

RECOMMENDATIONS FOR DEVELOPING A MORE THOROUGH
BOYS PHYSICAL EDUCATION PROGRAM FOR THE
NEW CHAPMAN JUNIOR HIGH SCHOOL

by

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TABLE OF CONTENTS

INTRODUCTION	1
LOCATION AND HISTORY OF AREA UNDER STUDY	2
STATEMENT OF THE PROBLEM	5
PURPOSE OF PHYSICAL EDUCATION	6
HOW CHAPMAN JUNIOR HIGH SCHOOL'S PRESENT PROGRAM COMPARES TO THE OVER-ALL OBJECTIVES OF PHYSICAL EDUCATION	8
CRITERIA USED FOR DEVELOPING A PHYSICAL EDUCATION PROGRAM	10
REVIEW OF LITERATURE	10
EVALUATING CURRICULAR EXPERIENCE IN PHYSICAL EDUCATION	19
ADMINISTRATIVE TIME ALLOTMENTS AND POLICIES	23
ACTIVITY OUTLINE FOR 7th GRADE BOYS PHYSICAL EDUCATION	24
Soccer	24
Touch Football	25
Volleyball	27
War Ball	28
Basketball	29
Tumbling	30
Wrestling	32
Track and Field	33
Softball	35
ACTIVITY OUTLINE FOR BOYS PHYSICAL EDUCATION, EIGHTH GRADE	36
Soccer	36
Touch Football	37
Volleyball	37

War Ball	37
Table Tennis	37
Basketball	38
Tumbling and Apparatus	39
Badminton	39
Wrestling	40
Bowling	41
Archery	42
Tennis	43
Track and Field	44
Softball	44
SUMMARY	45
BIBLIOGRAPHY	47

INTRODUCTION

Mr. Wilson W. Elkins, President, University of Maryland, in a speech on education had this to say:

The purpose of education is to develop the potentialities of the individual. Many factors and agencies are involved in this development of which the schools and colleges have the primary responsibility. When the intellect develops within the human body, it needs a proper climate of which, in a large measure, is good health. It is exceedingly important therefore, that physical education be included in any general program designed to improve our human resources.¹

It is a well-known fact that if the general curriculum does not include a program of physical development and the essentials of good health, these will be neglected by the student and will not be adequately supplied by the home or other agencies.

There is a strong case for physical education as an integral part of the general program. It must be associated with solid information and the development of habits and skills that will contribute to health and happiness throughout life.²

In James B. Conant's report, "Education in the Junior High School Years," four of the fourteen recommendations directed to school boards dealt specifically with some phase of athletics or physical education, and several others, including the last three of "system-wide" significance, had implications for our programs or refer directly to them.

Conant proposed in his first recommendations, which concern required subjects, that "all seventh and eighth grade pupils

¹Wilson W. Elkins, "Physical Education - Part of the General Education Program," Journal of Health, Physical Education and Recreation, p. 25.

²Ibid.

receive instruction in art, music, and physical education,"¹
In urging a flexible daily schedule, he stated that "ideally,
physical education ought to be required five days a week."²

The American people today have more leisure time than ever before. We have more modern labor-saving conveniences today that give us this leisure time. Therefore we are doing less physical activity and are more physically unfit today than ever before. It is felt that a good physical education program should help a person understand the attributes of good physical fitness. Also it gives him a knowledge of both team and individual sports that will have a carry-over value that can be used to entertain himself in these many leisure hours. Too many times we confuse people about physical education and don't relate to them the actual values or the "why" of physical education.

LOCATION AND HISTORY OF AREA UNDER STUDY

Chapman, Kansas, a rural community of approximately eleven hundred population, is located where Chapman creek joins the Smoky Hill River in eastern Dickinson County. The community was founded by settlers in the year 1858. This location was chosen because of its proximity to Fort Riley. Two reasons for this

¹James B. Conant, "Education in the Junior High School Years," Journal of Health, Physical Education, and Recreation, p. 14.

²Ibid.

selection were: (1) the protection from Indian raids afforded by the troops, and (2) the close availability of stable foods as well as other supplies necessary on this new frontier.

The early economy of this area was primarily farming, although Fort Riley figured prominently in the finances of this area. This United States fort was a cavalry center of the Army. The cavalry was in constant need of horses; therefore many farmers developed large herds with expectations of selling them to the Army. This twofold economy, farming and horse ranching, stabilized this settlement.

Survival and growth were the most important factors to these early settlers; however, they realized the need of educating their children. The first public school was opened in 1878. This school started with seven students in one room, taught by one teacher.

Knowing the value of education beyond the elementary school, the local citizens of Chapman extended themselves in an effort to establish a high school. Their efforts were rewarded by the establishment of the Dickinson County Community High School in the year 1888. Both schools continue to serve the students of this area.

Normal growth and progress were experienced by both school districts until 1961. At this time, annexation almost doubled the enrollment of Chapman Elementary School. As a result of this consolidation of schools, the new enlarged district became known as Common School District No. 80.

Common School District No. 80, with the general offices

located at Chapman, Kansas, and offering education for grades kindergarten through eight, has attendance centers at both Chapman and Enterprise, Kansas. This educational program is the result of consolidation of seven school districts during the past four years. The merging of these seven educational units, each being a separate administrative unit, necessitated the re-aligning of staff and equipment. Many problems had to be resolved before the enlarged district could function as one unit. A better understanding of the over-all situation is easier to perceive if a more comprehensive analysis of the consolidation is presented.

The annexation and consolidation were started in 1961 by the merging of Common School Districts No. 6, 8, 19, 23, and 24, located in western Geary County, with Common School District No. 80, located at Chapman, Kansas. The acceptance of these five districts by Common School District No. 80 presented the administration with the problem of an inadequate number of classrooms. To alleviate this situation, the schools of the districts enjoining Common School District No. 80 were maintained as attendance units for an additional year. This year permitted the renovation of present facilities at Chapman to accommodate the additional students. However, the accommodation of the students was only a small part of the complete problem.

During the year of 1962, Common School District No. 16, located at Enterprise, Kansas, annexed to Common School District No. 80, located at Chapman, Kansas. Common School District No. 80 does not provide education for grades nine through twelve;

therefore students from Common School District No. 16 in these grades attend Dickinson County Community High School. The remainder of their students are the responsibility of Common School District No. 80. A majority of the staff, as well as all equipment, accompanied the students into the new district.

The results of this consolidation necessitated the transportation of students as well as changes in attendance in the various buildings. Ultimately, the attendance centers of the districts in western Geary County were closed and the students transported to Chapman. Grades kindergarten through six attend school at Enterprise; the seventh and eighth grade students were transported to Chapman. A new physical plant was erected at Chapman to accommodate all seventh and eighth grade students of Common School District No. 80.

Presently this district is undergoing another consolidation and will become a unified district with the Dickinson County Community High School under one superintendent of schools.

STATEMENT OF THE PROBLEM

The problem was to increase the effectiveness of the total educational program through an improved physical education program for Chapman Junior High School by (1) reviewing the administrative time allotments and policies for physical education, (2) reviewing literature written in the field of physical education by noted authorities, and (3) making recommendations for equipment and other criteria for the development of the program.

PURPOSE OF PHYSICAL EDUCATION

One of the basic shortcomings, according to some noted authorities, in the teaching of physical education in our schools today is the failure on the part of physical educators to communicate to students satisfactory answers for the fundamental question "why." This failure fosters an already dubious attitude toward the worth of physical education.

If physical educators could answer three basic questions to the satisfaction of their students, much greater understanding and less opposition to physical education would result. The first basic question is "Why is physical education required, or what is the value of physical education?" The physical education class is the only place in the school curriculum concerned primarily with the development of the physical. Physical education satisfies an innate human drive for activity and for development of the vital processes.¹ Physical education provides a laboratory situation in which the development of socially acceptable behavior patterns, including active cooperation and sportsmanship are encouraged.

The second question relates to "Why are physical and sports skills taught?" Many people see little value in skills presented in the physical education class because the instructor has failed to relate its use to the student's own life. Emphasis

¹Key H. Peterson, "Tell Them Why," Journal of Health, Physical Education, and Recreation, 34: p. 24, March, 1963.

must be placed on the value of physical skills in two ways. Safety skills lessen or avoid physical injury when the individual learns to coordinate body movement with thought, how to fall, to use equipment intelligently, and to think about potentially dangerous activities.¹ Participation in and knowledge of sports heightens enjoyment of playing a particular sport and makes possible more knowledgeable spectatorship, participation though understanding something of the rules, the history, and the basic strategy.

The third basic question, "Why is emphasis put on physical fitness in physical education classes?", is one to which many vague answers are supplied. Adequate levels should include strength and stamina to carry on life's everyday activities without undue fatigue.² Two other points should be stressed: the close complementary relationship that physical fitness holds with optimum mental fitness, and the absolute necessity for continuing physical activity throughout life to maintain fitness.

The physical educator must acquaint himself with and discuss thoroughly the underlying reasons why physical education has such a vital part to play in the school curriculum, why certain physical and sports skills are taught, why the maintenance of an acceptable level of physical fitness is essential, and lastly why all of these contribute to the individual's effectiveness and fuller enjoyment of life.

¹Ibid.

²Ibid., p. 25.

HOW CHAPMAN JUNIOR HIGH SCHOOL'S PRESENT
PROGRAM COMPARES TO THE OVER-ALL
OBJECTIVES OF PHYSICAL EDUCATION

To compare how Chapman Junior High School's present program compares to the over-all objectives of physical education, we first have to look at the objectives of physical education. We can read many different articles and books and find the objectives of physical education discussed in many ways, but in sorting the objectives out they can be reduced, and the objectives which seem to be most universally accepted are as follows.

Physical fitness objectives. Physical fitness must not be confused with merely avoiding being confined to a sick bed. There should be a sparkle and buoyancy to living as well. Physical fitness means the ability to carry one's work load without staggering, to participate in recreations with ease and enjoyment, and withal to have a reservoir of endurance to meet the emergencies of life.

Motor skills objectives. The primary objectives of physical education is the learning of the skills necessary for participation in sports. Many times, one's life will depend upon whether or not he possesses a certain ability. The skills of swimming, of life-saving, protecting the body in falling, peripheral vision, coordination of mind with body, and many others, can be developed to varying degrees through the physical education program.

Knowledge objectives. At first glance, it may seem that there is little mental content in physical education. Quite the contrary is the truth, however. Before one can learn to play a game, he must learn the rules. Once he knows the rules and has achieved a certain proficiency in the activity, he will be interested in acquiring knowledge of the strategy of the game.

Social objectives. In sports a person must learn to exhibit the same qualities that are necessary for a successful and happy life in a democratic society. He must acquire attitudes and habits of loyalty, cooperation, initiative, self-control, and courtesy. He has experience in being a leader and also a follower. He learns to adapt himself to constantly changing conditions of the game, just as he must in the game of life.

In an educational sports program, an individual will learn to give credit where credit is due. He learns to give recognition to a well-executed performance. He learns how to take the hard knocks, as well as victories, and how to react properly. He learns to subdue his emotional outbursts for the good of the common cause.

The social objectives in education are also concerned with teaching habits and attitudes concerning standards of right ideals and of human conduct.¹

Chapman Junior High School's present program was compared to the objectives of physical education by associating activities to these objectives. The fall program consisted of soccer, with no basic rules or regulations given to the students. When basketball season arrived the pupils would go to the gym, choose sides, and play basketball with an adult officiating. When the weather was nice enough in the spring to be outside, physical education classes would run track and field with no apparent objectives except to work on the activity they personally preferred. When weather would not permit pupils to be outside they would play war ball or set up nets and play a pick-up game of volleyball with no objectives in mind.

This was the situation of the physical education program when the writer was first employed at the school. After looking at the over-all objectives of physical education and reading much literature by many noted authorities, it was apparent that the program as described above did not meet the objectives for a good physical education program. It was apparent that a better program was needed.

¹Seaton, Clayton, Leiber, Messersmith. Physical Education Handbook. Prentice-Hall, Inc., New York, 1954, pp. 6-7.

CRITERIA USED FOR DEVELOPING A PHYSICAL EDUCATION PROGRAM

In this report it is the intention of the writer to develop a program of physical education activities so that for each activity selected, there will be objectives for the specific activity, types of skill practice, knowledge gained, methods of testing the students' skills and knowledge, time spent on each activity, and how the activity will help to meet the over-all objectives of physical education.

REVIEW OF LITERATURE

In a study by Lawrence A. Pape, Mr. Pape visited many schools and he states that in many schools where the physical education programs are poor, it can be traced to the fact that physical education is taught only two or three times a week. The instructor is a classroom teacher also, and therefore puts much more effort in planning his classroom subjects than physical education. Also, he noted that in quite a number of them physical fitness was a major program objective. Mr. Pape felt that there should be more of an equilibrium between physical fitness and activities that will have some carry-over value. However, he found that "most of the physical fitness conscious programs were found in large city high schools".¹ Planning

¹Lawrence A. Pape, "Catalyst for Improved Programs," Journal of Health, Physical Education, and Recreation, 33:33-34, June, 1962.

should be presented at a more advanced level for any activity taught a second time, to maintain interest.

Probably among questions we need to ask ourselves is "Who is responsible for the existing conditions of physical education?" Physical educators must assume the major responsibility for the present conditions that exist within our field. However, administrators may be held partly to blame for some of the poor practices within the physical education program. Without the constant lack of interest, it is doubtful that these conditions could exist within the generally well-administered and well-ordered schools. Here are some questions which the conscientious physical educator and administrator should ask about the physical education program.

1. Is the curriculum based upon accepted national studies and standards?
2. Is there progression of the program from the seventh grade on through, based upon the needs and known interests of the students?
3. Are the stated outcomes evaluated against accepted standards to show progress or lack of progress?
4. Do grades received by the students rate their ability in the physical and skill developmental areas as well as knowledge and social outcomes?
5. Must a student pass physical education each year to graduate?
6. Are the skills in regular physical education classes taught with the same enthusiasm and direction as those taught in the athletic programs?
7. Is there sufficient budget to operate your classes in physical education on as high a level as you do the athletic program and other classes?
8. Are physical education teachers compensated for extra duties?

9. Are supervisors interested in the actual learning situation as well as the administrative aspects of the program?¹

The administrative practice of grouping students heterogeneously to solve programming difficulties has long been one of the basic causes for lack of progress in the physical education curriculum.

Some things that need to be done by physical educators themselves include the initiation of an all-out membership drive in the AAHPER organization, as many teachers are not members.

We need to recapture a great pride in the worthiness of our program. When we as physical education teachers become convinced that our prime function is to inculcate in students an appreciation and desire for physical activity that will persist throughout life, we will truly contribute to the vitality of the nation's total population.

We need to take a good look at our programs, and turn more attention to planning and better instruction. We need an overall concept to realize that it is more than a temporary gain in physical fitness or some sports aspect.²

Many state departments are encouraging testing programs, and in most cases recommending the physical fitness tests endorsed by the President's Council.

California has been developing a cooperative test project for some time and has issued a bulletin entitled "California

¹Raymond Kaufman, "Our Unique Contribution," Journal of Health, Physical Education, and Recreation, 32:26-27, September, 1961.

²Ibid.

Physical Performance Tests." This publication contains new norms, accepted tests and suggestions for both measurement and total evaluation.

Some suggestions that might help improve a physical education program are:

1. Establish a classification profile consisting of information relative to all activities for each student.
2. Provide each student with a personal classification profile of these factors and prescribe classes on the basis of the profile.
3. Utilize a team approach to the physical education curriculum.
4. Provide instruction in motor analysis, scientific knowledge related to exercise physiology, and the emotional factors related to competition.
5. Utilize lecture-discussion courses to complement laboratory experiences.
6. Evaluate each student's progress in knowledge and skills by means of a comprehensive examination at the conclusion of the physical education experience.¹

Not all suggestions can be worked into all programs, but California now has these new norms for evaluating physical programs from kindergarten through junior college.

The Maine State Curriculum Committee in their brochure on physical education stated: "The major purposes of physical education are to develop the physical fitness, stamina and strength of boys and girls, and to help build neuromuscular skills and habits which are lifelong assets."

¹Charles L. Mend, "The Case for a New Physical Education Experience," Journal of Health, Physical Education, and Recreation, 34:30-40, September, 1962.

To accomplish this objective they believe that five 50-minute periods each week should be provided for each pupil in grades seven through twelve.

The Maine State Curriculum Committee further believes that it should be possible to learn through a testing program when boys and girls have achieved satisfactory proficiency in physical education skills and a satisfactory level of physical fitness.

Students in grade twelve who meet these standards may well be given an opportunity to substitute for formal physical education classes participation in such physical activities as golf, swimming, fishing, hiking, and winter sports. These activities should be carefully selected with emphasis upon their carry-over value into adult life and their consistency with the goals of physical education.¹

In a questionnaire sent out by Rosalind Cassidy and Camille Brown on "What changes have been recommended in physical education programs by your State Office of Public Instruction since the launching of Sputnik on October 4, 1957?", there appears to be considerable emphasis on the need for health instruction and the need for increased time and a daily requirement for physical education.²

¹Maine State Curriculum Committee, "Health and Physical Education in Maine Secondary Schools," Journal of Health, Physical Education, and Recreation, pp. 32-33, November, 1960.

²Rosalind Cassidy and Camille Brown, "Changes Since Sputnik in Programs of Physical Education," Journal of Health, Physical Education, and Recreation, 34:55, April, 1963.

Morton Levitt, writing in School and Society, tried to caution us from using too many motor skills tests and physical fitness tests to the extent that all we are doing is using the "kids" for guinea pigs for our own knowledge. It is his opinion that physical education should have as its directive, fun; that practically all activities should be of team types or game types at least, and have a carry-over value.

He feels we are defeating our purpose altogether and leaving ourselves open to criticism when we do otherwise. He feels that physical skills will develop naturally from a physical education program which encourages spontaneity, enthusiasm, and freedom.

"This consists principally of the process of supplying children with opportunity for happy expression with sympathetic leadership and untrammelled by confusions which exist in adult minds."¹

The Fairmont Junior High School, Fairmont, Minnesota, has an accelerated program. Each unit in the curriculum is taught with progress in fundamentals or a goal. The student is encouraged to progress as far as he can, and extra credit is given for more advanced performance.

A special program has been developed to challenge students and provide opportunities for maximum achievement. Standards of passing grades and good citizenship are the necessary enrollment requirements. All eighth grade teachers and the principal can

¹Morton Levitt, "Reconstruction in Physical Education," School and Society, pp. 219-221, June, 1963.

recommend boys for the program. In addition to the required health courses, the basic units in this accelerated class are physical fitness tests, special assignments, advanced tumbling and apparatus work, recreational sports, and track.¹

The Harbor Beach Community High School, Harbor Beach, Michigan, inaugurated a new program of instruction at the beginning of the 1961-62 school year called "Education Unlimited." This applies to physical education classes as well as to all other areas. Both students and instructors are enthusiastic about the possibilities offered through this new program.

No bells ring between classes and students study independently in alcoves throughout the building. The physical education period provides time for work with large groups and small groups and rotation of small groups among various activities. Each period is 150 minutes long and each student in the program has two periods a week.

When a student enters the physical education program he is given a pre-test which indicates his experience in archery, badminton, angling, softball, swimming, table tennis, tumbling, gymnastics and trampoline, shuffleboard, croquet, deck tennis, first aid, tennis, skiing, fencing, dancing (social and square), bowling, golf, handball, volleyball, weight training, wrestling, and horseshoes. From this test, the physical education staff determines which students may be excused from large group lectures on fundamentals.

¹Editorial, "Accelerated Physical Education Program," Journal of Health, Physical Education, and Recreation, 33:66 March, 1962.

They are divided into groups for the activities according to their skills in each one. They are divided further by taking a skills test and grouped. Then the person could advance into more advanced groups as he became more skillful. The entire program is co-educational and is managed with both boys and girls student instructors.

When a student first enters the physical education program, he takes a physical fitness test and fills out a leisure time planning program with the assistance of his parents if necessary. Many of the students had little or no experience in any of these recreational areas and the questionnaires helped serve as a guide line as to what the student would like to do.¹

At Evergreen Park High School in Evergreen Park, Illinois, a new approach to teaching physical education is taking place. Team teaching and a class organization that divides large groups into small ones for special instruction constitutes this new program for boys. Evergreen Park High School is a suburban Chicago area school with an enrollment of about 1,070 students. It operates seven periods a day of 56 minutes each. Three indoor teaching stations are maintained in boys physical education. There are three full-time staff instructors and two who share their teaching assignments with another department. Students participate in three days of physical education classes and two days of health instruction each week. Seniors have five days

¹Elwood W. Landis, "Physical Education Unlimited," Journal of Health, Physical Education, and Recreation, 34:24 September, 1963.

of gymnasium classes.

All students of the same grade level are scheduled into a single class. This arrangement produces a schedule of class meeting four periods a day, replacing the customary program of fourteen classes in seven periods. The new schedule does affect the balance of boys in classes other than physical education, and a girls' physical education program correlated with the boys would obviously eliminate this problem.

A team of four instructors is assigned to each of the four classes. All physical education instructors are scheduled to meet in a common planning period, which takes the place of the fifth class.¹

From the previous literature on several different types of programs, the physical educator must realize that he should only accept those ideas that are usable, experiment with a new concept or two that possibly he can work into his program, and not confuse his program with that of someone else.

The consensus among educators in most states is that physical education should be offered on a five-day-a-week schedule to fully realize the potentiality of the program. Organic fitness is a transitory thing, and people have to be constantly active to keep physically fit. Organic fitness "comes and goes" rapidly if we cease to be active.

Many people ask the questions, "Why physical education

¹Marvin I. Klein, "A New Approach to the Physical Education Schedule," Journal of Health, Physical Education, and Recreation, pp. 34-36, November, 1962.

every day for twelve- to seventeen-year olds? Aren't they active enough as it is?" Some of them are, but the majority of them are not.

We also hear the objection to comparing students with national norms or averages and many other kinds of tests. We hear the argument that many teachers will over emphasize physical fitness to stimulate their students to progress above national norms and tests. We have national norms and tests to compare with in all other types of education, and norms in mental ability tests, so this objection is a problem in classroom subjects as well. Just because some teachers place an over emphasis on the importance of these is no reason to discard them altogether. Probably a satisfactory solution is in having the student compete against himself for self-improvement, as this should be one of his more important goals anyway.

EVALUATING CURRICULAR EXPERIENCE IN PHYSICAL EDUCATION

In developing a physical education program for junior high school students, numerous articles by noted authorities were gleaned trying to locate the areas of interests and types of suitable activities that would aid in helping to discover the best possible over-all program for this particular age group. Most authorities seemed to agree that in most cases boys at this age were becoming highly competitive with the need for recognition, approval, appreciation, and status. It was felt there should be a number of competitive group activities with some

individual activities. The selection and placement of activities should allow sufficient time for fundamentals and simple stunts and for the skills of these to be learned reasonably well. Also activities should be selected which best meet the seasonal drives of the student. With these things in mind, the following points were taken into consideration.

1. Does the activity have a direct relationship to these objectives?
 - a. The development of physical health
 - b. The inculcation of social attitudes (courtesy, etc.)
 - c. The development of social sensitivity (respect for humanity, social justice, devotion to democracy)
 - d. The development of better personal-social adjustment (friendships, acceptance, status)
 - e. The development of effective methods of thinking.
2. Does the activity satisfy the immediate interests of pupils?
3. Does the activity satisfy the various important needs of youth? What opportunity does the activity offer for:
 - a. Recognition, approval, appreciation, status
 - b. New experience, excitement, adventure
 - c. Affection, being wanted, a sense of belonging
 - d. Power, a sense of achievement, mastery, accomplishment
 - e. A sense of protection and security, a release from anxiety and tension.
4. Does the activity make unreasonable administrative demands in terms of:
 - a. Space
 - b. Equipment
 - c. Time allotment
 - d. Leadership.

On the basis of the investigation, gleaning, and reviewing of literature, of authoritative evaluation in the field, and further based upon the previously stated objectives, it was decided that the following chart of activities (Table 1) will

Table 1. Physical education activities to be taught at
Chapman Junior High School.

1st 6 weeks : 2nd 6 weeks : 3rd 6 weeks : 4th 6 weeks : 5th 6 weeks : 6th 6 weeks 15 periods : 15 periods : 15 periods : 15 periods : 15 periods : 15 periods					
	7th Grade boys physical education - 90 periods				
Orientation (1 period)	Volleyball (6 periods)	Basketball (10 periods)	Tumbling and apparatus (10 periods)	Wrestling (5 periods)	Track and field (7 periods)
Physical fitness (2 periods)	War ball (4 periods) interspaced with volley- ball and basketball	Tumbling and apparatus (5 periods)	Wrestling (5 periods)	Volleyball tournament (5 periods)	Physical fitness (2 periods)
Soccer (6 periods)				Track and field (5 periods)	Softball (6 periods)
Touch football (6 periods)					

serve as a beginning for a program of physical education activities to be taught at the Chapman Junior High School. Decisions in selecting these activities were made on the basis of the objectives of physical education, needs and interests of the student, administrative time allotments and policies, and equipment that will be available to administer these activities.¹

ADMINISTRATIVE TIME ALLOTMENTS AND POLICIES

For the coming year (1965-66), Chapman Junior High School will offer a program of physical education which will be required for all boys enrolled. It will be taught so that both seventh and eighth grade boys will alternate every other day. This will mean that one week one class will participate three days a week and the other class two days, and then the next week it will be reversed. The periods for both classes will be one hour in length and there will be a total of ninety periods a year. Since health is taught separately by another teacher in another class, all ninety periods will be used for the teaching of physical education activities.

¹Charles G. Cowell and Helen W. Hazelton, Curriculum Designs in Physical Education, Prentice-Hall, Inc., Englewood Cliffs, New Jersey, 1955.

ACTIVITY OUTLINE FOR 7TH GRADE BOYS
PHYSICAL EDUCATION

The following activities shall be discussed in five different ways: The objectives of the activity, the knowledge to be gained, the various drill practices which will be used to develop the skills of the activity, the methods for evaluation, and how the activity helps to meet the over-all objective of the program.

Soccer

Objectives for soccer

1. To learn a brief history of soccer
2. To learn the basic skills so a game of soccer can be played and enjoyed
3. To learn the common terms in soccer, such as a throw-in, offside, onside, and corner-kick
4. To learn the basic rules.

Knowledge to be gained

1. To learn the common terms used in soccer
2. A brief history of soccer
3. The basic rules of soccer.

Skill practice

1. Trapping
 - a. Bringing the sole of the shoe down over the ball
 - b. Getting in front of the ball to stop it with the body.

2. Shooting
 - a. Kicking the ball toward a wall with a mark for accuracy
 - b. Keeping the ball low
 - c. Shoot from a moving position.
3. Passing
 - a. Controlling the ball with the feet on the move.
4. Heading the ball
 - a. Keeping the ball in the air by using the head
 - b. Heading the ball first with the forehead then with the sides of the head.
5. Tackling
 - a. Gaining possession of the ball by playing the man or the ball.
6. Blocking
 - a. Blocking the ball to get a minimum of rebound.

Methods of evaluation

1. Written examinations on skills and rules
2. Skill examinations on previously mentioned skills.

How soccer meets the over-all objectives of the program

1. Physical fitness--through much running
2. Motor skills--through skills used in soccer
3. Knowledge--learning rules and terms
4. Social--playing with other people, cooperation, self-discipline, and attitudes
5. Aesthetic--appreciation of the game of soccer in perfecting skills.

Touch Football

Objectives for touch football

1. To learn a brief history of the game
2. To learn basic rules

3. To learn the technique and fundamentals to be able to play the game and enjoy it as a spectator
4. To learn basic skills.

Knowledge to be gained

1. A brief history of football
2. Common terms and techniques used in football
3. The basic rules of football

Skill practice

1. Blocking
 - a. Keeping the feet on the ground
 - b. Arms kept close to the body--not permissible to use
 - c. Getting initial charge
 - d. Keeping head up at all times.
2. Touching
 - a. Keeping good body balance to ward off blockers.
3. Ball carrying
 - a. Starting quickly
 - b. Changing direction
 - c. Ball should be carried in outside arm with fingers spread over end of ball.
4. Passing
 - a. Gripping the ball--depends on size of hand
 - b. Proper stance
 - c. Passing to receiver on run
 - d. Proper release of ball.
5. Receiving
 - a. Dodging and faking pass defenders
 - b. Proper reception.
6. Punting
 - a. Line blocking for punt
 - b. Placement of kicking foot
 - c. Proper drop of ball
 - d. Place of contact of ball on foot.

Methods of evaluation

1. Skills examination
 - a. Passing form and accuracy
 - b. Punting for accuracy
 - c. Pass catching ability.

How touch football meets the over-all objectives of program

1. Physical fitness--through exercises and running
2. Motor skills--through basic skills
3. Knowledge--rules and terms of football
4. Social--contact with students, cooperation, sportsmanship, value of winning and losing
5. Aesthetic--appreciation for performing skills and team membership.

Volleyball

Objectives for volleyball

1. To learn a history of the game
2. To learn basic rules of the game
3. To learn terms of volleyball and understand them
4. Learn basic skills to degree a game can be played and enjoyed.

Knowledge to be gained from volleyball

1. History of the game
2. Understand terms used
3. Basic rules and scoring.

Skill practices

1. Handling the ball
 - a. High ball
 - b. Low ball
 - c. Set-up--three kinds.
2. Serving
 - a. Overhand serve
 - b. Underhand serve
 - c. Placement of serve
3. Blocking
 - a. Timing.

4. Spiking
 - a. Standing attack
 - b. Running attack.
5. Retrieving the ball from net.

Methods of evaluation

1. Skill examination
 - a. Handling the ball
 - b. Passing
 - c. Serving
 - d. Spiking
 - e. Blocking
 - f. Retrieving.

How volleyball meets the over-all objectives of program

1. Physical fitness--running and jumping
2. Motor skills--timing, coordination of hands and feet
3. Knowledge--history, terms used, scoring, rules of volleyball
4. Social--has a good carry-over value for later life
5. Aesthetic--wise use of leisure time through physical activity.

War Ball

Objectives of war ball

1. To give students a break, or change of pace from organized activities
2. To give students a chance for combativeness
3. To give students a feeling of unrestrictiveness.

Knowledge to be gained from war ball

1. Basic rules--of no carry-over value, however
2. Feeling of individualism.

Skill practices

1. Aiming at mark on wall for throwing accuracy.

Methods of evaluation

1. Subjectively--participation, cooperation, enthusiasm.

How war ball meets the over-all objectives of program

1. Physical fitness--running, dodging, jumping, tumbling
2. Motor skills--coordination, timing, running, balance
3. Knowledge--feeling of combativeness
4. Social--feeling of belonging, spirit, meets the interests and needs of students
5. Aesthetic--appreciation of using all their physical abilities to keep from being put out of game.

Basketball

Objectives for basketball

1. Learn a brief history of basketball
2. To learn basic rules of basketball
3. To learn basic skills in order to be able to play a game of basketball and appreciate skills at their best
4. To let every boy participate as all boys like to, but seldom get the chance.

Knowledge to be gained from basketball

1. Basic rules of the game
2. Common terms used in the game
3. A brief history of the game
4. Some safety precautions.

Skill practices

1. Shooting
 - a. One-hand set shot
 - b. One-hand foul shot
 - c. Position of hand on ball.
2. Passing
 - a. The underhand pass
 - b. The one-hand bounce pass
 - c. The two-hand off the shoulder pass.
3. Dribbling
 - a. Dribble low
 - b. Wrist relaxes
 - c. Eyes and head up at all times
 - d. Dribble with either hand.

Methods of Evaluation

1. Oral examination
2. Skill examination--dribbling, passing, shooting.

How basketball meets over-all objectives of program

1. Physical fitness--running and jumping
2. Motor skills--through execution of basic skills
3. Knowledge--history, common terms, rules, basic movements
4. Social--knowledge of game enables a person to enjoy a game with his neighbor, feeling of being one of a unit
5. Aesthetic--appreciation of skills involved when watching a game, using leisure time for enjoyment.

Tumbling

Objectives of tumbling

1. History of origination of tumbling and apparatus
2. To learn some of the mechanics of the body
3. Develop an appreciation of the body

4. To develop better agility and flexibility
5. To learn basic skills and stunts on mats, high bar, and trampoline.

Knowledge to be gained from gymnastics

1. Origin of gymnastics
2. Basic terms and skills.

Skill practices to be used in gymnastics

1. High bar
 - a. Chins
 - b. Swing and dismount
 - c. Backward single-knee circle
 - d. Kip
 - e. Skin the cat.
2. Tumbling
 - a. Forward roll
 - b. Shoulder roll
 - c. Backward roll
 - d. Dive and forward roll
 - e. Hand balance in squat position
 - f. Head stand
 - g. Cartwheel
 - h. Neckspring.
3. Trampolining
 - a. Feet bounce
 - b. Seat drop
 - c. Back drop
 - d. Front drop
 - e. Knees drop
 - f. One-half twist to back drop
 - g. Back drop to front drop.

Methods of evaluation

1. Evaluate skills of gymnastics.

How gymnastics meets the over-all objectives of program

1. Physical fitness--practically all muscles of body are used in some aspect of gymnastics
2. Motor skills--very easily developed through some phase of gymnastics
3. Knowledge--learn to appreciate the difficulty of the skills involved

4. Social--The sport lends itself to recreational use because it does not require any definite group to permit participation
5. Aesthetic--the appreciation in developing one's own body.

Wrestling

Objectives of wrestling

1. To learn the origin and development of wrestling
2. To learn the basic rules and mechanics so it can be appreciated from a spectator's standpoint
3. To develop fitness and strength
4. To give an outlet for competitiveness in individuals
5. To develop protective skills.

Knowledge gained from wrestling

1. The origin of wrestling
2. Scoring procedure of wrestling
3. Basic holds in wrestling.

Skill practices

1. Take downs
 - a. Leg drop
 - b. Standing switch
 - c. Single leg tackle
 - d. Arm drag
 - e. Snap down.
2. Hold downs
 - a. Near arm - near leg
 - b. Far arm - near ankle
 - c. Leg tie-up
 - d. Figure four.
3. Escapes
 - a. Sit out
 - b. Stand up
 - c. Arm roll
 - d. Switch
 - e. Forward roll.

4. Pinning holds
 - s. Near half nelson and crotch hold
 - b. Reverse half nelson
 - c. Cradle
 - d. Three-quarter nelson.

Methods of evaluation

1. Oral
2. Demonstration

How wrestling meets the over-all objectives of the program

1. Physical fitness--when wrestling most muscles in the body are used, takes good fitness to compete
2. Motor skills--coordination, quickness, are combined in learning holds, takedowns, pins, etc.
3. Knowledge--common terms used wrestling, being able to appreciate and understand wrestling so you can watch it
4. Social--learn self-control, participation with an individual as an individual, self-discipline
5. Aesthetic--appreciation of one's own body and physical attributes.

Track and Field

Objectives of track and field

1. To develop speed, agility, and endurance in running, jumping, and throwing
2. To develop skill in the various events that may lead to successful participation in class, and varsity participation
3. To develop an appreciation of the place of track and field in the world of sports.

Knowledge to be gained from track and field

1. Origin and development
2. Nature of track and field

3. Basic skills of track and field
4. Scoring in track and field
5. Safety methods when participating.

Skill practices

1. Sprinting
 - a. Form
 - b. Starting
 - c. Finishing.
2. Low hurdles
 - a. Hurdler's stretch
 - b. Take-off and cut-down
 - c. Steps between hurdles.
3. High jump
 - a. Western roll
 - b. Straddle roll.
4. Broad jump
 - a. Float jump
 - b. Hitch-kick jump
 - c. Take-off.
5. Pole vault
 - a. Form
 - b. Pull-up
 - c. Push-off
 - d. Turn in air.
6. Shot put
 - a. Holding the shot
 - b. Stance in the ring
 - c. Movement across the ring
 - d. Release.

Methods of evaluation

1. Written examination
2. Demonstration of skill practices.

How track and field meet the over-all objectives of the program

1. Physical fitness--by doing all the skills in track and field is good physical development
2. Motor skills--running, jumping, coordination, agility, and flexibility which are required in the skills

3. Knowledge--learning the scoring, basic fundamentals, basic skills involved, history
4. Social--Self-discipline, feeling of accomplishment, meets the needs and interests of students
5. Aesthetic--development of one's body, appreciation of difficulty of skills performed, sense of participation.

Softball

Objectives of softball

1. To learn the basic rules
2. To learn brief history and development of the game
3. To learn basic skills of softball.

Knowledge to be gained from softball

1. Brief history
2. Common terms used in softball
3. Basic rules of softball.

Skill practices

1. Throwing
 - a. Quickness
 - b. Accuracy.
2. Fielding the ball
 - a. Fingers down
 - b. Ball in center of body
 - c. Knees slightly bent, eyes on ball.
3. Batting
 - a. Don't swing too hard
 - b. Keep your eyes on the ball
 - c. Swing the bat parallel
 - d. Select a bat that feels comfortable.
4. Base running
 - a. Watch the coach for directions
 - b. Sliding.

5. Playing the bases and infield
 - a. Position.
6. Playing the outfield
 - a. Position.

ACTIVITY OUTLINE FOR BOYS PHYSICAL EDUCATION,
EIGHTH GRADE

Several activities that were used in seventh grade physical education activities will be again repeated in eighth grade because of their interests to the students. Progression will be emphasized through advanced drills and skills in these same activities. There will be some new activities included to maintain their interests and give them some variety over the previous year.

The new activities included will be individual activities that will provide opportunity for the student to compete on an individual basis. It was felt it would not be necessary to state the objectives, knowledge to be gained, skill practices, methods of evaluation, and how the activity meets the over-all objectives of the program, for those activities that were used in the seventh grade and will also be used in the eighth grade.

Soccer

1. The basic objectives as previously stated will be used for this activity with emphasis on developing skills and techniques for playing the game.

Tough Football

1. The basic objective as previously stated will be used for this activity
2. Emphasis will be on developing skills and techniques and playing of the game.

Volleyball

1. The basic objectives as previously stated will be used with emphasis on gaining enough skill to be able to play competently.

War Ball

1. The basic objectives as previously stated for this activity will be used with emphasis on the enjoyment of the student in playing.

Table Tennis

Objectives of table tennis

1. To learn the origin and development of table tennis
2. To learn rules of the game.
3. To learn to play the game to a fair degree of proficiency so it will be enjoyable.

Knowledge to be gained from table tennis

1. Learning the correct rules--many people do not use them
2. Learning techniques and fundamentals that will make it fun to play

3. Common terms to be used
4. Proper method of scoring.

Skill practices

1. Learning the proper grip
2. Using the two strokes
 - a. Forehand stroke
 - b. Backhand stroke.
3. Using spin on the ball.

Methods of evaluation

1. Written examinations
2. Demonstration of skills used.

How table tennis meets the over-all objectives of the program

1. Physical fitness--although it does not have the physical activity required in many sports, skillful players will get plenty of activity in a fast game
2. Motor skills--movement of hand, quickness of body, good coordination are all involved in table tennis
3. Knowledge--proper rules of game, common terms used in game, proper techniques
4. Social--Has good carry-over value, anyone can play skilled or unskilled, can be played most any place, not expensive for the home
5. Aesthetic--enjoyable use of leisure time.

Basketball

1. The basic objectives as previously stated for this activity will be used with emphasis on more advanced skills and actually playing the game.

Tumbling and Apparatus

1. The basic objectives as previously stated for this activity will be used with emphasis on more advanced stunts and skills.

Badminton

Objectives of badminton

1. To learn brief history of the game
2. To provide an outlet for wise use of leisure time
3. To master skills so the game will be enjoyable
4. To learn proper rules of the game.

Knowledge to be gained from badminton

1. Correct rules
2. Basic terms
3. Method of scoring.

Skill practices

1. The basic grip
2. Using the wrist
3. Footwork
 - a. All shots are played with the body at right angles to the net on forehand and left angles on backhands.
4. Body control
5. Strokes
 - a. Forehand and backhand
 - b. Smash
 - c. Drop shot
 - d. Drive
 - e. Lob
 - f. Net shot.

5. The serve
 - a. Toss service.

Methods of evaluation

1. Written examinations
2. Demonstration of skills.

How badminton meets the over-all objectives of the program

1. Physical fitness--agility, flexibility, running, jumping, are all used in badminton
2. Motor skills--coordination, footwork, hand action are used
3. Knowledge--history, terms, rules, skills
4. Social--can be played by practically anyone, any place; doesn't take over two individuals
5. Aesthetic--wise use of leisure time, appreciation of accomplishment of a sport.

Wrestling

1. The basic objectives as previously stated will be used for this activity with emphasis on improving skills and participating in a wrestling tournament.

Bowling

Objectives of bowling

1. To learn the origin and development of the game
2. To learn basic skills so a commendable game can be played
3. To learn proper scoring procedure
4. To provide an outlet for leisure time usage.

Knowledge to be gained from bowling

1. History of the game
2. Proper techniques and fundamentals
3. Scoring procedure.

Skill practices

1. Stance
2. Approach
 - a. Three-step
 - b. Four-step.
3. Release of ball
 - a. Hooking the ball
 - b. Perfecting the straight ball.
4. Using the spot
5. Using the pin
6. Selecting the proper ball.

Evaluation of bowling

1. Oral examination
2. Demonstration of proper techniques.

How bowling meets the over-all objectives of the program

1. Physical fitness--not as much physical energy is expended as in some activities; however, quite a little energy is used if more than one line is bowled
2. Motor skills--using the proper skills of bowling involves coordination of feet, hand, and eyes
3. Knowledge--using correct procedures of bowling, scoring, and history of game
4. Social--it is enjoyed by people of all ages, can be good activity for social gatherings
5. Aesthetic--wise use of leisure time, sense of accomplishment when skills are improved.

Archery

Objectives of archery

1. To learn a brief history of archery
2. To learn basic rules
3. To learn basic skills and common terms
4. To learn well enough so the student becomes fairly competent with the bow and arrow.

Knowledge to be gained from archery

1. Origin and development of archery
2. Rules for competition in archery
3. Safety hints for the use of the bow and arrow.

Skill practice for archery

1. Stringing the bow
2. Addressing the target
3. Nocking the arrow
4. Drawing the bow
5. Loosing the bowstring
6. Point of aim.

Methods of evaluation

1. Written examination
2. Demonstration of skills.

How archery meets the over-all objectives of the program

1. Physical fitness--archery does not demand much physical fitness unless it is used in hunting
2. Motor skills--once again hand, eye, and arm are coordinated in movement for accuracy
3. Knowledge--learning basic skills, brief history, proper mechanics

4. Social--patience and self-discipline are necessary
5. Aesthetic--appreciation in difficulty of performing skills well.

Tennis

Objectives of tennis

1. To learn basic skills of the game
2. To learn rules and common terms of tennis
3. To learn brief history of tennis
4. To acquire skills necessary for the enjoyment in playing a commendable game of tennis.

Knowledge to be gained from tennis

1. Brief history
2. Correct rules of tennis
3. Scoring procedures
4. Tennis etiquette.

Skill practices

1. Selection of racket
 - a. Weight
 - b. Handle size
 - c. Balance.
2. Grips
 - a. Eastern grip
 - b. Western grip
 - c. Continental grip.
3. Strokes
 - a. Forehand and backhand
 - b. Service stroke
 - c. Volley
 - d. Smash
 - e. Lob shot.

Evaluating students

1. Written examination on rules and terms
2. Demonstration of skills.

How tennis meets the over-all objectives of the program

1. Physical fitness--there is much running and footwork in the game of tennis
2. Motor skills--agility, flexibility, and quickness are very necessary in tennis
3. Knowledge--history, rules, techniques, proper scoring, and knowledge of common terms of tennis
4. Social--has a good carry-over value as people of most ages and ability can play, self-control, courtesy.
5. Aesthetic--once again it is a good use of leisure time, much satisfaction and relaxation come from tennis.

Track and Field

1. The basic objectives as previously stated will be used with emphasis on developing skills in individual events of the student's preference.

Softball

1. The basic objectives as previously stated will be used for this activity with emphasis on developing skills, techniques, strategy, and actually playing the game.

SUMMARY

In 1963, a new building was built at Chapman for the purpose of creating a junior high that would consist of the seventh and eighth grades. Before this time, the first eight grades were housed in the same building giving very little variance or variety to the educational program for the seventh and eighth grade students. There was very little time and very few facilities for physical education.

During the first two years, (1963-65), of operation of the new junior high school, there were not sufficient funds for the purchase of equipment for physical education. However, there was some small equipment being purchased, and in 1965 the grade and high school districts were unified. The unification of the two districts made one large district, therefore bringing about the availability of more funds for use at the grade school level. This development should allow for more purchasing of badly needed physical education equipment which will make it possible to establish a well-rounded physical education program of activities.

Before the time of this report very little had been done to develop any kind of physical education program. Previous to this time there was a limited amount of time and a limited number of activities and these were all team sports that coincided with varsity sports for that particular season. Although it is realized that Chapman Junior High School does not have at this time all the equipment which would be desirable, it will

be sufficient to administer the proposed program. This particular program should not be the goal but merely a stepping stone in completing a well-rounded physical education program.

For the coming year there will be seventh and eighth grade classes which will meet for 60-minute class periods ninety times throughout the year. These classes will be used in teaching actual physical education activities, as health education is taught by another teacher at another time.

Activities were also selected that would meet the needs and interests of the students, simple stunts and fundamentals could be used to allow sufficient time for the skills to be learned reasonably well, and to place activities which would meet the seasonal drives of the student.

For the eighth grade, it was felt more individual activities were needed that would have some carry-over value to the student after he had reached the adult age.

It is felt the program developed will help the development of better habits and skills that will contribute to the students' health and happiness throughout life.

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RECOMMENDATIONS FOR DEVELOPING A MORE THOROUGH
BOYS PHYSICAL EDUCATION PROGRAM FOR THE
NEW CHAPMAN JUNIOR HIGH SCHOOL

by

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AN ABSTRACT OF
A MASTER'S REPORT

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

Department of Physical Education

KANSAS STATE UNIVERSITY
Manhattan, Kansas

1965

The purpose of this study was to establish a new boys physical education program for the students of Chapman Junior High School.

The decisions for selection of activities were based upon the concept that with the recent unification more equipment should be available to sufficiently administer the proposed program. The decisions were also based on what noted authorities thought should be included in the program.

The results of this report may be used as reference materials by the faculty, administrators, board of education, and patrons of the district for setting up a physical education program or as a basis for making a study of their own.

Material for this study was secured from noted persons in other fields as well as physical education, and by reading and reviewing the literature of various publications in the field of physical education.

Recently, major emphasis has been placed upon physical education as a major area in the school program, not only for junior and senior high schools but also for the elementary schools.

In the activities used in the eighth grade that were previously used in the seventh grade also, progression will be emphasized through advanced drills and skills in these same activities. There will be some new activities included to maintain their interests and provide some variety over the previous year. The new activities will provide opportunity for the student to compete on an individual basis.

Almost nothing had been done at Chapman Elementary School

to develop a physical education program before the time of this report. The past year (1964-65) was the second year of operation for the Chapman Junior High School and physical education consisted of a limited number of activities of which most were team sports and were used at too great a length throughout the year. Also the activities had very little, if any, carry-over value for use in later life. It is felt that with the present administration and available funds, this situation will be alleviated in the near future.

For the coming school year (1965-66), Chapman Junior High School will offer a program of physical education for all seventh and eighth grade boys enrolled.

Included for each activity is a discussion of the objectives for the specific activity, types of skill practice, knowledge gained from the activity, and how the specific activity aids in developing the over-all objectives of the program.

The over-all objectives which were used in the report are as follows: (1) developing physical fitness, (2) developing motor skills, (3) gaining knowledge, (4) developing social and aesthetic values.

The intention of this curriculum was to try and meet the needs and interests of the students, and adhere mainly to simple stunts and fundamentals for the seventh grade; to allow sufficient time for the skills to be learned reasonably well in the eighth grade and to place activities which best meet the seasonal drives of the student.

It is felt the program developed will help in the development of better habits and skills that will contribute to the students' health and happiness throughout life.

The curriculum of physical education activities for Chapman Junior High School is as follows:

Seventh Grade

Touch football
 Soccer
 Volleyball
 War ball
 Basketball
 Tumbling and apparatus
 Wrestling
 Track and field
 Softball

Eighth Grade

Touch football
 Soccer
 Volleyball
 Table tennis
 War ball
 Basketball
 Tumbling and apparatus
 Wrestling
 Badminton
 Bowling
 Archery
 Tennis
 Track and field
 Softball