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Physical Education
& Safety

6/7/14

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Minimum Requirements in the
Elementary Physical Education
(Adapted from Los Angeles city schools)
by Elizabeth M. Moxley

KINDERGARTEN
(5 to 6 year olds)

The physical education program in the kindergarten is left largely to the teacher's initiative. Although the work is supervised by the Physical Education Section, this section has not projected or sponsored any suggestive course of study.

GRADE I
(6 to 7 years olds)

In the first grade the aims are to provide a desirable environment for physical, mental, and emotional development and to provide guidance to a common repertoire of play habits that are necessary in order that children may play together satisfyingly.

Minimum Essentials

1. The child learns 20 games, from 16 to 20 stunts, and 12 story plays.
2. He learns 20 singing games or folk dances.
3. He manifests both confidence and caution in the use of play apparatus.
4. He knows the safe use of apparatus.
5. He plays on all the primary apparatus.
6. He uses correct posture while standing, walking and sitting.
7. He is forming desirable physical and mental health habits.
8. He does not think negative thoughts of fear, hate, envy.
9. He is learning to do better all the activities in which he engages.

Allocation of Time on a Weekly Basis:

- 2 days -----games
- 1 day -----Natural Rhythms
- 1 day -----Folk Dances and Singing Games
- 1 day -----Equipment Play, stunts, or story play

GRADE II
(7 to 8 year olds)

The aims of first grade are continued through the second grade.

Minimum Essentials

1. The child learns 20 games, 16 stunts, and 8 story plays.
2. He learns 20 games or folk dances.
3. He manifests both confidence and caution in the use of play apparatus.
4. He knows the safe use of apparatus.
5. He plays on all the primary apparatus.
6. He uses correct posture while standing, sitting, and walking.
7. He is forming desirable physical and mental health habits.
8. He is continuing to improve in life activities and to be unafraid.

Allocation of Time on a Weekly basis:

- 2 days -----games
- 1 day -----Natural Rhythms
- 1 day -----Folk Dances and Singing Games
- 1 day -----Equipment play, stunts, or Story Play.

GRADE III
(8 to 9 year olds)

In third grade the aims are to have the child acquire experience through participation in a number of activities requiring simple basic skills, to help him to engage in cooperative play, to encourage good conduct, and to increase his physical vigor.

Minimum Essentials

1. The child learns three major games, 3 relay races, 9 minor games, 8 folk dances or singing games, and 4 stunts.
2. He knows how to use apparatus correctly.
3. He plays on all the primary apparatus and with equipment.
4. He manifests good posture while sitting, walking and standing.
5. He has desirable physical and mental health habits.
6. He shows continued improvement in life activities.

Allocation of Time on a Weekly basis:

- 3 days -----games
- 1 day -----Folk dances and Singing Games
- 1 day -----Equipment Play and stunts or Choice Day

GRADE IV
(9 to 10 year olds)

The aims of the third grade are continued through this and succeeding grades.

Minimum Essentials

1. The child learns 8 major games, 8 relay races, 10 minor games, 13 self-testing events, 8 folk games, and 18 stunts.
2. He uses apparatus in the correct way.
3. He makes use of all the play equipment specified for this grade.
4. He manifests correct posture while sitting, walking, and standing.
5. He can pass the posture tests.
6. He has desirable physical and mental health habits.
7. He observes the laws of health and is becoming more and more self directing.

Allocation of Time on a Weekly Basis:

- 2 days -----Games, Major, Minor, or Relay Races
- 2 days -----Self-testing events or stunts.
- 1 day -----Folk dances.

GRADE V
(10 to 12 year olds)

Minimum Essentials

1. The child learns 10 major games, 5 minor games, 9 relay games, 15 self-testing events, 8 folk games, and 20 stunts.
2. He makes proper use of the apparatus specified for the grade.
3. He can pass the posture tests.
4. He manifests good posture while sitting, standing, and walking.
5. He has desirable physical and mental health habits.

Allocation of Time on a Weekly Basis:

- 2 days -----games, major, minor or relay races
- 2 days -----self testing events or stunts
- 1 day -----folk dances

GRADE VI
(12 to 14 year olds)

Minimum essentials

1. The sixth grade child learns 10 major games, 8 minor games, 8 relay races, 16 self-testing events, 8 folk games and 30 stunts.
2. The child makes correct use of all apparatus and equipment specified for his grade.
3. He manifests correct posture while sitting, walking and standing.
4. He has desirable health habits and health attitudes.
5. He understands and practices good sportsmanship.

Allocation of Time on a Weekly Basis:

- 2 days -----games, major, minor, or relay races
- 2 days -----self testing events or stunts
- 1 day -----folk dances.

WHOLESOME LIVING

In our work here at Manzanar this should be Health teaching---it is an intrinsic part of practically every activity of the child. Because this is true the teacher will need to be alert to sense situations where she can stress the wholesome and finer ways of living and acting.

In this field, as in some others, the responsibility for the child's living is shared by the home and the school. It is not the place of the school to reach out into the home and to undertake to dictate how the home should be managed, what the children are to eat, or drink, or wear. To a great extent these matters are determined by the economic status of the home. The school has no wish to intrude itself into these personal matters. There are occasions, however, when the home deliberately seeks the counsel of the school. This will occur more and more frequently to the extent that right relationships are established between the two institutions. On these occasions it is the teachers privilege and duty to give the best counsel of which she is capable. It need not be added that the spirit of the "uplifter" has no place in such situations. Rather a good sound knowledge of health education.

Kindergarten through grade III
(5 to 9 year olds)

1. The child washes his hands before eating and after going to the toilet.
2. He drinks water frequently.
3. He does not suck his thumb or put fingers in his mouth or nose.
4. He does not put foreign substances in his mouth, such as money, pins, marbles, etc.
5. He covers a yawn, a sneeze, or a cough.
6. He hangs up his sweater or other wraps.
7. He cares for his rubbers and can identify them.
8. He rests quietly when rest periods are provided.
9. He does not bite his finger nails.
10. He takes sufficient time to eat lunch, always washing his hands before he eats.
11. He does not talk when his mouth is filled with food.
12. He makes proper disposal of papers and other debris, after eating.

13. He does not trade food, or offer or ask for "bites".
14. He spends his lunch money wisely.
15. If he has candy or sweets he eats them at the close of his meal.
16. He plays during recess time, does not just stand around.
17. He is happy and gets along with others.

GRADES IV TO VI
(9 to 12 year olds)

1. The child takes sufficient time to eat lunch, always washing his hands before eating.
2. He keeps his body and his clothes clean.
3. He plays vigorously and happily.
4. He drinks much water.
5. He carries a handkerchief (or substitute) and uses it properly.
6. He always covers a yawn, a sneeze, or a cough.
7. He does not bite finger nails or put foreign substances in his mouth.
8. He takes pride in keeping finger nails and teeth clean and hair combed.
9. He has hobbies and wholesome leisuretime activities.
10. He knows that tobacco and intoxicating liquors are detrimental to life, to success, and to happiness. (This last point is also a state requirement as to teaching.)

III

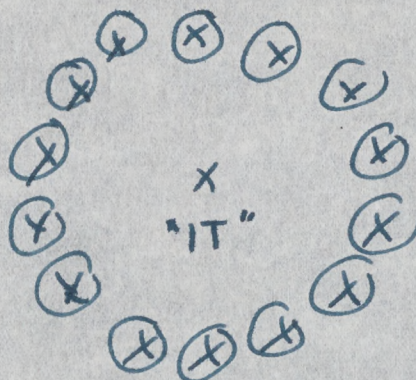
GAMES AND ACTIVITIES FOR THE 4th GRADE

Staley - "Games, Contests and Relays"

Nielsen & Van Hagen - "Phys. Ed. for Elem. Schools". ---Elizabeth M. Moxley

1. ALL CHANGE

Arrange all but one player in a circle thirty feet in diameter. Have each player mark the spot where he stands by digging a hole, placing a stone or drawing a circle. Appoint the extra player "it" and place him in the center of the circle. At signal "it" calls "change", upon which, all the players change their positions. No player, however, is allowed to take a position immediately to his left or right. During the change "it" attempts to get into one of the vacated places. When all of the positions have become filled the player without one becomes "it" and is scored one "dud". A player having one foot on a spot is considered as holding it. At signal the players change again. The signal for changing should only be given when "it" is in the exact center. Each time a player becomes "it" he scores one "dud". The game continues until some player has three "duds" - this player is compelled to pay a penalty.

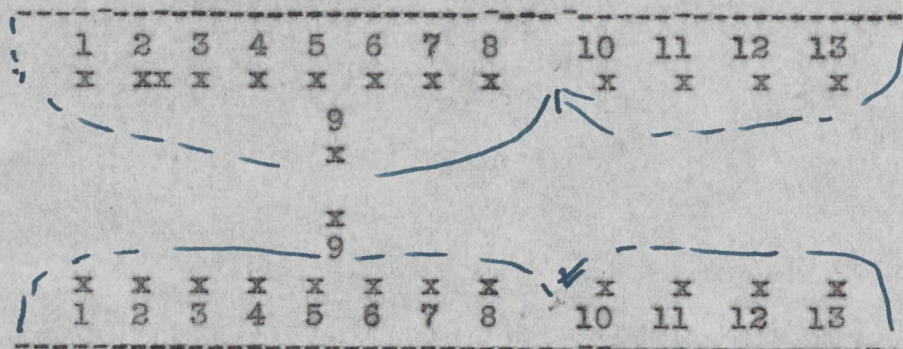


2. ATTENTION RUN

Divide the group into two teams of equal numbers. Arrange the teams in line facing each other at a distance of fifteen feet - players in each group standing at normal intervals. Number each group consecutively from left to right. Call both groups to attention. Soon thereafter call a number within the limits of the numbers held by the participants. The players holding this number step forward and run around to the right, each making a complete circle about his own line and returning to his original position. The other players may assume "at rest" as soon as a number is called. The player standing at attention in his own position first wins and scores one point for his team. The players are not allowed to touch the end members of their own team in turning corners. As soon as the first pair has finished, call both groups to attention again and call a new number. This continues until all have run. The team scoring the most points wins.

III

Team A



Team B

3. BLIND WALK

Establish a line six feet long - this is the starting line. Place a ball ninety feet in front of the starting line - this is the goal. Place all but one player behind the line. Place the extra player standing by the goal and give him a whistle.

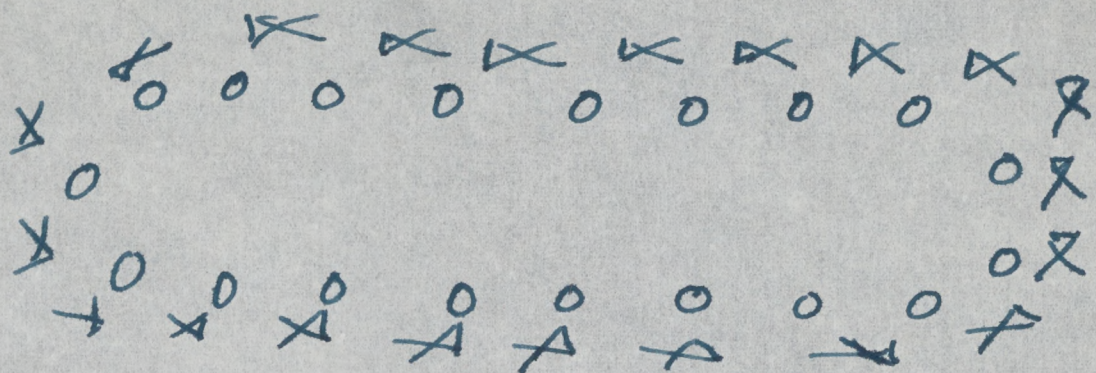
Blindfold the first player and place him on the starting line. The blinded player spins three times around on the starting line and then stands still. The player at the goal line blows the whistle. The blinded player faces the sound of the whistle and takes thirty steps in that direction. Here he removes his blind and the point of his heel for the thirtieth step is marked. The second, third, fourth and remaining players, each in turn, make the walk. While one player is walking forward the next should be adjusting his blind. The player whose mark is nearest the goal wins. Players at the line should not give directions to walking contestants.

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4. LEAP THE SPOT

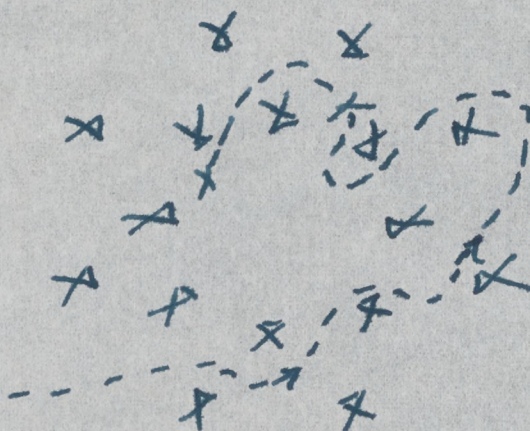
Establish a double column of spots (flat stones or boards) - columns two feet apart and spots two feet apart - each spot one foot in diameter and one spot less than the players present. Arrange the group in two columns facing in opposite directions just outside of the spots. At a signal the two columns move forward in endless chain fashion about the spots. At a second signal (a whistle if possible) each player leaps and sits on a spot. The player who fails to get a spot is eliminated. Remove one of the end spots. At another signal all rise and move forward again about the spots. Players are not allowed to step on the spots while marching. At signal all leap for spots again - the player who fails to secure one is eliminated as before. In this manner the game continues until but one player remains. This player is the winner.



Players walk this direction

5. FOX AND GANDER

Divide all but two of the group in two groups of equal numbers and place them in two circles - one inside and the other - inner circle twenty feet in diameter, the outer circle thirty feet in diameter - all players facing in. Of the two selected players appoint one "Fox" and the other "Gander". At signal the "Gander" chases the "Fox", following the path set by the "Fox" the players flanking the hole through which the "Fox" last passed becomes respectively "Fox" and "Gander" - the one to the left becomes "Fox", the one to the right becomes "Gander". The old runners take the positions the runners have just vacated in the circle and at signal the game recommences.



6. ADDITION RELAY (Arithmetic game)

Arrange the teams in parallel files. Each row in the schoolroom may comprise a team. Give a piece of chalk to the first player in each row. At a signal the first player runs to the blackboard and writes a number, returns, and gives the chalk to the second player who repeats. Continue until the last player's turn comes. This player draws a line and adds the figures and returns to his seat. Only those columns added correctly count in the winning. Of these, the team finishing first wins.

No player may write a number which already appears on the board; neither may numbers be written in succession; that is, if the first player writes the number "1", the second player is not permitted to write "2". Numbers ending in zero are also rules out.

II

SUGGESTIONS FOR PHYSICAL EDUCATION 4th grade

Adapted from: "Physical Education"

by Wild and White

"Teaching Physical Education in Elementary School"

by Salt, Fox and Stevens.

"Social Games for Recreation"

by Mason and Mitchel.

Elizabeth M. Moxley

1. Club Guard

Players: Not more than 10 to 12.

Equipment: One Indian Club, one volleyball

Object of Game:

1. For the Guard to prevent the club from being knocked down by a thrown ball.
2. For the player to become the Guard by knocking the club down.



Playing Rules:

1. One player, selected by the leader to be Guard, takes a position near the club. The other players form a circle around the club as shown in the diagram.
2. One player is given the ball and, at a signal from the leader, he starts the game by throwing the ball at the club or by passing the ball to another player, who is in a better position to throw at the club.
3. If a player succeeds in knocking the club down with a legally thrown ball, he changes places with the Guard; the club is replaced; and, at a signal from the leader, the ball is again put in play as before.
4. A ball which is thrown by a player who is standing inside the circle shall not be considered as a legally thrown ball.
5. A Guard may protect the club by blocking the ball with his feet or legs. If he steps over into the club area or plays the ball with any part of the body above the waist, the club is considered as having been knocked down, and the Guard changes places with the player who last threw the ball.

2. Bombardment

The ground is divided into two equal fields by a line across the center. The players are divided into two teams.

Some distance, about 25 feet from the dividing line, in their own field, each team sets up a row of Indian clubs, at least 2 feet apart, one for each player. The players stand between their clubs and the dividing line. Balls of all kinds are used. If there is a large number of players, use several balls. The object of the game is to knock down the opponents' clubs. Each player therefore serves as guard to protect his or his neighbor's club, and as thrower. He can throw whenever he can secure a ball there being no order in which throwers should throw. No player may step across the center line. Each club overturned scores one point for the side which knocked it down. Every club overturned by a player on his own side scores one point for the opponents. A time limit of from ten to twenty minutes is given. The side wins which has the highest score at the end of that time. Clubs should be set up as soon as they are knocked down.

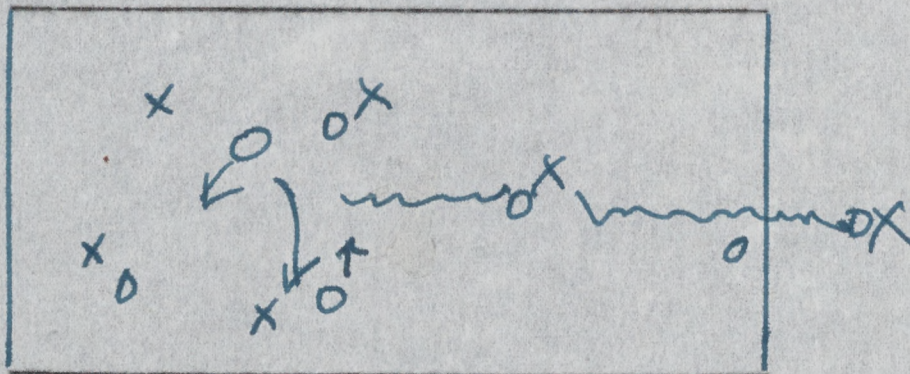
3. Keep away

Players: any number

Equipment: one volleyball

Object of the Game:

1. For the team in possession of the ball to score a point by completing five consecutive passes.
2. For the team not in possession of the ball to gain possession of it and thus prevent the opponents from scoring.
3. For a team to win the game by scoring more points than the opposing team.



Playing Rules

1. The players are divided into two equal teams and the ball is given to a player of one of these teams out of bounds as indicated in the diagram.
2. At a signal from the leader (or referee) the player with the ball passes to a teammate in the playing area. This player calls, "one", and attempts to pass to another player on his team or back to the player who started the game. If the second pass is successful the player who catches it calls, "Two", and passes it to a teammate. Play continues in this way until five passes are completed, the ball goes out of bounds, or an ~~opponent~~ opponent intercepts a pass.

3. As the ball is passed from one player to another, the opposing players attempt to intercept it. Should one succeed in doing so his team then attempts to complete five consecutive passes.

4. A player in possession of the ball may run with it, dribble it, or pass it to another player.

4. Treasure Island

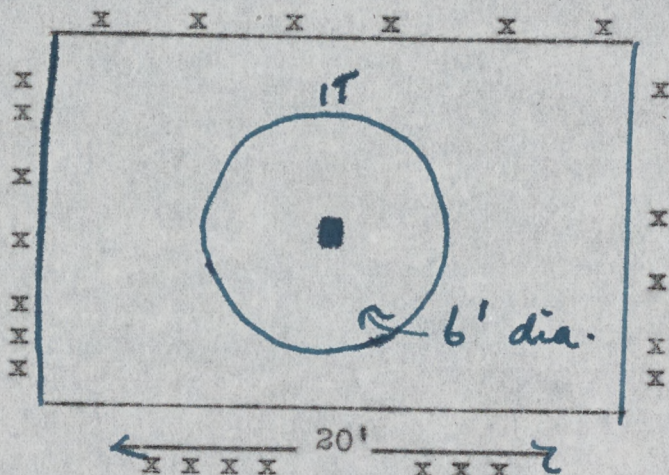
Players: not more than 10 to 15

Equipment: one bean bag

Object of the Game:

1. For the "it" to tag and thus eliminate players who attempt to secure the "Treasure" (bean bag)

2. For a player who is not "it" to become the next "it" by securing the "Treasure" and running across any one of the four boundary lines before being tagged.



Playing Rules:---

1. One player, selected to be "it", takes a position near the "Treasure" as shown in the diagram.

2. The other players take positions outside of the playing area until the signal to begin is given.

3. As the players enter the playing area the "it" attempts to tag them. If he succeeds in tagging a player in the playing area, that player is eliminated and must take a position outside the boundary lines.

4. If a player secures the "Treasure" and successfully crosses a boundary line with it before being tagged, he becomes the "it" for the next game.

5. Stunts

a) Can Grinder

Support the weight on the left hand and feet, body rigid. Walk around the left hand in a circle keeping the body in a horizontal ~~plane~~ plane. The left hand turns as the body turns. Repeat to right side.

b) Sit down, take the weight on the hands and feet, and walk backward, forward, or sideward. Do not let the body sag.

c) Duck Walk
/Deep knee-bend. Place hands on knees and walk or waddle. Quack at the same time.

d) Measuring Worm
Place the hands on the floor, shoulder width apart, extend the legs to the rear, feet together, thus supporting the body on the arms and the toes; arms straight and body in one straight line from head to heels. With hands stationary and knees straight, bring the feet up (by little steps) as close to the hands as possible. Next, keeping feet stationary, move hands forward with little steps until starting position is again reached. At no time should the body sag. Repeat several times, progressing forward.

e) Rocking Horse
Lie down face downward. Catch hold of the ankles and rock forward and back. Keep the chin up.

f) Spider Walk
Squat down and place the hands back of the body between the legs. Bend the elbows enough to allow the legs to hang over the upper arm. Put the weight on the hands and swing the feet forward; take the weight on the feet and slide the hands forward. By alternating in this way, it is possible to move forward.

g) Through the stick
Take hold of the ends of a 3 foot broom handle and without letting go of the stick follow these directions; step around the outside of your left arm and over the stick; bring the stick up over head and down the back; step over stick with right foot. It is then back where it began.

h) Rocking Chair



Two people sit down facing each other, with their feet drawn up close to the body. Each one sits on the other's feet. They catch hold of each other above the elbows and start rocking. As "A" rocks back he pulls "B" up, lifting his feet to keep them in contact with "B". "B" sits down and rock back. This process is repeated rhythmically. To do this successfully, players must be close together so that each individual's feet are as near under his own body weight as possible. This makes it possible for "A" to rise by himself, though it appears that "B" is lifting him on his feet.

1) Wring the Dishrag

Partners of about the same height stand back to back with hands joined overhead. Both start turning in the same direction, bringing the arm down in the direction they are turning and going under the other arm. When a half turn has been made, partners are facing; when a whole turn has been made, they are back to back.

SUGGESTIONS FOR PHYSICAL EDUCATION 4th GRADE
Elizabeth M. Moxley

From: "Physical Education" by Wild & White

GAMES

1. Hound and Rabbit

A considerable number of the players stand in groups of two with their hands joined, each group clasping hands to represent a hollow tree. In each tree is stationed a player who takes the part of the rabbit. There should be one more rabbit than the number of trees. One player is also chosen for hound.

The hound chases the odd rabbit who may take refuge in any tree, always running in and out under the arms of the players forming a tree. But no two rabbits may lodge in the same tree; so as soon as a hunted rabbit enters a tree, the rabbit already there must run for another shelter. Whenever the hound catches a rabbit, they change places, the hound becoming a rabbit and the rabbit a hound. Upon a signal from the teacher a player forming the tree changes places with the rabbit. This change is made a second time in order that each may take the part of a rabbit during the game.

2. Red Light

One player, who is chosen to be "it", stands at the extreme end of the field or gymnasium with his back to the center. All other players are grouped at the opposite end. The one who is "it" counts up to ten as rapidly but as clearly as possible, then shouts "Red Light" and turns around quickly. While he is counting, the other players are running toward him, but as soon as he says "Red Light", they must stop at once and must not move while he is looking at them. If he should see a player moving, he sends him back to the starting line to begin again. Then he turns around again and the game proceeds as before. The first player who reaches the goal line on which the one who is "it"

is standing wins the game, and may be "it" the next time. This game gives practice in quick action and quick muscular control; it encourages timid children to take chances; and it affords continuous exercise.

3. Ring Call Ball

The players form a circle with one in the center who throws the ball in the air, at the same time calling the name of one of the circle players. The one called must run forward and catch the ball before it bounds more than once. If he catches it, he changes places with the thrower; if not, he returns to the circle and the same thrower throws again. More difficult form: Players are numbered and their numbers called instead of their names. The ball must be caught before it touches the floor.

4. Tag the Line Relay

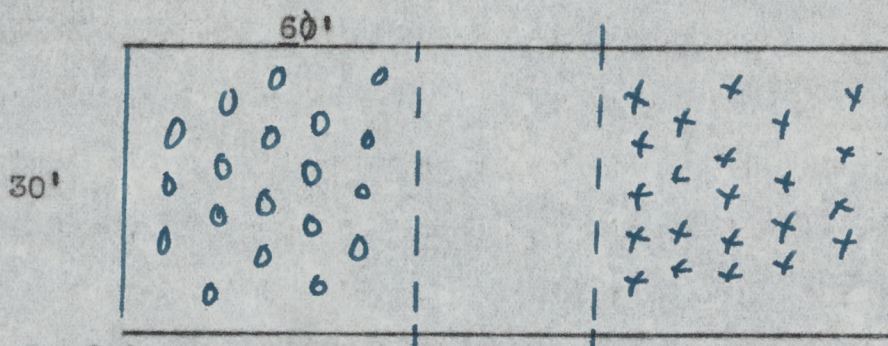
Players line up in two or more equal lines in file formation. On signal the first player in each line runs forward about 100 feet and places his foot on a line or some mark that has been previously made and runs back, touches off the next player in his file and takes his place at the back of the line. The file whose players have all run the course and got back in original formation wins.

5. Pom Pom Pullaway

The playing space is limited by two lines from 30 to 50 feet apart. All the players but one stand back of one of these lines, while the one who is "it" stands in the middle between the two lines and calling one of the players by name says "Pom pom pullaway; come away or I'll fetch you away". Whereupon the player named tries to run across the open space and the tagger tries to touch him. If he is touched, he also becomes a tagger and helps catch the next player called. This may also be played by having all the players run across when the tagger says the little jingle and he catches whomever he can.

6. Catch Ball

Players in two teams not necessarily of equal numbers. The playing space may be the space between two bldgs. Use a basketball, volleyball, or soccer ball. Send one team to each side of the court and give the ball to one team. The game is played in two equal halves of time. One player throws the ball over the neutral area trying to make it strike the ground in the opponent's court. The opponents try to catch the ball before it strikes the ground, and then throws it back to the other team. If the ball hits the ground in the opponent's court it is a score for the throwing side. Players should be stationed about the floor so as to leave no part unprotected. Smaller players should be stationed near the front of the court.



7. Last Couple Out

Players are lined up in couples, about eight couples in a line. One player stands in front of the line as "caller". When he calls "last couple out," the two who are at the end of the line separate and run up to the front, and try to get together again before he catches either one. If he does tag one of them, he may be the caller again. If he fails, he may choose one of the two to take his place, and he becomes the partner of the other, with whom he takes his place at the beginning of the line, the game proceeding as before.

8. Ghosts and Witches

Two parallel lines, about 60 feet apart, are drawn to form the goals. The players are divided into two teams, the Ghosts and the Witches,

who stand facing each other and about five feet apart, near the center of the field. A cube, which has been painted black on one side and white on the remaining three sides is rolled on the floor between the two teams, by the teacher. If the black side is uppermost when the cube stops, that team chases and tries to tag the other team, who dash immediately to their goal of safety (beyond the line). All those who are tagged must join the opposing team and assist them in tagging. The teams come back to the center and the game is repeated. The side which has caught the greatest number of opponents in a stated length of time is the winner.

9. Midnight

One player is the fox and the others chickens. The fox may catch the chickens only at midnight. The game starts with the fox standing in a den marked in one corner of the play-ground and the chickens in a space marked in the diagonally opposite corner. The chickens come out and scatter around, approaching as close to the fox as they dare. They keep asking him, "What time is it?" and he answers with any hour he chooses. Should he say "Three o'clock" or "Eleven o'clock" they are safe, but when he says, "Midnight", they must run for their goal as fast as they can to avoid being tagged by the fox. All that are tagged return to the fox's den and help him tag the next time. Only the first fox may tell the time of night.

10. Jack-Be-Quick

Mark as many places on the floor as there are players, less one, these marks being ~~there~~ there and there in different parts of the room. A circle is drawn about one mark which designates it as the leader's mark. There is an odd player who stands in the middle of the room. When the music begins the leader leads all the players except the odd one, anywhere about the room. When the music stops, all run for the marked places, including the odd player. The one reaching the leader's

mark becomes the new leader, and the one left without a mark becomes the odd player, and must stand in the center of the room as the game is repeated.

11. Musical Indian Clubs

This may be substituted for "Going to Jerusalem," when there are no seats or chairs to sit on as is the case in many gymnasiums and on the playground. All players but one are given Indian Clubs (or any other objects as sticks or blocks of wood) and after forming themselves into a circle these clubs are placed on the floor one beside each player toward the inside of the circle. Upon a signal (or the playing of music) the players march around the circle. Upon a another signal (or the stopping of the music) all grab a club, but one player of course, will be left out. He leaves the circle and takes an Indian Club with him.

Remarks: If a player stoops to pick up a club or stops before the signal is given the player having the object in his possession is out of the game.

Variation: A club or ball may be passed from player to player as they stand in a circle. When the music stops or a signal is given the player having the object in his possession is out of the game.

12. Work-up

The Field: The baseball diamond unless very few are playing. In this case just home plate and first base are used.

Players: One, two or three batters according to number of players; the rest all out at field.

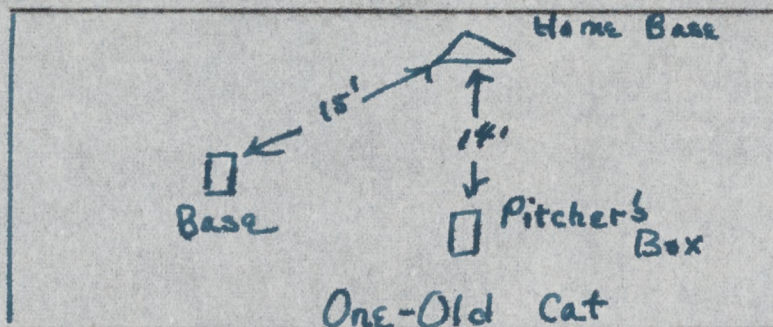
Object of the Game: Each player tries to get into bat and to remain a batter or baserunner.

Rules: Outs are made as in indoor baseball. Baseball rules of baserunning, stealing, etc., apply. Whenever a batter or baserunner is put out, the players all work up one position nearer batter.

The following is the order of advancement; an "out" goes to right field; right field to center field; center to left field; left to third base; third base to second; second to first, first to short-stop; short-stop to pitcher; pitcher to catcher; catcher in at bat. When there are more batters than one, and an "out" is made, they stay in at bat or on the bases they are occupying, while the advancement is made.

The baserunner nearest home is out if he does not reach home before the ball is held on home plate after the last batter has batted, it being a forced run home in order to have some one in at bat. It is the object then of every batter to get around the bases as fast as possible in order to stay in at bat. This encourages stealing, and taking big risks.

A few local rules such as, a man who catches two flies and two grounders, or even who catches one fly, comes in to bat, are made. The order of advancement differs also in different localities.



13. One-Old Cat

One-Old Cat is like "Work-Up" in many ways, but it may be also played by two teams. It is suitable for a smaller number of players, as there is only one base besides the home base. The Batsman runs to first base and without waiting runs back again to make a run. As more players enter the game, two batters are used, but only the first and home bases.

THE CODE OF A GOOD SPORTSMAN

1. I will not quit.
2. I will not alibi.
3. I will not cheat over winning.
4. I will not be a poor loser.
5. I will not take unfair advantage of my opponents.
6. I will not ask odds that I am unwilling to give.
7. I will always be willing to give my opponent benefit of any doubts.
8. I will not be guilty of under-estimating my opponents or over-estimating myself.
9. I will always remember that the winning of the game should be secondary; the importance lies in how the game is played.
10. I shall always honor the game I play, for even though I may lose, I shall win.

NATIONAL RECREATION ASSOCIATION
315 Fourth Avenue
New York 10, N. Y.

File Heading: Fitness

BOYS' PHYSICAL EDUCATION IN WARTIME

Summing up the place and function of boys' physical education in wartime, M. L. Walters, Metropolitan Program Secretary for Health and Physical Education, Chicago Y.M.C.A., states that our physical education program must do these things:

1. Teach a boy to walk and build feet that are strong. Walk through a boy's locker room, Look at the feet. A weakness is seen that leads to all kinds of illnesses forty years later. Teach carriage, not posture, the "how" of carrying the body. Create a bearing of confidence. The psychological values are immense.
2. Teach a boy to run, the joy of running, and the thrill of an endurance which pushes the border of fatigue further and further away. Someone has said, "Only the weak get tired". Distance running builds endurance. Teach the story of "the boy who never could walk" --Glenn Cunningham.
3. Teach a boy to jump. Give him a set of legs and an agility that means youthfulness for life. Some tombstones could read: "Died at 20, buried at 60".
4. Teach a boy to climb and swing. It's the monkey in us. Perhaps we have had too much safety first. If you will not agree on "safety last" then strive for "safety through skill".
5. Teach a boy to tumble and tussle. Body control results from this activity. Body contact has no counterpart in learning "to take it".
6. Teach a boy to throw and catch. How unwanted - what inferiority plagues the boy for life who can not run and play ball "with the other kids".
7. Teach a boy to play games, the basic kid games of the centuries. Year by year we fear to do new things because of embarrassment.
8. Teach a boy the true team spirit - of training, of learning skills, of sacrifice, of team work, of being defeated today, but not being beaten forever. More persons enter our mental hospitals each year than enter the colleges and universities of this country. Persons who have not learned a defeat need not crush us, and beat us.
9. Teach a boy to lead, and to follow, the responsibilities as well as the rights that go with leader ship, and that he must learn to follow well ~~before~~ he can lead. That freedom is self-imposed law. Teach self-discipline. We may be inundated some day with the lack of old-fashioned will power and discipline in America.
10. Teach a boy the values in competition, of loyalty and tolerance. Arthur E. Morgan, T.V.A. Antioch College, once said: "We have tended to assume that competition and co-operation are contrary terms, when in fact they are complimentary. Life is competitive, and yet good will and fair dealing do grow out of competition."

11. Teach a boy to be at home in the water, not just to swim - but the joy of watermanship. This will involve the use of the National Y.M.C.A. Aquatic Program, plus the use of canoe, boat, sail, rod and reel.
12. Teach a boy to know why, as well as how, he does certain things, to know what fitness is, and how it may be attained, and why it is desirable.
13. Teach a boy there is a difference between Christian and non-Christian action. That the golden rule - respect for others, tolerance, respect for God - does make a difference. That these are not gained forever but involve a continued battle to hold them.
14. Teach a boy to earn and accept with grace, well-earned recognition of achievement. Teach that to gain high competence will bring admiration from others, and with it an obligation to "pass on the torch".
15. Teach a boy the meaning of democracy through activity. No where is there ~~a~~ such opportunity for true democratic ways and no where has there been such squandering of opportunity as in physical education.

---From Christian Citizenship for Group Leaders

ACHIEVEMENT RECORDS IN PHYSICAL EDUCATION
Descriptions and Testing Procedures in Events

EVENT NO. 1 - Base Running

Description

Use a playground baseball diamond with 45 feet between bases. The diamond may be constructed as follows: Drive a peg at the point wanted for home base; 63 feet 7 $\frac{1}{2}$ inches away drive another peg, thus locating second base; hold one end of a tape measure 45 feet long on second base and with the other end describe one short arc near first base and another near third base; describe short arcs at first and third base with one end of 45-foot tape measure held at home base. The point of intersection of the arcs at first and third will locate these bases. Place bases one foot square at each of the four points located so that the bases lie within the baseball diamond.

The pupil stands facing first base, and with the rear foot on home base. On signal, pupil runs around the bases, touching first, second, third, and home base in the order named. Failure to touch any of the bases invalidates the record.

Testing Procedure

- a) Station a pupil at first, one at second, and one at third base to see that the runner touches each base. Have the pupil stand outside the diamond at least 5 feet from the base so they will not interfere with the runner.
- b) The teacher stands at home base with stop-watch in hand.
- c) One pupil runs at a time.
- d) The pupil starts his run from a standing position, with his rear foot touching home base.
- e) The starting signal should be: "Get Ready" "Go".
- f) The watch is started on the word "Go" and stopped at the instant the runner touches home base at the end of his run.
- g) Time should be taken to the nearest 1/10 of a sec.
- h) The time used to complete the run is the individual's record.

EVENT NO. 2 - Basketball Throw for Distance

Description

The contestant stands within a circle 6 feet in diameter. When throwing, he must not touch or step over the circle line with any part of the body until the ball has struck the ground. The natural side arm or overhand throw shall be used. Use an official in-seam basketball fully inflated.

Testing Procedure

- a) Make a circle 6 feet in diameter.
- b) Run a straight line from the center of the circle to a point 100 feet distant. This line serves as a guide to the thrower.
- c) Have two basketballs available so one can be returned while another is being thrown.
- d) Assign a pupil to the circle.
- e) Assign three pupils to place markers at three points where the ball lands.
- f) Each thrower should complete three trials before another pupil goes to the circle.
- g) Record the distance to the nearest one-half foot.
- h) Record all three trials; the best of the three trials is the pupil's record.

EVENT NO. 3 - Playground Baseball Throw for Accuracy

Description

On an outside wall of the school building, make five concentric circles one foot, two feet, three feet, four feet, and five feet in diameter. The center of all circles is three and one half feet from the ground. The circle lines should not be over one inch in width. In determining the diameter of each circle, include the width of the line. The circumference of the outside circle is one foot from the ground. A throwing line three feet long is established 35 feet from the front of the target. The pupil stands on or back of the throwing line and throws the ball at the target. One foot must be in contact with or back of the throwing line at the time the ball is released. The free overhand throw shall be used. Each contestant throws 10 times. Counting from the center outward, the circles score 10-8-6-4-2. Throws hitting on the line between two zones score for the inside zone. The total number of points made by the pupil in ten throws is his record.

Testing Procedure

- a) Arrange the target according to specifications.
- b) Mark a throwing line 35 feet from target.
- c) Use two or three balls to conserve time. (Regular 12" playground ball.)
- d) See that contestant has one foot in contact with or back of the throwing line when the ball is released.
- e) Assign students to return balls.
- f) Test one pupil at a time.
- g) The teacher writes down the score made on each throw, adds the ten scores, and records the total as the pupils record.

EVENT NO. 4 - Soccer Kick for Distance

Description

A regular soccer ball, well inflated, is placed on the ground at a point on the circumference of a circle. The pupil within the circle runs and kicks the ball into the air and as far as he can. The distance the ball is kicked is the pupil's record.

Testing Procedure

- a) Mark a circle with a five foot radius.
- b) Using a point on the circumference of the circle as the center, describe an arc with a 50-foot radius. Locate two points on the arc by a straight line 50 feet long. From the point on the circumference of the circle mark two straight lines, each 150 feet long, so they pass through the two points on the arc. These two lines will enclose a 60 degree angle, a second arc with a radius of 100 feet from the point on the circle should be drawn to intersect the diverging lines.
- c) Place a regulation soccer ball at the point on the circumference of the circle.
- d) If three soccer balls are available, time will be saved.
- e) See that contestant does not step over or on any part of the circumference of the circle until after the kicked ball leaves the ground.
- f) Each contestant should complete 3 trials before another pupil comes to the circle.
- g) Place markers at the point where the ball, after being kicked, first touches the ground.

- h) A ball kicked outside of the landing area does not count, and another trial is permitted.
- i) Record the distance to the nearest one-half foot.
- j) Three trials are given.

EVENT NO. 5 - Standing Broad Jump

Description

The pupil stands on both feet toeing a straight line. He may rock forward and back alternately, but may not lift either foot clear off the ground, or cross the toeing line. The jump is made from both feet to a landing on both feet. After landing, the pupil should fall forward and walk forward.

Testing Procedure

- a) Mark a starting line 3 feet long.
- b) Assign two pupils to assist with the measuring tape.
- c) Have one pupil jump at a time.
- d) The distance jumped is measured from the nearest point on the ground touched by any part of the body to the starting line.
- e) Measure the distance to the nearest inch and record in feet and inches.
- f) Each pupil has three trials.

PIN BALL

This game was devised at Harvard Summer School 1908 by Louis R. Burnett, M.D. I learned it from Dr. Burnett in Summer School at Texas U.---Elizabeth M. Moxley

The game of Pin Ball was evolved in an effort to adapt the popular game of Basketball to more varied playing fields. When played indoors Basketball requires goals with solid back boards and at least a fifteen foot height of clear space to ceiling. A temporary outdoor court with satisfactory goals is difficult to construct. This game may be played on any fairly level space with five minutes time allowance for marking court.

Equipment. Two Bricks, Bowling Pins, or Indian Clubs for goals and a Soccer or Basketball.

Rules. Boys should use the joint rules for men's Basketball. Girls should use the women's Basketball rules, two division court, except when differing from these special rules.

Object of Game. To knock over opponents' pin by thrown ball.

Court Markings. A guard circle four feet in diameter shall be plainly marked around each goal pin. It may be six feet in diameter when more than ten play on each team.

An Outer circle twelve feet in diameter shall be plainly marked around each goal pin.

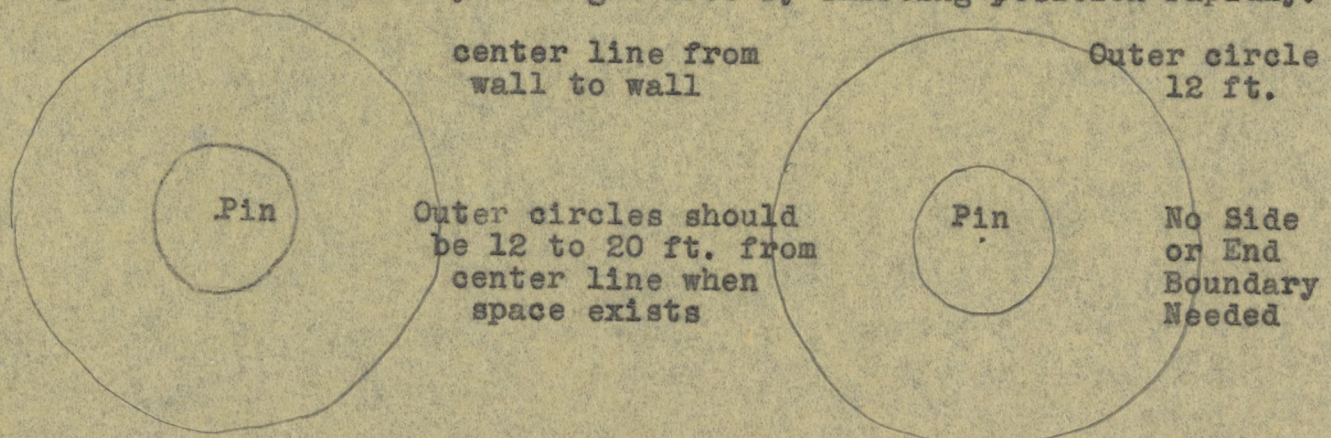
The goals shall consist of two upright Indian Clubs, bowling pins or other similar objects, one placed in the center of each half of the playing space.

Scoring. A. A team scores two points each time the opponent's pin is made to fall. The two points shall be scored if a guard accidentally causes his own pin to fall by contact with the ball or his person.

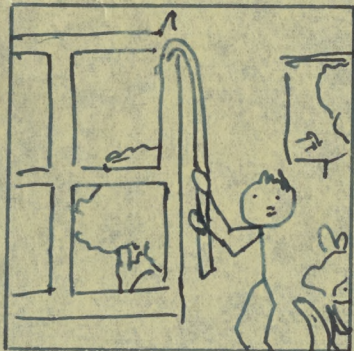
B. A team scores one point each time an opponent touches or is touched by the ball while any part of his person is touching the ground within the four foot guard circle.

C. A team scores one point for each foul of opponents called by referee according to basketball rules. After each point the game is stopped until ball is brought to center for a toss by the referee. Guards, in protecting the goal, may block with their bodies but may not kick the ball or strike it with the fists. A foul shall be called by the referee if this rule is violated and a point given to the opponent. Throwers in attempting to score may not touch on or within the outer circle during any part of the throwing motion, or in regaining balance. If a player violates this rule and the goal pin falls it shall not count and the ball is put in play at center. If the goal is not made the ball continues in play.

Points of the Game. Teach players to play the ball, not the opponent - to pass quickly and accurately - to get free by shifting position rapidly.



VENTILATING



Ventilation of a building is for the sake of the persons occupying it. There must be plenty of fresh air for them to breathe and cool air to keep the body at the right temperature. To provide for this we must try to secure

Air in motion. Good air is moving air and dead air is motionless. Dead or still air is a non-conductor and cannot carry heat from the body surface which causes one to feel warm and uncomfortable because he cannot get

rid of the heat generated in the body as a by-product of muscle activity. A person or animal cannot keep so still but that some heat is not generated for the heart and all the vital organs are muscles and work continuously.

Incoming fresh air. Even with the best ventilation, the air in a building is not so good as the air outdoors. Damp and foggy air, city air, and night air have been thought unwholesome but they are more healthful than stale and dusty indoor air.

Control of temperature to suit the activity of the occupants of the rooms is the third essential of ventilation. There is no "health temperature" for the best temperature is that in which the body can, with the greatest of ease, maintain its normal temperature. The body creates its own heat. Food in the body, like gasoline in the automobile, must burn to generate energy. Burning, or combustion, is oxidation, that is, the chemical combination of oxygen and certain parts of the food or fuel by which energy or power is released. Oxidation releases energy and heat and waste products. The volatile wastes from oxidation of food within the body are carried away by the breath. The rate and depth of breathing is determined by the need of the body for oxygen and for the removal of these wastes, the principal one being carbon dioxide. The more heat the body creates the cooler should be the surrounding air so that the body may lose all the heat that is not needed to keep its temperature, 98.6 degrees.

Ventilation should be extended to clothing which is the portable house of the individual. Clothes should not keep the air from the body for the skin breathes and needs to be bathed in sunshine. Sunshine contributes to growth and health by enabling the body to deposit vitamin D in the body. Sunshine in the open air, for the glass stops certain beneficial rays of the sun. This is not true of the new glass (vita rother) that allows the sun's rays to come through. People who are used to fresh air do not seem to have colds as often as people who are afraid of changes in weather.

In earlier times it was thought that the chief effects of the atmosphere upon human health and comfort were chemical in nature, due to lack of oxygen or to the presence of poisonous substances given off in the breath. In airplanes or on mountain tops men do suffer from oxygen starvation; but as a rule, on the earth's surface even the worst ventilated room has plenty of oxygen. Nor are harmful chemical constituents present as a rule in appreciable amounts. Carbon dioxide, which has been long regarded as an index of the quality of air, is never found in harmful amounts as a result of human occupancy. If there are subtle organic poisons given off from the body, they are so slight as to have escaped detection with present methods. If there is a stale "body odor" in the classroom, the remedy is to be sought in higher standards of personal cleanliness rather than in flushing with large volumes of air. In certain factory workrooms industrial poisons may be present, and whatever combustion is taking place without sufficient oxygen (as when an automobile engine is run in a closed garage or when a gas heater works badly), the deadly poison monoxide, may

be formed. In the office, the schoolroom, and even the auditorium, the chemical composition of the atmosphere is of no practical moment. In such places the air is always good enough to breathe, but often not good enough to carry off heat and moisture from the body in the right degree.

Pupil Activities

A pupil as monitor watches the thermometer when there is artificial heat and keeps the temperature around 68°.

The light monitor adjusts the shades as the sun travels so that all may have the right illumination for their work at all times.

How thermometers are made

Special kinds of thermometers (clinical, room, bath, candy, fat).

Pupils make chart or graph and record the temperature of room at regular periods. Pupils choose different parts of the room for their study.

Conduction of Heat

Why does good ventilation include motion of air?

Why does fanning cool one in warm weather?

Why does a newspaper inside the coat on a cold day keep one warm, i.e., keep the body's heat from escaping?

Why does a draft apparently give some people colds?

POSTURING



Posturing is defined as "to put in position." Good posture begins in the mind although judged by the bodily effects. The implied supremacy of the self, as the actor, is the key to good posture for it is more than correct body alignment, it is primarily the expression of a mind that is alert and interested. Posture is a state of readiness that involves the whole individual and demonstrates the reciprocal nature of mind and body since each is both cause and effect,---an alert mind cannot express it-

self through a body that is undernourished and weak and these physical conditions limit one's ability to be mentally active.

In the posture that is "readiness to do" the muscles and nerves are at rest and energy can be expended without friction. It is the relaxation that makes effortless effort possible and avoids the "strain and drain" that comes with effort to adjust to one's environment. The pupil is sensitive to the things by which he grows, to food, sunshine, work and rest and ideas and to all these he must continually respond. Elementary education should lead toward the impersonal attitude toward his problems and other people which gives the mental poise that manifests as good posture.

The child is truly father of the man for the habitual postures that will be his as a man are now being acquired. The constructive emotions leave the corners of his mouth turned up and the eyes with the habit of twinkling. Prolonged fear, distrust, repression, leave their imprint upon the child's facial and bodily posture for life. He grows that way for posture is hardened experience.

Good posture means the position in which the body can best carry on our activities such as standing, sitting, sleeping, and running. It means that whatever the individual is doing the spine is normal and the internal organs, as the stomach and heart, are free to do their work in the easiest, best possible manner. The vital organs are in place like the works of a clock and if the case is bent the mechanism is disturbed wherefore good posture promotes digestion and helps to eliminate and prevent constipation. With correct posture the body uses the minimum of energy in keeping in balance and in functioning, the internal organs and nerves are free from impingement and the life force can reach every cell and other things being equal maintain therein a healthy condition.

In their native state Indians had good posture, although this varied with the tribes and the conditions of living. The differences in food, the effort made to gather the supplies, the way of carrying it, as on the head, their way of dressing all influenced their posture. Their sandals of skins or grass left the foot muscles free to build up their arches as the child grew up but there are conflicting reports about the Indian's feet and perhaps reasons other than shoes enter into some of them being flat footed. Posture varied too with the religion or philosophies of the clans for what one thinks of himself and his relation to life helps to determine the way he holds the head and body. The Pueblo Indian was known for his fine bearing and dignified expression and the Plains Indians were especially alert and poised.

It is a pleasure to watch some people as they move about. If one notices carefully it will be observed that in standing and walking these graceful persons stand tall, i.e., they are stretched up as if some one was lifting them by the crown of the head. Their chin is in, their chest is up and their abdomen is flat. Their feet are toeing straight ahead, their weight is on the outside of the foot and their walk is like poetry. When they sit they keep their back straight, their abdomen flat, their lower back against the chair, their feet on the floor and they never look bored. When they are working at a desk they bend forward by using the hinge at the hips so that they can keep their back flat. Good posture is beautiful because it is healthful. Nothing is beautiful that is not healthful.

The right food, plenty of sleep, outdoor exercise, sunshine, doing good work, getting along pleasantly with others, are important in helping to make the mind and body alert.

The causes of poor posture are found in those conditions which prevent the individual from maintaining a healthful bodily alignment. All defects yield nervous and muscular strain. The body and mind acquire compensatory postures and more often than not it is the interaction of several causes that produces the posture of any given individual. If the shoulders hump, the lumbar curve of the spine becomes accentuated and the abdomen is thrown forward.

Poor posture is caused by:

Defective mental attitude as inferiority complex, shame, anti-social impulse

Poor muscles and unbalanced development of muscle groups

Physical defects as poor vision, defective hearing, spinal curvature, joint or bone deformity, flat feet

The causes of these causes of poor posture include:

Unbalanced diet

Lack of interest in work

Lack of a purpose in life

8 Having unworthy purposes

Lack of physical training for the big muscles of the body

Fatigue, Being bored

Sitting or standing too long or in the wrong way

Illness

Bad ventilation

Poor lighting

Unsuitable school furniture

Pupil Activities

Demonstrate and illustrate good posture. The pupil should know how to stand tall and that he does not work for each element of good posture but attains them all by "standing tall." Pupils may make a chain of paper links with which to illustrate that standing tall is like straightening the chain. To do this one does not push and pull here and there but lifts by one end.

Locate some of the hinges of the body, wrist, elbow, knee, hips. Pupils practice the use of the hinge at the hips in stooping while standing and in leaning forward while seated.

A full length mirror hung where the pupil can see himself is very help-

ful in promoting cleanliness and neatness as well as aiding the pupil to acquire the feel of good posture.

Pupils make posture tests or silhouettes of each other.

Bad posture in an automobile, i.e., being out of line, bent or warped, makes it hard to drive.

Tell of peoples, as the peasants of European countries, who carry burdens on the head. Pupils then march around the room with a book on their heads. To succeed in doing this the posture must be good.

When one feels himself slumping he should change his position, walk a little if possible or (if permissible) stretch in all directions. Exercise sends more blood to the muscles and relieves fatigue.

POSTURE INSTRUCTION

To develop good posture, daily instruction should be given. Habits of good body mechanics can come only after prolonged and repeated exercise and practice. The teacher must watch the attitudes of the children during the entire day to see that they use their bodies correctly. In addition to knowing what constitutes good posture in general, each child should realize what he as an individual needs to do in order to achieve it.

The groundwork of good posture can be acquired by most classes, generally speaking, within about eight weeks, using ten minutes each day. ("Groundwork refers to the child's realization of the fundamentals of correct posture - not necessarily that he has acquired permanent habits of good posture). After practicing the fundamental exercises sufficiently often, first achieving conscious, then finally subconscious control of the muscles governing good posture, the child may proceed to a greater variety of exercises. These may include dancing, games, sports, and "setting-up" drill; but emphasis must always be placed on proper alignment of the body while the advanced exercises are being done. It is important that good posture be stressed in all physical education activities, including games, dances, rhythms, etc. However, good posture in physical education activities alone will not get the desired results. It must be emphasized throughout the classroom periods as well.

1. To Get Correct Posture

a. Prevention of physical defects is of course the first step in the appreciation of posture work. However, so many children enter school, even Kindergarten, with bad habits in posture, even to the point of bodily defects, that we often think of the correction of physical defects as the first step, in this work. Teachers should constantly emphasize the idea of prevention. A child will respond to the idea of prevention with greater alacrity and with a healthier mental point of view than he will if he feels he already has a physical defect.

Teachers untrained in corrective work should not attempt specific posture correction without the advice and recommendations of a physician or qualified person. They should, however, follow the general posture training program outlined. The teacher's presence at clinics and examinations, and the frequent use of record cards are desirable in this connection.

b. Know what good posture is for sitting, standing, and walking. It is important that the teachers themselves know how to use their bodies correctly before they are allowed to teach others to do so.

c. Stimulate effort for good posture by example and suggestion.

d. Try to eliminate conditions of seating, clothing, and lighting which contribute to poor posture.

e. Watch for signs of fatigue. The tired child cannot sit or stand straight very long. Adequate rest is essential.

f. Put the child who is unable to assume correct position in the correct position, so that he may learn how to sit, stand, and walk correctly.

g. If possible, the teacher should make profile photographs or silhouettes of the body forms of the children and then classify them according to body type and posture. These silhouettes are helpful in pointing out to the child the ways in which his posture may be improved.

2. Correct Posture

a. Standing position

1. "Stand tall" --head high, chin in, neck straight upward.

2. Lower abdomen flattened.

3. Pelvis rotated back by pulling down on the hip muscles. (Lower end of spine tilted downward and forward.) This pull of the hip muscles tilts the pelvis backward, making a more adequate shelf for the abdominal organs to rest upon. It is then unnecessary for the abdominal muscles to sag.

4. Back with normal physiological curves.
5. Shoulders at ease and in correct alignment.
6. Arms hanging relaxed from shoulders.
7. Knees straight, but not stiff.
8. Feet parallel, two or three inches apart.
9. Weight of body equally divided and on outer borders of feet.
10. Test for correct body posture: a line drawn from the ear, through the shoulder, hip, knee, and ankle should be straight.

b. Sitting position

1. "Sit tall" --head high, chin in, neck back.
2. Abdomen flat.
3. Hips, knees, and ankles at right angle ben. (Horizontal depth of seat should be $\frac{2}{3}$ of length of thigh.)
4. Feet parallel and flat on the floor. (For rest or relaxation feet, but not knees, may be crossed.)
5. Lower back touching back support.
6. Arms resting on desk with upper arm at an angle of about 20 degrees from the body.

c. Walking posture

1. "Walk tall" --head high, chin in.
2. Abdomen flat.
3. Pelvis rotated back.
4. Arms swinging naturally at sides.
5. Feet parallel, toes pointed straight, ahead.
6. Heels first strike the floor lightly; second, the weight is transferred to the outer border of the foot; third, weight is on the ball of the foot, finishing with a push of the toes.

d. Lying posture

1. Back lying with arms at sides is best. If knees are bent, the lower back straightens.
2. If lying on the side, the arm which is next the floor or bed should be behind the body, not in front.
3. Lying on stomach, a small pillow should be used under the abdomen and the toes should be over the edge of a mattress so the feet are at right angles. If the toes are not over the edge of a mattress or something they will be at the wrong angle.

3. Posture Faults

Detrimental tendencies which should be watched in preventing bad posture habits and in developing better ones: (The poor positions listed below are often indicative that the child is fatigued. For a fatigued child, rest is more desirable than active correction or exercise.)

a. Sitting position

1. Weight of head supported by chin resting in hand, elbow on table or desk. Results when habitual, in uneven shoulders.
2. Twisting of child in his seat, one elbow on back of chair or desk behind him. Results in uneven shoulders.
3. Sitting on one foot. May result, when habitual, in bony changes affecting general posture.
4. Slipping forward when feet cannot touch the floor. Results in forward head and general poor posture.
5. Sitting directly facing the light. May cause child to hold head in forward bent position to avoid direct glare in eyes.
6. Inadequate light. May cause forward thrust of head in an effort to see.

b. Standing position

1. Weight on heels. Results in prominent abdomen, poor posture of the whole body.
2. Weight on one foot; for example, standing at the side of the chair,

one knee resting on the seat. May result in lateral curvature on the spine, differences in leg length, and unequal development of muscles of the back.

c. Walking

1. Weight on heels. Results in wrong carriage of the body.

*Taken from "Teaching Guide for Physical Fitness - Inyo County".

Elizabeth M. Moxley
Supervisor of Health &
Physical Education

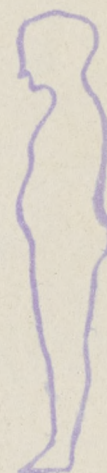
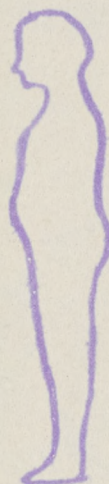
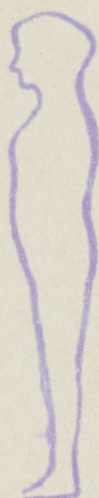
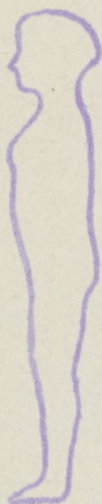
POSTURE STANDARDS FOR STOC KY-TYPE GIRLS

Excellent

Good

Poor

Bad



A

B

C

D

1. Head up, chin in (Head balanced above shoulders, hips, and ankles)
2. Chest up (Breast bone the part of body farthest forward)
3. Lower abdomen in and flat.
4. Back curves within normal limits.

1. Head slightly forward.
2. Chest slightly lowered.
3. Lower abdomen in (but not flat) Back curves slightly increased.

1. Head forward
2. Chest flat
3. Abdomen relaxed (part of body farthest forward)
4. Back curves exaggerated.

1. Head markedly forward.
2. Chest depressed (sunken)
3. Abdomen completely relaxed and protuberant
4. Back curves extremely exaggerated.

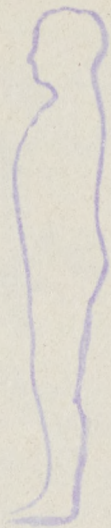
POSTURE STANDARDS FOR STOCKY-TYPE BOYS

Excellent

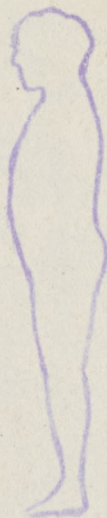
Good

Poor

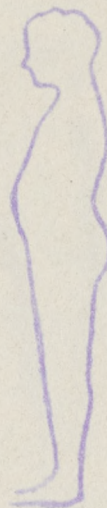
Bad



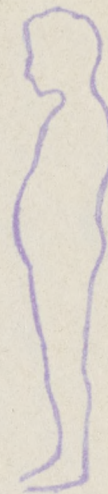
A



B



C



D

1. Head up - chin in (head balanced above shoulders, hips, and ankles).
2. Chest up (Breast bone the part of body farthest forward)
3. Lower abdomen in, and flat.
4. Back curves within normal limits.

1. Head slightly forward.
2. Chest slightly lowered.
3. Lower abdomen in (but not flat)
4. Back curves slightly increased.

1. Head forward
2. Chest flat
3. Abdomen relaxed (part of body farthest forward)
4. Back curves exaggerated.

1. Head markedly forward.
2. Chest depressed (sunken)
3. Abdomen completely relaxed and protuberant.
4. Back curves extremely exaggerated.

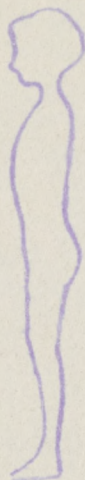
POSTURE STANDARDS FOR THIN-TYPE GIRLS

Excellent

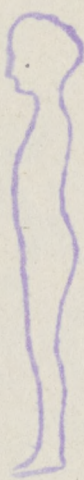
Good

Poor

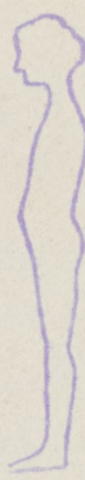
Bad



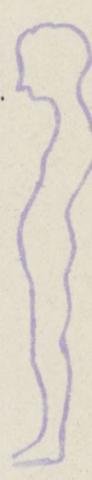
A



B



C



D

1. Head up-chin in (Head balanced above shoulders, hips, and ankles.)
2. Chest up (Breast bone the part of body farthest forward)
3. Lower abdomen in, and flat.
4. Back curves within normal limits.

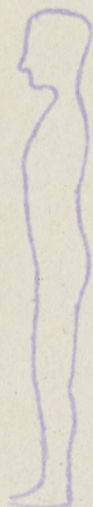
1. Head slightly forward.
2. Chest slightly lowered
3. Lower abdomen in (but not flat)
4. Back curves slightly increased.

1. Head forward
2. Chest flat
3. Abdomen relaxed (part of body farthest forward.)
4. Back curves exaggerated.

1. Head markedly forward.
2. Chest depressed (sunken)
3. Abdomen completely relaxed and protuberant.
4. Back curves extremely exaggerated.

POSTURE STANDARDS FOR THIN-TYPE BOYS

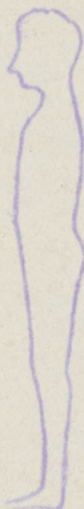
Excellent



A

1. Head up - chin in (Head balanced above shoulders, hips, and ankles.)
2. Chest up (Breast bone the part of body farthest forward.)
3. Lower abdomen in, and flat
4. Back curves within normal limits.

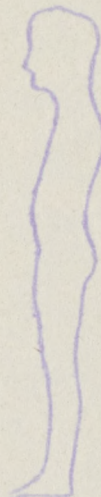
Good



B

1. Head slightly forward.
2. Chest slightly lowered.
3. Lower abdomen in (but not flat.)
4. Back curves slightly increased.

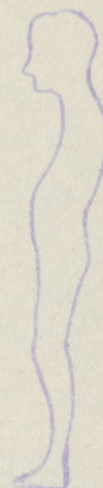
Poor



C

1. Head forward.
2. Chest flat
3. Abdomen relaxed (Part of body farthest forward.)
4. Back curves exaggerated.

Bad



D

1. Head markedly forward.
2. Chest depressed (sunken)
3. Abdomen completely relaxed and protuberant.
4. Back curves extremely exaggerated.

SAFETY EDUCATION

Adapted from "Course of Study of Minneapolis Public Schools" for use in Manzanar

Third and Fourth Grades

1. Traffic

Major objective: To habituate the child in certain modes of conduct that will aid in safety in traffic.

Contributing habits, knowledge, skills, and attitudes	Illustrative Situations & Suggestive Activities	Outcomes
1. A willingness to observe and obey traffic regulations.	1. Discuss the following topics: a) Safe Play b) The Jay Walker - The harm he does c) The Policeman, Our Friend d) Getting on and off a street car.	Greater care in crossing streets and roads.
2. An acquaintance with the danger of "hitching" rides on trucks and cars.		An intelligent acquaintance with one's community.
3. An appreciation of the service of the traffic officer and policeman.	2. Make a map of the camp showing 1) Safe play areas 2) Showing your route to and from school.	
4. An understanding of the necessary precautions to be observed in the Camp.	3. Dramatize: a) Traffic rules b) Safety Play c) Safe places to play	The ability to read signs warning one of danger.
5. The habit of observing signs displayed on cars, at railroad crossings, and at dangerous intersections to caution the public.	4. Make drawings illustrating safe situations.	A decrease in the number of accidents.
6. An attitude of carefulness, but not of timidity in crossing streets and roads.		
7. A knowledge of common dangers from street accidents.		
8. An attitude of consideration regarding the safety of others.		

Ref. and Teaching Materials:

- 1) The Happy Road Fact and Story Reader III
- 2) Ourselves and Our City
- 3) The Way We Travel
- 4) Beard - Safety First for School and Home
- 5) Dansdill - Health Training in Schools

Fire Prevention

Major objective: To develop an understanding of causes of fire and a willingness to aid in preventing fires.

Contributing habits, knowledge, skills, and attitudes	Illustrative Situations & Suggestive Activities	Outcomes
1. An understanding of the causes of fires.	1. Dramatize the best way of extinguishing fire in a child's clothing.	A better knowledge of the causes of fires.
2. An understanding of how fires can be prevented.	2. Discuss causes of fire, such as: a. Matches b. Gasoline c. Open flame lamps d. Bonfires e. Rubbish f. Faulty wiring	A knowledge of how to prevent fires.
3. A knowledge of what to do in cases of fire.	3. Make Slogans	An attitude of caution regarding one's own safety.
4. A knowledge of how to turn in a fire alarm.	4. Learn how to call the Fire Department - a. In camp b. In a city	
5. A willingness to obey fire drill regulations.	5. Discuss the reasons for systematic fire drills in school buildings.	
6. A knowledge of the fire hazards that may exist in or about one's home.		

Ref. and Teaching Materials:

- 1) Payne, "Education in Accident Prevention"
- 2) Hallock and Winslow, "The Land of Health"
- 3) Bigelow and Broadhurst, "Health for Everyday"

General Safety

Major objective: To develop an understanding of the causes and ways of avoiding many minor accidents.

Contributing habits, knowledge, skills, and attitudes	Illustrative Situations & Suggestive Activities	Outcomes
1. An understanding of how to handle carefully articles which might injure oneself or	1. Make safety posters showing resultant accidents for the following situations: a) Putting one's feet out where others may trip	An attitude of caution regarding one's own safety.
2. The habit of orderliness in home and in school.	b) Tipping back in chairs c) Sliding, pushing and crowding. d) Using rocking chairs for ladders.	
3. A realization of the seriousness of cuts, burns, and falls.	2. Tell Stories	An appreciation of clean, orderly attractive surroundings.
4. A knowledge of how to care for minor injuries.	3. Make safety booklets containing drawings, stories, cut-outs, poems, slogans, rules, jingles, and songs.	
	4. Dramatize telephoning for the doctor because of an accident.	The ability to treat simple injuries.
	5. Discuss: a. The causes of burns, such as: 1. Fire 2. Steam 3. Hot water b. The seriousness of burns	
	6. Invite a fireman to talk to the group.	
	7. Discuss and dramatize the care of slight wounds, such as scratches, nosebleed, and slight bruises.	

Ref. and Teaching Materials:
See Outline I and II

Playground Safety

Major objective: To develop a sense of responsibility for the safety of others as well as for the safety of oneself.

Contributing habits, knowledge, skills, and attitudes	Illustrative Situations & Suggestive Activities	Outcomes
1. The habit of right play-ground conduct.	1. List activities which have caused accidents on the playground such as: a. Using playground apparatus b. Play Tag c. Running d. Throwing missiles e. Sliding f. Fighting and wrestling g. Playing ball Add anything that has happened in your school.	An attitude of carefulness for one's own safety and for the safety of others.
2. A knowledge of how to use play-ground apparatus skillfully.		
3. Better independent judgement of places in which to play.	2. Make safety rules for playing the seasonal games. a. Never throw your bat; drop it. b. Do not stand too near the batter c. Do not cross the field when the ball is in play. d. Look when you run.	A better knowledge of the right ways to play.
4. Practice of playing "fair".	3. Draw pictures to illustrate safe places to play. 4. Write captions for dangers on the playground. a. Watch your step when climbing stairs b. Do not push c. Always sit down when swinging.	A knowledge of safe places to play. The development of a good spirit of sports-man ship.

Ref. and Teaching Materials:
See Outline I and II

SAFETY

GENERAL VIEWPOINT

The true wealth of a nation is measured not by its natural resources, its industries, or its tall buildings, but by the number of its alert, progressive, far-seeing men and women--men and women who render service by making the world a better place in which to live. Only those who keep themselves safe can render this service the most effectively.

Articles in the daily papers, radio broadcasts, statistical reports, personal observations and experiences, all testify to the enormity of our national accident problem, and to the insecurity in which this problem involves our true wealth and happiness. Successful and happy adjustment in this modern, changing world is the only safeguard and security to a wealth that consists in healthy, happy human beings.

Education is the one sure means of securing this adjustment. Through education alone can the individual acquire such knowledge, habits, and attitudes as will give him a better understanding of the increasing complexity of life and a growing ability to keep himself fit and to render service to the society of which he is a part. All education is, in a way, for safety, for only through safe physical and mental behavior can the race thrive and continue. Only through safe practices and thinking can changes be met and dangers faced successfully, can adventures be sought and discoveries be made securely, can achievement and progress be gained eventually.

Safety is a way of living. It is not an end in itself, but a means to an end: joyous play, new adventure, efficient work, helpful service. Like other factors which help make living complete--character, health, correct speech--safety is an integral part of the school curriculum. It cannot be taught as an isolated subject, but must have definitely planned consideration in relation to all the activities which make up the life of the school. Every department, whether administrative or instructional, has the responsibility of providing safe conditions for work and re-impacting useful information.

This brief discussion on Safety, therefore, attempts to show the inter-connection of safety and all the activities which make up the individual's daily life in school. It cannot be called a course of study in the sense of defining subject matter and materials without certain limitations of time and content. The subject matter of safety is of such a nature that too much repetition would be involved in so doing. Safety methods must vary with different age levels.

OBJECTIVES

The general objective of safety education is to equip the child with such knowledge habits, skills, and attitudes, as will help to make safe, happy adjustment in a changing world and to contribute most to the welfare of society.

In more specific terms, the objectives of safety education may be stated as follows:

To eliminate preventable accidents.

To develop habits of carefulness, of obedience to safety rules, of courtesy in speech and action, and of consideration for the rights of others.

To provide the child with practical knowledge--of traffic regulations and signals, of common hazards, and of ways and means of protecting both himself and others.

To inculcate respect for law and for officers of the law.

To develop the realization that the prevention of accidents is the preservation of life for activities that are of worth and of interest both to the individual and to the community.

In any program of safety education it must be remembered that the child, not the subject, is the center of interest. His aptitudes, ambitions, interests, present and future needs determine the school curriculum. The various subjects are important only as they serve as means for his all-round development. Likewise it should be remembered that learning results from reaction of the whole child to all that goes to make up his environment. Self-activity is basic in the educational process. The child learns through doing; through purposing, initiating, planning, executing; through expressing himself in various ways in response to a varied, stimulating, and lifelike environment. The school of today attempts to relate its work to the problems of modern life, none of which is more vital to human progress than that of safety and well-being.

METHODS

The most effective method in safety education is based on the same psychological principles as in other learning situations. Both procedures and materials must be psychologically and pedagogically sound and must be adapted to the needs, interests, and capacities of the learner. Not only the practical results to be achieved, but

ALSO THE AFFECTS ON CHARACTER and viewpoints toward life must be considered. Useful habits, and a wholesome philosophy of life are the desirable outcomes.

An effective method in safety education should include the following lines of endeavor:

THE TEACHING OF SAFETY IN ACTUAL LIFE SITUATIONS.

One learns to do by doing; to live safely by living safely. Many valuable habits are developed through daily practice in the simple, routine activities of the child's life; for example, keeping to the right, going up or down stairs one step at a time, passing in and out of the rooms of buildings in an orderly way, observing signals promptly, taking turns, sharing responsibility of keeping room and premises clean and orderly, cooperating with the safety patrols, crossing streets at the crossings, and obeying traffic signs and traffic officers.

THE DIRECT TEACHING OF SAFETY IN RESPONSE TO CERTAIN NEEDS AND SITUATIONS

The special periods devoted to safety instruction are necessary from time to time for the study of actual situations based on local statistics or on experiences connected with accidents in the school, home, farm, highway or community. These brief periods should always arise from some special need or situation and should always result in application and the strengthening of attitudes favorable to safety.

THE UTILIZATION OF OPPORTUNITIES CONNECTED WITH THE REGULAR SCHOOL SUBJECTS

A teacher who is alert to the safety implications inherent in the activities and experiences of the school curriculum will take frequent advantage of the many opportunities for safety instruction offered by the various subject fields. While all subjects have possibilities in this connection some are richer than others in the safety relationships which they offer, notably, the social studies, current events, health and physical education, the practical arts, the natural sciences, and English.

THE ORGANIZATION OF EXTRA-CURRICULAR ACTIVITIES

Such types of activities as junior safety councils, school-boy patrol, and safety clubs are especially appropriate in the intermediate and upper grades, where the club idea and civic service make appeal. They furnish pupils opportunity to do safety work as well as to study it. They provide for pupil participation and pupil responsibility. They emphasize consideration for the welfare of others and so build up a civic consciousness and pride.

COOPERATION WITH OTHER AGENCIES

In every community there are many agencies interested in developing good citizenship. These agencies would include the Parent-Teacher Association, Coordinating Council, The American Red Cross, City Safety Council, American Legion, Service Clubs, and the Police Department. Understanding and cooperation between the school and these agencies mean strong motivation of the safety work. The pupils like to feel that they are a vital part of a great movement, they enjoy their responsibility, and they are proud to participate with adults in trying to make their school and community safer, better, and richer...

GRADES I TO IV

Safety has very little meaning to the young child. He is the center of his own little world, and is concerned chiefly with his own pleasure and fun. He wants to play, to have a good time, to go places, to see things. His little adventures are of great importance to him. He recognizes a hurt as an unpleasant experience, but he does not understand safety in its larger aspects. It rests with the adult to know and recognize the hazards of childhood and to guide the child into a safe way living, of play, and of making his adventures more joyous.

Safety education in the first four grades should not fill the child with fears or take adventure and play away from him. Rather it should help him realize that, to do all the lively, happy, joyous things he wants to do, he must keep himself strong, well and safe.

The special problem of safety instruction in these grades therefore, is to help the child to live healthfully, to think sanely, to become familiar with simple safety rules, which the child meets in his daily activities, for safety is best taught in actual situations where the need is apparent. (Supplementary material on Safety for the first four grades may be secured from the county office)

GRADES V TO VIII

The upper grades continue to stress the development of desirable habits and attitudes of safety through continuous practice in daily living. In addition they recognize the growing interest of the child in working with others and in sharing the responsibility of keeping his home, school, and community safe and happy. In these grades more attention is paid to the reasons for certain behaviors and to specific information concerning them. Provision is made for wide participation in worthwhile activities such as formulation of rules, membership in clubs, and cooperation with school and community organization. The outcomes of such participation should be greater respect for law and for officers of the law, pride in safe conditions of living, and joy in service.

SAFETY

Safety education in the upper grades should teach the child that, to live a happy, wholesome life full of interesting worth-while adventures, he must keep himself strong, well, and safe. In addition it should bring him to realize that, by so doing, he will have the added satisfaction of serving others. (Supplementary material on Safety for the upper grades may be secured from the county office.)