him down"--and then turn his opponent's shoulders to the mat. The top man gets points for nearly pinning his opponent's shoulders to the mat. The top man cannot lock his hands together around B's body or legs.

Class Session

At this time, arrange your class in stations. Only those on the mats would be involved actively in learning wrestling maneuvers.

Securing a Pin from the Top Position

As stated before, the top man usually must "break down" his opponent so he will have less chance of escaping or reversing. Then the top man works for a fall or a pin.

In teaching the breakdowns, it might be helpful to use this approach: "Consider your opponent as a table with four legs; if you can 'saw off' one of the legs, you can easily tip the table over by pushing toward the spot left vacant by the missing leg.

"Now apply this principle to your partner. Pretend his near arm--the left arm--is the table leg you are going to saw off so you can break him down to the mat. The first hold you will learn is called the near arm lever and waist."

The bottom man should cooperate with the top man by giving only passive resistance.

Near Arm Lever and Waist Breakdown

Wrestler A, on top, slips his left hand down to B's left wrist as he drives his head against the middle of B's upper arm pulling it back to his side and at the same time squeezing B's waist while pushing him forward and to the left hard. (4)

4



This should "push the table over." B should now be flat on his stomach with A holding B's left arm at B's side. (5)

5



Since the objective of the top man is to pin his opponent, breaking him down is just the first step toward his goal. A's next step is to use the arm in a "hammer lock" and use the "half nelson" to turn B over onto his back.

Hammerlock and Half Nelson Pinning Combination

After breaking B down as described, A takes B's left arm and pulls it behind B's back. Caution: the angle between the upper arm and forearm should be no less than 90° . This is called a hammerlock. With B lying flat, his left arm held by A behind his back, A slides his whole body over to B's right side, puts his right forearm under B's armpit and his hand on the back of B's head. (6) This hold is called the half nelson. A drives B over toward his back with the half nelson, shoving his arm deep so that, by the time he has turned B's shoulders perpendicular to the mat, his elbow is behind B's head and his hand is wrapped around touching his own chest.

6



At this point, A releases the hammerlock on B's left wrist (7) and pushes with his half nelson and chest until B's shoulders are touching the mat.

7



A now has B in a pinning situation. Let us see what a correct pinning position should look like.

Correct Pinning Position

A's body should be perpendicular to B's; legs spread wide, up on the toes on the mat. A should have his chest on B's chest. A should have a tight half nelson with his right arm around behind B's neck, his right hand flat between his chest and B's chest. A's left hand should be gripping B's right wrist, stretching B's arm away and flat on the mat. (8) Allow practice.



Next, allow time for "set-up" wrestling. Let A start with his left hand on B's left wrist, his head against the middle of B's upper arm and his arm tightly around B's waist. On the whistle, A tries for 10 seconds to break B down, and follow up with the hammerlock and half nelson to work for a pin. Now allow B to assume the top position and practice this entire maneuver. Allow B a turn at set-up wrestling.

Blow the whistle for a station change, etc., eventually instructing all groups on the mat.

Class Session

First review the near arm lever and waist breakdown followed up by the hammerlock and half nelson to a correct pinning position.

Demonstrate a "block" to stop an opponent from using the near arm lever. The bottom man thrusts his left arm forward and, if necessary, takes his right hand to "peel off" A's grip from his left wrist.

The next technique for "sawing off" B's left arm is called the "near arm thrust out and waist lock."

Near Arm Thrust Out and Waist Lock

If B blocks A's attempt to use the near arm lever by thrusting his left arm out front, A can use B's movement to thrust B's arm out fully extended by shoving forward against B's forearm and pushing forward and to the left with his shoulder. (9) This should break B flat.

9



Now, to drive B onto his back, A should keep pressure against B's upper arm in this fully extended position beside B's head. At this point, A should slide quickly to B's right side, still keeping B's left arm extended and apply the half nelson driving his right arm under B's right armpit, across behind B's neck and grasp B's extended left arm holding it against the side of B's head; (10) then drive B over onto his back, into a good pinning position. Allow practice.

10



Let A have ten seconds of set-up wrestling. A starts with B's arm fully thrust out. Let B practice the same maneuver, then let B have ten seconds of top position in set-up wrestling. Blow the whistle for station change, until the entire class has completed this maneuver.

Class Session

Review the near arm thrust and waist, followed by the half nelson and arm pinning combination.

The final method covered in this unit for "sawing off" the near arm, is the "near arm bar and far ankle."

Near Arm Bar and Far Ankle

From the top position, A reaches back with his right hand and grasps B's right ankle, holding it firmly. A "hooks" his left elbow over B's left elbow and pulls it back to B's side (11), as he pushes B forward and to the left with the right shoulder using his grasp on B's ankle as leverage to break B down flat with his left arm "barred" to his left side (12).



12



When B is flat, A, still barring B's left arm to his side, slides to B's right side, puts in the half nelson and turns B's shoulders toward the mat. When B's shoulders are almost perpendicular to the mat, A must release his "bar arm" (13) and complete the pinning position as previously described. Allow practice.

13



Allow A to start in set-up wrestling with B's arm barred to his side and B's ankle held firmly, ready to drive B flat and follow up with the half nelson pin. Allow ten seconds full speed. Let B assume the top position and learn this maneuver, than let B start in set-up wrestling. Allow ten seconds.

Blow the whistle for station change, until entire class has completed this maneuver.

Class Session

Teach a block to the "near arm bar and far ankle." To block the ankle hold, B should straighten his leg back; to block the near arm bar, B should capture A's "barring arm" when he attempts to bar B's left arm, and pull it over his shoulder (14).



There is a continuation of this block into a counter but at this point, go no further with it than to stop A from barring B's arm. Before going into a new phase of wrestling, have a review and practice on all three break downs, pinning combinations and blocks.

Class Session

Riding

At this point, "riding" should be mentioned. Although it is the main objective of the top man to break down and pin his opponent, it is also essential to know how to maintain control until a break down can be achieved. Since control is an indication of wrestling superiority, points can be scored if sufficient "riding time" is accumulated in a match.

The fourth grade guide on "Wrestling Games" includes information that would be most helpful for reviewing the essential principles of riding. If time is available, play the riding game.

Class Session

Escapes and Reversals

It was noted earlier that the bottom man, the man placed in the disadvantage position, will want to escape to a neutral position in which neither he nor his opponent has control, or to reverse from the bottom to the top position in control.

When in the bottom position, it is important to:

- . Get your opponent off your back;
- . Move so quickly that the top man is occupied with maintaining his balance;
- . Keep a strong, mobile base;
- . Keep off your stomach or side;
- . Stay off your back--this is the poorest position a beginning wrestler can be in;
- . Remember that your best chance to escape or reverse is immediately on the whistle;

The first reversal to teach is the backout. The top man should cooperate by giving only passive resistance.

The Backout

Partners take the referee's starting position on the mat: The bottom boy, B, shifts his body backward and lifts his left leg over the right leg of the top boy, A, and places his knee on the mat between A's legs. Now, B drives his left arm--which was being held at the elbow by A's hand--backward and between his left leg and A's right leg, and wraps it around A's waist (15).



15

B drives his left thigh against A's seat and squeezes with his arm that is around A's waist, ducks his head from under A's right arm. B is now in the top position in control (16). Allow practice.

16



Allow B to begin with his left knee between A's legs and his left arm around A's back in set-up wrestling. On the whistle, begin, and allow ten seconds for B to complete the reversal. Let A get in the bottom position, practice the maneuver, and get ten seconds of set-up wrestling.

Blow the whistle for station change and continue until all groups have learned this reversal.

Class Session

Review the backout. Teach this block to the backout: When A feels B backing out, A can quickly put his own right knee behind and between B's legs.

The next reversal is called the switch.

Switch

The class has already been exposed to part of this maneuver in the drill called the sit-through.

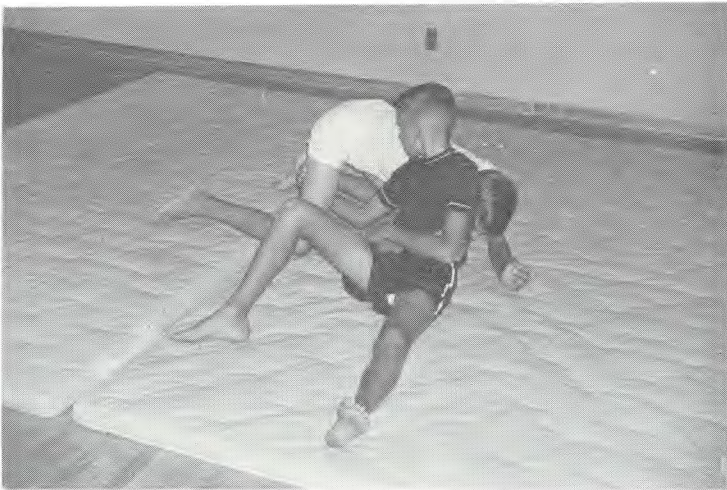
From the bottom position, B moves his left hand to the front and outside of his right hand as he lifts his right knee to support his weight on the toes of his right foot. His weight is now supported on his left hand and his right foot (17).

17



B then slides his left leg through, turning to his right as he sits on the right part of his seat and puts his right arm over the upper part of A's right arm, which is circling his waist, and puts his right hand into the inside of A's crotch (18).

18



Now B slides his hips away and up as he leans his weight onto A's shoulder. This leverage should flatten A out on the mat (19).



Now B swings his left leg over his right leg in the direction that takes him in behind A for the reversal (20). Allow practice.



Allow B to start in set-up wrestling position where he has completed the sit-through to his sitting position with his arm over A's arm and inside A's crotch. Be careful! Warn B not to suddenly apply pressure on A's arm. Start the set-up wrestling with pressure already applied. Then blow the whistle, allowing ten seconds for B to reverse.

Let A assume the bottom position and practice. Set-up wrestle for ten seconds and then blow the whistle for station change.

Class Session

Review the switch; teach the block to the switch. When A feels that B is going to switch, A can block the switch by holding onto B's left arm in a way similar to the near arm bar. If A can keep B's arm and turn him back to his stomach, B cannot switch.

The last maneuver to be taught in this unit is the stand-up escape.

Stand-up

The class has already had practice in this movement. Just a few fine points will be added.

Partners assume the referee's position on the mat, A on B's left side. The bottom man, B, bends his arms, fingers pointed in, palms flat on the mat; he shoves up hard, head erect, leaning back against A, throws his left hand across his own chest, and covers A's right hand, which is around his waist, with his own right hand. At the same time, he brings up his left knee, pointing it away from A, planting his foot on the mat (21). This is all one rapid movement.

21



B then pivots to his right and is standing (22).

22



B then peels off A's right hand which he has covered with his own right hand, turns to his left and faces A in a neutral position (23). Allow practice.

23



Now let B set-up wrestle starting with his inside foot up, left hand across his chest, right hand covering A's right hand, ready to pivot to standing. On the whistle, allow ten seconds full speed.

Let A assume the bottom position, practice, and allow ten seconds of set-up wrestling. Blow the whistle for station change.

Class Session

During this class session allow practice on the stand up. Teach a block to the stand up. When B tries to raise up, A must drive him forward to the mat, or pull B back to his left side keeping a tight grip on B's left arm, A using his own right knee as a lever to trip B to his left side, while A uses his right arm around B's waist to pull him back to his side (24).

24



Now allow review of all escapes, reversals and blocks. Allow A to assume top position and let A and B wrestle for 20 seconds; then let B start on top and wrestle for 20 seconds. Caution: If a boy stands up, the match is stopped and both boys are put back in the referee's position on the mat. Start them again.

Blow the whistle for a station change.

Class Session

Have the group on the mat practice any holds they have found difficult. Let them wrestle full speed for 20 seconds with each man having his turn in the top position.

Test the class for knowledge of the holds. The test includes a check-out as follows: The teacher calls for execution of a certain hold, with passive resistance by the partner. If anyone does not know the hold, the teacher makes necessary corrections. If time permits, allow each partner 20 seconds full speed wrestling in each of the two referee's positions on the mat.

Class Session

Allow practice of holds. Then you may want to begin a round robin tournament within the groups.

The remainder of the time should be spent in practice of holds already learned and full speed competition. Remember to emphasize that repetition of the holds is the only way to successful full speed wrestling. Use your imagination to find ways of making competition more interesting.

TRACK AND FIELD

Regardless of the size or build of a child, he can find some activity in his physical education class that he can do a little bit better than most of the other children. Whatever it is, he can find an event in track and field that will be suitable for him.

Track and field for boys and girls in the fifth grade consists of dashes, the running long jump, the western roll high jump, pursuit relays, and distance jogging.



Skills

Dash

The sprint style start is used for races of short distances. The hands are placed just behind the starting line with the thumbs and index fingers cupped. The cup or arch between the thumbs and index fingers faces toward the starting line. The left toe should be placed six to twelve inches behind the line (for right-handed students). This distance will vary with individuals. Place the right foot in position so that the right knee is approximately opposite the instep of the left foot. The legs should be directly under the shoulders. The neck should be relaxed, and eyes should be on a spot approximately eight feet down the track. This relaxed position is the "on your mark" position.

On the command "get set," shift the weight forward and up, lifting the right knee until it is off the ground and about opposite the shin bone of the left leg. Weight should be balanced on the hands and feet with the back approximately level. The elevation of the hips will vary according to the spacing of the feet. The closer the feet, the higher the hips. Knees should be pointing straight ahead. With mind and body relaxed, take a breath and hold it until the start. The eyes should be focused on a spot approximately three to five feet down the track. Don't try to outguess the starting signal, but wait in a relaxed and alert manner.

On the command "go," drive hard from the front foot (left), and drive left hand forward. Left arm should be parallel to track. Body should be kept low for the first six or seven steps. Gradually raise eyes to look down the track. Arm action is the opposite of the leg action. It is important to maintain a slight forward lean and run on the balls of the feet using long strides. Knee lift is high on each forward stride. Hands should be relaxed and open. The arms or feet should not cross the center line of the body. Toes should be pointing straight ahead. In running, the forward arm should come up parallel to the track, and back arm should not go farther back than the hips. Do not reduce speed until past the finish line, and then slow down to a jog and finally a walk.

Baton Hand-Off

The baton can be passed to a teammate in a variety of ways. For fifth-grade students, the underarm extension/palm backward pass will be satisfactory. This is a visual pass and is also known as a "V" position or method of exchanging the baton.

The passer executes the exchange with his left hand; the receiver accepts the baton in his right hand and transfers it to his left as soon as possible. Both the passer and the receiver are running at the time of exchange. The receiver must offer as large a target as he can to his teammate. The palm of the hand is turned to the rear with the fingers together. The inverted "V" formed by the thumb and fingers is the target. The outgoing

runner has the responsibility to hold his hand steady and the incoming runners must place the baton firmly.

Running Long Jump

A takeoff board is not needed in teaching the running long jump to fifth-grade students. This procedure will allow for more participation and additional stress on the jump itself without the worry of hitting the takeoff board.

From a distance of 40 to 60 feet, run smoothly accelerating to top speed and jump with one foot approximately three feet from the jumping pit. Spring upward and outward, lifting arms and striving to get feet out in front. It is important to maintain balance while in the air. As the landing approaches, lean forward with the upper body and stretch the arms toward the toes. Land on the heels of both feet. Fall forward or to the side if possible.

Western Roll High Jump

Set the crossbar approximately one foot above the ground. Approach the bar directly from the front and hop over it. The takeoff and landing should be with the same foot. Some students will prefer to take off with their left foot, and some will favor their right foot. Those students taking off with their left foot can form a line on the left at an angle of approximately 45° to the bar. Those students taking off on their right foot can form a line on the right at an angle of approximately 45° to the bar. Next, students may take off on one foot and land on the same foot but turn (if approaching from left--turn left) as they go over the bar so that they will be facing in a direction parallel with the crossbar. The leading arm and the head control the roll.

The crossbar can be set slightly higher at one foot six inches or two feet. With this height, students may reach an imaginary object in the sand as they cross the bar. Landing will be on the hands and the takeoff foot. As practice continues, additional skills would include kicking the lead leg high and pulling takeoff leg up quickly to the chest after takeoff.

Upon learning the fundamentals of the western roll with the bar set low, a student should be ready to work on his approach and takeoff with the crossbar set at approximately waist height. Let a student use his left foot as the takeoff foot, stand at a 45° angle to the crossbar at a distance from which he can just touch the bar with the fingers of his fully extended left arm. The proper takeoff place will be this spot. To set a check mark as to where to start the run, reverse the direction of the approach run. A seven-step approach is standard.





Activities

Pursuit Relays

Skills: Running, baton handoff, starts

Equipment: Whistle or toy cap gun, batons

Area: An oval track or a circle

Number of Participants: Four to a relay team

Formation: The length of the run is divided into four sections or legs. Each member of the relay team runs a quarter of the distance.

Action:

In all pursuit relays, each member of the relay team will go to a spot marked off on the track. The starting runner will run a prearranged distance and then hand off the baton in the passing zone to another member of the team.

This runner will then take it to his next teammate who will take the baton to the last member of the relay team. The passing of the baton should take place only in the passing zone. The last member will then race to the finish line.

Suggested relay races are the 220-yard relay and the 330-yard relay.

Running Long Jump

Skills: Running, jumping, landing

Equipment: Tape measure

Area: A jumping pit of 9' x 15' x 1' with a good supply of sand and an approach runway of about 30 yards

Number of Players: Five or six to a group

Formation: A straight line behind the first jumper

Action:

The purpose of the running long jump is to see how far a student can jump from a given spot.

Although a takeoff board is not used with this age group, a "takeoff area" of approximately three feet can be provided. The jump can be measured

from the takeoff point to the landing. It would be well to have some form of measuring device, such as a marked board, alongside the jumping pit. This would be useful in estimating the approximate distance of each jump. It is time-consuming and unnecessary to measure each jump with a tape measure unless it is a competitive contest.

Two or three groups can jump while other groups work on different track skills. Long lines of students waiting a turn are to be avoided at all times.

Stepping beyond the takeoff board requires the student to try again. Therefore, omission of the board saves time and allows for more participation. Should a teacher have a small class, it is certainly all right to use a takeoff board with fifth graders.

Western Roll High Jump

Skills: Running, high jumping

Equipment: High jump standards and cross bar

Area: A jumping pit of 9' x 15' x 1' with a good supply of sand and a suitable approach.

Number of Participants: Five or six per group

Formation: Groups are stationed at angles to the right and left of the pit.

Action:

Work two groups at one time, alternating between someone coming in to jump from the right and someone coming in to jump from the left. Be sure all have learned the proper technique with the crossbar set low before increasing the height of the crossbar. For practice on the correct technique, the bar should be set at a height that will be fairly easy for all to jump. During competition, the crossbar can be set for each participant.

The weight should be over the jumping foot. Eyes should be on the crossbar. Going over the bar, the jumper's takeoff leg is tucked, and his body is on its side. He should drop the head and arms as soon as they have crossed the bar. Landing is on the hands and takeoff foot.

50- to 75-Yard Dash

Skills: Sprint start, improvement of running form

Equipment: Whistle or toy cap gun; stopwatch if desired

Area: Turfed area, if possible, with a starting line; finish lines at 50 yards, 60 yards, and 75 yards

Number of participants: Four to six per group

Formation: Class is divided into several groups of five or fewer each. The first runners in each group station themselves at the starting line; others are in lines within waiting zone.

Action:

The object of this activity is to improve starting and running techniques in addition to winning the dash. A number of practice starts of ten yards distance should be run off before the 50-, 60-, or 75-yard dashes.

On the dashes, the first runners in each group race first. Use the commands, "on your mark," "get set," and "go." The activity continues until all have had a chance to race. All winners then race to find "grand winner."

Teaching Suggestions:

Students should be encouraged to run in own lanes without crossing in front of another student. Proper running form should be stressed. Students can be given timed runs by use of a stopwatch.

Distance Jogging

Skill: Running

Equipment: Stopwatch, if available

Area: Elementary track oval or suitable field

Number of players: Ten or fewer per group

Formation: Groups are in a line facing direction of run

Action:

The object of this activity is to run-walk a distance of one and a half miles. Group may be timed after having worked up endurance over a period of several weeks of untimed distance jogging. It is possible to time a group of ten or fewer by starting all on signal, "Ready, go," and calling out individual times as each person crosses finish line.

VOLLEYBALL

Volleyball was developed in 1895 in the Young Men's Christian Association gymnasium at Holyoke, Massachusetts. It has become very popular because it is one of the few sports that boys and girls can participate in together.

Although a comparatively new game, volleyball's popularity has spread so that it is played around the world. It is enjoyed in physical education classes, recreational groups, and competitive leagues.

Volleyball for boys and girls in the fifth grade consists of a review of skills acquired in grade 4, additional game skills, skill drills, and game activities.

The instructional program in volleyball should, as with all skill activities in the elementary guides, follow the prescribed progressions. Volleyball is fun for children when they can participate with a degree of success. The various skill drills will help to provide this success.

Terminology²

Net ball	A volleyed ball that hits net and does not go over into opponent's court
Return	A ball that is played or volleyed back to opponent's court
Service	Method of putting ball in play at beginning of game and after a point has been scored
Set-up	A ball volleyed into air near net by a player, enabling a teammate to volley ball into opponent's court so that it is difficult to return
Volley	To strike a ball that is in play. Ball may be volleyed between several players before it is volleyed over net to opponent's court

²Spring Branch Independent School District. A Guide for Teaching Physical Education in 3rd, 4th, and 5th Grades, p. 149. Curriculum Department, Houston, Texas.

Game Skills

If skills are to be learned, there must be enough equipment to give each child time to practice. The class may be divided into groups of four to six for skill learning. Skills are demonstrated by the teacher or a child before others are given time to practice. Care should be taken to see that children use correct form in learning game skills, which are important in the overall development of each child.

Overhand Volley

Objective:

To strike a volleyball with a two-handed volley (hit) of the ball originating from above the head

Analysis:

Stand with feet approximately shoulder width apart with one foot slightly in front. Knees are flexed. Arms are flexed and extended overhead. Hands should be open with fingers spread and thumbs facing each other. As the ball approaches, extend the body upward and slightly forward contacting ball on underside with fingertips. Hit the ball with firm fingers and follow through in direction of the ball travel.

Common Faults:

- . Not keeping eyes on ball
- . Failing to flex body

Suggestions:

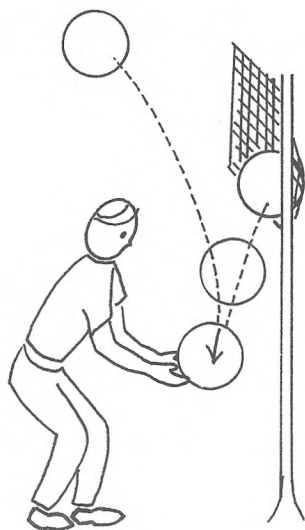
Children should concentrate on a good follow through as the ball is contacted and lifted upward.



Net Recovery

Objective:

To strike a volleyball as it comes off the net and volley it high so a teammate can play the ball



Analysis:

This skill is similar to the underhand volley. The student should crouch facing the ball as it comes off the net and wait until the last possible moment before playing the ball. The closer the ball comes to the ground, the more time the player will have to volley the ball high to a teammate who will return the ball over the net. The prime concern should be with saving the ball.

Common Faults:

- . Striking the ball too high
- . Failing to assume a crouched position

Suggestion:

Children should first practice their underhand volley with a partner.

Skill Drills

Toss-Up, Hit to Wall, and Catch Drill

This drill is the same as was presented in the fourth grade guide except various lines can be marked on the floor around the wall. Lines or targets can be marked on the wall at five feet, five and one-half feet, six feet, six and one-half feet, and seven feet. Lines can be marked on the floor every foot from three to eight feet.

Serve and Catch Drill

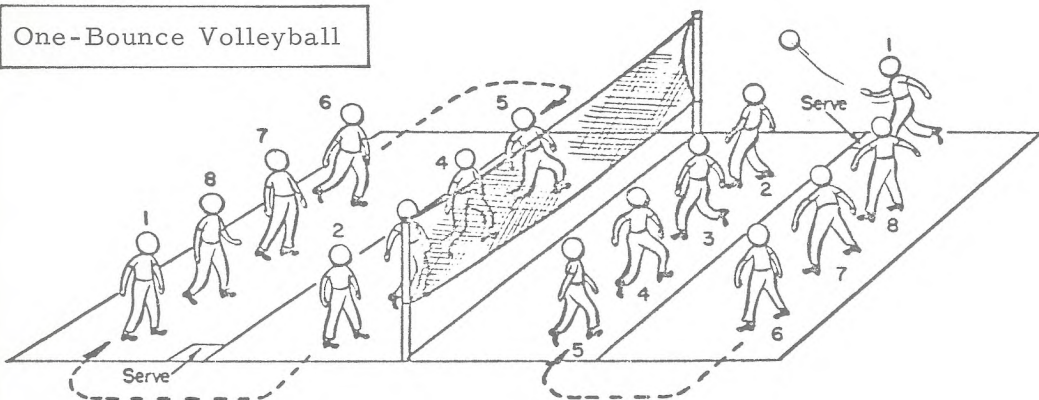
Serve the ball with an underhand serve against the wall and catch the ball. The server should be standing approximately five feet from the wall. Three students may work at one place along the wall, each taking a turn serving against the wall.

Toss-Up, Hit and Catch with Partner Drill

From a distance of approximately six feet, toss the ball up and hit it with an overhand volley to a partner. The partner catches the ball and returns it using the same procedure.

Game Activities

One-Bounce Volleyball



Skills: Serving, volleying, and rotation of players

Supplies: Volleyball, volleyball net

Area: Volleyball court

Number of players: Divide class into teams of 8

Rules:

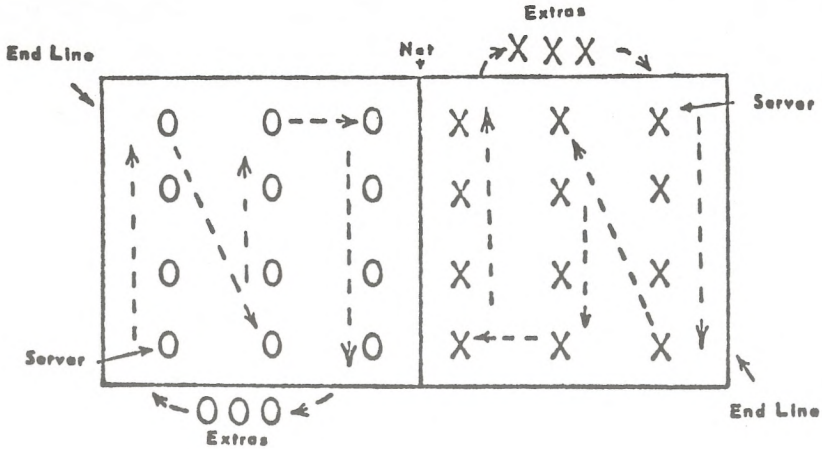
1. Players on each team are numbered and take positions as shown in illustration.
2. To start game, player No. 1 on serving team serves ball to receiving team.
 - . Server stands in service area and serves ball over net.
 - . Serve is good when ball clears the net and falls within boundaries of opponent's court.
 - . Server is allowed 2 trials to make a good serve.
 - . Server continues to serve until a foul is committed by his team.
3. To return ball fairly, a team is governed by following:
 - . Ball must first bounce once on court.
 - . No player while trying to return ball may hit it twice in succession.
 - . A ball striking net and falling back into court may still be played.

- . A ball that hits top of net on a return and continues into opponent's court is good and must be played.
4. Any ball that lands outside court boundaries is out of bounds. A ball landing on a line is good. A player may return a ball while standing outside court boundaries, providing that it first landed in fair territory.
 5. Fouls: When a foul is committed by serving team, service is lost. When it is committed by receiving team, a point is scored for serving team.

Each of the following is a foul:

- . Failure to make a good serve in 2 successive trials
 - . Striking ball for return, or relaying it to another player, before it has bounced once
 - . Allowing ball to bounce more than once before returning it
 - . One player's hitting ball twice in succession
 - . Volleying (relaying) ball by more than 3 different players on same team
 - . Hitting ball out of bounds
 - . Failure to return ball over net
6. Rotation: As game progresses, each team will rotate clockwise one position before the serve. Eventually, most, if not all, of the players on each team will have a turn to serve.
 7. Scoring: The serving team scores a point each time that receiving team commits a foul. A total of 11 points constitutes a game.
 8. Teaching suggestions:
 - . Players should use both hands to return ball. In this way, its placement can be controlled more accurately.
 - . Before serving ball, server calls out score and then the word "Service." Serving team's score is called first.
 - . Players on each team should volley ball from one to another when possible.
 - . A player should try to send ball to an uncovered space in opponent's court.
 - . Each player should play only his designated position on court.
 - . Each player should keep his eyes on ball.
 - . Players in back row should relay ball to players in front row, who in turn will hit ball over net.

Modified Volleyball



Skills: Serving, volleying (batting with open hands), rotation of players and teamwork

Supplies: Volleyball

Area: Volleyball court

Number of Players: 15 to each team

Rules:

1. The ball is put in play by server O or X who steps behind end line (see illustration) and with a volleyball service attempts to send ball over net, or to a front line teammate who assists in getting ball over net and within boundary lines of opposing team.
2. Opponents attempt to keep ball from touching ground on their side and successively return it over net by volleying. Play continues in this manner until ball drops to ground, goes out of bounds, or a foul is committed.
3. Ball may be volleyed by as many players on one team as is necessary to return ball over net and each player may hit ball twice in succession.
4. When serving team terminates its service, ball is given to opposing team and only that team rotates, as shown in illustration.
5. Game may consist of an agreed upon number of points (11 or 15).
6. Scoring: A score is made by serving side only when opponents commit a foul or fail to return ball. Server continues to serve until

team loses service. The serving team loses the service (side out) whenever they commit a foul or fail to return ball; no point is awarded.

7. Fouls are:

- . Server stepping over end line
- . Touching net while ball is in play
- . Holding ball

8. Teaching suggestions:

- . Teach teamwork (volley the ball to front line player to hit over net).
- . Server may have two attempts to serve ball over net.
- . Teach players to keep their eyes on ball and to turn to face ball at all times.
- . Insist that the players learn to meet ball with fingers of both hands when volleying³.



Toss up, hit and catch with a partner

³Game Activities for Volleyball were taken from A Guide for Teaching Physical Education in 3rd, 4th, and 5th Grades, published by the Spring Branch Independent School District, Houston, Texas.

ONE WALL HANDBALL

One-wall handball can be played indoors and outdoors on any smooth wall with a level surface in front. It is a suitable game for both boys and girls. A child does not have to be highly skilled to enjoy the game, thus accounting for much of the popularity of this activity.*

Teachers are encouraged to concentrate on doubles in handball in the fifth grade. This will provide for more participation.



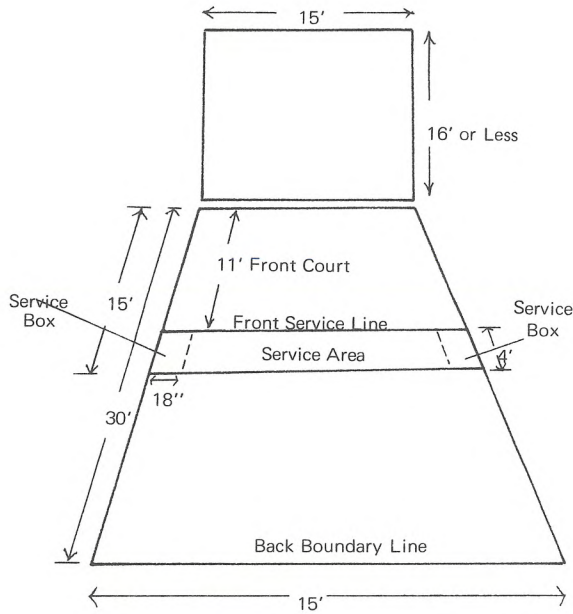
Terminology

Ace	A well-placed ball that the receiver cannot play
Back Line	The boundary line at the end of the court
Dead Ball	A ball out of play; usually follows a hinder or fault
Fault	Breaking of the rules which involves a penalty
Front Wall	A solid wall, which can be of various dimensions, located directly in front of the handball court
Game	A game is won by the first side scoring 11 or 21 points.
Gloves	A glove, consisting of some soft material or leather, is used to protect the hand.
Hinder	Unintentional interference; ball is replayed. The hinder may be in the form of such actions as unintentionally blocking, striking, or hitting an opponent with the ball.
Lob	Ball lifted high in the air during service or a rally
Match	A regulation match is 2 out of 3 games.
Out	When server or both partners have lost their serve
Point	Scored by server only, when receiver fails to return ball correctly
Rally	Playing the ball until one side or the other misses
Service Boxes	A service box is located at each end of the service zone by lines 18 inches from, and parallel to, each sideline.

*The unit on one-wall handball was developed from Growth Through Physical Education, by Alvin K. Chang, published by the Department of Public Instruction, Honolulu, Hawaii, and from material submitted by David Gregory, Seguin Independent School District, Seguin, Texas.

Service Line	The service line is parallel to, and 5 feet in front of, the short line.
Service Zone	The service zone is the space between the outer edge of the short line and the service line.
Short Line	The short line is midway between, and parallel to, the front and back lines dividing the court into equal front and back courts.
Sideline	The boundary line at each side of the court

Elementary Handball Court



ELEMENTARY HANDBALL COURT

Game Skills

Full Arm Underhand Stroke

The body is crouched and a full underhand stroke is executed. The ball is contacted at about knee level and there is a definite wrist snap as the ball leaves the hand. A right-hander should have his left side toward the wall as he hits with his right hand. This is the most effective stroke in handball because the ball hits low on the wall and rebounds even lower as it comes off the wall.

Overhand Stroke

This stroke is used when the ball is coming to you higher than head level. Step toward the ball with the opposite foot (left foot, right-handed

hitters). Keeping your eyes on the ball, hit the ball with a flexed arm. A wrist snap just as the ball leaves the hand will give it extra power and speed.

Side Arm Stroke

This stroke is used when the ball is coming to you from shoulder to waist height. Step off with the opposite foot and contact the ball with a fairly straight arm on a swing which is parallel to the ground. Finish the stroke with a wrist snap.

Straight Arm Underhand Stroke

This stroke is used for returning a ball that is close to the front wall. This is the shot where the body is completely facing the front wall, even though you still have the opposite foot leading as the ball is hit. The body is crouched and the ball is hit with a straight arm underhand stroke in front of or slightly to the side of the body. A wrist snap is executed as the ball leaves the hand.

Game Activities

Handball (Singles)



Skills: Agility, hand-eye coordination, ambidexterity, endurance.

Supplies: One ball per game. A small rubber utility ball or tennis ball can be used. As students progress, a regular 556 practice handball can be used.

Area: Any walled area where there is adequate space in front of the wall

Number of Players: Two players to a court

Rules:

1. The ball may be served with either hand from any place in the service zone. No part of either foot may extend beyond either line of the service zone. Stepping on the line (but not beyond it) is permitted. To serve, the ball is dropped to the ground and on the rebound struck with the hand to send the ball against the wall. If right-handed, stand with left side toward the wall on the serve.
2. The ball must rebound on the fly and cross the short line, bouncing in the back court. A ball striking on the side or back line is good. Receiver cannot play a served ball until it has bounced once.
3. Points can be scored only by the server.
 - . If the receiver misses, a point is scored for the server.
 - . If the server misses, the receiver becomes the server and no point is scored.
4. After the first return by the receiver, the ball may be played on the fly or on a bounce.
5. Fault (If a fault is committed on the serve, a second serve is allowed.)
 - . Foot fault -- When the server leaves the service zone before the served ball passes the short line. Two foot faults retire the server.
 - . Line fault -- Ball does not pass the short line and lands in the half court next to the wall, lands on the short line, or goes over the sideline.
 - . Line fault -- After ball is hit, it rebounds behind the back line. Two line faults retire the server.
6. Scoring

One point is scored for the serving side each time the receiver fails to return the ball correctly. Game is 11 or 21 points.

Teaching Suggestions:

- . Be sure to caution students not to look back while opponent is hitting ball. Students should have their eyes on the wall so that they will be ready to play the ball.
- . The use of a glove in elementary handball is optional as the ball is soft enough that it will not hurt the hands. A sock cut so that it covers the palm of the hand can be used as a glove. There should be a hole in the sock for the thumb and a larger hole for the fingers. The sock covers only the palm area of the hand and the base of the fingers.
- . On a hit, the handball should strike the hand at the base of the fingers. The hand should be cupped with fingers held together loosely. The thumb should lie along the forefinger in a relaxed fashion with the whole hand in a "shaking hands"

position.

- . Children of equal ability should practice handball together.

Handball (Doubles)

Skills: Agility, hand-eye coordination, ambidexterity, endurance, cooperation with a partner

Supplies: One ball per game. The regular 556 practice ball would be first choice but a small playground ball or tennis ball can be used.

Area: Any walled area where there is adequate space in front of the wall

Number of Players: Four players to a court with two partners playing two other partners

Rules:

1. First player of the first team serves until he loses the serve. The side is then retired. Both members of the second team then serve until both are out. The first player of the first team again serves, followed by his partner.
2. When serving in doubles, the partner of the server and the partner of the receiver stand outside the court until the serve is returned. During the rally, partners alternate in hitting the ball.
3. The server loses his service under these conditions, in addition to others previously mentioned:
 - . Ball is thrown against the wall instead of being served correctly.
 - . Ball is caught during service or rally.
 - . The served ball hits the server before it is hit by his opponent.
 - . Ball is allowed to bounce more than once before being served.
 - . Server or his partner touches or stops a served ball before it bounces.
 - . The ball hits the ground or some object before it hits the wall.
 - . Ball is served out of turn.

Teaching Suggestion:

- . Be sure to caution students not to look back while opponent is hitting ball. Students should have their eyes on the wall so that they will be ready to play the ball.

SOFTBALL

Areas of instruction in the fifth grade softball program include skills, drills, and activities. Emphasis should be placed on individual skill development in batting, pitching, and catching.

Game Skills

Tee Batting

The softball is placed on the top of a batting tee and batted.

Pitching

The underhand pitch presented in the fourth grade should be continued in the fifth grade. Emphasis should be on improving accuracy and control.

Fungo Batting

Stand with the feet parallel and approximately shoulder width apart. For a right-handed hitter, the bat rests lightly on the right shoulder and the ball is held in the left hand approximately waist high.

Lightly toss the ball upward, swing the bat downward and forward grasping it with the left hand. Continue this motion, transferring weight to the left foot. The ball should be hit approximately at waist height and in front of the left foot.

Skill Drills

Pitching and Catching

Divide the class into pairs and give each pair a softball. Students should take turns catching and pitching the ball. The range can be increased gradually.

Three Hits

This drill involves one batter, one pitcher, one catcher, and three fielders. The pitcher pitches the ball to the batter who attempts to hit it. After he has successfully hit the ball, the fielders catch or otherwise retrieve it. The fielder then returns the ball to the pitcher. The pitcher should try to toss the ball where the batter can hit it. No balls or strikes are called. After three successful hits the players rotate.

Game Activities

Fungo Bat and Run

Skills: Throwing, catching, and batting

Equipment: One softball, 1 bat, 4 bases for each game

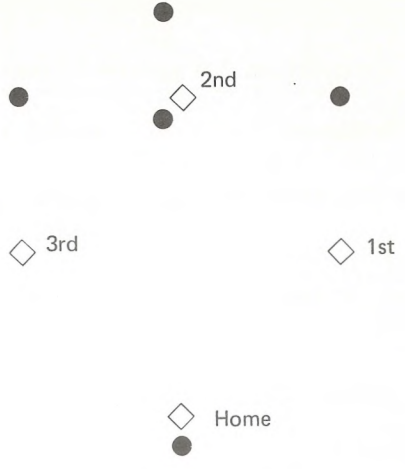
Area: In an outdoor area establish a first, second, third, and home base.

Number of players: Two teams, 5 per team

Formation: One team in field as in a softball game. There will be three fielders, one second baseman, and a catcher. The other team at bat should be well behind the batter or lined up behind the backstop if one is available.

Rules:

1. The object of this variation of fungo bat and run is to hit a ball (fungo style) into field and score a point for each base passed before the opponents get the ball to their catcher.
2. A team makes an out in the following situations:
 - a. When a fly ball is caught
 - b. When three ground balls are fielded with no errors
 - c. When the ball is thrown to the catcher before the runner gets home
3. Each team is allowed only one out.
4. A runner scores four points if he reaches home before an out is made; otherwise, he scores a point for each base touched before an out.
5. Individual scores may be kept. Winner is team with highest score.

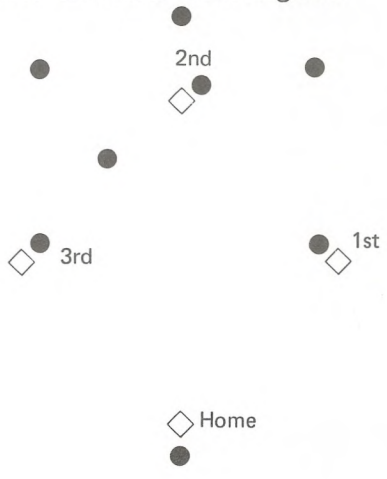


Batting Tee Softball

Skills: Throwing, catching, and batting

Equipment: One batting tee, 1 bat, 1 softball, and 1 set of bases for each game

Area: Softball diamond

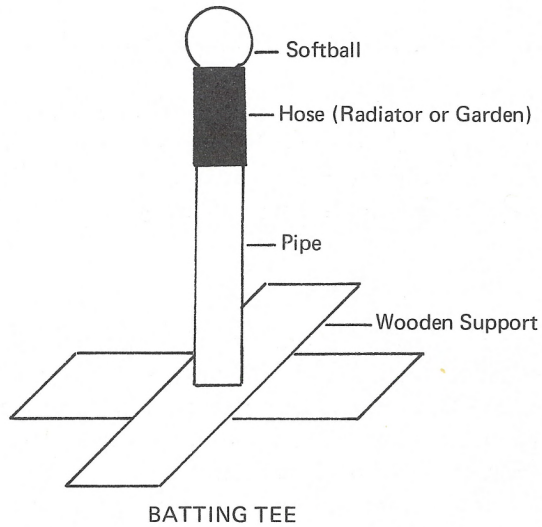


Number of players: Two teams, 8 per team

Formation: Regular softball positions as illustrated

Rules:

1. The game is played exactly the same as regular softball except the ball is batted from the top of the batting tee instead of from a pitched ball.
2. Scoring is the same as in regular softball.



FOOTBALL

Skills, drills, and activities should be included in the fifth-grade football program. Emphasis should be placed on individual skill development in passing, catching, centering, and punting.

Game Skills

Centering

Centering can be best described to fifth graders as a pass between the legs. For a right-handed student, the right hand grasps the front of the ball and the left hand is near the back.

The player is in a crouched position, feet well spread and toes pointing forward. One foot may be slightly ahead of the other. The ball is gripped in the same manner as in a forward pass. On initial attempts, the ball should not be placed on the ground. With the thumbs on top of the ball, the player passes with a good spiral between the legs.

As students are able to pass the ball between their legs, the ball may be placed on the ground. The ball and feet form the points of a triangle. Weight should be on the legs and not on the ball. The left hand acts as a guide in centering the ball.

Punting

Punting should be reviewed with a soccer or utility ball. It is essential students kick a round ball correctly before working with the football.

For a right-footed student, the football is held in both hands, with the left hand near the front and the right hand near the back; fingers are spread. The front part of the ball is angled slightly to the left. The ball is held in front of the body about waist height and at arm's distance. Elbows, ankles, knees, and hips are slightly bent. Preparatory to kicking, the player takes one or two steps. The weight of the body is on the left foot while kicking.

The right knee is slightly bent; as the ball is dropped, the right leg swings forward so that the foot will contact the ball about knee height. As the leg swings forward, the knee is straightened forcibly, the toe pointing forward and downward. The top of the instep contacts the ball.

After contact with the ball, the right leg continues its forward and upward movement, with the toe pointed. The trunk bends forward and the left heel leaves the ground as a result of the momentum of the kicking leg.

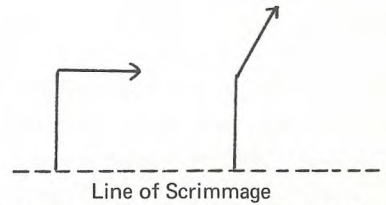
Lateral Pass

For a right-handed student, the ball is gripped with the fingers spread partially along the lacing near the back of the ball. The thumb is on top. The left hand is near the front, only to assist in holding the ball until the right arm is swung back. The right arm is swung back and then forward toward the receiver.

The release is approximately waist high with the ball rolling off the fingertips in an underhand toss.

Catching While Running

To catch a ball while running, a student should first acquire the ability to catch a ball while walking, jogging slowly, and then running at half speed. In catching a pass while moving, the receiver should first move at right angles to the line of scrimmage. (The line of scrimmage is an imaginary line that passes through the end of the ball nearest a team's goal line and parallel to the goal line.) The ball is caught above the waist and below the waist, the little fingers are almost together and fingers are pointed downward.



In catching a pass while moving at approximately a 45° angle to the line of scrimmage, the ball is caught over the shoulder while the player looks at the ball. The little fingers should be nearly together and palms facing oncoming ball.

Catching Punts

Eyes should be on the ball, and the knees slightly bent. Arms, wrists, and fingers are relaxed. Palms are up with hands and arms forming a basket about shoulder height. The arms and hands should give as the catch is made. The ball should be drawn into the middle of the body and tucked under the arm.

Stance

A beginning three-point stance is used for fifth graders. The feet are slightly wider than shoulder width apart and toes are pointed forward.

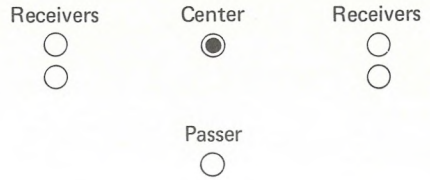
The toe of one foot is even with the heel of the other. The hand opposite the front foot is on the ground and the other arm rests on the thigh of the front leg. A balanced three-point stance is desired. The head is up, back level, weight on the balls of the feet, and eyes looking straight ahead.

Skill Drills

Passing and Receiving

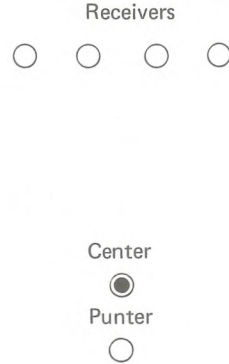
Divide the class into groups of five or six with a football for each group.

One player centers the ball to the passer. The first player in line runs out and is thrown a pass by the passer. After each player in line has received two passes, there should be a new center and passer.



Punting and Receiving

Divide the class into groups of five or six with a football for each group. One player centers the ball to the punter who punts the ball downfield to a receiver. The receiver runs the ball back to the center. After each player has received two punts, there should be a new center and punter.



Game Activities

Three-Step Football

Skills: Punting and receiving

Equipment: Junior football

Area: Mark off an outdoor area approximately 80 yards by 40 yards.

Number of players: Two teams, 7 or fewer per team

Formation: Scattered on own side of field

Rules:

1. The object of the game is to punt the ball over the opponent's goal line. A point is scored each time the ball is kicked in the air over an opponent's goal.
2. One team is given the ball approximately half the distance between its own goal line and midfield.
3. One of the players punts the ball as far as possible.

4. A player on the opposing team attempts to catch the ball while it is still in the air. If he does, he is allowed to take 3 long steps before punting it back toward the opponent's goal line.
5. If the ball is not caught in the air, it must be punted from where it was first touched as it rolled on the ground.
6. Should the ball be missed behind the goal line, it may be brought out to the goal line to be punted.
7. The first team scoring 5 points is the winner.

Forward Pass Football

Skills: Passing, catching, and centering

Equipment: Junior football

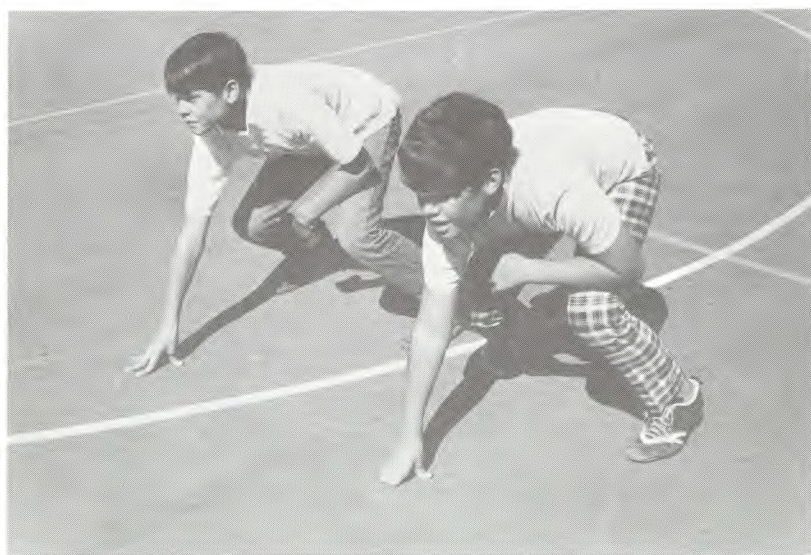
Area: Establish an outdoor area approximately 80 yards by 40 yards.

Number of Players: Two teams, 7 or fewer per team

Formation: Scattered on own side of field

Rules:

1. The object of the game is to move the ball by completing forward passes and then to score by completing a pass behind the opponent's goal line.
2. One team starts the game at midfield by centering the ball to the passer. (Rotate positions so all can pass.)
3. The ball must be passed within a reasonable time limit, such as a slow count of 5, or the opposing team is awarded the ball.
4. All completed forward passes give a team another down. A receiver does not run with the ball.
5. The ball is put in play at the point the pass was completed by that team.
6. The opposing team takes possession of the ball on an incomplete or intercepted pass. It is put into play by them at the same place as the last play.
7. A touchdown is scored when one team completes a pass beyond the opponent's goal line. The opponents of the scoring team start play again at midfield by centering ball.



BASKETBALL

Areas of instruction in basketball for the fifth grade include skills, drills, and activities. Emphasis should be placed on individual skill development in passing, dribbling, guarding, and shooting.

Game Skills

Two-Hand Chest Shot

Feet should be spaced approximately shoulder width apart with one foot slightly in front of the other. Hold the ball on the sides where the seams come together. The fingers should be spread and slightly bent to prevent the palms from touching the basketball. Elbows are close to the sides. The ball is "pushed" upward toward the basket with a slight snap of the wrist and fingers on the release. The arms and palms should remain extended toward the basket on the follow-through.

Guarding

Stand facing opponent with feet approximately shoulder width apart and arms extended sideward. Assume a semi-crouch position. The eyes should be on opponent. Move as opponent moves. Weight is on the balls of feet.

Baseball Pass

In basketball, the one-hand shoulder throw is referred to as a baseball pass. A right-handed student stands with his left foot forward, and his weight evenly distributed on both feet. The ball is held in front of the body, elbows bent and fingers spread. Bring the arms back, transferring ball to the right hand when it is above the shoulder and behind the ear. Weight is shifted to the right foot as the ball is brought to this position. The ball is thrown by bringing the right arm forward as the elbow is straightened. As the throw is made, the body rotates slightly to the left, and the body weight is shifted to the forward foot. The ball is released with a final snap of the wrist and fingers.

Passes to Moving Targets

Practice all passes with the receiving child in motion.

One-Hand Push Shot

A right-handed student stands with the left foot in front of the right and weight evenly distributed on both feet. The ball is held with the left hand on the bottom of the ball, and the right hand below the ball with the wrist cocked back. The left hand supports the ball so it will not fall off the

shooting hand. From this position, the right arm is extended in the direction of the basket. The right arm should remain extended toward the basket on the follow-through.

Lay-Up Shot

As a preparation for the lay-up shot, a right-handed student should stand on a line, take three steps (left, right, left) forward, and hop on the last step. As the hop is taken on the left foot, raise the right knee.

Next, take the three steps and say aloud "1, 2, 3." Next, take the three steps and say aloud "bounce, step, jump." This is all executed without a ball.

The second phase of this lay-up skill would involve a ball. Standing with the ball in both hands and the feet approximately shoulder width apart, take a step with the left foot and bounce the ball once with the right hand as the step is taken. On this first step, say "bounce" aloud. Next, catch the ball as the right foot comes down and say "step" aloud. A hop is made on the last or third step on the left foot and "jump" is the word to say aloud. The ball is released with a one-hand push shot on this third step. On this second phase, the ball can be shot against a wall.

The third phase of learning the lay-up shot involves actually laying the ball against the backboard and making a basket with a one-hand push shot.

Approach the basket at a 45° angle, execute a bounce, step, jump and lay the ball against the backboard. The ball should rebound into the basket.

Skill Drills

Line Dribbling

For this drill, divide the class into groups of five or six players. Arrange each group in a line formation and place a pin or chair 30' in front of each line. The first player dribbles down the court, around the pin, and returns giving the ball to the second player in line. This action continues until all have had a turn.

Defensive Shuffle

The class is divided into groups of seven or eight players. The leader assumes a defensive stance and shuffles right, left, forward, or backward. The leader should change directions quickly. All members of the group should always keep their eyes on the leader.

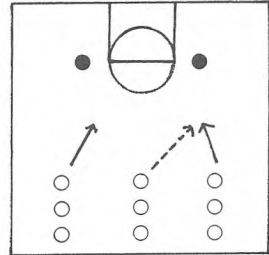
Lay-Up

For this drill, divide the class into groups of five or six players. Three groups will use one basketball goal in this drill. One group will be in

line at approximately a 45° angle on the right of the basket, one group will be in line behind the free-throw line, and a group will be in line at approximately a 45° angle on the left of the basket. All groups will use the bounce, step, jump technique to go in for the lay-up shot. The group approaching the basket from the right executes the last step on the left foot. The group in the middle can use either the right or the left foot, and the group approaching the basket from the left executes the last step on the right foot.

Three Against Two

The class is divided into groups of 11 or 13 players; one group for each basketball goal.



Two players are on defense in front of the goal. The remainder of the group forms three lines just forward of the mid court line. One line is on the right, one along the center line, and one on the left. The players at the front of each line are the offensive players; the center one has the ball. These three offensive players attempt to score a basket against the two defensive players. Regular basketball rules are used. Alternate so all can have turns working defense and offense.

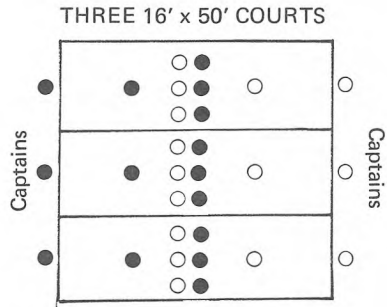
Game Activities

Captain Basketball

Skills: Passing, dribbling, guarding, and shooting

Equipment: Junior basketball

Area: Each group (two teams) of 10 should have a court of approximately 16' x 50'. It is possible to have three courts in a 50' square area as the basketball goals are not used.



Number of players: Two teams per court, 5 players per team. Each team has 1 captain, 2 guards, and 2 forwards.

Formation: The captain of each team is stationed on the end line of the court. Guards and forwards are free to move about anywhere in the court.

Rules:

1. The game is started at center court by a jump ball between two

guards.

2. Only the forwards can throw directly to the captain.
3. Regular basketball rules are used except that all fouls result in a loss of the ball to the other team.
4. If the ball goes out of bounds, it is thrown in by a player from the team that did not touch it last.
5. Two points are scored each time a forward throws the ball to his captain.
6. Guards, forwards, and captains change after each score.



Defensive shuffle



Bounce



Step



Jump

INTRAMURALS

The aim of the elementary intramural program is to provide an opportunity for every boy and girl in the fifth and sixth grades to participate in some phase of group or individual competitive and non-competitive activity as regularly as their interest, ability, and time permit.

In developing a good intramural program, attention should be focused on the following objectives:

To provide an opportunity for boys and girls to spend their leisure time in supervised, competitive, and non-competitive activity

To provide an opportunity for boys and girls to socialize with others of their own age

To provide a program with a variety of activities including experiences with carry-over value

To provide for experiences which tend to develop the need for belonging to and cooperating with other groups

To provide opportunities and situations geared to the development of healthy bodies and alert minds. Primary consideration should be given to the development of strength, endurance, agility, and coordination, all of which indirectly promote inner confidence and self-assurance.

Program Planning

The successful promotion and completion of any elementary intramural program requires attention to many details. The intramural program, as all other areas, is dependent upon understanding and cooperative planning with the principal and the total school staff. Unified planning increases the efficiency of program operation.

General Policies

The following general policies are suggested for regulating the intramural program at any school:

1. In the schools where an intramural program is in operation, it will be the responsibility of the physical education teacher (or another qualified person appointed by the principal) to organize, supervise and maintain a program of competitive team games, recreational activities and special events adequate and appropriate for that school. The instructor should conduct the program a

minimum of three afternoons a week for a total of at least five hours a week.

2. Parental permission slips are recommended because of their contribution to three important phases of initial program planning:
 - . They are the media by which parents can be informed of program content and details.
 - . They show the days and hours during which the program is to be conducted.
 - . They provide information concerning the number of children included. This will facilitate planning and organization of activities.
3. The scheduling of days for operation of intramurals should be determined by cooperative planning by the principal and the physical education teacher. Community needs and the over-all school plan are two basic issues to be considered before specific days are scheduled.
4. Particular emphasis should be placed upon the value, proper completion, and prompt preparation of a six-week activities report.
5. Proper planning to eliminate foreseeable, unnecessary hazards is encouraged in intramurals, as in all other phases of the school program.

Program Organization

Intramural programs are primarily built around team and individual sports. However, other activities of a recreational nature should be included to stimulate interest and competition for students who may not wish to compete in team or individual events.

Methods of Choosing Activities

Students' interests and needs as well as available facilities should be given primary consideration before the types of activities are decided upon.

Several methods may be used for the purpose of selecting suitable activities. The methods will depend, to a large extent, on the size of the school and whether the program is new or established. A suggested list of procedures for selecting activities follows:

Statistics--By evaluating activities and their popularity from previous years.

Student Suggestions--By surveying students' desires.

Carry-Over Activities--By organizing activities which follow the sequence of those offered in physical education.

Seasonal Activities--By selecting those activities which follow the national interest pattern.

Program Spice

The inclusion of selected special events tends to stimulate enthusiasm and add appeal to intramurals. Types of special events selected will depend on individual school needs and policies. The following list suggests some special events.

Parent-Student Square Dances--This has proved popular as an occasional evening program.

Father-Son Games--Any sport activity may be included in this type of competition.

Activity Play-offs--Winning teams or all-star teams may be selected to play games as a finale to any activity.

Telegraphic Competition--Instructors from nearby schools may agree to record data of certain activities such as track and field, rope climbing, and basket shooting. These results can then be compared by mail to determine individual winners.

Bicycle Safety Rodeo--This program may involve demonstrations by students as a culmination to the safety program.

Time Allotment

Intramurals, like all other important events, must operate on a definite and consistent time schedule throughout the entire program. Scheduling of specific times and dates for activities will allow participants to plan for other events which otherwise would conflict and cause decreased attendance. Following a consistent schedule will not only increase regular participation, but it will decrease the number of games forfeited.

TEAM SPORTS	SUGGESTED SEASON	BOYS	GIRLS	CO-EDUCATIONAL
Basketball	Fall-Winter	*	**	**
Soccer	Fall	*	**	
Softball	Spring	*	*	**
Flag Football	Fall	*	**	
Volleyball	Optional	*	*	*

LEAD-UP-GAMES	SUGGESTED SEASON	BOYS	GIRLS	CO-EDUCATIONAL
Four Square	Optional	*	*	*
Newcomb Volleyball	Optional	*	*	*
One-bounce Volleyball	Optional	*	*	*
Deck Tennis	Optional	*	*	*
Captain Basketball	Fall-Winter	*	*	
20-yard Flag Football	Fall	*	**	
Punt Back	Fall	*	*	
Zone Soccer	Fall	*	*	**

INDIVIDUAL ACTIVITIES	SUGGESTED SEASON	BOYS	GIRLS	CO-EDUCATIONAL
Basket Shooting	Winter	*	*	*
Hand Ball	Optional	*	*	
Chess-Checkers	Optional	*	*	*
Rope Climbing	Optional	*	*	*
Shuffleboard	Optional	*	*	*
Folk & Square Dancing	Optional	*	*	*
Swimming	Optional	*	*	*
Tetherball	Optional	*	*	*
Track and Field	Spring	*	*	*
Gymnastics	Optional	*	*	*
Wrestling	Winter	*		
Paddle Tennis	Optional	*	*	*

Miscellaneous Activities--Air riflery, fly and bait casting, bicycling, canoeing, rowing, hiking, water skiing, roller skating, marbles, yo-yo tops, and kite flying.

Program Spice--Parent, student, and teacher special events can be scheduled at opportune times during the year.

*--Indicates suitable activity

**--Indicates suitable activity if modified

Grouping For Participation

The effort to give every child an opportunity for satisfying, meaningful, and safe intramural activity requires suitable grouping. This grouping relies chiefly upon the professional judgment of the intramural director. Within the groupings used, there must be an awareness of differences in level of readiness, maturation, and tolerance. Since intramural participation is voluntary, the creation and maintenance of interest is fundamental.

The following are examples of methods of grouping for participation:

Classroom, Grade, or Age

Usually this is the preferred type since there are normally three or four classrooms within each grade level. The system utilizes ready-made loyalties, age groupings, and administrative structure. Moreover, activities that lead to coeducational participation are easily incorporated.

Grouping by age alone is another simple and convenient method.

Performance

Providing for differences in skill and desire helps to establish equal teams. Specific skill tests are available plus the use of batteries of performance tests.

Height-Weight

The height-weight extreme differences often affect student performance in some activities. Since this is the case, an extension of the age grouping method is indicated. The age-height-weight chart entitled "Classification Index for Boys and Girls" is an excellent classification method.

Interest

If physical differences are not significant factors for an activity, then groups may be organized on the basis of interest alone.

CLASSIFICATION INDEX FOR BOYS AND GIRLS

Exponent	Age Years, Months	Height (Inches)	Weight (lb)	Sum of Exponents	Class
1	10-0 to 10-5	50-51	60-65	0-9	A
2	10-6 to 10-11	52-53	66-70	10-14	B
3	11-0 to 11-5		71-75	15-19	C
4	11-6 to 11-11	54-55	76-80	20-24	D
5	12-0 to 12-5		81-85	25-29	E
6	12-6 to 12-11	56-57	89-90	30-34	F
7	13-0 to 13-5		91-95	35-38	G
8	13-6 to 13-11	58-59	96-100	39-Above	H
9	14-0 to 14-5		101-105		I
10	14-6 to 14-11	60-61	106-110		J
11	15-0 to 15-5		111-115		
12	15-6 to 15-11	62-63	116-120		
13			121-125		
14		64-65	126-130		
15		66-67	131-133		
16		68	134-136		
17		69	137- Above		

(Illustration: Sue is 10 years 3 months of age, 4'10" tall, and weighs 73 pounds. The exponent for age would thus be "11"; the exponent for height, 58", would be "8"; the exponent for weight would be "3." The sum of these exponents, "12," places Sue in Class B.)

Promotion and Public Relations

Good public relations provide better understanding and support for the intramural program. A publicity program must conform with established administrative policies. All news releases and other communications must be cleared through the designated school authority. Every media of communication available should be used to keep students, parents, and the general public informed. The following are some examples of good public relations.

Information to Students

- Posters
- School assemblies
- School newspaper
- Announcements over public address system
- Announcements by classroom teachers

Information to Parents

- Field days, special events, tournaments
- Assemblies
- School bulletins
- Permission slips and announcement flyers
- Information from children

Information to General Public

- Local newspaper, radio and TV coverage
- System-wide publications

Awards

The distribution of awards should be regulated by the policies of the individual school. The principal should be consulted before motivational media of this nature are included in the program.

Awards can be very important to the success of new or established intramural programs. The use of awards tends to stimulate and maintain the interest of individuals and teams.

The award as well as the method used for selecting the recipients should be meaningful and respected by the students.

Generally speaking, there are three categories under which awards may be granted:

- Team awards
- Individual team member awards
- Awards for individual achievement

The following suggest the types of awards and methods that are successful at the elementary level:

Team Awards

In schools utilizing the classroom method of competition, a team may be given recognition by presenting awards such as plaques, cups, or pennants. Individual members may be given certificates.

Individual Awards

Provisions can be made for recognition of individuals who participate in non-team activities such as tetherball, paddle tennis, free throw shooting, wrestling, gymnastics, track and field, and chess. The different types of awards that have proved successful in this category are ribbons, certificates, numerals, small cups, and names placed on a school honor roll.

It should be emphasized that in most instances these awards can be made by an individual or group in art class or at home. It is not desirable to always purchase awards for the intramural program in the elementary school. Part of the fun of the program is in designing and constructing ribbons, certificates, and plaques.

Program Evaluation

The evaluation of intramurals must be a continuous process. Evaluation is an educational instrument applied to appraise various intramural program qualities. Evaluation methods check the progress toward reaching desired goals, prevent duplication of program errors, and help others to understand the values of intramurals. There are various methods of evaluating the intramural program. However, elementary methods should include records, instructor analysis sheets, and student checklists. (A sample evaluation sheet is shown on the following page.)

Instructor's Evaluation Sheet

Key: Yes
No

- () 1. Are the principal and other school personnel included in the program planning?
- () 2. Are general policies established concerning program regulations?
 - () a. Instructor's responsibility
 - () b. Days of operation
 - () c. Parental information
- () 3. Are program aims and objectives formulated according to recommended educational practices?
- () 4. Are the duties of the intramural director established?
- () 5. Are safety policies established concerning the available facilities?
- () 6. Are necessary rules and policies concerning supplies and equipment established?
- () 7. Are students sharing in formulating program details?
- () 8. Are the students' needs and desires considered when selecting activities?
- () 9. Does a definite and consistent time schedule exist?
- () 10. Are the methods used for selecting teams based on balance and equality?
- () 11. Have motivational devices been meaningful and functional?
- () 12. Are sound scheduling policies followed?
- () 13. Are the units of competition adequate for the needs of the children?
- () 14. Are methods established for keeping meaningful program records?
- () 15. Are regulations for participation established and available?

SWIMMING AND WATER SAFETY

Drowning takes the lives of more children between ages ten and fourteen than all accidents from fires, explosions, firearms, and falls combined, according to the United States Department of Health, Education, and Welfare.

It is well to remember in working with ten-year-olds that the drowning rate begins to increase sharply with this age. It is essential that continued effort be made to develop alertness toward water safety. The inability to recognize danger is prevalent because young people often act before they think. One elementary student explained after nearly drowning when he stepped into a hole while wading, "Learn where to step before you step." Such instances emphasize the need for out-of-water instruction in water safety, discussion, projects, and studies.

Motivating the Child

Once a child becomes aware through water safety education of the opportunities for fun and enjoyment in, around, and on the water, he has a greater desire to swim. The ability to swim allows him to overcome some dangers and limitations placed upon him because he does not know how to swim.

Adventure appeals to this age group. The space program, frogmen, underwater exploration activities of a submarine crew, soldiers who ford the river to capture an enemy, beach landings by the marines, parachute jumps into the ocean from a fighter plane, and the adventures of a scuba diver--all can be topics of discussion. Of course, if students have not covered material recommended for the previous grades, that should be taught first.

Suggestions for Classroom Phase

The classroom can be used effectively in teaching water safety education. Suggestions for classroom instruction in the fifth grade follow.

1. Refer to the lesson "Be a Water Winner" by the American Junior Red Cross.
2. Take the class to visit different pools in the city, such as municipal, motel, apartment, neighborhood, and perhaps take a picnic to a nearby lake or river. Observe and discuss the physical characteristics of the facilities that are hazardous as well as those that aid in the prevention of accidents.

3. Ask pupils to bring life jackets which they use when boating. Discuss the types, pointing out the Coast Guard approval label.
4. Bring samples of various items with which children play in the water. Discuss any dangers in using them.
5. Develop an interest center to display the proper (safe) and improper (unsafe) use of items discussed under 3 and 4.
6. Ask the students to report on various television programs that sometimes use a river, lake, or other body of water. Discuss possible hazards.
7. Show the film "Teaching Johnny to Swim." (Red Cross)
8. Develop a multiple choice test. Cite a situation, then ask the students to choose a certain course of action: (1) Always _____ (2) Sometimes _____ (3) Never _____.
9. As a challenge to the students, select a good motion picture from the Texas Parks and Wildlife Department for showing. Then use some illustrations of drowning accidents that occurred while the victims were participating in water recreation. Finally, make the application that learning to swim and wearing a life jacket probably would have prevented the drowning.
10. Conduct a survey of water recreation enjoyed by the children and their families.

Guidelines for out-of-water aquatic educational units are as follows:

1. Values and dangers of water
2. Safe and unsafe uses of water
3. Environmental factors that contribute to water hazards
4. Actions that could result in accidents around or in water
5. Areas of the home where water may be encountered
6. Rural and farming areas where water may be found
7. Lakes and rivers used for various types of recreation
8. Vacations and family outings

Suggestions for Water Instruction Phase

Assuming that swimming instruction has been a part of the elementary physical education curriculum, some additional work for the fifth-grade pupil can now be considered. If no program has been offered before the fifth grade, the teacher should start with material recommended for the earlier grades.

Some schools might face a dressing problem if they lack general physical education facilities. The resourceful teacher could arrange to use rest rooms, curtained-off areas in the regular classroom, or the area behind a stage curtain. Of course, the students would need to dry off at the site of the portable pool or other facility being used before re-entering the school. Temporary open-air dressing places could be set up at the pool, or a tent might be borrowed from the National Guard or other source. Much time can be lost dressing and undressing. Good supervision and direction will be needed to stay within the class schedule.

Many fifth graders will soon have the opportunity of learning to water ski. The majority probably have already had the experience of riding in a boat. It is wise to stress that a nonswimmer is never completely safe in a boat even when he is wearing a life jacket. Most drownings from boating accidents could be avoided, however, if every person wore a United States Coast Guard approved life jacket. Two common mistakes in boating accidents are: (1) failure of the nonswimmer to wear a life jacket; and (2) attempt by the swimmer with no life jacket to swim ashore rather than hold to the boat. Wearing a life jacket is a must for a person who plans to water ski. Safety information and films may be secured from the National Ski Association. Boating safety rules may be secured from the Texas Parks and Wildlife Department, the United States Coast Guard, or the American National Red Cross.

Guidelines for Nonswimmers

The following are important concepts a nonswimmer should know to prevent drowning himself and others:

1. The dangers of water
2. How people who cannot swim get into trouble
3. How to assist those in trouble from shore
4. How to recognize signs of danger
5. What to do if someone is brought from water and is not breathing
6. What a nonswimmer should NOT do
7. Precautions that should be taken to protect oneself and others
8. An awareness of hazardous activities that take place around or in shallow water
9. What people do to cause an accident
10. Why a nonswimmer should not make a swimming rescue

How can a nonswimmer be impressed with what he should and should not do?

1. Discussion
 - . Survey what individuals do to cause drowning accidents.
 - . Find out what swimmers and boat users do that might result in drowning.

2. Activities

- . Bring items to class that may be used in a rescue effort from shore.
- . Clip pictures of these items or draw pictures of items brought to class.
- . Conduct dry-land practice using these articles.
- . Make an interest center using these articles.
- . Make an interest center using life jackets and preservers.
- . Practice putting on life jackets out of the water.
- . Bring items used for recreation in the water.

3. Problems

Facts have now been surveyed, and the class should have a good understanding of what causes people to get into trouble in the water. The teacher should present situations in which students might find themselves and ask them to decide what they would or should do under the stated conditions. Example: "If you were fishing on a river bank and suddenly found yourself skidding into the water, what should you do?"

Guidelines for Swimmers

Children who can already swim should:

1. Know environmental hazards one may encounter.
2. Understand limitations of personal swimming ability.
3. Know what precautions should be taken before diving into unknown waters.
4. Understand why it is important to swim with a buddy.
5. Know when and where not to swim.
6. Realize the importance of not swimming when overtired or overheated, or immediately after eating.
7. Understand the meaning of panic and how to avoid it when in trouble.

The Psychology of Working with Fifth Graders

Fifth-grade pupils need to be directed. They sometimes have difficulties maintaining good judgment about safe actions in group play. They need to be taught to THINK and understand WHY they should or should not do things. Many of their actions are spontaneous, such as the urge to push a friend into the water or put his head under the water and hold it there. Jumping or diving into the water without looking is a common practice when children are left to play without supervision.

One of the foremost guidelines to successfully teaching a beginner to swim is winning his confidence and never betraying this confidence. The instructor should have a genuine interest and desire to be successful with each student as an individual. The student must not be lost in the group as a beginner.

Organized games and competition used as closing activities at the pool, such as group relay races, help leave a good attitude on the part of the student.

Many teachers would probably be surprised to know just how many of their students really cannot swim 50 feet. The same is true with the pupil who eagerly answers, "Yes, I can swim," but when placed in the water actually cannot. Many soldiers and even some military life guards have said they could swim, but when placed into water for a check immediately have found they could not and had to be pulled out of the water. A teacher should not rely on the student's word. The student should go through a supervised swim check before being classified for enrollment in a specific class.

It is important for a swimmer in this age group to know that there are many ways he can get into trouble in the water. Some things he should know are:

1. His own limitations
2. Lifesaving procedures
3. Artificial respiration
4. Why he should not make a swimming rescue without training
5. How to stay afloat
6. How to relieve leg cramps
7. Cause of stomach cramps
8. How to change directions and return to shore
9. How to get from vertical to swimming position in deep water

Younger students learn by imitating and playing games that relate to skills for the swimming activity desired.

Students should be taught the danger of panic and how to avoid it.

Procedures for rescuing a drowning person without risking personal contact should be reviewed and stressed. One should remember that most drownings occur within 40 to 50 feet of safety.

For the beginning student, individual competition against his personal record is best. Competition against another student may sometimes result in an attitude of defeat or withdrawal. If individuals are to compete, goals should be set that most of the students can achieve. Each student will be encouraged when he experiences some success.

When instruction on different levels is possible, the teacher should build on the present knowledge of individual students.

Students should be complimented when they do well. They should be encouraged and challenged when they have difficulty in learning and achieving the desired goal.

Slow learners should be accepted as a challenge. One should make them feel important. A teacher should use a positive approach rather than a negative one. Children with difficulties in learning should not be scolded; they respond best to a friendly encouraging attitude. They should have some time for fun in any learning situation.

Better lesson planning will result in better class progress. This will be even more important when a teacher aide is to be used in a class. The assembly line procedure, described in the American National Red Cross Instructor Manual, will help to cope with varying degrees of learning in the same class.

When ample time is available, it is wise to divide the class period into two phases: instructional and recreational. Both should be planned by the instructor so that they are meaningful and safe.

Finding and Using Aquatics Resources in the Community

Being able to swim does not necessarily qualify a person to teach others to swim. If a teacher suddenly finds himself assigned to teach swimming the next school year, he may find sources for help in his own community.

Courses for instructors may be available from nearby colleges or universities, the Young Men's (or Women's) Christian Association, or the American National Red Cross; or attendance at a ten-day National Aquatics School might be possible.

Since recognition and supplies are tied in with the swimming curriculum, you would be wise to use the program standards set by the agency that trained you. Class record sheets, course completion certificates, instructor manuals, as well as posters pins, and emblems, are in most instances available for the teacher. In some cases, these materials may be free.

ACHIEVEMENT STANDARDS FOR FIFTH GRADE

These achievement standards for fifth grade children are guidelines for observing each child's progress toward developing his physical skills. It is not intended to be a formal testing situation. Through daily observation, the teacher will know who can and who cannot do specific skills.

For formal testing of physical fitness, reference should be made to the section on appraisal of fitness in the Guidelines for Grades 1-6. A suitable fitness test should be selected and administered.

It is most important for the teacher to communicate with the child so he will know what to do and how to do it. Some activities require equipment and supplies while others do not.

Activities Requiring No Equipment or Supplies

Movement Exploration

- . Solve various problems in movement which involve space, time, force and flow.

Rhythmic Activities

- . Execute a polka step, allemande left and the schottische.

Exercises

- . Run - walk 1 1/2 mile in 12 minutes.

Activities Requiring Equipment or Supplies

Rhythmic Activities

- . Execute the tinikling step.

Games and Related Activities

- . Participate in a game of paddle tennis.

Soccer, volleyball, one-wall handball, softball, basketball and football

- . Execute the basic skills in these areas of instruction for grade 5.

Gymnastics

- . Demonstrate two skills on each piece of equipment.

- . Demonstrate three tumbling skills.
- . Execute a free calisthenics routine.

Wrestling (Boys)

- . Demonstrate the wrestling skills presented in grade 5.

Swimming and Water Safety

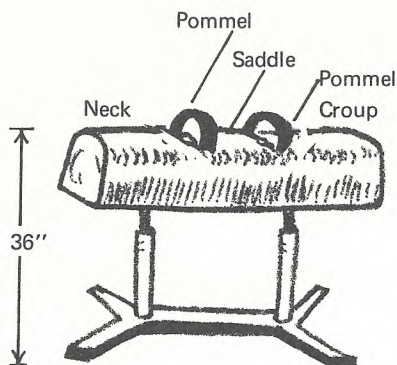
- . Demonstrate a knowledge of guidelines for swimmers and non-swimmers.
- . Demonstrate lifesaving procedures, artificial respiration and how to stay afloat.

Track and Field

- . Execute a proper baton hand-off.
- . Execute the running long jump.

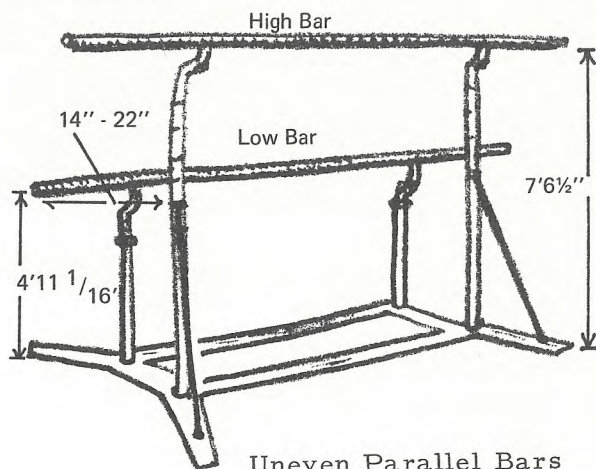


APPENDIX



Horse

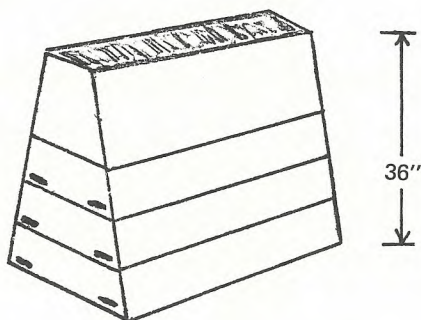
The neck of the horse is always to your left as you begin an exercise. The height of the horse should be approximately 36" for grades 4, 5, and 6.



Uneven Parallel Bars

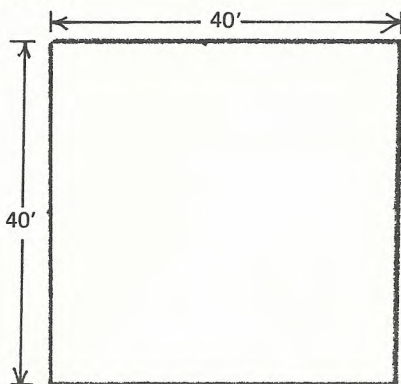
Both the low bar and the high bar can be adjusted for height and width. Standard height for the high bar is 7'6 1/2". Standard height for the low bar is 4'11" and 1/16". The width between bars can vary from 14" to 22". The recommended height for each grade level is as follows:

	High Bar	Low Bar
Grade 4	7'	4'5"
Grade 5	7'2"	4'7"
Grade 6	7'4"	4'9"



Vaulting Box

The vaulting box is in sections. The top should be padded. The height of the box should be approximately 36" for grades 4, 5, and 6.



The floor area should be approximately 40' x 40' and used by both boys and girls in executing complete free calisthenics routines. Portions of routines should be practiced on the tumbling mats.

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