

PHYSICAL EDUCATION in the ELEMENTARY SCHOOL

Texas Education Agency
Austin, Texas
1971

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Fourth Grade

4

BULLETIN 706

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INTRODUCTION

The physical education program for fourth grade is carefully planned to fit the age characteristics of nine- to ten-year-old pupils. The following chart is designed to give teachers a summary view of these pupils 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 showing steady increase	1. Vigorous activities, such as running, jumping, hopping, throwing, stunts; attention to posture
2. Heart and lungs growing to adult proportions; general health precarious, frequent fatigue	2. Vigorous activities followed by periods of rest
3. Coordination improving; increased muscular strength, particularly in fingers and hands; 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, and square dances
5. Emotional, boastful, excitable, and argumentative; eager to win; group approval more important than adult approval	5. Group games, relays, team games, singing games, folk dances, and square dances
6. Dramatic and curious; desire adventure and exploration	6. Creative rhythms, tag games, team games, stunts
7. Enthusiastic about vigorous activities	7. Tag games, simple team games, physical fitness activities

8. Some easily discouraged and sensitive to failure
 9. Creative
 10. Memory concept and attention span lengthening considerably; can listen and follow directions more easily than third graders
 11. Reaction time improved
 12. Ability to appreciate and evaluate correct skill performance developing
8. Varied activities within the abilities of the children; opportunities to perfect skills
 9. Creative rhythms; opportunities to make up games, stunts, and dances
 10. More involved activities with more difficult rules; occasional discussions of games, attitudes, and other matters of value
 11. Continued activities that reward success in escaping or in capturing others, opportunities to win, games of elimination
 12. Self-testing activities, stunts, team games, relays, and rhythms



Basket hang on the rings

Progression of Skills¹

Some skills are introduced, some are practiced, and some are mastered during the school year. Nine- to ten-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 fourth grade pupils.

¹Houston Independent School District. Physical Education Guide for Fourth Grade. Houston: The School District, 1960.

PROGRAM OF INSTRUCTION FOR FOURTH GRADE

The physical education program for fourth grade consists of basic movement (primarily movement exploration), exercises, rhythmic activities, games and related activities, soccer, track and field, wrestling, volleyball, basketball, football, softball, 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:

Basic Movement (primarily movement exploration).....	10%
Exercises	5%
Rhythmic Activities.....	20%
Games and Related Activities (including all other separate sport activities).....	40%
Gymnastics	15%
Swimming and Water Safety.....	5%
Appraisal of Physical Fitness--3 to 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 Rhythmic Ac- tivities	Outdoor Appa- ratus Jogging Rhythmic Ac- tivities	Exercises Games and Related Activities	Outdoor Ap- paratus Jogging Rhythmic Ac- tivities	Exercises Rhythmic Activities

SECOND WEEK

<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
Outdoor Ap- paratus Jogging Rhythmic Ac- tivities	Exercises Rhythmic Ac- tivities	Outdoor Appa- ratus Jogging Games and Related Activities	Exercises Rhythmic Activities	Jogging Rhythmic Activities

THIRD WEEK

<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
Exercises Rhythmic Ac- tivities	Outdoor Appa- ratus Jogging Rhythmic Ac- tivities	Exercises Games and Related Activities	Outdoor Appa- ratus Jogging Rhythmic Ac- tivities	Jogging 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.

BASIC MOVEMENT

Fundamental skills are basic to everyday living. Combinations of these movements are used in various activities. Some children may need additional help on fundamental skills. Should the need arise, the fourth grade teacher can refer to the second-grade guide for teaching suggestions and illustrations in locomotor and non-locomotor movements and body mechanics.

Locomotor Movements

Locomotor skills are those in which the child moves from one place to another. These skills include walking, running, jumping, hopping, galloping, sliding, skipping, and leaping.

Non-Locomotor Movements

Non-locomotor skills are those in which the child remains in a given place and moves parts of his body or uses his body to move objects. These skills include bending and stretching, swinging and swaying, pushing and pulling, twisting and turning, and shaking and bouncing.

Body Mechanics

It is important that fourth-grade children be observed in their progress in maintaining skills in body mechanics which were developed in previous grades. For the growing child, acquiring the ability to stand, sit, squat, relax, start and stop, push and pull, and lift and carry is essential to proper development.

Movement Exploration

Movement exploration may be described as that part of the physical education program in which the child discovers his own ways of moving. This is usually done by asking questions or presenting problems to be solved. Children, because they are different, will respond to problems in various ways. For example, if asked how they can move their arms from the shoulders, some would swing their arms, some would raise arms high overhead, some would twist their arms, etc., and each child might be able to answer a question or solve a problem in several ways. All should be given time to experiment with movements and to evaluate their movements as well as movements of others.

Lessons may be concerned with why, where, how, what, and with whom we move. The teacher in giving the problem does not make suggestions nor demonstrate possibilities. In most cases children solve the problems with their own movement rather than words. If, occasionally, one child

is asked to show what he has done, others are encouraged to find another way to move, but not to imitate.

Problems may be repeated and are often varied, using different parts of the body or different movements. Imagination may be used to obtain desired quality of movement.

Suggested Problems in Movement

1. Can you move your arms in opposite directions at the same time? How many ways can you do this? Your legs? One arm and one leg?
2. Focus your eyes on this spot. How many ways can you move toward and away from this spot. In how many directions can you move without taking your eyes off this spot?
3. Can you move on the floor to make letters in the alphabet that have only straight lines? Can you move your body into these shapes? Can you move your arms, legs, shoulders, etc., to form these letters. Also use letters that have only curves and those with combinations of curves and lines.
4. With a partner develop a pattern of strong movements using your body from the waist up. Develop light movements. Use body from the waist down.
5. In groups of three develop a movement pattern in which all do the same thing at the same time. One different; all different.
6. Think of something you read at school today and show what it was. The others will try to guess. This can be done individually, with a partner, or in groups.
7. If straight movements are direct movements and curved movements are indirect movements, see if you can make these kinds of locomotor and non-locomotor movements.
 - . Direct, quick, strong . Direct, slow, strong
 - . Indirect, quick, strong . Indirect, slow, strong.

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. As fourth-grade pupils sometimes have nutritional disturbances and are susceptible to disease, and because their hearts have not developed as fast as their bodies, they need guidance to avoid overexertion.

Treadmill

Principal Values - Flexibility, stretch front of thigh and lower back

Starting Position - Front leaning rest (push-up) position, arms shoulder width apart, back and legs straight, and feet together

Action -

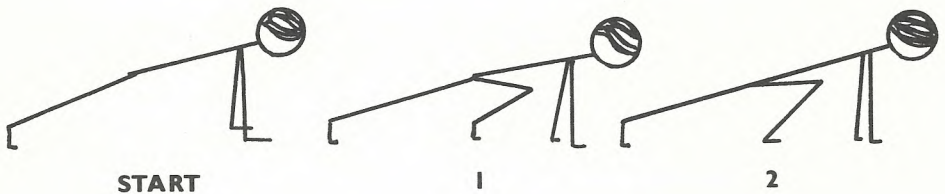
Count 1 - Move left knee up to left arm

Count 2 - Alternate right knee to right arm, left leg extended straight back

Count 3 - Alternate left knee up to left arm, right leg extended straight back

Count 4 - Repeat count 2. Finish exercise in starting position.

Note - Maintain good front leaning position during exercises.



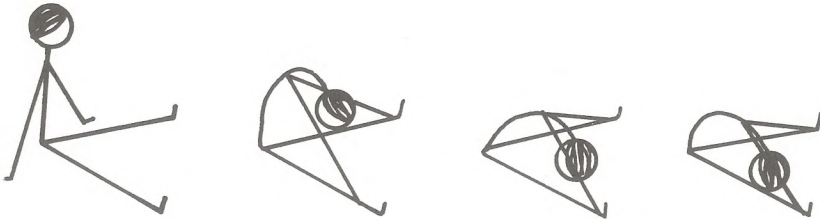
Sitting V Stretch

Principal Values - Stretch hamstrings and lower back

Starting Position - Straight sitting position with legs spread as wide as possible. Knees should be up, not turned in or out. Grasp ankles if possible; if not, grasp lower legs.

Action -

- Count 1-3 - Bend forward over left leg and try to touch head to knee
- Count 4 - Return to straight sitting position
- Count 1-3 - Bend directly forward between legs
- Count 4 - Return to straight sitting position
- Count 1-3 - Bend forward over right leg and try to touch head to knee
- Count 4 - Return to straight sitting position

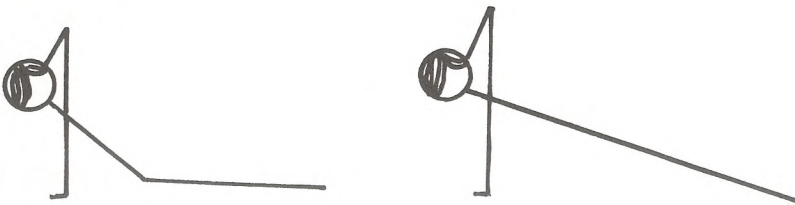


Side Stretch

Principal Values - Shoulder strength, stretches side muscles

Starting Position - Sit on right hip. Right arm is straight and hand is on mat or floor. Left hand behind neck. Legs are straight.

Action - Raise hip off mat or floor until legs and trunk form a straight line.



V-Sit

Principal Values - Abdominal strength

Starting Position - Supine position with arms at sides, feet together and toes pointed.

Action - Simultaneously raise trunk and legs. Grasp legs and hold for three counts. Return to starting position.

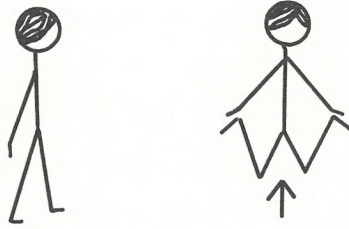


Heel Slap

Principal Values - Coordination, leg strength

Starting Position - Straight standing position with feet shoulder width apart. Arms slightly sideward and backward. Knees are bent slightly in preparation for jump.

Action - Jump up, swing arms back, flex knees bringing heels back, touch heels and return to starting position.



Knee Touch and Leg Stretch

Principal Values - Flexibility

Starting Position - Hands and knee position with head up and back level.

Action -

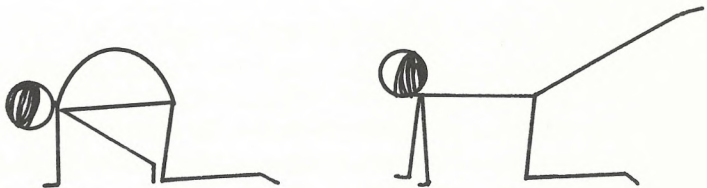
Count 1-3 - Simultaneously bring the head down and left knee in. Attempt to touch knee and chin.

Count 4-6 - Simultaneously bring head up and stretch leg back and up

Count 1-3 - Right leg in

Count 4-6 - Right leg back and up

Note - This exercise should be done with an easy motion - one, two, three, four, five, six. It should not be jerky.

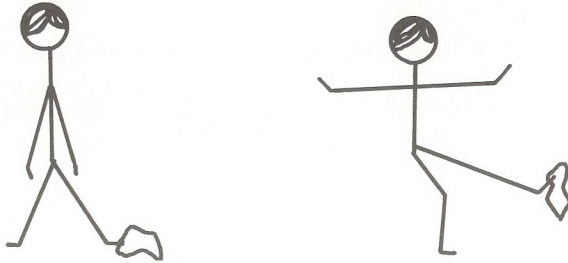


Pick Up

Principal Values - Strengthens toe flexors

Starting Position - Straight standing position with crumpled paper or cloth in front of feet

Action - With one foot grasp the paper or cloth with the toes and pick it up. Next, use the other foot.

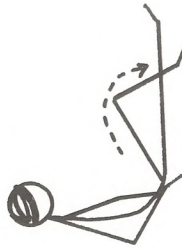


Bicycle

Principal Values - Leg flexibility and coordination

Starting Position - Lie on the back with the weight on the head, shoulders, and elbows. Raise trunk and legs, support the hips with the hands. Extend right leg up and flex left leg.

Action - Rotate legs in circular motion as in riding a bicycle. Gradually increase speed.



Bouncing (palms flat)

Principal Values - flexibility

Starting Position - Hands on hips with feet slightly wider apart than shoulders

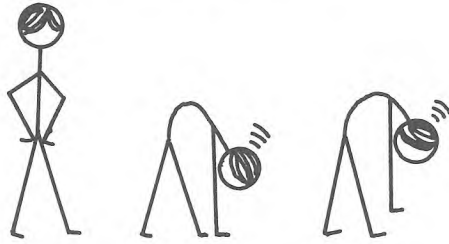
Action -

Count 1 - Bend forward and reach the floor with palms of hands

Count 2 - Without lifting body, bounce and try to touch palms of hands to floor

Count 3 - Again bounce and try to touch palms of hands to floor

Count 4 - Return to starting position



Jogging

Principal Values - Endurance

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

Action - Jog continuously for four minutes

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

Exercise 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.



Treadmill

Circuit Training

Circuit training is a method whereby one or more exercises are repeated as many times as possible within a set time limit. The circuit consists of a series of exercise stations arranged in a specific order.

Each child completes a given number of repetitions of the activity at one station and then proceeds, in turn, through the remaining stations, performing the number of repetitions assigned to him for the activity at each station.

The activities of the circuit should be so selected and arranged that the efforts required of any one portion of the body are changed alternately from an active to a passive phase as the performer works his way around the circuit. For example, if the muscles of the arms and shoulder girdle are exercised vigorously in performing the activity at one station, the activity at the next station in the circuit might be one in which the legs are exercised vigorously.

An example of setting up a circuit training program for individual class members is as follows:

1. Time - Determine the length of time you will use for the circuit. Time can vary from five to eight minutes.
2. Exercise - In selecting an exercise for each station, select the ones that are the most appropriate for improving the weaknesses of the majority of the class. A physical fitness test will inform you of the class's fitness level.
3. Repetitions - Let the class do as many repetitions as possible in one minute of an exercise such as the treadmill. Record each score. Rest one minute and do as many repetitions as possible in one minute of another exercise. The heel slap would be a good example. Record each score.
4. Program - Let us assume that the maximum repetitions for a fourth grade boy are as follows:

Treadmill	- 20
Bicycle	- 28
Heel Slap	- 16
Bouncing (palm flat)	- 12

LAP I

Treadmill	- 5
Bicycle	- 7
Heel Slap	- 4
Bouncing (palms flat)	- 3

LAP II

Treadmill	- 5
Bicycle	- 7
Heel Slap	- 4
Bouncing (palms flat)	- 3

LAP III

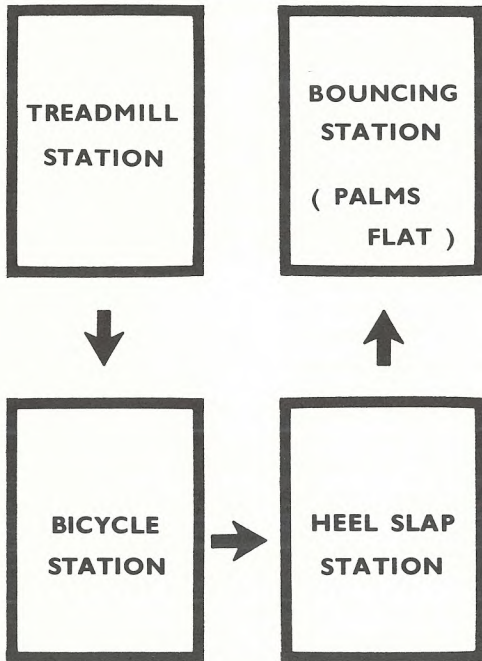
Treadmill	- 5
Bicycle	- 7
Heel Slap	- 4
Bouncing (palms flat)	- 3

As a suggestion, start with one quarter of his maximum effort for each lap (one time through the circuit).

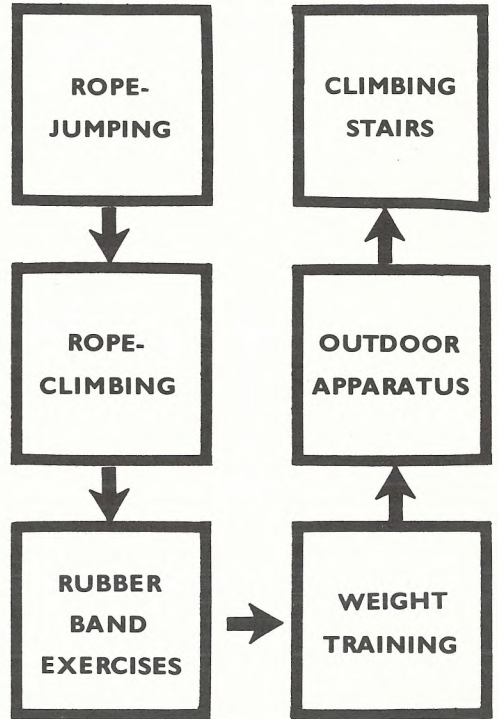
Each pupil has six minutes to complete the three laps making up the circuit. As soon as a pupil can complete the circuit in six minutes, increase each exercise by one repetition. Our example would now be six treadmills, eight bicycles, five heel slaps, and four palm bounces.

The amount of time devoted to circuit training will depend mainly on the fitness level of the class.

**CIRCUIT TRAINING
WITHOUT EQUIPMENT**



**CIRCUIT TRAINING
WITH EQUIPMENT**



RHYTHMIC ACTIVITIES

Fourth graders have an abundance of energy, and these activities provide children with something that is fun, good exercise, and a means of expressing themselves to music. Rhythm skills, singing games, folk and square dances are included in fourth grade rhythmic activities.

Rhythm Skills

To assist the fourth 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

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

Promenade

With girl on boy's right in skaters' position, the couples walk or skip around circle or square to original position.

Step swing

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 then swinging the left foot across in front, and

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

stepping left and swinging 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.

Grand right and left

Partners facing in a circle. Partners join right hands then move in opposite directions, joining left hands with the next person in the circle, right hands with the next and so on, continuing around the circle until back to original partner. Girls move clockwise around circle and boys move counterclockwise.

Elbow swing

Partners face in opposite directions while swinging. It is often helpful to ask children to face their partners and explain that the boys face the outside of the circle and the girls face the inside of the circle. Partners then hook or link right elbows and move forward around each other. Children usually walk or skip when performing this skill.

Heel and toe (polka)

Put the heel down in front, then bring the leg back and touch the toe down behind. This may also be done to the side by touching the toe down to the side and touching the toe down beside the other foot.

Waltz-run

This is a slow run done to $3/4$ time. On the first beat of each measure, the run is often accented. There are three running steps to each measure so that if one measure starts with the left foot, the next one starts with the right foot.

Forward and back

Advance three steps forward and bow; then take four steps backward. May be done individually or with partners.

One-hand swing

Partners join either right or left hands and walk or skip forward around each other.

Do-si-do

Walk forward, passing right shoulder of partner. Step sideward right, then walk backward to place, passing left shoulder of partner.

Sashay (slide)

Sashay originated from the French term "chase" which is a sideward gallop movement.

Castoff

A method of progression wherein couples separate, turn outward and move to the foot of the set.

Center and back

Walk to the center of the set, then walk backward to place.

Home position

Base position or starting place.

Head couples

A term used in square dance to designate the couple facing the caller and the couple with backs to the caller (couples 1 and 3).

Side couples

Couples whose sides are to the caller in home positions of square (couples 2 and 4).

Corner

In a set, the man's corner is the lady on his left, and the lady's corner is the man on her right.

Opposite

Person or couple facing you.

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. The song and action may be taught at the same time. There is no "best" way, and teachers usually vary their method 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.

Captain Jinks

Skills: Walk, skip, two-hand swing, change partners, promenade

Accompaniment: Vocal and/or piano, or record

Records: EZ 3001
World of Fun M 103

Formation: Double circle, facing counterclockwise, inside hands joined

Words:

Action:

I'm Captain Jinks of the horse marines,
I feed my horse on corn and beans.

Walk forward swinging arms.

I swing the ladies in their teens
For that's the style in the army.

Partners join both hands and swing walking around each other.

I teach the ladies how to dance
How to dance, how to dance
I teach the ladies how to dance
For that's the style in the army.

Partners skip counterclockwise around circle.

Salute your partner, turn to the right.

Bow to partner or use military salute. Then boy turns and faces girl in couple behind; girl faces boy in couple ahead.

Swing that lady with all your might

Partners separate and swing person they were facing. (This gives all a new partner.)

Promenade with the lady right
For that's the style in the army.

In promenade position (skaters' position) walk, counterclockwise.

Dance is repeated with new partner.



A grand right and left

Sandy Land

Skills: Walk, step-swing, grand right and left, promenade

Accompaniment: Vocal and/or piano, or record

Records: EZ 3002
World of Fun M 112

Formation: Single circle, partners facing center, hands joined

Words:

Action:

Verse 1

Make my livin' in Sandy Land

Three steps toward center, swing free foot and arms up.

Make my livin' in Sandy Land

Three steps backward to place and hold.

Make my livin' in Sandy Land

Repeat moving forward.

Ladies, fare you well.

Repeat moving backward.

Verse 2

One more river I'm bound to cross
One more river I'm bound to cross
One more river I'm bound to cross
Before I meet my honey.

Grand right and left until the last word "honey." The persons whose hands are joined become partners.

Verse 3

How old are you, my pretty little miss
How old are you, my honey.
She answers me with a ha, ha, ha
I'll be sixteen next Sunday.

New partners promenade around the circle.

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 rhythmical accompaniment.

Create movements with poem, song, and musical accompaniment. With a partner develop patterns using opposites such as: up and down, fast and slow, large and small. Partners should be in opposite activities at any given time.

Develop a movement pattern using locomotor and non-locomotor movements to each of the following or similar rhythmic patterns. Each pattern will be repeated four times.

The image displays six rhythmic patterns, each consisting of two measures separated by a vertical bar line. The patterns are as follows:

- 4/4:** Measure 1: two quarter notes (represented by 'd'). Measure 2: four quarter notes (represented by solid black circles).
- 4/4:** Measure 1: quarter note, quarter note, quarter note. Measure 2: quarter note, quarter note, quarter note.
- 4/4:** Measure 1: quarter note, quarter note, quarter note, quarter note. Measure 2: eighth note, eighth note, eighth note, eighth note.
- 3/4:** Measure 1: dotted quarter note. Measure 2: quarter note, quarter note, quarter note.
- 3/4:** Measure 1: quarter note, quarter note, quarter note. Measure 2: quarter note, quarter note, quarter note.
- 6/8:** Measure 1: eighth note, eighth note, eighth note, eighth note, eighth note, eighth note. Measure 2: eighth note, eighth note, eighth note, eighth note, eighth note, eighth note.

Develop a rhythmical pattern using the waltz-run as the basic step. A change-step, slide, step-close, and step-hop can be used in developing a pattern. Try to combine non-locomotor movements and other locomotor movements with these steps.

Listen to music and change direction and/or movement with the phrasing of the music.

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 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.

Cshebogar

Skills: Skip, slide, and draw steps

Accompaniment: Record

Records: Folkraft 1196
Pioneer 3015
RCA-Victor 6182
World of Fun 101

Formation: Single circle, partners facing center, hands joined.
(Boy's partner is on his right.)

Action:

Measures
2/4

Figure A

- 1. All do seven slides to the right, stop on count eight. 4

2. All do seven slides to the left, stop
on count eight 4
3. Four skips forward toward the center of
the circle 2
4. Four skips backward to place. 2
5. Hook right arms with partner, raise the
left arm above head and skip around with
partner for eight skips 4

Figure B

1. Face partner. Boy's left side and girl's right
side should be toward the center of the circle.
Boy's hands on girl's waist; girl's hands on
boy's shoulders. Four step-closes toward
the center of the circle 4
2. Four step-closes away from center 4
3. Two step-closes toward center then two step-
closes away from center 4
4. Repeat turn as above, finishing with a shout. 4

Suggestions:

Partners should lean back away from each other on the turns.

On the step-close toward the center of the circle, lean forward. On
step-close away from center, raise joined hands over head.

Patti Cake Polka

Skills: Heel and toe, slide, clap
hands with your partner,
elbow-swing and change
partners.

Accompaniment: Records

Records: EZ 3008
227/28 Shaw
8162 Old Timer
Folkraft 1260 (called)

Formation: Double circle, partners
facing, both hands joined.

Action:

Measures:

Figure A

1. Touch heel (boy's left, girl's right) out
to the side. Then touch same toe beside
other foot. 1

2. Repeat 1
3. Four slides counterclockwise 2
4. Repeat 1, 2, and 3 in opposite direction 4

Figure B

1. Partners clap right hands three times 1
2. Partners clap left hands three times 1
3. Partners clap both hands three times 1
4. Clap hands to knees three times. 1
5. Right elbow-swing skipping once around 4

Suggestions:

It may be helpful as children are learning the dance to give the following instructions:

Heel and toe, heel and toe
Slide, slide, slide, slide

Heel and toe, heel and toe
Slide, slide, slide, slide

Clap right, right, right
Clap left, left, left
Clap both, both, both
Clap knee, knee, knee
Swing your partner, and on to the next.

Virginia Reel

Skills: Forward and back, right and left hand swing, two-hand swing, do-si-do, sashay, and castoff

Accompaniment: Record

- Records: Folkraft 1812
EZ 706*
Folkraft 1249*
MacGregor 734*
RCA Victor 6180*

Formation: Six or eight couples arranged in two parallel lines, boys in one line, girls in other; partners facing.

*The calls are on these records. Action may vary slightly with different versions of the calls. The selection for this grade is simplified.

Action:

Measures:

2/4

Figure A

1. All walk three steps forward and curtsy to partner then four steps back. Repeat. 8
2. Partners join right hands, turn once around clockwise and return to place. 4
3. Partners join left hands, turn once around counterclockwise and return to place. 4
4. Partners join both hands, turn once around clockwise and return to place. 4
5. All do-si-do with their partners, passing right sides, passing back to back, and returning backwards to starting position. 4

Figure B

1. Head couple join hands and sashay (slide) down the center of set and back 8
2. The head couple casts off (turn away from each other) with the boys' line skipping and the girls' line skipping down the outside of the set to the foot of the line. 8
3. The head couple meets at the foot of the set, where they join both hands and raise arms to form an arch. The other couples go under the arch and the second couple moves to the head of the line to become the new head couple. The dance is repeated with each new head couple. 8

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.

Into the Center

Skills: Bow and curtsy, circle left and right, do-si-do, to center and back, swing, promenade

Accompaniment: Piano and caller or record and caller

Record: EZ 3005

Formation: Square

Calls:

Action:

Honor your partner,
Honor your corner.
Circle left.

Bow to partner.
Bow to corner.
All join hands and walk clockwise.

Circle right.

Repeat in opposite direction.

Do-si-do your corner.

Walk around corner passing right shoulders, then left shoulders, returning to place.

Swing your partner.

Join both hands with partner and swing.

Girls to the center and back to place.

Girls walk to center, curtsy, and walk backward to place.

Boys to the center and back to place.

Boys walk to center, bow, and walk backward to place.

Swing your partner and promenade.

Partners, both hands joined, swing and walk around the square.

Heads to the Center

Skills: Bow and curtsy, circle left and right, swing, promenade, to center and back, circle four, do-si-do

Calls:

Honor your partner.
Honor your corner.
Circle left.
Circle right.
Swing your partner and promenade.

Heads to the center and back to place.

Sides to the center and back to place.

Heads to the center and circle four.

Sides to the center and circle four.
Do-si-do your corner.

Swing your partner.

Promenade the set.

Accompaniment: Piano or record and caller

Record: EZ 3005

Formation: Square

Action:

Bow to partner.
Bow to corner.
Join hands and walk clockwise.
Repeat in opposite direction.
Join both hands with partner and swing. Walk around square.

Head couples take four steps forward, bow, and walk backward to place.

Side couples repeat.

Head couples walk forward, join hands, walk clockwise around circle, and return to places.

Side couples repeat.
Walk around corner passing right shoulder, then left shoulder returning to place.

Join both hands with partner and swing.

In promenade position, walk around the square.

GAMES AND RELATED ACTIVITIES

Games and Related Activities in the Fourth Grade are divided into four types: game skills, games, classroom games, and individual and dual activities. Games and individual and dual activities take place outdoors unless the weather is inclement or the ground is too wet. If there is no gymnasium, frequent use should be made of the classroom, cafetorium or auditorium stage, or an activity area.

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 before students 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.

Throwing Deck Tennis Rings

Objective:

To throw a deck tennis ring

Analysis:

Underhand throw--Grip ring between fingers and thumb. Right arm swings forward and upward to perform throw. Height of throw depends upon height of hand at time of release. Ring will fly perpendicular to the ground.

Cross-body throw--Grip ring so thumb is on top of the ring and palm is up. Bring hand across body near waist to above shoulder. Release ring by snap of wrist and extension of hand and fingers. Height of throw depends on height of arm at time of release. This ring will fly parallel to the ground.

Common Faults:

- . Throwing the ring with a spin
- . Throwing too hard

Suggestion:

Throw the ring with an easy relaxed motion.

Catching Deck Tennis Rings

Objective:

To catch a deck tennis ring

Analysis:

Rings flying perpendicular to the ground--Reach to meet ring with hand. As ring touches base of fingers, close hand around ring and bend elbow.

Rings flying parallel to the ground--Reach to meet ring with hand. Turn palm upward and close hand around ring as it touches fingers.

Common Faults:

- . Stiff arms, wrists, and fingers
- . Faulty timing

Suggestions:

Remind children to keep their eyes on the ring.
Practice slowly in the beginning.



Throwing a deck tennis ring

Games

Streets and Alleys

Equipment: None

Skills: Running, dodging, tagging

Area: Field or hardtop

Number of Players: 25 or fewer
per game

Formation: Group is arranged in lines of six to eight, hands joined. Lines also stand so hands can be joined across, making streets or alleys. Two players are IT, one the runner and the other a chaser. The teacher establishes directions with the group so all will know whether to turn left or right on the call of "streets" or "alleys."

Action: The object of the game is for the runner to evade the tagger so not to get caught. Players forming streets and alleys add to excitement by forcing the two ITs to change direction during chase. The teacher or leader calls out "streets" and all players turn to left, "alleys" and all turn to right. The chase between runner and chaser continues through streets and alleys until runner is tagged, or until teacher calls "lost" (if chaser seems to be unable to tag runner). The two ITs then select others to take their place.

Suggestions: The two ITs should be called "lost" if game is getting slow because chaser cannot catch runner. A new pair should be chosen so the class will keep an active interest in the game.

Capture the Flag

Equipment: One milk carton or
piece of colored cloth

Skills: Running, tagging, dodging

Area: Field; court 50 yards by
40 yards, divided

Number of Players: Class is
divided into two teams, 15
or fewer per team

Formation: One team is scattered on each side of the center line. Each team has a milk carton or flag placed in a small circle (approximately 8 feet in diameter) near the end line.

Action: The object of the game is to capture the other team's flag. To do this, players, at the risk of being tagged, cross center line and attempt to take opponent's flag at opposite end of field. If they take the flag from the circle area, they must return to their side of the field before being tagged. If tagged, they must stay in an area set aside as

a prison until rescued by a team member. If a player successfully reaches the opponent's prison, he may tag one "prisoner," and they are allowed a free walk back across the center line without being tagged. The former prisoner and his rescuer must join hands on their way back to their side. Players cannot be tagged if they are on their side of the center line. To win, one team must capture their opponent's flag.

Suggestions: Two or three players on each team should stay near own prison to serve as guards and protect immediate area around the prison.

Hit-Pin Bombardment

Equipment: Four or more utility, soccer, or volleyballs and 16 Indian clubs or milk cartons

Skills: Throwing at a stationary target, blocking, catching

Area: Field or hardtop; court 50' x 30', divided into two equal sides

Number of Players: two teams, 15 or fewer per team

Formation: One team is on each side of the center line. The Indian clubs or milk cartons are equally divided between the two teams and placed on the end lines of the court.

Action: The object of the game is to knock down opponent's cartons or clubs and at the same time catch balls to prevent own cartons or clubs from being knocked over. At a signal, players with balls throw them towards opponent's cartons in an effort to knock them over. Action continues with players who secure balls attempting to knock down opponent's clubs. Players must stay on own side of center line. The team who first knocks down all of opponent's clubs is the winner. If a club is knocked over by a player, it should be replaced in its original position.

Suggestions: Size of court can be increased or decreased to allow for more difficulty or ease in knocking down clubs.

Chinese Tag

Equipment: None

Skills: Running, tagging, dodging

Area: Field or hardtop

Number of Players: Ten or fewer per group

Formation: One person is IT and others are scattered in area near IT.

Action: IT chases others; other players run to escape. If tagged by IT, a player must hold one hand on spot where he was touched. The new IT must hold this spot while in chase to tag someone else. (If touched on leg, must hold one hand on that leg while chasing other players.)

Jump the Shot

Equipment: Jump rope with harmless weight (beanbag) tied on end

Skills: Jumping for height

Area: Field, hardtop

Number of Players: 10 or fewer

Formation: Players stand in circle with one person standing in center holding one end of rope with weight on other end.

Action: The object of this activity is jump the rope as center person swings it around the circle, on the ground, in line with players' feet. All circle players jump to avoid being caught around the ankles by the rope and being eliminated from the game. The player who retains his place longest is the winner.

Circle Chase

Equipment: None

Skills: Running tagging

Area: Field or hardtop

Number of Players: 20 or fewer

Formation: Group is in a single circle, facing center. Players are numbered one through four around the circle.

Action: The object of the game is to avoid being tagged while running round the circle. The teacher or a leader calls a number from one to four. All players bearing that number immediately run around outside the circle, attempting to tag the person ahead. Players who are tagged return to original position in circle and sit down. Players who tag other runners continue chasing others until they reach their original positions whereupon they step into it. The leader calls another number and the game proceeds as before. When all numbers have been called, those uncaught are renumbered and the game is continued until only four players are left standing. These four are declared the winners.

Zig-Zag Run Relay

Equipment: 2 Indian clubs or milk cartons for each team

Skills: Running

Area: Field or hardtop: A starting line is drawn for each team and two clubs are placed 15' apart straight in front of each team's starting line.

Number of Players: Teams of 5 or 6 each

Formation: Players are in single file by teams behind starting line.

Action: The object of this activity is to run zig-zag, in a figure-eight pattern, around Indian clubs as fast as possible so team can be first to finish relay. On a signal, the first player on each team runs the figure eight pattern, tags next runner, and goes to end of line. This action is continued until all have had a turn. Team finishing first wins relay.

Suggestions: If runner knocks over club, he must return and place it in position again.

Variation: Players dribble a basketball or soccer ball while performing zig-zag run.

Auto Relay

Equipment: None

Skills: Hopping, running forward and backward

Area: Field or hardtop: A starting line for each team and a line 30' distant in front of each team.

Number of Players: 8 per team

Formation: Players are in single file behind starting line.

Action: Each team's players are numbered. Each number is to perform a different part of the relay. All number 1's and 2's represent a car with spark plug trouble and must take four hopping steps forward and two backward; all number 3's and 4's represent a car with a flat tire and must walk fast dragging one foot; all number 5's and 6's represent a car that runs only in reverse and must run backward; all number 7's and 8's represent a late model sports car and must run fast. Team finishing first wins relay. (Do not use a wall as a boundary or object to touch in a relay activity. Gymnasium walls should be padded).

Arch Ball Relay

Skills: Ball handling

Equipment: Utility or volleyball for each team

Area: Field or hardtop

Number of Players: Equal teams of 5 or 6.

Formation: Players are in single file by teams; first person on each team has a ball.

Action: On a signal, the first player on each team passes the ball backward over his head to the next player behind, who also passes it backward as quickly as possible. This action continues until last player in line receives the ball; whereupon he immediately runs to front of line with the ball and starts overhead passing action from there. Play continues until the leader has returned to his original position, then team sits down to indicate it has finished. The team finishing first wins the relay.

Variations: Tunnel Ball Relay - This relay is done by passing ball between own legs to hands of player behind. Play continues until leader returns to head of line.

Over and Under Relay - Players alternate method of passing from player to player. (First player starts by passing ball over head, second player passes ball between legs, third player passes over head, etc.).

Four Square

Skills: Ball handling, agility, and coordination

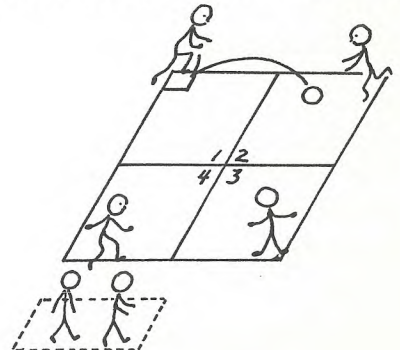
Equipment: Volleyball or 9-inch rubber ball

Area: 4 square courts approximately 12' by 12'

Number of players: 6 or 7 per court

Formation: One player inside each square with other players in waiting line.

Action: Object of game is to advance to square 1 and stay there as long as possible. The rotation of players is from 4 to 3 to 2 and finally to 1. To begin the game, the server (square 1) drops the ball into the serving triangle and on the upper bounce hits it into one of the



other squares. The serve may be made with one or both hands. If the serve is unsuccessful, the player is "down" (goes to end of waiting line). The receiving player hits the ball on the first bounce to any of the other three squares. All players must allow ball to bounce once before tapping the ball with an underhand hit to another square. The game is continued until the player fails to return the ball or commits one of the following fouls:

hits the ball on a line or out of court area

hits the ball with closed fist

steps into another square

catches or momentarily holds the ball

allows the ball to touch any part of his body other than the hands

When a player misses, he is out of the game and each player below him moves up. For example, if player 2 misses or commits a foul, player 2 would be out and move to the end of the waiting line. The first child in the waiting line would move into square 4, player 4 would move to square 3 and player 3 to square 2. Player in number 1 square stays there until he misses or fouls. Other players progress toward number 1 position in an effort to become server.

Deck Tennis

Equipment: Deck tennis ring and a net

Skills: Throwing and catching a deck tennis ring

Area: Asphalt area, field or gym

Number of Players: 12 to 30 or as few as 2 or 4

Formation: Deck tennis courts vary in size. A 25' x 50' court or a standard volleyball court is satisfactory. Class is divided into two equal teams and placed at random on court.

Action: To start the game, one player pitches (serves) the ring with an underhand motion from behind the line (from the right side) into the opponent's court. The server has only one try. A served ring tipping the net and dropping into an opponent's court is served again unless opponent chooses to play it. A player may not touch the net or step over center line while ring is in play. Rings falling on the line are good. Players must catch and toss the ring with one hand. No steps can be taken because throw must be made underhand or sidearm from where ring is caught. One point is scored each time the receiving team fails to return the ring. Only the serving team scores. A game is 15 points.

Classroom Games

Fruit Basket Turnover

Equipment: None

Formation: One person is leader and stands in front of room; others are seated at desks. The leader whispers the name of a fruit to each child in the room, several being the same fruit.

Action: The leader calls the names of two fruits. All players by those names must change seats and the leader attempts to secure a seat also. Whoever does not get a seat is the new leader. Leader may sometime call "Fruit basket turnover" whereupon all players must change seats.

Detective

Equipment: None

Formation: One child serves as leader; others are seated at desks.

Action: Leader selects a child to go out of room. He then selects another child to hide. Following this, all of the children change seats, giving room an entirely different appearance. The child who left the room is called into the classroom again and is given one guess to tell who is missing from the room. If he guesses correctly, he is allowed to go out of the room again.

Complete the Word Relay

Equipment: Chalkboard, erasers, and chalk

Formation: Players are divided into equal rows and seated. If one group or team has fewer players than the others, one person may go to the board twice.

Action: A player from each group or team takes his place at the chalkboard. The teacher selects a letter. This should be the first letter in a word that has something to do with physical education. The first player at the board writes this letter on the board plus an additional letter. As each player finishes adding one letter and returns to his seat, another player takes his place at the board. The first group or team to complete the word is the winner.

Suggestions: Examples of various words are gymnastics, soccer, jogging, goal, and balance. The teacher gives only the first letter. Each group or team may come up with a different word.

Variation: A word must have at least six letters.

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:

Drop and catch utility ball. Try for 10 before running out. Jump on one foot while holding other foot in one hand.

Short ropes:

Equipment: One jump rope per child

Action: Progressions for the short rope are as follows:

Without Partner -

Alternate hop (hop on one foot, alternate to other foot and repeat)
Stiff legged - high kick
One-fourth turn during each jump

With Partner (One turns rope) -

Run in from front
Run in from back
Run in and place hands on partner's waist
Run in and place hands on shoulders
Stand close to partner, either in front or behind him, and gradually turn around while jumping (quarter turns).

Principal Values: Leg strength, coordination, and endurance.

Beanbag Board

Equipment: An 18" x 27" wooden board and three beanbags. Three holes are cut in the board, equal distance apart and graduated in size but large enough for beanbags to go through.

Action: The board should be leaned against a wall or fence so it is at a 45° angle. The players stand at a throwing line 10' to 12' from the board.

Each player throws 3 beanbags, one after the other. The largest hole counts 1 point, the middle hole 2 points, and the smallest hole 3 points. The player who first scores 21 points wins.

Principal Values: Coordination

Bowling

Equipment: Indian clubs, plastic bowling pins or old bowling pins and a ball

Action: A pair of pins is set up for each player, the distance between pins being approximately four inches wider than the width of the ball. Players stand behind their pins at a distance of approximately 20'. Each player has a turn at bowling the ball at the far pins. His feet must not go past the pins nearest him when bowling. A point is scored each time a pin is knocked over. The player who first scores 10 points wins.

Principal Values: Coordination

Tetherball

Equipment: A 10' pole and a tetherball attached to the pole by a 7' length of rope. Top of ball is 3' above ground.

Action: The game is played by two children. One player stands on each side of the pole. One player serves the ball by tossing it in the air and hitting it in the direction he chooses. The opponent hits the ball in the opposite direction trying to wrap the rope completely around the pole in the direction he has been hitting. The game is won by the player who first succeeds in winding the rope around the pole or whose opponent must forfeit the game by making any of the following fouls:

- Hitting the ball with any part of the body other than hands and forearms
- Holding or catching the ball
- Touching pole with any part of body
- Hitting rope
- Playing ball while outside of playing zone
- Stepping out of playing zone
- Throwing the ball

Principal Values: Shoulder strength and coordination

SOCCKER

Soccer for boys and girls in the fourth grade consists of continued practice on skills developed in the third grade plus additional game skills and game activities. Emphasis should be placed on dribbling and passing the ball with accuracy. Organizing the class into small groups will allow more participation, and the skills of soccer will be learned more readily.

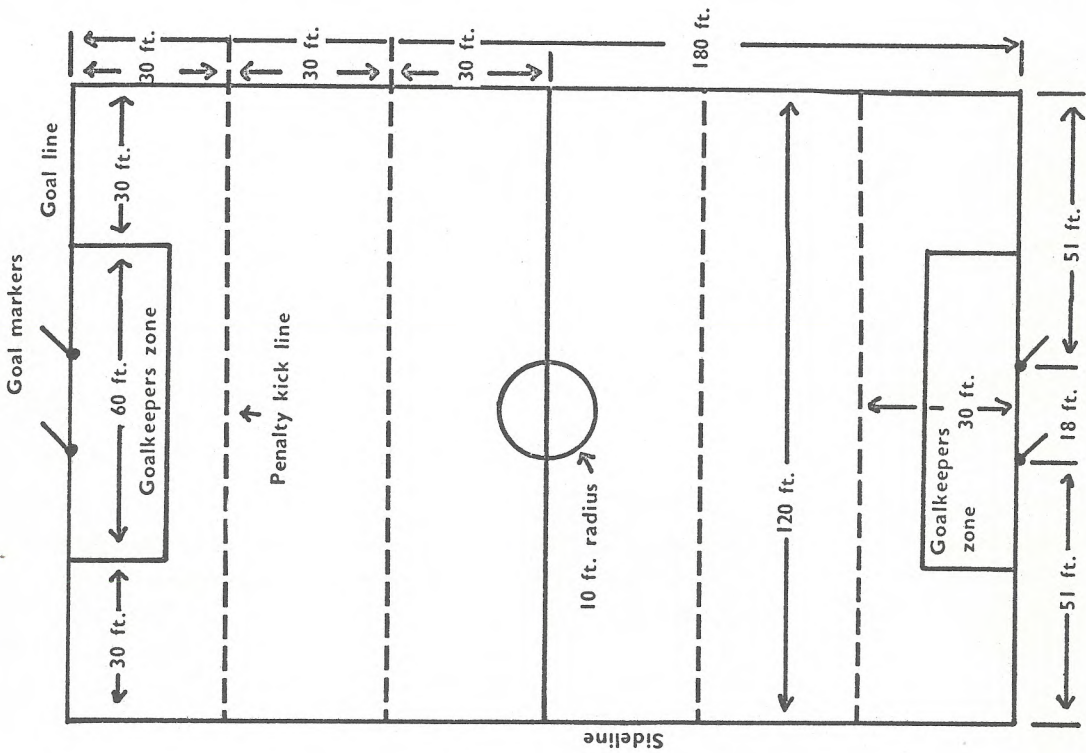
Terminology*

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 is an equal distance from each sideline. 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	Use of the 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.

*Most of these terms will apply to the soccer program in grades 5 and 6.

- 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 Throw-in The boundary line at each side of the field
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*



*Although various unmarked outdoor areas can be used for many soccer activities, it is recommended that a marked field be provided for upper elementary students.

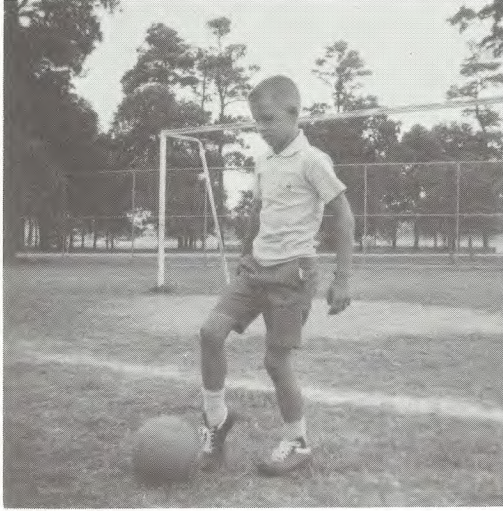
Game Skills

The Stab Kick

Weight held back

Grounded foot is well to rear of ball

Ball is not moving forward



Ball stabbed on underside with toe

Ankle and knee joints straighten at impact

Foot follows through

Ball rises steeply

The stab kick is useful for lifting the ball over an opponent's head to a colleague.

The Full Volley

Eye on ball

Weight balanced on supporting leg

Leg swung from the hip



Ball kicked with instep

At impact the kicking leg should be straight

Kicking foot must follow through after the ball

This is the defender's main method of clearing a ball in the air.

Corner Kicks (outswinger)

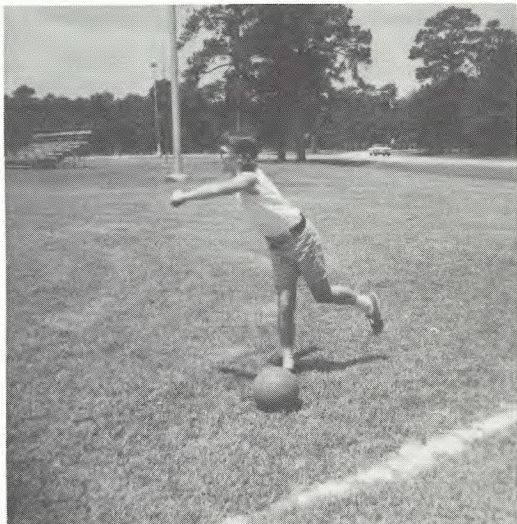
Weight kept back so that ball rises

Kick is made with foot nearer goal line



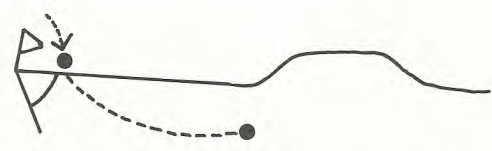
Ball is hit with inside of toecap

Ball is flicked upward at impact

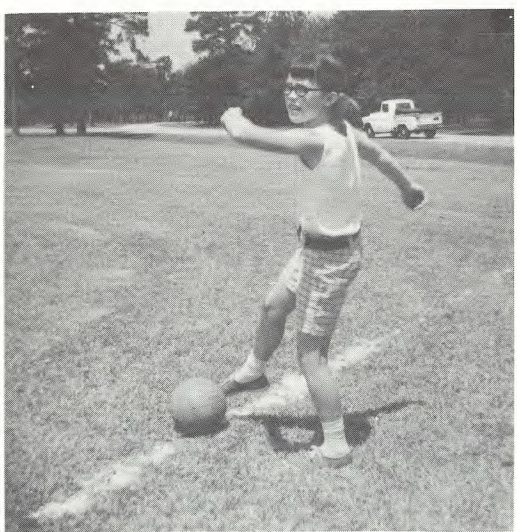


Corner Kicks (inswinger)

Body kept back producing rising ball



Kick is made with foot farther from goal line



The Long Throw-In



Both feet on ground

Player facing sideline

One foot in advance of the other

Body leaning back from hips

Goalkeeping

Body behind oncoming ball

Down on one knee

Heel well under body

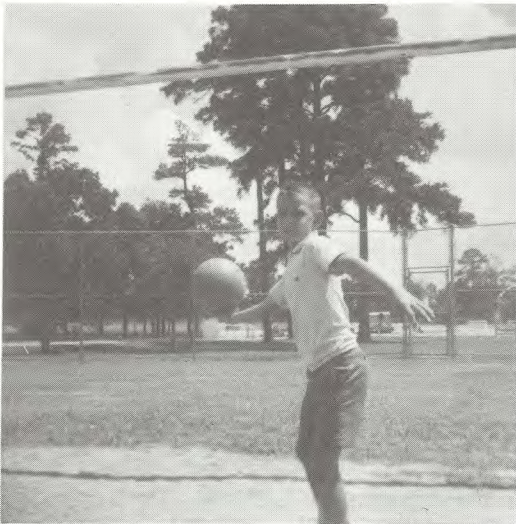
Hands cupped, wrists close together

Chest hollowed

Ball rides back with hands

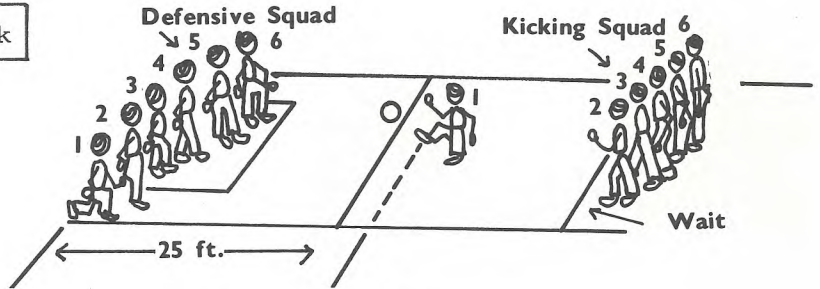


Goalkeeper may throw in the ball
instead of kicking if he so desires.



Game Activities*

Soccer Goal Kick



Skills: Kicking, blocking, and trapping a ball

Supplies: A ball for each game

Number of Players: Small groups on each squad

Rules:

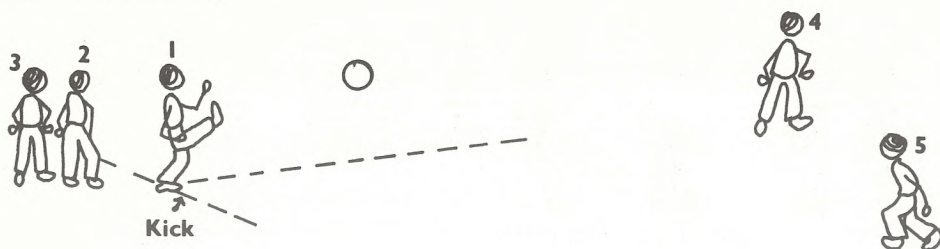
1. Players are numbered and take positions as illustrated. The defending squad forms a line on goal line. The offensive or kicking squad forms a line in kicking order 25 feet from goal line.
2. The activity begins as player No. 1 of kicking squad kicks ball toward goal line in an attempt to score. Each player kicks once and then moves to last position in his line. Kickers may take no more than 3 steps.
3. The defensive squad must block or trap kicked ball to prevent a score. Each player kicks once and then moves to last position in his line. Kickers may take no more than 3 steps.
4. After each player on kicking squad has had a trial, squads change places. Kickers become defensive squad, while original defensive squad becomes new kicking squad.
5. Violations:
 - a. Defensive player touching ball with hand or any part of arm
 - b. Kicked ball passing over goal line above shoulder height

Penalty: For each infraction, a point is awarded the opposing squad.

6. Scoring: One point is scored for each successful kick passing over the goal line at shoulder level or below. The squad scoring the most goals in a given number of rounds is winner.

*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.

Kick For Distance



Skills: Kicking, punting

Supplies: One ball per group

Number of Players: Small groups for each game

Rules:

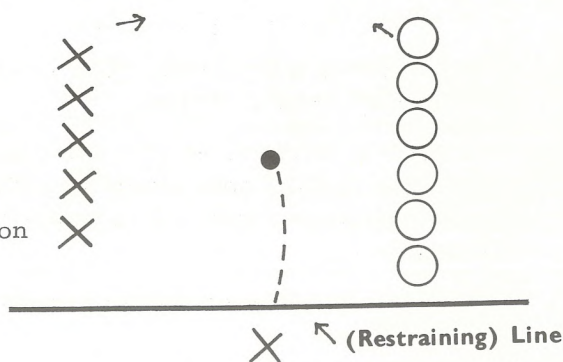
1. All students but two stand behind kicking line.
2. Each student is given a definite number of kicks (kick or punt).
3. Mark the longest kick.
4. The student with longest kick wins.

Kick-Over Ball

Skills: Kicking, punting

Supplies: One ball per game

Number of Players: Small groups on each squad

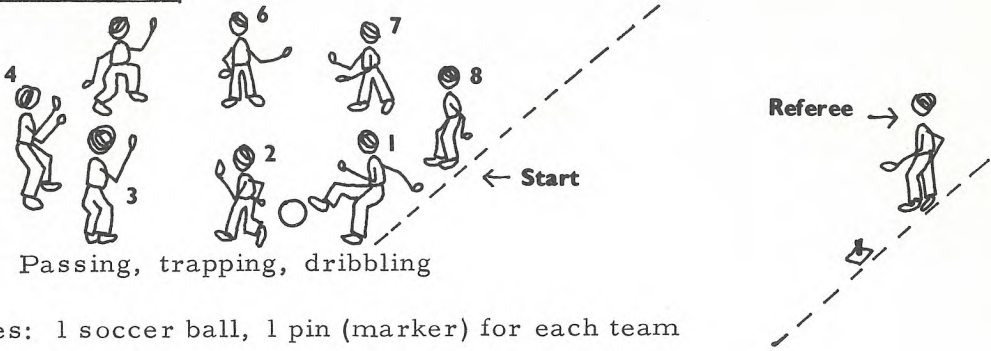


Rules:

1. Players are divided into two equal teams and placed in parallel lines facing each other about 10 yards apart. The teams alternate putting the ball into play.
2. Kicker puts ball into play by place kicking or punting it toward the two end players.
3. After ball is kicked, the two end players try to retrieve ball and run over restraining line with the ball, scoring one point.

Team with most points after each player has a chance is winner.

Soccer Pass Relay



Skills: Passing, trapping, dribbling

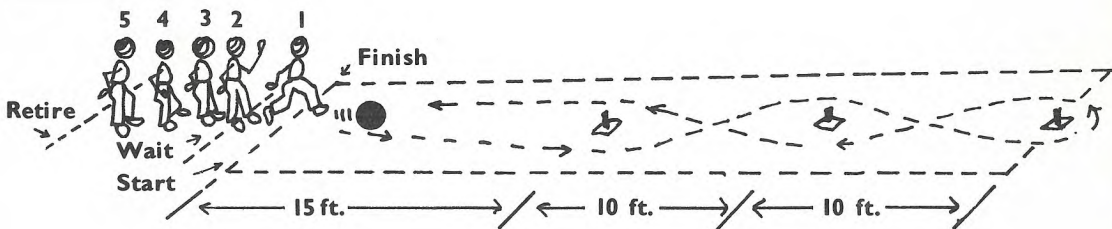
Supplies: 1 soccer ball, 1 pin (marker) for each team

Number of Players: Equal number of players with each ball

Rules:

1. Players are numbered and take positions as illustrated. Player No. 1 stands on the starting line, 15 feet from pin.
2. Players form a 25-foot circle and face the center.
3. The ball is placed on the ground at feet of player No. 1. On a given signal, he passes the ball, using the inside of foot, to player No. 2, who passes to No. 3. The players must trap the ball before passing to next player. Ball continues around circle, returning to No. 1.
4. Player No. 1, upon receiving the ball, turns and dribbles around the pin. Players in the circle rotate one position forward, player No. 2 now taking place of player No. 1.
5. Upon returning to circle, No. 1, who now replaces No. 8, again starts ball around circle.
6. Player No. 2 receives ball after it has traveled around circle and proceeds in the same manner as did player No. 1. All other players move up one position. The relay continues until all players have participated.
7. The first squad to complete movement of the ball through entire cycle is winner.

Soccer Dribble Relay



Skills: Dribbling

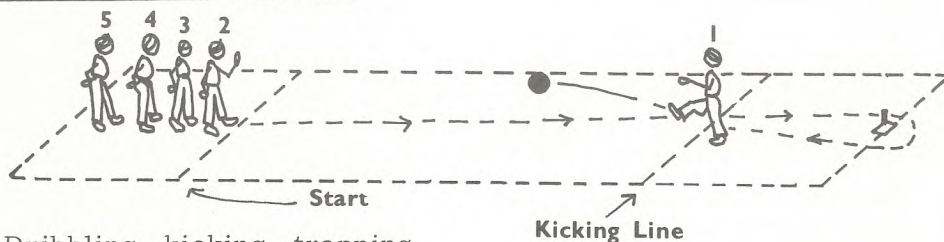
Supplies: 2 soccer balls, 3 pins

Number of Players: 5 or fewer in each group

Rules:

1. Players take positions as illustrated.
2. On a given signal, player No. 1 for each group dribbles forward, using short kicks, and passes to right of first pin, to left of second, and to right of third. On return, he passes pins on alternate sides.
3. Player No. 1 delivers ball to player No. 2, who is now on starting line, and takes his new position behind the retiring line.
4. Relay continues until last player has crossed finish line. First group having all players complete relay is winner.

Soccer Dribble and Pass Relay



Skills: Dribbling, kicking, trapping

Supplies: 2 soccer balls, 2 soccer pins

Number of Players: 5 in each group

Rules:

1. Players are numbered and take positions as illustrated.
2. On a given signal, No. 1 player for each group dribbles ball forward, continues around the pin, returns to kicking line, kicks ball to player No 2 who is now on starting line, and takes a new position behind retiring line.
3. Each player in turn performs action described for player No. 1.
4. A ball which leaves playing area must be retrieved and returned to starting line or kicking line before it can be put back in play.
5. The play continues until last player has crossed kicking line after rounding pin.
6. First group having all players complete relay is winner.

Goal Kick Practice



Skills: Kicking for accuracy

Supplies: 1 ball per group, soccer goals or other markers

Rules:

1. Players take positions as shown in the illustration.
2. Player No. 1 is allowed 3 trials to kick the stationary ball through the goal or other designated object from a distance of 30 feet. Players No. 2 and 3 act as retrievers.
3. After 3 trials, the kicker retires to the last position in the waiting line, and the other players move one position forward.
4. Each player records his number of successful kicks through goal.
 - a. Three points are scored for each kick that hits within the kicking target (3 foot by 4 foot area).
 - b. One point is scored for each kick that strikes the wall outside the target area below the 4-foot level.

Corner Kick Ball

Skills: Passing, dribbling

Supplies: One ball per group

Number of Players: 10 to 15 per group

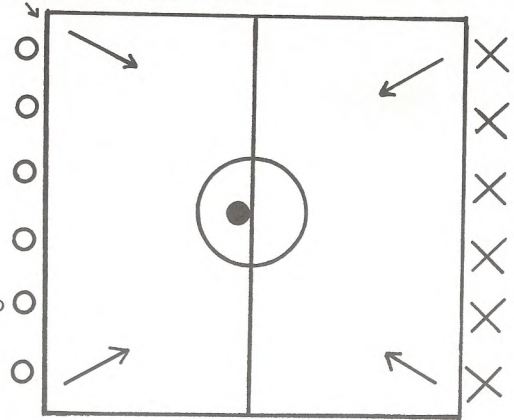
Rules:

1. Players divide into 2 teams, each team standing behind its own restraining line. Ball is in circle in center of field.
2. On signal, "Go!" the two end players from each team run to center and try to kick ball across opponents' goal line. Ball may not be kicked higher than shoulders.
3. Successful team wins 2 points. After score, kicking players all return to center positions in their own line, and four new ends run out.
4. Line players try to block ball from going over goal line, and pass or throw it back to their centers. Line players may not cross their own restraining line.
5. Center players may not use hands, but line players may use hands or body to block ball.
6. Out-of-bounds balls are played in from point where they went out.
7. Fouls are:
 - a. center player touching ball with hands
 - b. line player crossing restraining line
 - c. pushing, tripping, or roughing opponent
 - d. kicking ball higher than shoulders

Penalty for any foul: 1 point for opponents and ball awarded to opponents out-of-bounds.

8. Winner is team with most points at end of playing period.

Goal (Restraining) Line



GYMNASTICS

The gymnastics program for the fourth grade is a continuation of the gymnastic progressions begun in kindergarten and further developed in grades 1, 2, and 3. Therefore, all students beginning this fourth-grade program should be able to perform the skills of all previous grades. Gymnastics, properly taught, will develop flexibility, agility, strength, and organic fitness in the student.

Basic skills are introduced on the side horse, uneven parallel bars, and free calisthenics at this grade level. (Free calisthenics is a combination of tumbling, balancing, and creative movement.) Skills to be performed in a rhythmical sequence are presented as basic routines for apparatus, tumbling, and free calisthenics. Routines are the essence of gymnastic enjoyment and children should be encouraged to create routines using skills previously mastered.

Some gymnastics events are specifically for girls or for boys. Girls usually perform on the balance beam, uneven parallel bars, and side horse vaulting.* Boys usually perform on the horizontal bars, parallel bars, rings, side horse, and long horse vaulting. Both boys and girls perform on the trampoline and participate in tumbling and free calisthenics. At the elementary level of instruction, however, both boys and girls may perform on all the various pieces of apparatus.

The outdoor apparatus should continue to be used as part of grades 4, 5, and 6. It is recommended that certain of the new skills acquired be performed on the outdoor apparatus for exercise purposes. Exercises previously introduced continue to be good exercise.

The diagram and specifications for the side horse, vaulting box, uneven parallel bars, and free calisthenics 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 home on low six-inch and twelve-inch beams before working on a beam of increased height. Continually check all parts of apparatus for secureness.

*Only side horse vaulting, passing over the width of the apparatus, is recommended in grades 3-6. The side horse, as well as the vaulting box, can be used for vaulting with the pommels removed.

Teaching Hints: The posture on the beam should be erect with the 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.

In the fourth grade the balance beam will be set at a height of 24" to 30". Many skills from grades K-3 should now be learned on the higher beam. The balance beam skills to be taught at the 24" and 30" height are listed here.

Walk forward.

Forward walk, turn, and walk backward on balls of feet.

Walk backward.

Slowly skip the length of the beam.

Move laterally down beam doing a side step.

Step-close the length of the beam.

Walk and turn by pivoting on the balls of feet.

Step-hop the length of the beam.

Forward dip step walk.

Kneel on one leg.

Backward dip step walk.

Single-knee scale.

Hop length of beam on one foot.

Move down the beam using a gallop step. (One foot remains the lead foot the length of the beam.)

Heel-toe two-foot balance, aligned with length of beam.

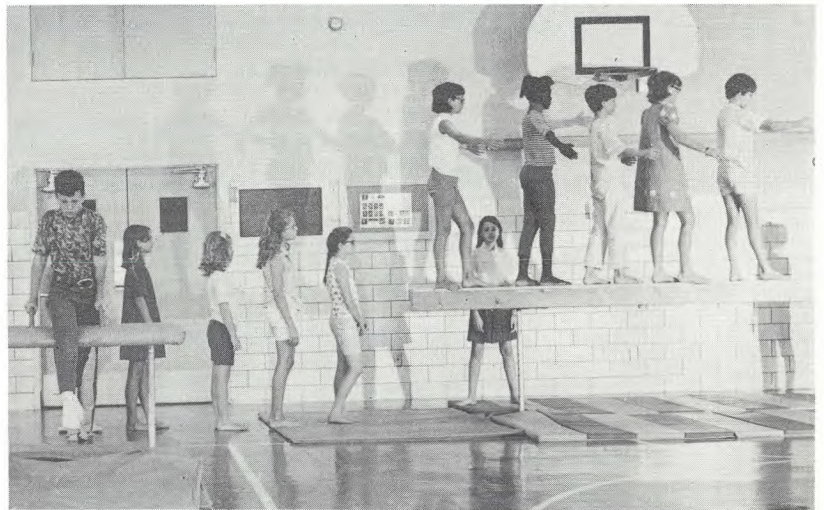
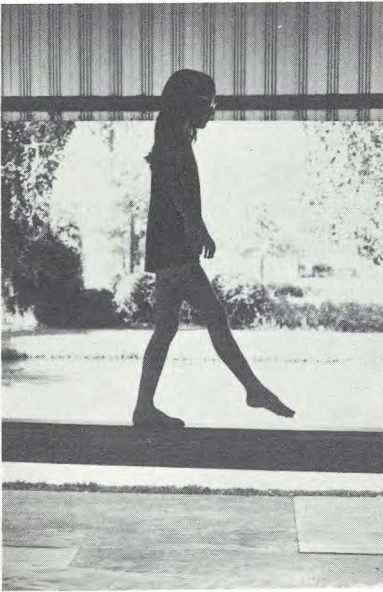
One-foot balance, aligned with length of beam.

Two-foot balance, aligned at right angles to the length of beam.

Kneel balance.

One-foot balance, aligned at right angles to the length of beam.

Move laterally down the beam by using a cross-leg side step (left behind right, side step with right, left in front of right, side step with right.)



Horizontal Bar (Bar set at 42" to 60" height)

Purpose: To develop upper body coordination and strength.

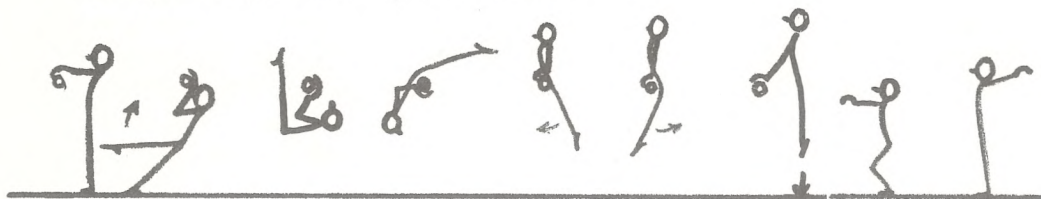
Spotting and Safety Precautions: Surround apparatus with protective mats. Spot all skills. Students must use lock grip. Horizontal bar should be approximately shoulder height for low-bar activities and slightly above head height for high bar activities. Check cables, floor anchors, turn-buckles, and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

Teaching Hints: Gymnastic chalk is important. It helps absorb perspiration and body grease from the hands. Gymnastic postures as presented in previous grades can be used as check points in improving performance in the various horizontal bar skills. Always check for the correct hand grip to ensure safe performance. Conditioning palms of hands is important. Allow students to perform only a few repetitions on each skill on each turn.

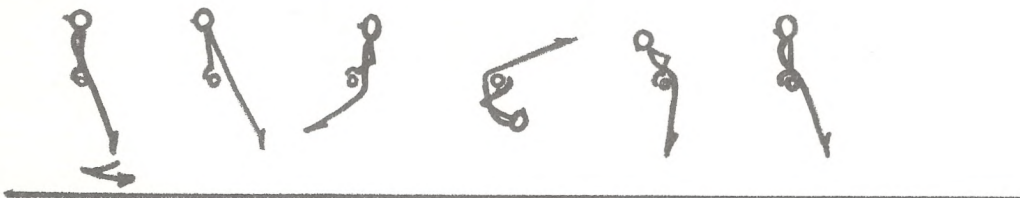
- Underswing dismount (low bar)--Place both hands in foregrip on bar, jump to clear feet from ground, swing under bar and extend body, come to stand in front of bar.
- Underswing dismount (high bar)--Execute an underswing dismount using the same technique and grip described in low-bar underswing dismount.
- Swing with 1/2 turn (high bar)--Jump, catch bar with foregrip and swing forward and backward. On next forward swing, turn from foregrip to mixed grip (1/2 turn).



- Bar circle (low bar)--Place both hands in foregrip, pullover (child goes under and then over bar) to front support, cast back with a straight body, and drop to a stand.



- Back hip circle (low bar)--Place both hands in foregrip, pullover to front support, small cast back and then return hips to bar and execute a back hip circle.



- Basic routine (high bar)--Place both hands in foregrip, chin one time, develop a pendulum swing and cast and swing forward with 1/2 turn and execute underswing dismount.

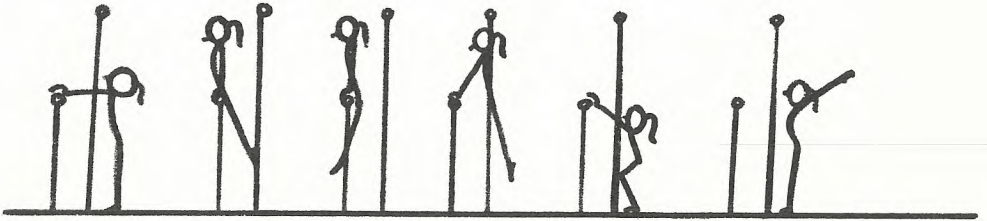
Uneven Parallel Bars (Bars set at 6" lower than standard height)

Purpose: To develop strength in arms, shoulder girdle, and trunk. To develop coordination and agility. To promote physical fitness.

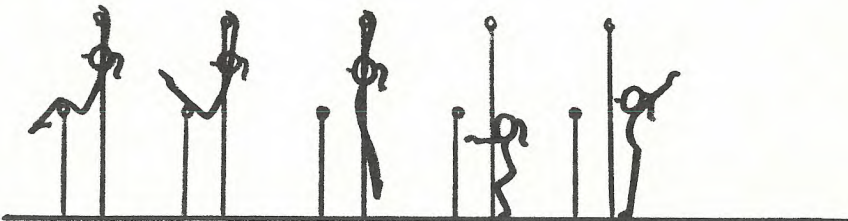
Spotting and Safety Precautions:- Surround apparatus with protective mats. Use chalk. Keep hands dry. Use two spotters for most skills. Correct hand grips are most important. Continually check all attachments, adjustments, and other mechanical devices on apparatus.

Teaching Hints: Teach good gymnastic postures in all hanging and support work. Care of hands is important. Do not allow students to work until hands become hot.

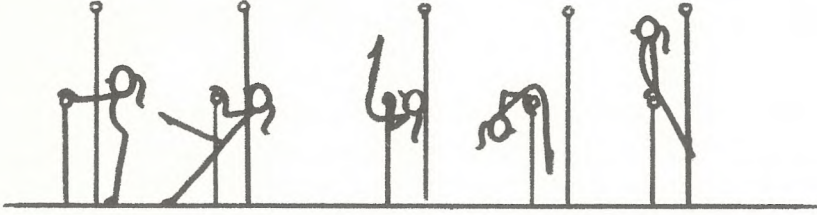
- Front support on low bar--From a stand facing the low bar, place both hands in a foregrip on the low bar. Jump to a front support. Execute a back swing to feet dismount.



- Low-bar seat with hands on high bar--From a stand facing the low bar, place both hands in a foregrip on the low bar. Jump to a front support. Execute a single right leg cut, grasp high bar with right hand, swing left leg over to sitting position on low bar, catch high bar with left hand. Grasping high bar with both hands, bend legs back at the knees, kick feet forward (leg lift) to an underswing dismount.



- Back hip circle mount--From a stand under the high bar facing the low bar, place both hands in foregrip on the low bar. Step forward in front of low bar. Kick right leg forward, upward, and over low bar, followed by left leg; pull body over low bar and turn over backward with legs together to a front support. Execute a back swing to feet dismount.



- Basic routine--From a stand facing low bar and away from high bar, place both hands in a foregrip on the low bar. Execute a back hip circle mount to front support; right leg cut and grasp high bar with right hand; left leg cut and grasp high bar with left hand to leg lift underswing dismount.

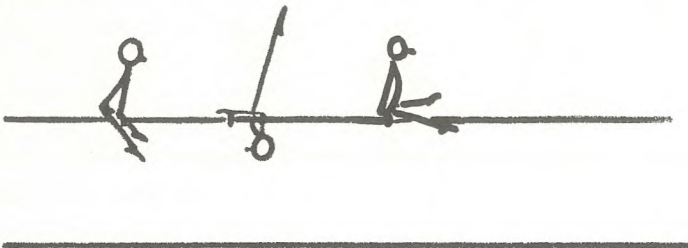
Parallel Bars (Bar set at 48" height)

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

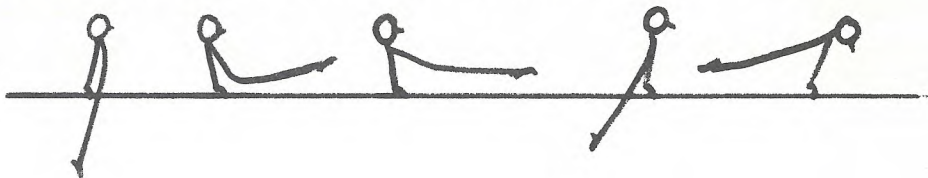
Spotting and Safety Precautions: Surround apparatus with protective mats. Bars should be adjusted to underarm height (or slightly lower) and shoulder width of the child. Stack mats under bars if the bars do not lower sufficiently. Hands should be free of perspiration. Check bars, base, height adjustment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

Teaching Hints: Gymnastic chalk, if available, should be used. Check for good balance over hands in all support positions. A gradual approach in the teaching and learning of all skills and the development of swing is imperative. Correct hand grips are important.

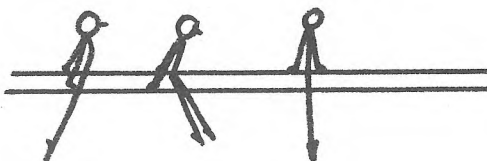
- Inverted elbow hang balance--Straddle seat, execute a cross inverted elbow hand balance by joining legs and raising them to an overhead position; return to straddle seat.



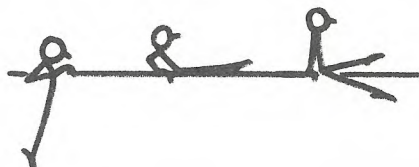
- Straight arm body swing--From a straight arm cross support, swing forward gently, flex hips by raising legs upward and straighten body out for the beginning of the back swing, continue to swing.



- Swing to side seat--From a front cross support, swing forward to a side seat by raising legs and passing them over right (or left bar). Execute 1/4 turn to a front thigh leaning rest.



- Lead up to front uprise--From upper arm hang begin with a preparatory body swing and on second forward swing with straight body, lift and straddle legs on bars and push up to straight arm straddle seat.



- Basic routine--Have the student create his routine. Be sure the routine has a mount, two or three middle parts, and a dismount.

Rings (Rings set at 54" 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: Proper progressions are most important. Impress on the student that the rings should remain still. The rings may move

slightly from side to side and even forward and backward as long as no swing is developed.

- . Skin the cat--From a hang, skin the cat and drop off.
- . Single arm extensions--Pull up and extend right arm, hold momentarily. Flex right arm, then extend left arm, hold momentarily and flex left arm.



- . Basic routine--Straight body hang with knees flexed, swing to inverted hang with body straight, lower into pike hang to inverted tuck to a bird's nest, release feet from rings and dismount.

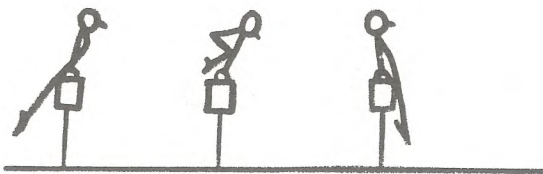
Side Horse (approximately 36" height)

Purpose: To develop body agility and coordination.

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: Most support balancing on the side horse is momentary; therefore, the arms must be straight at all times and the head and feet placed so that the center of gravity of the performer is over the hand and arm support.

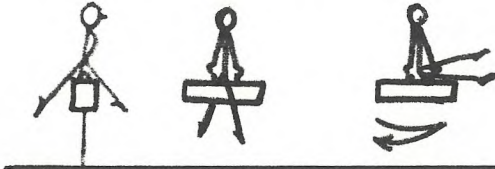
- . Rear support--From a cross stand facing the horse, jump to a front support with hands on pommels, cast legs rearward and squat vault to rear support. (Repeat movement with hands on neck and pommel and then with hands on neck and croup.)



- Single leg cuts forward--Jump to a front support with hands on pommels; execute a single right leg cut forward by leaning on left hand, raising right leg to the side and lifting right hand from pommel to allow right leg to pass under right hand and immediately regrasp right pommel with right hand. Immediately perform left leg cut using same technique. (Three side views and three front views are illustrated.)



- Stride support and side swing--From a front support on the saddle, execute a single leg cut forward to a stride support, swing back and forth sideways. (Repeat at neck and at croup.)



- Single leg cuts backward--Jump to a front support with hands on pommels, cast legs rearward and squat vault to rear support. Execute single right leg cut backward by leaning on left hand, raising right leg to the side and lifting right hand from pommel to allow right leg to pass back under right hand and immediately regrasp right pommel with right hand. Immediately perform left leg cut back using same technique.
- Feint support--From a front support at saddle, execute a feint support on right arm, straddle right arm at the wrist by turning body to the left and passing right leg over horse thereby straddling right wrist. Swing right leg back to front support and repeat on left arm.



- Basic routine--With hands on pommels, mount to a front support; feint right and then feint left; return to front support, single leg cut forward right and single leg cut forward left, dismount.

Vaulting Box (approximately 32" in height)

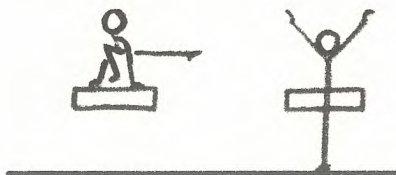
Purpose: To develop body agility and coordination. To develop power in the legs.

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: Adjust box to proper height. Review Reuther Board jumping (do not vault). Teach proper hand placement and arm support in all vaults. Teach a good gymnastic landing posture (dismount).

. Wolf vault to the right--

- a. Lead-up skill: Take a short run for a two-foot takeoff from the Reuther Board; place both hands on the top of the box, and bend left leg to place left foot on box with right leg out to the side. Assume a standing position and jump off to a good two-foot landing.
- b. Wolf vault to the right: Take a short run; execute a two-foot takeoff from the Reuther Board. Place both hands on top of box; bring left leg close to chest and right leg straight out (flanked) to the side. Push off with hands and continue to a good two-foot landing.

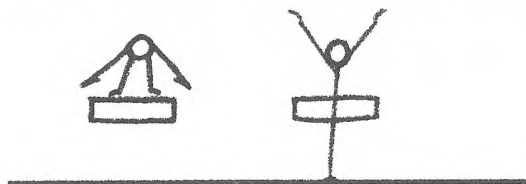


. Wolf vault to the left--This vault involves the same procedure except the left leg is flanked.

. Straddle vault with spotter--

- a. Lead-up skill: Take a short run for a two-foot takeoff from the Reuther Board, place both hands on the top of the box, and spread both legs to land with feet on top of box. (Keep hands on box until feet land.) Assume a standing position and jump off to a good two-foot landing. The spotters should stand close and in front of performer, lightly grasping his wrists and upper arms.

- b. The straddle vault: Start a slow run; execute a two-foot take-off from the Reuther Board. Place both hands on top of box, spread both legs wide and keep head up. Forcefully push off with hands to clear vaulting box and continue to a good two-foot landing. The spotters maintain a light grip as was indicated in the preparation movements.
- Straddle vault--This vault involves the same procedure except the spotters do not touch the vaulter unless he touches the vaulting box with his feet. The spotters must move in phase with the vaulter.



- 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.

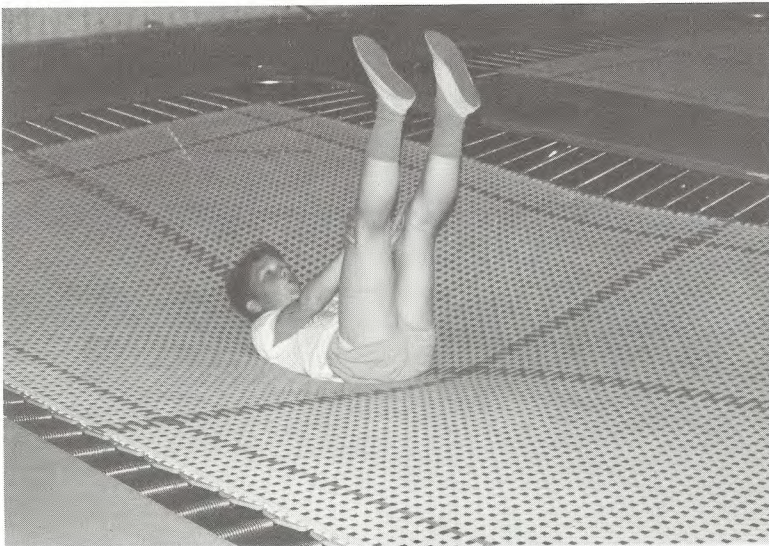
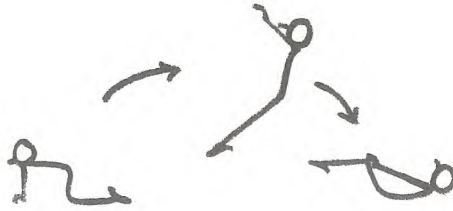
Spotting and Safety Precautions: Trampoline frame must be padded. Use a large trampoline. Jump in center of trampoline. Place spotters around edge of trampoline. Check bed (webbing), suspension system, hinges, frame supports, and frame pads.

Teaching Hints: Keep center of gravity low while learning. Jump with feet shoulder width apart and with control. Keep arms low and moving in a rhythmical backward circling movement.

- Back bouncing in back landing position with hands on knees--Lie on back with hands on knees and feet up in the air. Attempt to bounce on back in this position. Alternately bend and straighten legs to initiate the bouncing action.
- Beginners' back drop--From a half squat position with hands on knees, fall back to back landing position and continue to back bounce. Execute the same skill but push on knees and regain feet. (It is acceptable on the beginning back drop to clasp the hands behind the head instead of placing them on the knees.)



- Hands and knees drop to back drop--From a low jump, execute a hands and knees drop. Upon coming up from the hands and knees drop, at the highest point move head and shoulders back to rotate slightly backward around short axis into a back drop with hands on knees. Push on knees and regain feet.



Execute the beginning backdrop with NO bounce

Mat Exercises

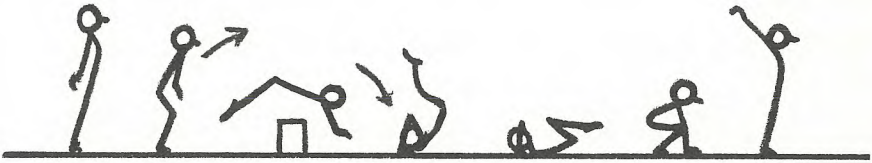
Tumbling

Purpose: To develop coordination, flexibility, strength, agility, and neuromuscular awareness.

Spotting and Safety Precautions: Assist the student by helping him at his center of gravity (in most cases the hip area). Some spotting will require that the spotter learn to help the performer tuck his head.

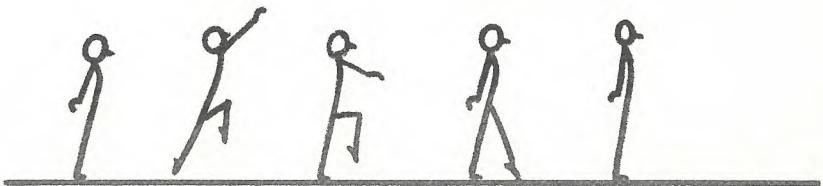
Teaching Hints: Have the performer assume a position of attention before starting into the skill and at the completion of all skills. Purposeful and correct arm and hand movements are most important.

- Dive and roll--From a squat position, spring forward and upward into a piked position and land on both hands, quickly duck the head and tuck, continue roll to a stand. (A small pasteboard box or a rolled mat to dive over is helpful in teaching the dive and roll. Students should strive not to touch the box or rolled mat.)



- Forward roll, dive and roll, forward roll, dive and roll--This series of alternating forward rolls and dive and rolls begins from a squat position. It is important to make this exercise a smooth, continuous, rhythmic movement.
- Hop step--Step forward on right foot. The next three movements occur almost simultaneously: 1) swing left leg forward with knee bent, 2) swing arms forward and up overhead, and 3) hop well forward on right foot. Immediately plant left foot and bring arm down and forward. May be done to the right or to the left.

The hop step is known as the tumbler's hurdle and is the necessary approach to certain tumbling skills that require a one-foot takeoff.



- . Running cartwheel--From a stand, take three or four running steps, execute a hop step (tumbler's hurdle) into 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').

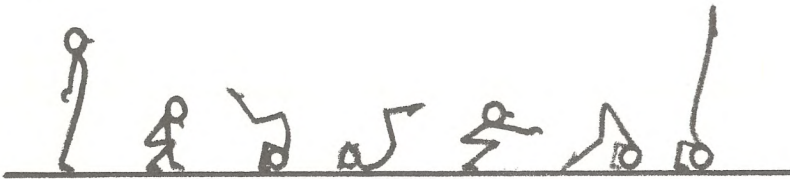
Free Calisthenics

Purpose: To develop coordination, strength, endurance, and balance.

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: Basic skills and parts can be learned on individual mats. Routines can be learned and practiced in lines on a 40' tumbling mat arrangement.

- . Forward roll into headstand--From a squat position, execute one forward roll and begin as if to do another forward roll but instead go into a headstand. Hold three seconds then tuck the legs and roll out to a stand.



- . Bridge-up walk--From a bridge-up position, walk forward by moving the feet and the hands. Moving forward, the hands move toward the feet and the feet move away from the hands. To walk backward, the movements are reversed.

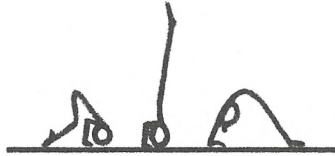


. Front limber progressions--

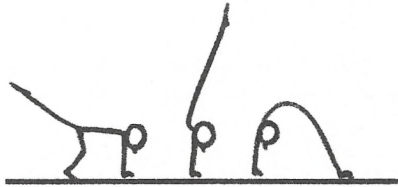
From lying on back push up into bridge.



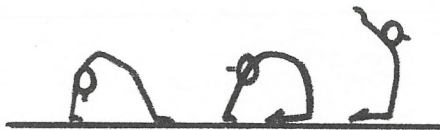
From starting headstand position kick over to make a bridge.



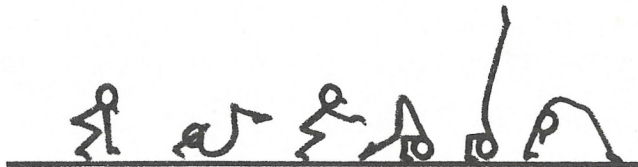
From starting handstand position kick over to make a bridge.



From bridge position, fold feet under by bending knees; place knees on mat and come to straight kneeling position.



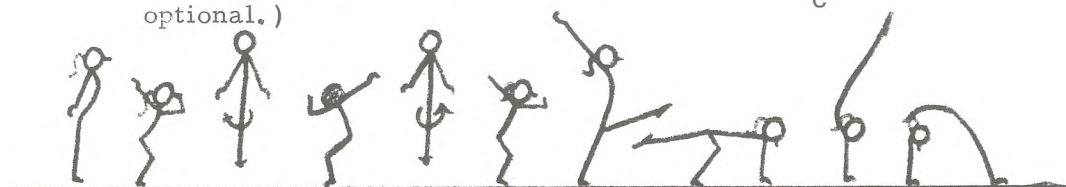
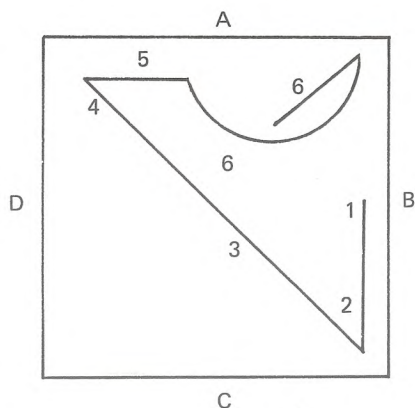
Forward roll to headstand position and immediately swing legs over and together into bridge. Attempt to regain standing position.



Free calisthenics routines are as follows:

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

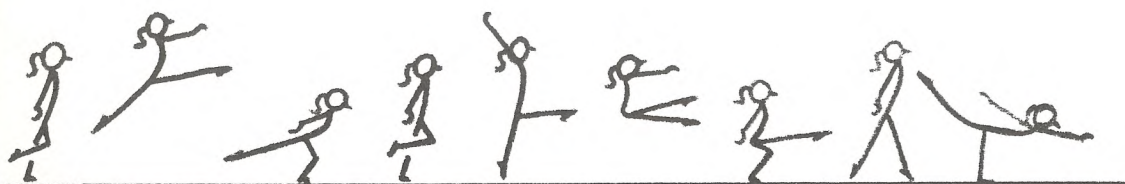
1. Face side C standing at attention. Swing arms up and execute a jump with a 1/2 twist; immediately upon landing, execute a jump with a 1/2 twist in the opposite direction, landing facing side C. Execute a handstand and continue over into a bridge-up position. (Background music is optional.)



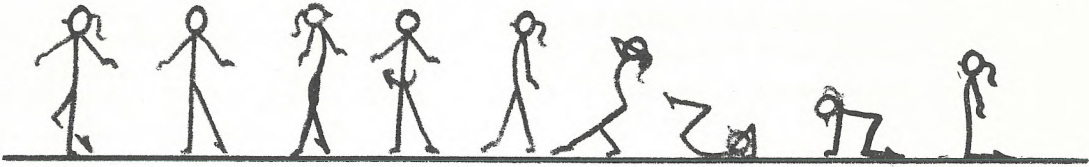
2. Fold feet under and continue to a kneeling position with arms over head. Continue arm movement into a single knee scale. Keeping the extended leg straight, bring it to the front and lift one arm over the head. Assume a single knee kneeling position with arms extended upward and backward. Rise to a stand with one arm extended over head and the other arm straight in front; execute a 1/4 turn facing in direction AD.



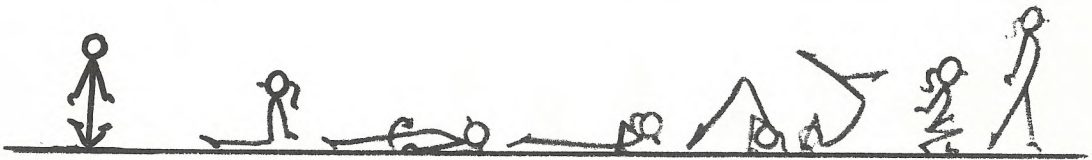
3. Run diagonally and execute a stag leap followed by a hitch kick (leg change while in the air) and then one step into a scale.



4. Move laterally by crossing the right leg behind and then in front of the left leg, execute a 1/4 turn and bend down on one leg into a backward roll. Continue backward roll into a kneeling position.

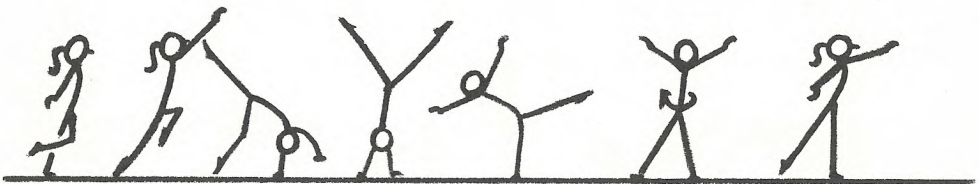


5. From this position, execute a 1/4 turn facing side D and lower back into straight sitting position then assume a back lying position; roll over to a front lying position and move into a support pike position. Execute a forward roll and come to a stand.



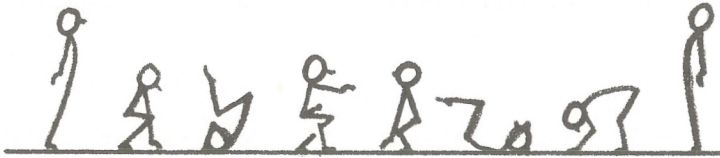
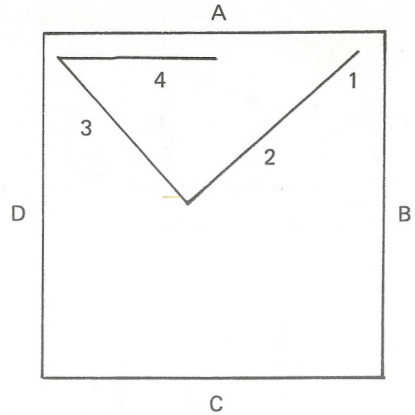
6. Run on balls of feet in semicircle to corner and turn diagonally toward corner DC. With a short run, execute a cartwheel, then a 1/2 turn to a finish with one foot extended backward.

Teaching Hints: Some form of musical accompaniment is desirable for girls free calisthenics.

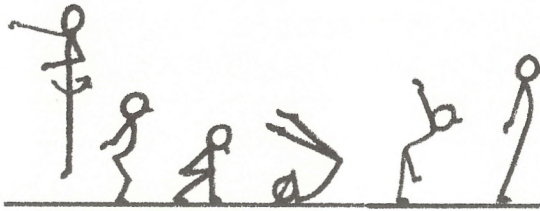


. Basic routine for boys (Refer to numbers on diagram.)

1. Face corner CD standing at attention. Execute a forward roll, cross legs (180° turn), backward roll to a stand.



2. Execute a vertical jump with 1/2 turn landing on both feet. Lower to a squat and roll forward to a straddle stand with legs straight and arms over head, come to a stand.



3. Face corner AD. Execute two moderately slow cartwheels.



4. Execute a 90° turn, dive and roll, step in a Swedish fall to a push-up position, to a squat, then to a headstand (hold 3 seconds) and roll out.*



Refer to illustrations for detail on free calisthenics movements. Music is recommended for girls free calisthenics routines for grades 4, 5, and 6.



Pike hang on the horizontal bar

*Miss Nancy Reynolds, University of Texas student, created the illustrations for the gymnastics for grades 4, 5, and 6.

WRESTLING GAMES

This guide, designed for the classroom teacher who has no past experience teaching wrestling games, is intended to introduce one of America's fastest growing sports--wrestling.

Wrestling games are fun and promote physical fitness. They also provide a controlled, socially acceptable outlet for feelings of aggression which may result in improved emotional health of some boys. Even the smallest boys can achieve the satisfaction of success, since competition is against individuals of equal size; many other sport activities are dominated by the "big" boys.

Although the wrestling program in the fourth grade is primarily for boys--and exclusively for boys in grades five and six--girls may participate, separately from boys, in hand wrestling, hop wrestling, and push or pull. Girls may also participate in separate activities such as twirling, gymnastics, or games and related activities while the boys are involved in the wrestling program.

Class Organization

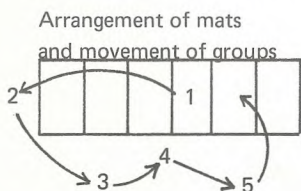
Since wrestling games may be taught only to boys, two teachers should work together, one taking the girls of both classes, the other taking the boys.

Using a class size of 30 as an example, with the ratio of boys to girls equal, the teacher of wrestling games would have a class of 30 boys. The following suggestions on class organization are based upon a class size of 30. Different class size or mats than those used here as examples may 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 are sufficient mat space for one pair of boys to wrestle upon 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.

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 boys to line up so that the boy in front is lighter and the boy behind 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 equally, 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 do you do with the remainder of your 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 games. 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 have just completed the mat work, would rotate

to a position around the mat protecting others from rolling off the mat. Next, these boys would rotate to a conditioning station, then to the area guarding the edge of the mat, then to a conditioning station, etc. Rotation would take place each time a group on the mats had completed the wrestling games 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 additional time. The remaining 30 minutes is for wrestling games. In a class of five groups, each group would have six minutes on the mat.

Warm-up Exercises

Incidents of injury are greatly reduced by proper warm-up. Warm up at the beginning of every class period.

First, stretch all the "big" muscle groups.

Arm rotation	10 seconds
Trunk rotation	10 seconds
Toe touch	10 seconds
Side-bender	10 seconds

For explanation refer to Conditioning Exercises, page 350.

Second, use exercises which speed the blood circulation.

Run in place	15 seconds
Side-straddle hop	15 seconds
Squat-thrust	15 seconds
One-half squat jump	15 seconds

Drills

Complete the warm-up period with three minutes of wrestling drills. Select one drill per day for the first four days. If necessary, use more time. These drills are important because they prepare for actual wrestling in grade 5.

Bridging

Have pupils space themselves all around the edge of the mat so that their heads and shoulders will be on the mat. Have them lie down on their backs with hands over head. On the whistle, arch up on the top of the head keeping the feet flat on the floor. Use hands on the mat behind shoulders if necessary (1). Pupils will become accustomed to bridging. Have the pupils bridge up and down and from side to side for ten seconds.



1

Sit-through

Have half the class equally spread out on the mat, assume a hands and knees position on the mat, hands about 12" in front of the knees, with hands and knees spread about shoulder width apart. (This is called the "bottom" referee's position on the mat.) At the whistle, move the left hand to the front and outside of the right hand, lift the right knee putting weight on the left hand and right foot (2).



2

Slide the left leg through and sit (3).



Return to the hands and knees position. Repeat two times. Now, do this same move to the other side. At the whistle, move the right hand to the front outside of the left hand, lift the left knee putting the weight on the right hand and left foot. Slide the right leg through and sit. Return to the hands and knees. Repeat two times, then let the other half of the class do this same drill.

Stand-up

Have half the class assume the same hands and knees position described in the sit-through except the seat should be closer to the heels. Bend the arms. On the whistle, push up hard with the arms, raising trunk up, head up, back straight, bringing the left knee up and placing the left foot on the mat (4).



Now stand up by pivoting to the right onto both feet (5).

5



Return to hands and knees. On the whistle, repeat two times.

Have the class repeat this movement to the other side, bringing up the right foot and standing by pivoting to the left onto both feet. Repeat two times.

Allow the other half of the class to complete this same movement as described.

Partner Pick-up

This is the first drill using a partner. Allow half the class on the mat. Let us call the partners A and B. Have A take a kneeling position on the mat--knees spread shoulder width; upper body straight. A lowers himself to where his seat is close to his heels, his back has a concave curve to keep his head erect and his chest forward (6). Now, his partner B approaches facing him, placing his feet just outside A's knees and leans against A's right shoulder.

6





(7) A locks his arms around B's thighs and squeezes with his head to the side and with his arms to his chest; keeping his head erect, A lifts B off his feet by straightening his upper legs (8).



Repeat the lift two times. Allow B to assume A's position and complete the drill. Then let the other half of the class on the mat to perform the drill.

Wrestling Games

After the warm-up and drills, the class is ready to start wrestling games. Proceed through the eight wrestling games, repeating as often as desired until the time allotted for this unit has expired. Additional wrestling games that are familiar to the teacher may be added. However, be sure the students have mastered this unit because it develops skills necessary for wrestling in the fifth grade unit. Devise imaginative ways of stimulating the fun of wholesome competition.

Hand Wrestling

Partners face each other at arm's length; they shake hands with the right hands and, still clasped, step forward with the right foot, placing it beside the outside of opponent's extended right foot (9). On the whistle, each contestant attempts to cause the opponent to move either foot by pushing or pulling, forward, backward, or sideward with the clasped hand. Now change, using the left hand with the left foot forward.

9



Hop Wrestling

Partners stand facing each other on opposite sides of a line, each player on one foot. They clasp hands with "Indian" grip, and on the whistle, attempt to pull the other player over the line or make his raised foot touch the floor. (10)

10



Cumberland Wrestling

Awareness of correct body mechanics is fundamental to wrestling. Cumberland wrestling requires correct lifting from a standing position. Explain the correct method of lifting something like this: "One boy pretends he is a tree. He stands erect, feet together, arms raised straight out to the side. The other boy walks up to the tree and is supposed to pull it up by the roots. To do this, he must put one foot on each side of the tree trunk; keeping his back straight, he squats about 6" by bending his knees, keeping his feet flat on the floor. Then, he locks his arms around the tree, keeps his head up and back straight, lifts with his legs by straightening them as he hugs the tree to his chest--lifting it out by the roots.

11



This technique is essential in Cumberland wrestling. Partners stand face to face, bodies in contact; each partner places his right arm under his opponent's armpit and around his opponent's back; then places the left arm over opponent's right arm and around to his back where each boy locks his arms behind his partner's back. On the whistle, each attempts to lift his opponent's feet clear of the floor. (12) The boy who responds most quickly to the whistle will win.



12

Push or Pull

Partners face each other from opposite sides of a chalk line, the toe of the right foot touching the line. Partners clasp hands with Indian grip. By pushing and pulling, each boy attempts to get his partner to move his back foot or cross the line with his front foot. (13)



13

Spinning

One partner, B, assumes a hands and knees position on the mat; A places his chest in the middle of B's back, hands behind his back, his feet on the mat and spread comfortably. A should have most of his weight on B's back.



14

(14) On the whistle, A spins in a circle starting from B's left side, makes one complete revolution around to B's right side, then reverses his direction and spins one complete revolution back to where he started. He should never cross his legs in spinning. He repeats this "spinning" again,

clockwise and counterclockwise until ten seconds have elapsed. A keeps count of the number of revolutions he has made from one side to the other. If the "spinner" completed 1/2 of a rotation at the whistle, count it as a complete turn. Then B becomes the "spinner" and the winner is the boy who has the highest number of spins.

Riding

One partner, B, assumes a hands and knees position on the mat. A comes from behind B and gets on top of him with his chest in the middle of B's back, his hands on shoulders and his knees behind and just outside B's thighs and seat (15). On the whistle, B must stay on his hands and knees but can spin in any direction, trying to dislodge A from this riding position. A attempts to ride B by squeezing with his knees, holding on to B's shoulders and keeping his weight "blanketed" over B. Allow ten seconds riding. Then let B try to ride A in the same manner.



15

Escaping

B again assumes the hands and knees position on the mat. A approaches B from B's left side. A gets on his knees beside B, looking the same direction as B. A's right knee should be about even with B's ankle, but not touching it. A puts his left hand on B's left elbow, fingers outside, thumb inside, palm facing down. A puts his chin somewhere along B's spine approximately in the middle of his back. A circles his right arm around B's waist with his hand loose at B's naval (16). On the whistle, B tries to stand up in the same manner described in the "stand-up drill."

16



A tries to keep B from standing up by "riding" him, in the same manner as is done in the "riding" game. Allow ten seconds. If B is successful in standing, he wins; if A rides him so that he cannot stand, he wins. Give both partners the opportunity of trying both positions.

Roll-over

B lies flat on his back. A places his chest on B's chest, his body perpendicular to B with his feet spread wide. A uses his arm that is nearest B's legs in an inside crotch hold. He is not permitted to touch B with his other hand or arm. A may use this arm only to brace against the mat(17). A is not permitted to lock his hands together.

17



B's objective is to bridge up onto his head and roll from his back to a face down position. A's objective is to prevent B from rolling over.

B is not permitted to use his hands on A. He may use his arms and hands only to brace against the mat. Ten seconds are counted aloud for the time of the contest.

(18) B must roll over so that both of his knee caps touch the mat at the same time before the time expires. Once he has done this he has won and A must cease the struggle.

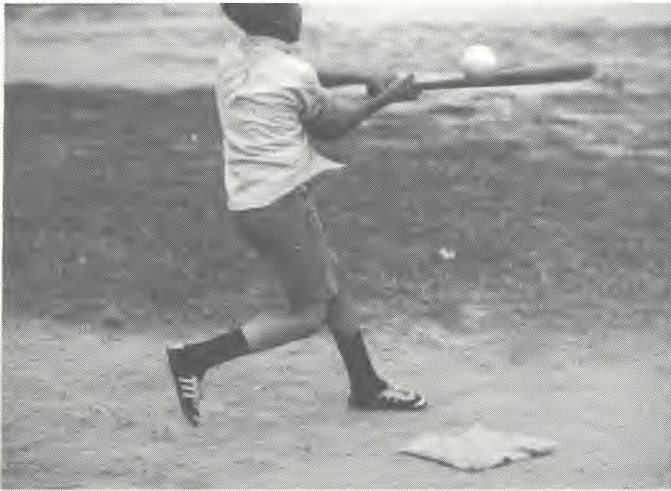


18

A is permitted to hold either of B's legs and to change his hold from one leg to the other as often as he desires. Should B permit both of his shoulders to touch the mat at the same time, he automatically is declared a loser.

Exchange positions and contest the match again. This should be contested with A approaching B from the right, and from the left.

Working with a partner



Almost!

Small group pitching and catching



Back swing to feet dismount

as
easy
as 1 . . .



. . . 2



3 . . .





Four square is a great game!



Tetherball installations



Feint support on left arm



Squat vault to rear support





TRACK AND FIELD

Many people do not realize that they have been taking part in track and field since they first learned to run, jump, and throw. When children leap over a log or bush, they are in reality high jumping and hurdling. When they make a running jump over a puddle of water, they are broad jumping. When they throw stones and sticks, they are throwing the baseball, shot, discus, or javelin. The exact form may not be recognizable with the named activity but the movements are there. All children like to run, jump, and throw for the sheer fun of it. There is a real thrill in being first, being on a team, making friends while training together, and having something in common with these friends.

No matter what the size or build of a child, he can find something in his play 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.

One may practice track and field any time, at any place. A track is not necessary. The nearest road, vacant lot, or park will do for a track and the backyard or empty lot will furnish space for jumping, throwing, and hurdling.

Track and field for boys and girls in the fourth grade consists of dashes, the scissors jump, the standing broad jump, distance jogging, and shuttle relays.

Skills

Dash

A standing start is used for races of short distances. On the command "on your mark," set the front foot close to the starting line. Both feet should be pointed in the direction of the run.

On the command "get set," lean forward in a semi-crouched position with arms hanging loosely. Weight should be on the front foot. Look toward the finish line.

On the command "go," move out fast and continue to run fast the entire distance. Don't slow down on the finish. Pretend the finish line is actually four strides past the actual finish line.

¹The Division for Girls and Women's Sports, Track and Field Guide (Washington, D. C.: American Association for Health, Physical Education, and Recreation, 1964.), p. 15.



"Get Set"

Standing Broad Jump

Stand with feet separated slightly behind line, toes touching jumping line. Body bends low as arms swing forward. The jump is made from pushing off of both feet. A vigorous forward arm swing is important. The body is pulled forward as arms and feet are moved forward and upward. Completion of jump must be on both feet.

Scissors High Jump

Approach the bar from an angle (15°). Take a few steps, plant the takeoff foot (outside leg), and swing the other leg high in the air. Most right-handed children approach the bar from the right side. Arms should be extended sideward. The inside leg continues over the bar followed by the trailing leg. The effect is a scissors action with the legs. The arms aid by swinging forward and upward. The leading foot lands first followed by the takeoff leg. (It is advisable at the elementary level to use a bamboo fishing pole for a bar instead of the regulation metal bar.)



Scissors high jump



Activities

40 or 50 Yard Dash

Skills: Sprint start, running

Equipment: None

Area: Field or hardtop; three lines, one 40 yards from starting line and one 50 yards from starting line.

Number of Participants: Three to five per group

Formation: Class is divided into several groups of five or fewer each. First group stations itself on starting lines; 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 40 or 50 yard dash.

On the 40 or 50 yard dash, group one races first. Use the commands, "on your mark," "get set," and "go." Each group in turn continues activity until all have had a chance to race. Winners of each race are determined at the end of each race; all winners then race to find "grand winner."

Teaching Suggestions:

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

Standing Broad Jump

Skill: Standing broad jump

Equipment: Tape measure

Area: Toe board and sand pit or any grassy area

Number of Participants: Six to eight per group

Formation: Each group is stationed at a separate area until all have been measured.

Action:

The object of this activity is for the student to surpass his own previous jump record. Teams should alternate jumping alongside the tape measure, practicing jumps until time to be measured. Each student is allowed three jumps after several preliminary jumps. The jumper must push off from the restraining line with both feet and must land on both feet. Failure to do so counts as one of the three trials but is not scored. If a student crosses the restraining line as the jump is made, it is called a "scratch." The jump counts as one of the three trials but is not scored. Measurements are taken from the jumping line to the first break in the ground, whether it is made with the heels or any other part of body. In landing, the student should therefore, fall forward or sideward, as even the touch of a hand to the ground behind the student constitutes the point of measurement. The longest of the three jumps is recorded.

Teaching Suggestions:

Jump is made with body in low crouched position and a forward lean precedes the jump. Body is almost in a squat position upon completion.

Scissors High Jump

Skill: A scissors style high jump

Equipment: A good sand pit, high jump standards and cross bar

Area: Any available area

Number of Participants: Five or six per group

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

Action:

The object of this activity is to clear the bar using a scissors jump. Set the bar initially at approximately one and one-half feet to ensure learning the proper form during first attempts. Set the bar progressively higher when each student has received two turns at a given height. The student from each group completing a successful jump at the greatest height is the winner from his group. Each student receives two opportunities to clear each given height.

Shuttle Relays

Skill: Running

Equipment: Four relay batons (broom handles in 12" lengths) and stopwatch if available

Area: Field or hardtop, two lines 40 yards apart

Number of Participants: Four per group

Formation: Runners are numbered 1, 2, 3, 4. Runners 1 and 3 are on one end of 40-yard distance and runners 2 and 4 are on other end. Runners 1 and 2 are in position behind lines, ready to run.

Action:

The object of this activity is to run a shuttle relay in the fastest speed possible, using a team of four. On signal, with baton in left hand, runner number 1 runs across running area and gives baton to runner number 2. Runner number 2 must stand behind restraining line with left hand outstretched to receive baton. Runner number 1 approaches runner number 2 with baton in his left hand and runner number 2 receives the baton in his left hand. This action continues until runner number 4 has crossed the finish line with baton in hand. Throwing of batons is not permitted. A team should be disqualified if a runner steps over the line before receiving the baton. Teams may compete against each other, and the winner is the first team whose last runner crosses the finish line; or each group may be given a time in seconds by use of a stopwatch.



Distance Jogging

Skills: Running

Equipment: Stopwatch, if available

Area: Elementary track oval or suitable field

Number of Participants: Ten or fewer per group

Formation: Groups are in lines facing direction of run

Action:

The object of this activity is to run-walk a distance of one mile. 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.



Move out!

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 fourth grade consists of a review of certain game skills in grades 2 and 3, skill drills, and game activities. In grade 2, striking a ball with one hand (Underhand Serve) was included under Game Skills. In grade 3, the underhand volley and the overhand volley were given under Game Skills.

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.

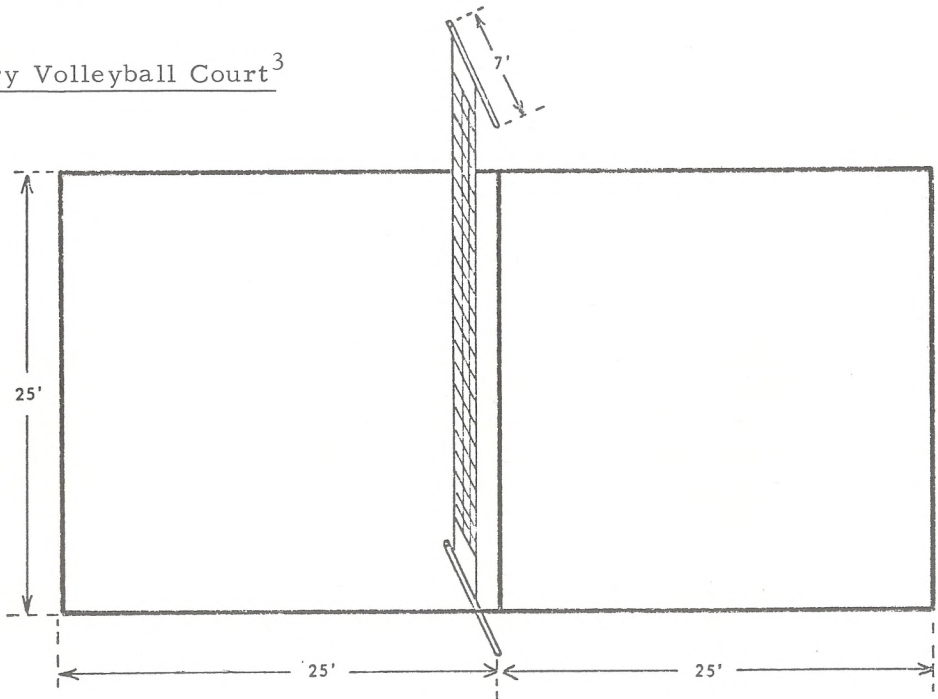


Serving practice against the wall

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.

Elementary Volleyball Court³



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

³Ibid.

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. The underhand and overhand volley in grade three should be reviewed.

Underhand Serve

Objective:

To serve a volleyball with an underhand serve

Analysis:

Standing with the left foot forward and knees slightly flexed, hold the ball on the palm of the left hand across the body just in front of the right hip.

Swing the right arm backward and upward in a pendulum motion. On the backswing, the hips are rotated to the right and the weight is transferred to the right foot. The body moves forward in a rocking motion as the right arm swings forward and upward with the arm almost brushing the side of the body. Only the fingers of the right hand should be flexed, with the thumb kept close alongside the index finger. The knuckles and heel of the right hand contact the ball just above the left hand.



At the same time the body weight is transferred from the right foot to the left. The right arm continues the forward and upward swing in the direction that the ball is to go (the follow-through).

Common Faults:

- . Tossing the ball into the air
- . Hitting the side of the ball
- . Faulty timing

Suggestions:

- . Explain to children that they cannot control where they strike the ball if it is tossed into the air.

- . Reminders to keep eyes on the ball may help. Practice the correct motions without the ball.
- . Practice slowly in the beginning.

Skill Drills

Toss-Up and Catch Drill

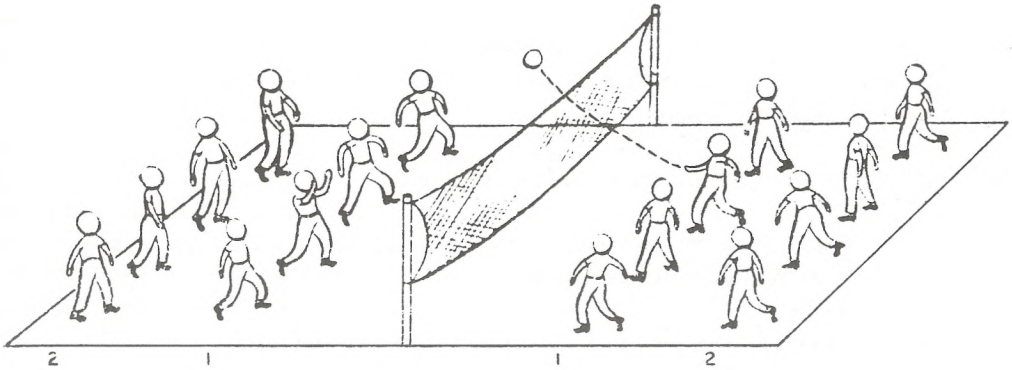
Toss up the ball with a two-handed toss approximately three or four feet above the head. Experiment tossing the ball various heights. A small rubber utility ball can be used for this drill.

Toss-Up, Hit to Wall, and Catch Drill

From approximately three feet from the wall, toss up the ball and hit it with an overhand volley against the wall and catch the ball. Toss up, hit to the wall, and catch. Some students may be able to hit the ball higher and move back more than three feet from the wall.

Game Activities

Newcomb



Skills: Throwing the volleyball over the net and catching the volleyball

Supplies: Volleyball, volleyball net

Area: Volleyball court

Number of Players: Divide class into teams of 8

Rules:

1. The ball is given to any player on either team by the umpire.
2. This player starts the game by throwing the ball underhanded over the net into the opponent's court.
3. If the ball is not caught and lands inside the boundaries of the opponent's court, the throwing team receives a point.
4. If a player of the opposite team catches the ball before it hits the surface of the court, he should throw the ball underhanded back across the net. If he wishes, he may pass the ball to a teammate who is in a better position to throw the ball underhanded over the net into the opponent's court.
5. The ball is thrown back and forth until an error is committed.
6. Each time an error is committed, a point is scored for the opposite team. Errors include failure to catch the ball, not throwing the ball across the net successfully and throwing the ball outside the boundaries on either court. When an error is committed, the ball is retrieved and given to the opposing team to be put back into play.
7. If, during the play, a player with the ball takes more than one step, or touches the net with any part of his body, a point is automatically given the other team.
8. The rotation in Newcomb is as follows:

When a point is made line one retires to line two, and line two advances to line one.
9. The winner of the game is the first team scoring 11 points.

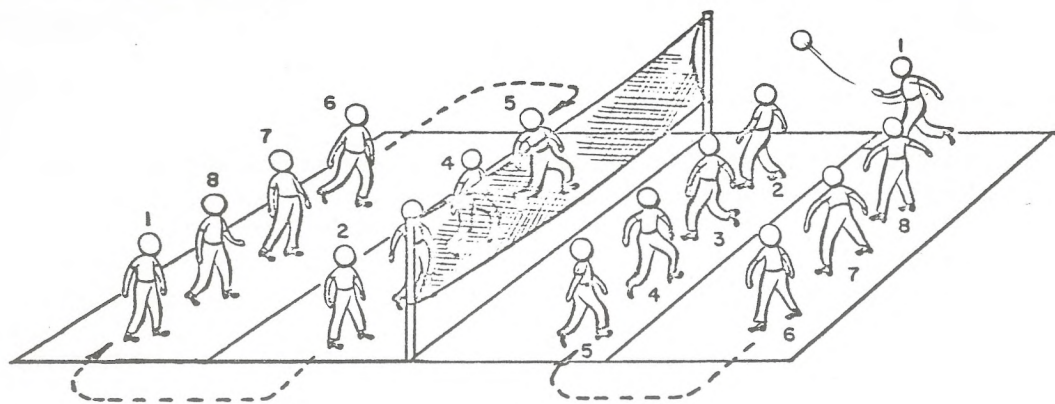
Teaching Suggestions:

Frequently change positions of players in a line so that all will receive an opportunity to play in all areas of their court.

Variations:

Play by the same rules and state that only players in the front line can throw the ball over the net.

Modified Newcomb



Skills: Serving the volleyball over the net, catching the volleyball and rotating positions

Supplies: Volleyball, volleyball net

Area: Volleyball court

Number of players: Divide class into teams of 8

Rules:

1. The ball is given to any player on either team by the umpire.
2. This player starts the game with a regular volleyball serve from his place on the court. After the serve, the ball is caught and returned underhanded using both hands.
3. Only the underhand return is used and no child can hold the ball longer than 5 seconds.
4. Regular volleyball scoring is used. Points can be scored only by the serving team. The server retains his serve, continuing to score points until his team makes an error.
5. If he wishes, a player may pass the ball to a teammate who is in a better position to throw the ball over the net into the opponent's court.

6. Rotation is clockwise and begins when a team wins the serve.
7. The winner of the game is the first team scoring 15 points.

Teaching Suggestions:

Players should play their positions only and not monopolize play. Occasionally require youngsters who continually move out of position to stay in one place, or sit out of the game for a minute to observe.

Enforce the 5 second rule.

Variations:

Returning the ball with an overhand throw using both hands can be allowed if a restraining line is drawn five feet from and parallel to the net on each side. Balls may not be thrown or caught in this area. This prevents a player from moving up to the net and throwing the ball down hard thus making it very difficult to return.

Volley Tennis

Skills: Serving, volleying, and rotating positions

Supplies: Volleyball, volleyball or tennis net

Area: Volleyball court with net set the height of a tennis net

Number of players: Divide class into teams of 8

Rules:

1. The ball is given to a server who serves from the right back position.
2. This player serves and other players may assist ball on serve.
3. Ball may bounce only once on a side.
4. Ball is volleyed and not caught as in Newcomb and Modified Newcomb.
5. Any number of volleys is permitted.
6. Regular volleyball scoring and rotation is used.

SOFTBALL

The skill development in softball should be encouraged but teachers should remember that softball is only a small part of a balanced physical education program.

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

Game Skills

Overhand Throwing

The ball is gripped with the fingers separated, thumb under ball. Eyes are on target. A right-handed person stands with weight on right foot. The left foot is forward and left shoulder is turned toward target.

Ball is brought over shoulder and well behind head. Elbow is bent and is held at shoulder height. The left arm is held out in front of body for balance.

As the throw is made, a step is taken shifting weight to the forward foot. As throwing motion begins, player draws ball back well behind shoulder and body rotates slightly to the left as bent elbow leads the extension of the throwing arm. Ball is released at arm's length in front of the face. There is a full follow-through in the direction of the throw.

Underhand Pitching

Pitcher faces target; ball is held in both hands in front of body. Weight is on both feet.

As pitching action begins, the right hand grips the ball (fingers separated) and the right arm swings backward. Arm swings forward as a step is taken on the left foot. The upper body leans forward and the ball is released by snapping the wrist and extending fingers, allowing the ball to roll off them.

Follow-through of hand and wrist in direction of pitch is essential. Palm of hand holding ball should be up as the ball is released. A step is made onto the right foot upon completion of pitch.

Catching

Eyes are on ball; hands and arms are extended in direction of ball, elbows slightly bent. Fingers are separated, hands close together; hands, wrists, and fingers are relaxed.

To catch a ball above waist level, thumbs are touching or almost touching and fingers are pointed upward. The palms, not the fingers, face the oncoming ball. As the ball hits the palm, the player closes the fingers around the ball. The body should "give" upon impact by moving the relaxed arms toward body and taking a step backward.

To catch a ball below waist level, little fingers are held together or almost together and fingers are pointed downward. Again the player should "give" at moment of impact.

Batting

Stand facing the plate with feet apart. The distance from the plate is judged individually so heavy part of bat swings across plate.

Knees are bent slightly and the left shoulder is toward pitcher. The trunk is bent forward slightly; elbows are bent and well out from the body. Eyes are on ball.

To grip the bat (for right-handed person), the right hand is always above the left; the left hand being two or three inches from end of bat. The bat is held back as far as the left hand can reach comfortably across the chest. The elbows and right wrist are bent. The bat should not rest on the shoulder.

Bat swings parallel to ground as batter shifts weight forward to the left foot and rotates trunk to left. The right arm is extended behind the bat and the wrists snap.

A complete follow-through in the direction of the hit is essential at the end of the swing. The bat should be dropped with left hand.

Base Running

All hits should be run. Following the hit, the start of the run should be vigorous and quick. The first strides should be short ones with trunk inclined forward.

Runner should turn to outside (right) of first base if stopping there. Preparatory to further base running, one foot should be forward with other foot touching base until ball has left pitcher's hand.

Fielding

A fielder should be ready to move quickly in any direction. Body weight is slightly forward, hips and knees are flexed, and hands are on knees.

To field a ground ball, crouched body is moved to a position directly in line with oncoming ball. Arms are down and held loosely in bent position;

hands are in position to catch ball below waist level (little fingers together and pointed downward). Eyes are on ball and player reaches out to meet ball. Ball is pulled toward body for preparation of throw.

Skill Drills

Throwing and Catching

Divide the class into twos and give each pair a softball. This drill should begin at close range suited to the abilities of each pair. Gradually the range can be increased. Underhand pitching can also be included in this practice.

Shuttle Throwing and Catching

Divide the class into groups of six. Arrange each group in a shuttle formation with approximately 25 feet between the two lines.

The first child throws across to the second then goes to the back of his line. The second child throws across to the third. Action continues in like manner until all players are back in their original positions. Proper throwing and catching as well as accuracy should be stressed.

Game Activities

Throw Ball

Skills: Pitching, catching, overhand throwing, fielding, base running

Equipment: Soft softball, 4 bases

Area: Softball diamond

Number of players: Two teams, 9 or fewer per team

Formation: One team in field as in a softball game; other team at bat and lined up behind backstop.

Rules:

1. The object of the game is to throw a soft softball into the field and advance around bases as in kickball or regular softball. Opponents attempt to prevent batting team from scoring.
2. The pitcher tosses or underhand pitches ball to the batter, who catches the ball and throws it, from behind home plate, into the field.
3. If pitched ball is not caught, the batter is allowed to pick it up and then throw. Batter attempts to throw ball where it is least likely to be caught and runs to first base.

4. Upon becoming a base runner, he advances around bases in an effort to reach home safely before three outs are made.
5. Each successful run scores one point. The run does not count if runner reaches home during a play in which an out occurs.
6. Rules pertaining to kickball are applied in throw ball. Teams exchange places after three outs. The team that is ahead after an even number of innings of a specified time wins.
7. Teaching suggestions:
 - . When a team is at bat, a batting order should be determined and then kept for the playing time allotted.
 - . Two students should serve as referees. One calls plays made at home plate and the other at first, second, and third bases.

Long Base

Skills: Catching, throwing, fielding, pitching, batting, baserunning

Equipment: Soft softball, 1 bat, 2 bases

Area: In an outdoor area establish a home base, pitcher's box, and a long base 30 feet out and to right of pitcher's box.

Number of players: Two teams, 9 or fewer per team

Formation: One team in field as in a softball game; other team at bat and lined up behind backstop.

Rules:

1. The object of the game is to bat a pitched ball into field and score a point by running to the long base and then back to home plate. Opponents attempt to prevent batting team from scoring.
2. Pitcher and catcher are in regular positions, as in kickball. A baseman is near the long base, and other players are scattered in the field.
3. The batter bats ball, which has been pitched to him, and immediately runs to the long base. He may either remain there or return home. If he chooses to stay on the long base, he may then leave it only after a ball has been hit by the batter.
4. A batter remains at bat until he has hit a ball. Every hit is fair.

5. Any number of players may occupy the long base at once. Should all players from batting team be on long base at one time, that team is out.
6. Base runners traveling from long base may return in any order. (Players need not return as in their batting order.) When there are several players on the long base, all players on the long base may return to home base on the same hit. A runner who leaves the long base may not return unless a fly ball is caught.
7. The batter is out if he is tagged with the ball before reaching a base or if he fails to reach the long base or home before ball is caught by catcher or baseman standing on the base.
8. After three outs the teams exchange places.
9. A point is scored each time a runner reaches home safely. Winner is team that is ahead after an even number of innings.

Teaching suggestions:

- . Players should be required to drop bat on ground near home plate before starting to long base or returning to the batting order. An out should be called on any player failing to do so.
- . Pitcher and long baseman should choose someone to replace them after each out so that all players get a chance to pitch or play long base.
- . Students should be encouraged to throw ball upon retrieving it, rather than running with it.
- . A batting order should be determined at the beginning of the game and resumed during each inning at point where it stopped at the end of the previous inning.

Variations:

- . Game can be played using a soccer or utility ball.
- . Pitcher rolls ball to "batter" and "batter" kicks ball into field.

FOOTBALL

Skill development in football should be encouraged, but teachers should remember that football is only a small part of a balanced physical education program.

Areas of instruction in the fourth grade football program include skills, drills, and activities. Emphasis should be placed on individual skill development in passing and catching.

Game Skills

Passing

The junior size football is gripped lightly, the fingers separated and placed along the lacing. The little finger should be near the center of the lacing and the index finger close to the end of ball. Eyes are on the receiver. A right-handed person stands with weight on right foot, which is pointed to side. The left foot is pointed in the direction of the pass and the left shoulder is turned toward the receiver.

The ball is raised with both hands to a position slightly behind the right ear. The right elbow is bent and is held shoulder level. The left arm is extended forward for balance.

As the throw is made, a step is taken shifting weight to the forward foot. The ball is released with an overhand movement. There is a full follow-through in the direction of the throw.

Catching

Eyes are on the ball; hands and arms are extended in the direction of the ball, elbows slightly bent. Fingers are separated, hands close together; hands, wrists, and fingers are relaxed.

To catch a ball above waist level, one must have the thumbs almost touching and fingers pointed upward. The palms, not the fingers, face the oncoming ball. As the ball hits the palm, the player closes the finger around the ball. The body should "give" upon impact by moving the relaxed arms toward body and taking a step backward.

To catch a ball below waist level, little fingers are almost together and fingers are pointed downward. Again the player should "give" at the moment of impact.

Skill Drills

Pass and Catch

Divide the class into pairs and give each pair a football. This drill should begin at close range suited to the abilities of each pair. Gradually the range can be increased. Practice catching both above and below the waist.

Shuttle Throwing and Catching

Divide the class into groups of six. Arrange each group in a shuttle formation with approximately 25 feet between the two lines.

The first child throws to the second then goes to the back of his line. The second child throws across to the third. Action continues in like manner until all players are back in their original positions. Proper throwing and catching as well as accuracy should be stressed.

Game Activities

Football Newcomb

This game is played by the same rules as the volleyball version of Newcomb with one exception: Only upward passes above the head level can be used.

Modified Keep Away

Divide the class into groups of three. Each group receives a football. Some type of predetermined boundary line should be established for each group. Two players pass and catch the ball while attempting to keep it away from the third player. Players may run as they receive the ball, but running is not permitted while throwing. The one in the middle (third player) must intercept the ball in the air. On an intercepted pass, the player in the middle exchanges places with the player who threw the ball. The game continues with a new player in the middle.



*Passing and catching
with a partner*

BASKETBALL

The skill development in basketball should be encouraged, but teachers should remember that basketball is only a small part of a balanced physical education program.

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

Game Skills

Two-Hand Chest Pass

Feet are apart, one foot slightly forward, weight evenly distributed on both feet.

The ball is held in front of chest, fingers spread on sides of ball. Thumbs are together and behind direction of pass. Elbows are bent and close to the body.

The ball is released as a step is made onto the forward foot. Arms are extended forcibly forward and the ball is released by a quick snap of the wrists, fingers, and thumbs. Hands rotate inward.

Aim is chest height of target. There is a complete follow-through in direction of pass.

Two-Hand Bounce Pass

Feet are apart, one foot slightly forward, weight evenly distributed on both feet.

The ball is held near chest and gripped firmly with both hands, fingers spread. Elbows are bent and close to sides of body.

To make ball bounce to target, it is pushed toward the ground by a quick extension of the arms and a snap of wrists, fingers, and thumbs. The ball should hit the ground about two-thirds the distance to the target.

One-Hand Bounce Pass

Execution of this skill is the same as the two-hand bounce pass except the ball is supported by the nonthrowing hand while the throwing hand is positioned behind the ball with finger pointed upward.

Catching above the waist

The arms, wrists, and fingers are relaxed. Elbows and knees are slightly bent, feet apart. Fingers are spread and pointed upward; thumbs are together forming a cup with hands. Eyes are on the ball and the upper body is inclined forward to meet the ball.

As ball comes within reach, it is met and caught by placing one hand on each side of the ball.

The body should give upon impact of the catch. The elbows bend bringing the ball close to the body and a backward step is taken.

Catching below the waist

Execution is the same as catching above the waist except the fingers are pointed downward and the little fingers are together, forming a cup with hands.

Dribbling

The body is crouched and inclined forward, knees slightly bent. Head and eyes are up, ball in view.

The ball is pushed toward the floor with spread fingers of one hand. The ball should bounce well in front and to side of body.

Wrist snap is essential to keep accurate rebound from floor. Ball should be kept hip height or lower.

Student may walk or run while dribbling with one or alternate hands. (A dribble is not executed by use of both hands at once.)

Guarding

Standing close to opponent, body is inclined forward, arms out free to move up and down, knees bent. Head and eyes are up with opponent in view. Weight is on balls of feet.

Movement is made as opponent moves; arms and hands should deflect any pass or shot.

Skill Drills

Circle Passing

Divide the class into groups of six. Arrange each group in a circle with approximately six feet between each two children.

The first child turns toward the second and passes the ball to him. The second child catches the ball and turns and passes it on to the third child. Action continues around the circle. Accuracy, not speed, should be stressed. The same type of pass should be executed by all.

A variation of this drill is for one child to stand in the center of the circle with the ball. Center child passes to each one in the circle.

Dribble, Pivot and Pass

Divide the class into groups of six. Arrange each group in a file formation with approximately six feet between groups.

Each child, in turn, dribbles to a line 30 feet distant, pivots, and dribbles back half the distance. There he stops and passes the basketball to the next player and goes to the end of line. Next player repeats the same action. This can be done as a relay when children have practiced these skills.

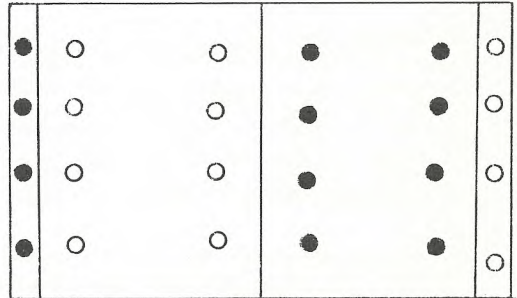
Game Activities

End Ball

Skills: Passing, catching and guarding

Equipment: Junior basketball or 8" utility ball

Area: Two courts, 25' x 25' each, on asphalt area, field or gymnasium



Number of Players: Two teams, 12 or fewer per team

Formation: Teams are divided into three lines. The end zone players take a position inside the end zone. Their forwards and guards are in the far court. Forwards are near the center line and guards are near the end zone.

Rules:

1. The game is started by giving the ball to a player inside the end zone, who throws it over or through the other team to his own team in the field.

2. Player receiving the ball tries to throw it to one of his own end zone players. The other team may intercept the ball and attempt to throw it to its end zone players.
3. Fouls result in a loss of the ball to the other team. Fouls include holding the ball more than five seconds, stepping outside the end zone or over the center line, traveling while dribbling, and pushing or holding another player.
4. When the ball goes out of bounds, it may be put into play by any player from the team that did not touch it last.
5. One point is scored when a ball is thrown from the field team to one of its end zone players, who must catch it on the fly and within the end zone area.
6. Team members rotate one position each time their team scores a point. This gives players a chance to play all positions.

Captain Ball

Skills: Passing, catching, dribbling, guarding

Equipment: Junior basketball

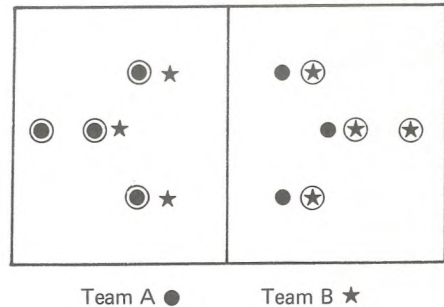
Area: Two 25' square asphalt courts with three 2' circles forming a triangle with a fourth circle in the middle.

Number of players: Two teams, 7 per team

Formation: The middle circle of each court is for the captain. A forward is assigned to each of the circles forming the triangle. Three guards from the opposing team guard these four players.

Rules:

1. The object of the game is for a forward to throw the ball to his captain and score. The forward receives the ball from one of his own guards.
2. The game is started with a jump ball between two opposing guards at the center line.
3. Guards may move the ball by dribbling or passing freely in their court but may not enter the circles of the opposing players.



4. Guards should try to pass the ball to their forwards. Forwards attempt to get the ball to other forwards or to the captain.
5. Two points are scored if all forwards handle the ball before it goes to the captain. One point is scored if ball goes to captain before all forwards handle it.
6. After each score, the ball is put in play with a center line jump between two opposing guards.
7. Fouls are called for stepping over the center line, traveling with the ball, a guard's stepping into a circle, a forward or a captain's stepping out of his circle with both feet. These fouls result in a loss of the ball to the other team.
8. Pushing, holding, or charging into an opposing player are fouls penalized by a free throw. The ball is given to an unguarded forward whose teammate was fouled. This forward gets a free throw to the guarded captain. One point is scored if pass is successful; if not, ball is in play.
9. When the ball goes out of bounds, it may be put into play by any guard from the team that did not touch it prior to its going out of bounds.
10. As a new game begins, players should rotate positions so that all may have an opportunity to play both guard and forward.

SWIMMING AND WATER SAFETY

How much is the life of a child worth? This is a question all school personnel might keep in mind in initiating an instructional swimming program. Water safety experts point out that the next major reduction in the drowning rate will come when elementary school children are taught to swim as a part of the Physical Education program. The aquatic slogan of the Texas Association for Health, Physical Education and Recreation is: "Teach them to swim while they are young and they will grow up to have more fun." To reach this goal, a pool is an instructional necessity, not a luxury.

Operation Waterproof 4th Grade

As one part of the Everyone Learn to Swim Program, the national emphasis is on ensuring that every fourth grader in a community can swim and take care of himself in the water -- even in emergency situations. This emphasis is officially known as "Operation Waterproof 4th Grade."

Waterproofing is defined as a process designed to help make an individual safe while in, on or about the water. Therefore, the objective of the waterproofing effort is to make sure that every 4th grader throughout America has taken advantage of opportunities to receive instruction in water safety especially planned to make them safe in an aquatic environment.

To teach a youngster to swim without an appreciation for some of the basic safety factors related to an aquatic environment is comparable to teaching a person to drive without respect for the rules of the road. In the interest of maximum safety, the scope of Operation Waterproof 4th Grade includes activities designed to develop positive attitudes toward safety.

The Operation includes a survey to discover the youngsters who do not know how to swim. Arrangements are made on the basis of this survey for these children to be taught. The Operation also includes a series of discussions on water safety and a demonstration of some of the more common rescue and self-rescue skills.¹

¹Operation Waterproof 4th Grade. Chicago: National Safety Council, 1967

Copies of Operation Waterproof 4th Grade can be obtained from the National Safety Council, 425 North Michigan Avenue, Chicago, Illinois.

Planning

Thirty minutes of instruction is needed for each class period. Dressing, travel, and other time users should not be permitted to overrun instructional time. Some classes will be daily for one, two, or possibly three weeks; whereas others may be only once a week on Saturday. The number in the class will also affect the progress a student makes. With a qualified and experienced aquatic instructor in charge, 30 pupils in a beginner class should be the maximum. A class of 12-16 would be much better, and the students would learn faster. If a period of two weeks, five days a week, is allocated to instruction, eight days should be used for teaching and two for review and testing. Some students who are nonswimmers and have not become physically and mentally adjusted to the water will need a longer time to complete the beginner course. If Monday-Wednesday-Friday are used for two weeks, only one day should be used for testing. When only 30 minutes of instruction is given for five days, including testing, it will be rather difficult to get many of the students through the beginner course. The instructor should not be discouraged, since the student can continue progress in the summer or the following school year.

Where facilities are available to all elementary students daily, students could continue working on the intermediate course or the Swim and Stay Fit Program. At this point more of a coaching type of instruction is used. Tip dips and individual help will be used more than group instruction, which is more effective for beginners and advanced beginners. Some individual stunts can be introduced to the better swimmers, and most land games can be adapted to water. It is good to set aside family nights at the pool for recreational swimming. Remember, a successful swimming instruction program is still possible by using the outdoor pool in September and May.

Suggestions for Classroom Phase

The classroom can be used effectively in teaching water safety education. Several suggestions for classroom instruction, as well as sample lessons follow.

Sample Lesson - What Are the Causes of Drowning Accidents?

Students should collect information about drowning accidents from the following: news clippings, Bureau of Vital Statistics, funeral directors, doctors, United States Coast Guard, American National Red Cross,

police department, emergency rescue units, State and local health departments, and other students.

Have the class analyze each accident situation. Make a chart and list the possible contributing factors that may have caused the accident. Look closely at two aspects of hazards: (1) the environment and (2) the personal act of the victim or others. Next, discuss measures that might have prevented the accident. What could be done to minimize the danger? As a final part of analysis, discuss ways the drowning or injury might have been prevented even after the accident occurred.

Sample Lesson - Discussion of Water Safety Tips

A discussion of these questions is important in making fourth graders aware of water safety.

1. Why is it important to learn to swim and float?
2. Why is it wise to swim with a buddy?
3. What are the characteristics of a safe swimming area?
4. What should a swimmer do before diving into unfamiliar waters?
5. Why should swimmers stay out of water during an electrical storm?
6. Why is there danger in swimming when overheated or tired?

Programs

Various approaches can be used in presenting programs; for example:

1. Dramatize the idea in a poster or in a play for the class. Students may invite parents if there is a play.
2. Present an assembly program.
3. Select the best play for a program at a meeting of the Parent-Teachers Association or a service club, or on radio or television.

Development of Water Safety Posters

Ask students to select one of the drowning or near drowning situations previously discussed, then develop an original poster that would warn others of the particular hazard involved. There might be a poster contest, judged by someone outside the school. Two types of posters might be considered:

- . An original drawing and lettering by the student
- . Photographs or news stories mounted attractively with poster lettering

Suggestions for Water Instruction Phase

Demonstrations in water instruction should include the following:

1. How to rescue a person without risking one's own life
 - . Give reaching assist, while prone, from shore with or without extension.
 - . Wade with extension in shallow, known water.
 - . Throw a line or buoy.
2. How to recover after suddenly stepping into a deep hole--Bob from deep to shallow water by shoving off the bottom and getting a breath through the mouth at the surface.
3. How to properly use a life preserver
4. How to enter and leave a lifeboat properly
5. How to stay afloat with a swamped boat
6. How to administer artificial respiration

Water Safety Guidelines

One can never stress safety too much. A program should be first of all a safe program; next comes skill development, and, of course, fun. Safety tips for fourth graders would include these:

1. Do not take unnecessary chances around the water.
2. Swim only in places that are supervised by a qualified lifeguard.
3. Never swim alone.
4. Learn to respect the danger of swimming in unknown waters.
5. Be alert for others who might step into a hole or venture out too far.
6. Look out for the safety of brothers or sisters when on a family outing.
7. All children who are nonswimmers should wear life jackets around water.
8. Don't overestimate your ability to swim or make a swimming rescue.
9. Call for help when you realize that someone is in danger of drowning.
10. Never fake a drowning.

Teaching Equipment That Aids Swimming Instruction

Most teaching aids can now be purchased from commercial dealers. The American National Red Cross recommends certain water safety materials,

but some aids may be improvised. Specifications given below are for fourth grade children.

1. Make a small apron with a zipper pocket that will hold a quart-size plastic bottle. The bottle cap must be tight.
2. Another device can be made of quart-size cans with screw-on lids. Cut two one-inch-wide rubber bands from an old inner tube. Fit one rubber band snugly around each can. Then run a belt through the bands and attach around the child's waist.
3. Kick boards can be made by either the industrial arts or vocational classes.
4. If only deep water in a lake or river is available, a crib might be considered so students can stand without having water over their heads while learning.
5. If a lake or river is used, be sure the bottom is cleared and the water is approved by local health authorities.
6. Arrange for a place to keep equipment locked at pool if possible.
7. If the student has not been given a permanent record card of his aquatic progress, the fourth grade is the time to do so. This record should follow the student through school as far as aquatics will be offered. (If the student's name and other information, such as health handicaps, are placed on the front, the swimming skills can be listed in a progressive order on the back. Group the skills so that completion certificates can be issued if a qualified Red Cross instructor teaches the students.)

ACHIEVEMENT STANDARDS FOR FOURTH GRADE

These achievement standards for fourth 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 four movement-exploration problems. Two of the four problems should involve working with other children.

Rhythmic Activities

- . Execute a promenade, grand right and left, heel and toe polka, and a do-si-do.

Exercises

- . Run - walk 1 mile in 12 minutes.

Games and Related Activities

- . Demonstrate a knowledge of three games by actual participation.

Activities Requiring Equipment or Supplies

Rhythmic Activities

- . Perform three different rhythmic activities.

Games and Related Activities

- . Throw and catch a deck tennis ring.
- . Demonstrate a knowledge of five games by actual participation.

Soccer, volleyball, football, basketball and softball

- . Execute the game skills in these areas of instruction.

Track and Field

- . Execute a sprint style start for the dash.
- . Execute a scissors high jump.

Wrestling (Boys)

- . Demonstrate the wrestling drills.

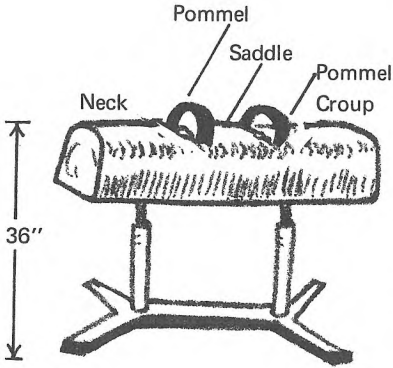
Swimming and Water Safety

- . Demonstrate how to recover after suddenly stepping into deep water.
- . Demonstrate how to rescue a person without risking one's own life.
- . Demonstrate how to float.
- . Demonstrate how to properly use a life preserver.
- . Demonstrate how to enter and leave a boat properly.
- . Demonstrate how to administer artificial respiration.

Gymnastics

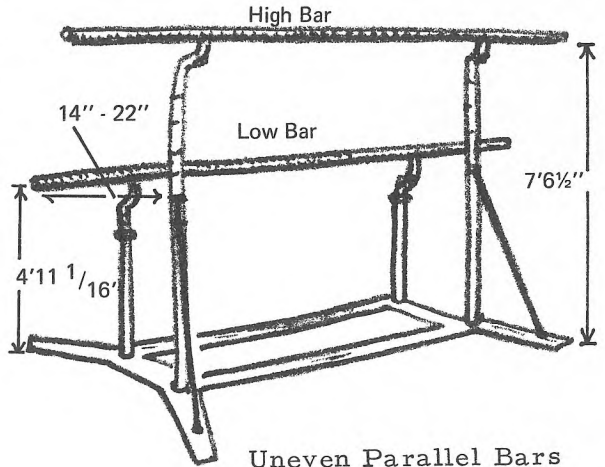
- . Demonstrate two skills on each piece of equipment.
- . Demonstrate three tumbling skills.
- . Execute a free calisthenics routine.

APPENDIX



Horse

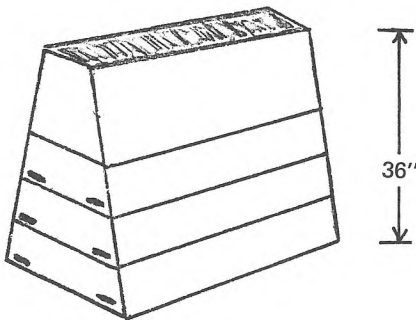
The neck of the horse is always to your left as you begin an exercise. The height of the horse should be approximately 36" for grades 4, 5, and 6.



Uneven Parallel Bars

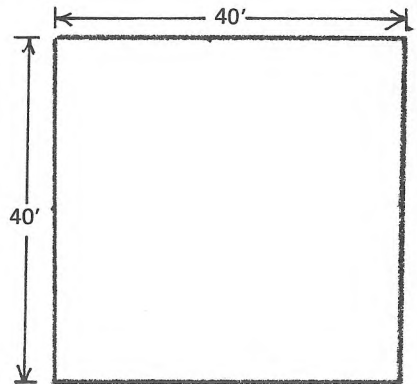
Both the low bar and the high bar can be adjusted for height and width. Standard height for the high bar is 7'6 1/2". Standard height for the low bar is 4'11" and 1/16". The width between bars can vary from 14" to 22". The recommended height for each grade level is as follows:

	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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