This document contains ideas on a variety of subjects directed at the physical educator. The work was compiled by Project IDEA (Identify, Distribute, Exchange for Action). Topics include the following: (a) scheduling, (b) curriculum, (c) games, (d) specific courses, (e) life sports, (f) fitness, (g) adaptive physical education, (h) course methods, (i) evaluation, (j) student leaders, (k) intramurals, (l) stimulating program interest, and (m) equipment. Under these groupings, ideas are listed as well as the names and addresses of individuals who will either (a) make presentations, (b) welcome visitors, (c) distribute materials, or (d) write articles. A Project IDEA identification form is also included. (JS)
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**NOTE:** Explanation of Key Line
The amount listed within the parentheses refers to cost for material which will be distributed. If postage is listed, please send a stamped, self-addressed envelope.
A coeducation junior-senior elective program is organized in six week blocks with three choices offered each block.

Course selection is offered to students in grades eleven and twelve.

Coeducation nine week mini courses are selected by upper classmen who have completed one year of general physical education.

Junior-senior program has been developed to offer a wide variety of activities so that students may select a program suited to their own individual needs and preferences.

Four semesters of physical education are required within four years. All must take one semester of introductory course. Requirement is completed by choosing those semesters which offer activities of interest to the student.
Trimester physical education classes feature one introductory class and coed lifetime sports choices.

Core program for freshmen and sophomores leads to a wide spread of upper class elective programs including water polo and boxing. Classes meet daily or students may take two activities on alternate days.

Course scheduling procedures are used effectively to maintain a totally elective boys program.

A nine week mini-mod elective program for boys focuses on lifetime sports and a combination of seasonal team sport skills and conditioning.

Free choice physical education program for girls offers a variety of activities including drill teams, self defense, modern dance, etc.

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Ms. Joan E. Martin  
Naperville Central H.S.  
440 W. Aurora Ave.  
Naperville, Illinois 60540

Fred Bates  
Patrick Henry High School  
San Diego, California 92101

James L. Hartline  
Clear Fork High School  
RFD #3  
Bellville, Ohio 44813

Terry Penner  
Tinora High School  
R. R. 3  
Defiance, Ohio 43512

Lawrence W. Rice  
James A. Garfield H.S.  
S. R. #88  
Garrettsville, Ohio 44231

Thomas G. Ferch  
Sitka H.S.  
Box 179  
Sitka, Alaska 99835

Scheduling

*1 2 3 4 (20%)  
Girls elective program has helped to improve grades and decrease discipline problems in physical education.

2  
Selective physical education activities include cycling, surfing, sand volleyball, outdoor living, and coed activities.

*2 3 4  
An elective program of semester courses includes individual sports, advanced physical education, coed physical education, and independent study.

*1 2 3 4  
Elective coed mini-courses of nine weeks are offered to grades ten through twelve.

*1 2 3 4 (1.00)  
A coed, elective, pass-fail physical education course in lifetime sports emphasizes use of off-campus facilities and outdoor pursuits.

1 2 4  
An elective program offers 9 week courses to grades 10, 11, and 12. Students must complete a two year requirement and may enroll in a varied number of courses each year.
Mrs. Marguerite Curry  
Phillipsburg H.S.  
410 S. Seventh  
Phillipsburg, Kansas 67661

Mrs. Ann H. Lockett  
Garfield Sr. High  
14000 Smoketown Road  
Woodbridge, Virginia 22191

Gary Fuller  
P. E. Consultant  
Anchorage Borough Sch. Dist.  
670 Fireweed Lane  
Anchorage, Alaska 99503

Nancy T. Huff  
Osbourn H.S.  
9005 Tudor Lane  
Manassas, Virginia 22110

Jim Shipley  
Woodstock District 200  
501 W. South St.  
Woodstock, Illinois 60098

2 4  
Nine week (½ credit) mini-mods in tennis, golf, archery, bowling, gymnastics, modern dance, social dance, and health are selected by the student to complete a one year requirement. Student may enroll in one or any number of 9 week courses which will fit his schedule.

*1 2 3 4  
Co-ed electives classes are scheduled for combined 9th and 10th grades.

*1 2 4  
Thirty-three course offerings an expanded elective curriculum.

* 1 2 4  
Co-ed elective classes rotate to a new activity every 10 days.

1 2 4  
A variable physical education program offers a college type schedule with 54 courses such as winter sports, canoeing, hiking, bicycling, and co-ed classes

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Scheduling
A required program allows students to choose electives ranging from team sports to creative dance.

A complete choice of activity is offered in this program.

An elective physical education program for 8th grade features a variety of activities, co-ed classes, and team teaching.

A junior high program is offered which features short units of many activities.

Visiting last Monday of month only. A total coed elective junior high program offers instruction in aquatics, team sports, individual sports, dance, recreational games, and fitness.

9th grade students participate in coeducational volleyball, kickball, basketball, scooter games, and gymnastics one day per week.
Spencer D. Kane  
Audubon Jr. H.S.  
3055 East Blvd.  
Cleveland, Ohio 44104

A cycle approach to the scheduling of activities according to grade level adds variety to the physical education program and increases student interest and cooperation.

Charlotte Griffith  
Susan Channell  
Washington H.S.  
7340 Leavenworth Rd.  
Kansas City, Kansas 66109

Students scheduled for physical education during a designated time block are subdivided into classes according to swimming ability.

Frances Macomber  
N. Salinas H.S.  
55 Kip Drive  
Salinas, California 93901

An efficient method of selecting elective classes requires thirty minutes for 250 students. Attendance card is also available.

Sharon K. Bean  
Beloit High School  
Beloit, Kansas 67420

A mini-mod schedule is planned that includes different activities each hour.

Mr. Whit Menefree  
Virginia School for the Deaf & Blind  
East Beverly Street  
Staunton, Virginia 24401

Monthly scheduling of gymnasium use allows maximum use of the gym.

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Men and women instructors combining classes to share facilities and equipment increases gym time and leads to advanced co-ed classes.

Additional classes are provided for interested students in grades seven through twelve within a seven period day.

Bussing is used to transport students to bowling, roller rinks, ice skating, and golf courses.

A yearly schedule of activities emphasizing lifetime sports was developed for use in small to intermediate sized schools.

Lunchtime recreation substitutes for physical education in grades eleven and twelve of a technical high school.

A student directed curriculum in health and physical education allows students to plan their yearly schedule of activities and contribute to specific unit plans.
**A six day cycle with two of the six being smorgasboard offers students a chance to make up missed classes as well as providing an opportunity for activity for students with no regular physical education class.**

**An extended day program increases course offerings for students. Courses are taught in community areas by teachers who begin their school day late and complete whenever class ends.**

**An elective program is offered which allows students to determine method he would like to fulfill requirement. Areas they choose from include skill classes, classroom, outside agencies, individual activity, athletic team participation, or teaching in a local elementary program.**

**Cross-graded course thematic is scheduled so a credit may be completed in five weeks by attending all day for five weeks.**

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A curriculum guide is available for the reorganization of the traditional physical education program to meet the needs of year round education.

A textbook for girls' physical education was developed by the district staff. This includes policies, exercise, dance, individual sports, and team sports.

The physical education program has developed into a K-12 sequential skill program based on minimum standards.

This curriculum includes parachute play to music, rhythmic gymnastics, and lifetime sports.

Ideas for use of feathers and ropes within the curriculum are offered. Also included is a movement approach to tumbling for grades K-6.
A movement education unit has been designed to improve a child's ability to bounce a ball.

Learning center concept utilizes a station approach to encourage children to improve gross body movements.

The open gym concept is used one day a week to accommodate large numbers of students to further skills in specific area of interest.

Special event days such as Halloween provide students an opportunity to participate in a variety of relays, tournaments, etc.

A "Bike-A-Thon" patterned after the Indy "500" provides a good event for all ages.

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Harry S. Sanders
Bel Air Middle School
Moore's Mill Road
Bel Air, Maryland 21014

Charles Shara
Belleville High School
Belleville, Kansas 66935

Daniel Ruminski
Bonnomeo School
Evelid St.
Wickliffe, Ohio 44092

William Main
Faribault Public School
1230 Geo. F. St.
Faribault, Minnesota 55021

David Ekelund
Asa Adams School
Goodridge Drive
Orono, Maine 04473

Lee M. Haun
White City High School
White City, Kansas 66872

---

1 2 4
"Dave Wottle" cross country run, hiking trips, sport and the arts display, horsemanship and skiing clinics stimulate interest in physical education through special events.

3 (postage)
A one-on-one basketball tournament and cross country meet increase interest in physical education program.

G A M E S

2
A variety of relays with class organization ideas are available.

3 4
Relays and drills for basketball have been set to music. These add interest to learning timing, dribbling, and footwork.

2 3 4 ($1.00)
A game with colored hoops is used to improve running and leaping skills.

1 2 4
Lead-up games used for football teach kicking, catching, throwing, running, and jumping skills.
Pam Peridier
Col. E. Brooke Lee
Junior High School
11800 Monticello Avenue
Silver Spring, Maryland 20901

A variety of lead-up games are used to teach hitting, eye-hand coordination, and footwork for volleyball, tennis, and badminton.

Dora Nelson
Wakeeney Grade School
620 Junction Avenue
Wakeeney, Kansas 67672

Spelling basketball and games which teach passing, shooting, and dribbling are available.

Arthur T. Psaledas
Pelham Memorial School
Pelham, New Hampshire 03706

Throwing accuracy in basketball is improved through lead-up games.

Anita Gacke
Mound Park Elementary
1000 Pacific
St. Paul, Minnesota 55101

*3 Balloon Battle Pall (K-3) provides a good lead-up or novelty game for volleyball.

Frank Stauffer
Second Street School
Second Street
Frankfort, Kentucky 40601

*3 (postage) Parachutes are used in physical education class to build arm strength.

Vernon Merley
Juneau-Douglas High School
1250 Glacier Avenue
Juneau, Alaska 99801

*1 2 3 4 ($2.00 for all three) Racketball and handball are combined into a course taught at a local Teen Club.

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Team handball combines skills of basketball, hockey, and football.

This soccer-football-basketball game provides an action game which will develop skills.

Balloon volleyball offers vigorous activity. Use of a number of balloons makes the game exciting.

"Rules of Balance" provide variations to enhance participation in coed touch football, bowling, and volleyball.

Crab soccer, a variation of soccer, requires all players to remain in crab walk position.

"Red Ball" is a combination of soccer and basketball which can be played indoors.
"Tenneyball" is a team tennis game which also incorporates skills of volleyball and handball. The game is good for small crowded gyms and is also great for intramurals.

Branball, a Swedish game played with a baseball bat, a tennis ball, and five bases, assures that all students get on base.

A cave-man basketball game incorporates limited basketball and hockey skills in a game with some similarity to sideline basketball.

"Cougar Ball" is a speeded up basketball game designed for large classes and limited facilities.

"Kickball Soccer" incorporates aspects of speedball and soccer to provide a challenging game for class play.

"One Swing Softball" permits only one pitch per batter among other variations to speed up the game.

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"Krob Ball", a combination of baseball and dodgeball, is a good coed indoor game for large classes.

"Nerf Ball" is a mental and physical tracking game which develops throwing and catching skills, position and team competition.

A game of underwater ice hockey encourages beginners to hold breath, flutter, and swim underwater.

Ring tennis is an excellent team sport for girls and boys of all ages. This is a great lead-up game for volleyball.

A coed recreational games course includes badminton, volleyball, table tennis, shuffleboard, bowling, archery and softball.

Mission Impossible is a creative team game utilizing the gymnasium. Teams compete on a time basis with various limitations set by the instructor.
A series of variations of standard games is employed to maintain interest in long units.

A sports challenge program follows the TV program as a model with contestants answering questions in five areas.

Movement education, K-3, daily lesson plans provide continuity between specialist and classroom teacher and provides a five day a week program.

A unit is composed of circus stunts, playground games, and ideas from "Sports Illustrated".

Specific guide for tumbling and apparatus lessons are provided.

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Courses

1 2 3 4 (25¢)
Trampoline skills listed in progression are available.

* 2 4
A ball-gymnastics unit involves bouncing, tossing, and rolling balls with one or both hands leading to more difficult skills.

2 4
Authentic Hawaiian dances unit is taught as Hawaiians would teach. Luau is held at end of six week unit to invite administrators, family, and friends.

1 2 3 4
This unit provides a variety of ideas related to learning square dance calling as well as serving as a resource guide to square dance teaching methods, basic progressions, records, and calling "patter".

3 4
Modern dance unit contains progressive lead-up activities and enriches the physical education curriculum.

3 4 ($1.00)
Organize gymnastics class into equal teams and have "meet" for teams at completion of unit. Materials included to help implement this idea.
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<tr>
<td>Robberta Meseenbrink</td>
<td>Ben L. Smith High School</td>
<td>2407 S. Nolden Road, Greensboro, NC 27407</td>
<td>4. An Introduction to Dance, Drama, and Choreography is a course which emphasizes creating and choreographing for artistic productions.</td>
</tr>
<tr>
<td>Ronnie Taylor</td>
<td>Glendover School</td>
<td>Glendover Road, Lexington, KY 40505</td>
<td>2. Safety training and first aid classes are provided in physical education.</td>
</tr>
<tr>
<td>Greta Weatherill</td>
<td>Orange High School</td>
<td>525 North Shaffer Street, Orange, CA 92866</td>
<td>1 3 4 ($1.00). A career education unit on therapeutic recreation services is designed to be taught to coed physical education classes.</td>
</tr>
<tr>
<td>Bryce Leggatt</td>
<td>Lord Elgin High School</td>
<td>5151 New Street, Burlington, ON</td>
<td>1 2 3 4 ($3.00 per course of study). Cross-enrolled course - thematic approach includes course in outdoor education, racquet sports, etc.</td>
</tr>
<tr>
<td>Judith J. Steele</td>
<td>Acalanes High School</td>
<td>1200 Pleasant Hill Road, Lafayette, CA 94549</td>
<td>4. Special class is offered for students who have failed prior physical education courses. Teacher permission is prerequisite and less structure with more student involvement in planning assure success of class.</td>
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A course for expecting mothers is offered on a credit basis.

**Life Sports**

Barbara Cothren  
Tom Boward  
Tri-Valley H.S.  
Ellsworth, Illinois 61737

3 4  
Coeducation activities for seniors use school and community facilities and stress cooperation and student involvement.

Delores Schoppy  
Absegami  
Cologne Ave.  
Mays Landing, New Jersey 08330

2  
Part of a junior and a senior program have been developed to emphasize such carry over activities as archery, tennis, golf, badminton, table tennis, etc.

Ronald C. Hudson  
Libbey High School  
1250 Western  
Toledo, Ohio 43609

*1 4  
Lifetime sports program for seniors emphasizes individual activities.

Prudence Penny  
Plantation High School  
6901 N.W. 16th Street  
Plantation, Florida 33313

4  
Elective senior physical education is based upon "unisex" program incorporating "risk activities", contract teaching, and recreational activities.
Coed physical education classes for seniors are designed around lifetime sports.

Advanced programs for juniors and seniors feature individual and dual activities such as golf, baitcasting, camping, marksmanship and recreational games.

A carry-over skills course includes archery, golf, canoeing, baiting and casting, swimming, bowling, ice skating, tumbling and gymnastics, and putt-putt. There is a $10.00 lab fee per student. Most activities occur off campus.

A cross country skiing unit is designed to employ the station method and student aids in teaching this sport to younger children.

Cross country skiing and kayaking are offered in the regular physical education classes.

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Snowshoe instruction provides opportunity for winter time outdoor activity while allowing better use of indoor facilities.

Courses are offered in gun safety, sailing (sailboats in gym), and fly fishing.

Students are offered bowling, skeet shooting, and target shooting within this program.

A bowling unit includes work in the gym and instruction and tournament at the bowling alley.

Ideas for setting up short courses in limited spaces and using whiffle balls as lead-up activities are used in this golf course.

An entire golf unit is used which includes class organization; the teaching of etiquette, rules, and skills; and setting up a short course in the gym.
Carol A. Fredrickson  
Monmouth College  
Monmouth, Illinois 61462  

Organizational methods are suggested for individual and group work in creative swimming.

Jack Moore  
Westerville Public Schools  
223 South Otterbein  
Westerville, Ohio 43081  

Students are taught safety and techniques of water skiing in a pool.

John Jacobs  
Kellogg JHS  
Rochester, Minnesota 55901  

A simple, effective, and quiet method for swimming uses sign language and buddy system in learning skills.

Shirley B. Comstock  
Academy H.S.  
2825 State Street  
Erie, Pennsylvania 16508  

The ARC swim course is reorganized in "contract style" - uses pool area assignments, practice suggestions, and checklists.

Michael Mikos  
Mission Valley High School  
Route #1  
Eskridge, Kansas 66423  

A judo unit is taught for the purpose of developing agility, posture, grace of movement and leverage as well as methods of self defense.

Sally Witt  
Villa Park High School  
18042 Taft Avenue  
Orange, California 92667  

Course in backpacking is established.

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In this self-defense unit designed for girls and women, available material consists of unit outline for 12 lessons, references, lecture material on some aspects, and copy of student hand-out material and written exams.

Coed class incorporated back-packing, fishing, camping, cooking, and firearms safety into a summer course.

Physical education - biology inter-departmental courses in "Sportsman's Biology" and "Ecological Awareness" combine skills of the outdoor with knowledge of biology.

This outdoor living unit includes mapreading, camp crafts, equipment, survival skills, mountain climbing, and a guide to successful class campouts.

Winter sports outdoor education involves snow and ice games such as softball variation on a hockey rink with or without skates and a variation of kittenball on snowshoes.
Corlyce Grant
(same as above)  1 2 3 4 (25)
A cycling unit acquaints students with care of bikes, riding procedures, types of bikes, and practical experience through field trips.

Randy H. Gronert
Goodview Elementary
Village of Goodview
Winona, Minnesota 55987  1 2 3 4
A cycling unit involves safety factors, physical benefits, obstacle course, and participation of community organizations.

Darlene M. Koening
W. P. Shepherd Junior High
East McKinley Road
Ottawa, Illinois 61350  2 3 4 (postage)
This bicycling unit includes an approach to bicycle safety, distance riding, races, and relays.

Darlene Koenig
W. P. Shepherd Jr. H.S.
Ottawa, Illinois 61350

*4
A bicycle unit has been developed.

Donald F. Huycke, Jr.
Cardinal Forest School
Forrester Boulevard
Springfield, Virginia 22152  2 3 4
Students are encouraged to develop fitness by use of circuit training in a small area with limited equipment.

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Fitness
Fitness is developed by using the rope climb, jogging, rope jumping, ladder climbing, and hula hoops.

Follow the leader activities, jumping, creating movement, and cardiovascular activities are used to build fitness.

Effective use is made of Cooper's aerobic point system to construct a fitness program by vigorous application of the skills of tennis, badminton, and skating.

Progressive weight training for girls provides a new program for conditioning and physical fitness which can be utilized in regular physical education and athletic training. Students work at their own rate and within their own capabilities.

A volunteer running program is used to improve the fitness of each child by making the student aware of what is happening to parts of body. Charts are posted to record distance and mileage awards are distributed.
Paul N. Graber
Hiawatha H. S.
1st & Hickapoo
Hiawatha, Kansas 66434

Neill Wheeler
Narmaton Valley High
Morgan, Kansas 66755

June Scheer
North End Elementary
27 East Geranium
St. Paul, Minnesota 55118

Ken Bunte
Moline High School
3600 23rd Avenue
Moline, Illinois 61265

Gary Teague
Tyee Junior High
13630 J.G. Allen Road
Bellevue, Washington 98007

Cliff Foust
Garfield Heights
12000 Maple Leaf Drive
Garfield Heights, Ohio 44125

Isokinetic workout program on a six station mini-gym develops major muscle groups and keeps ten-twelve people working at a time.

Circuit training program for boys and girls is used to develop total body strength.

The jog-a-mile club meets before school. At the end of the year awards are given to those who have jogged the most miles.

Muscle lab involves circuit training program, student progress reporting method, and intraclass and individual competition.

Physiological principles underlying aerobics are taught in the classroom. Students still run a mile a day and recognition is given for improvement.

Physical fitness testing is used to measure the effect of daily calisthenics.

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Gymnastic and tumbling oriented obstacle course builds fitness in students of varied grade levels.

The design and use of a group obstacle course requiring team work as well as individual strength, endurance, and skill is used as a fitness challenge.

Individual fitness programs are established to meet student needs and progress is evaluated by the individual student.

A self-improvement course includes: organization of activities, time schedules, personality inventories, counseling session schedules, charts and recording procedures, various types of exercises for problem figures, and community resources list.

A self-improvement course includes: diet inventory, diet for weight loss, exercises for weight loss and recording of weight changes.
Physical Fitness Teams of graded difficulty motivate less fit students to improve. Weight Watchers Club helps overweight students to become fit. Forms and procedures for implementing this program are available.

Record keeping hints are offered which help stimulate interest in fitness.

Youth fitness texting is used to build student interest. Point totals are kept to award patches and certificates for achievement at end of year.

Picture of semester physical fitness champions are posted in cafeteria and locker room. Color coded fitness shirts are also awarded.

Colored fitness trunks are given by the school to provide an incentive to improve personal fitness.

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Corrective physical education for K-3 uses "Modified Purdue-Perceptual Motor Survey" to identify students for program. High success has been achieved in correcting motor problems.

Scheduling organization, doctors' recommendation for participation, forms for psychological reports, and progress reports to parents and physician aid the implementation of a developmental (remedial) physical education program.

Forms have been developed to assist in administration of individually prescribed developmental adaptive physical education programs.

A special coordination program is offered to supplement the physical education program for students who have coordination or reading disabilities.
Midline hopscotch is an activity designed to involve aspects of balance, crossing the midline, hopping, eye-foot coordination, and synchronization of the entire neuro-muscular system.

Checkers played on a black top parking lot provides an active yet restrictive program.

Color code is used to identify and organize exercise stations for adaptive classes.

Team humming when ball is on their side of net in volleyball increases awareness and concentration of special education students.

A coeducational adaptive physical education program has been developed.
Methods

Posture evaluation of freshmen class identifies deviations. For minor deviations individual postural exercises are recommended. Students with major deviations are referred to physician and physical therapist.

3 (40.00 per 300)
File cards provide quick record keeping on each student for both fitness scores and attendance.

*1 2 3 4
Student excuses for not dressing must have parent or doctor's signature.
Students leave the gym according to rows they sit in (in classroom).

Squad competition for roll call and quantity equipment help to handle large numbers in physical education class.
Gary Stueve
New Bremen High
202-210 South Walnut Street
New Bremen, Ohio 45869

Don Schnurrenberger
Milford Junior High
Pleasant Hill Road
Milford, Ohio 45150

Stan Robinett
Worthington High School
300 W. Granville Rd.
Worthington, Ohio 43085

Mike Gaff
Fort King Middle School
545 N. W. 17th Ave.
Ocala, Florida 32670

Ellen Clevenger
Bennett Jr. High
625 S. Main Street
Piqua, Ohio 45356

Willa M. Chambers
Eastmoor Senior High School
417 S. Weyant Ave.

*2 4
Student count of jumping jacks is used to take attendance.

*4
Jumping jacks are counted using the school name.

*2 4
Instructor keeps a set of gym clothing in the office to avoid dress cuts.

*2 4
Information board organizes time for teacher and students.

1 3 4
Bulletin Boards are used effectively through clever ideas.

*4
Bulletin board tells the dress and activity for the day.

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Course Methods

LeRoy Larson
Safford Junior High School
P. O. Box 960
Safford, Arizona 85546

Charts of skills used in soccer play are posted for each player on bulletin board to increase motivation and are also helpful in evaluation.

John Lawrence Rockholz
Great Falls Middle School
P. O. Box 448
Great Falls, S. Carolina 29055

Organizational method ensures equal playing time for all students.

Arnelle Jackson
Fairview High School
2408 Philadelphia Drive
Dayton, Ohio 45406

Giving half of the class classroom tasks while the others participate in activity cuts class size and allows grade level grouping.

Gina L. Gargrant
Mount Merici Academy
Waterville, Maine 04901

Effective use of taped music teaches movement through exercise, gymnastics, and ball skills.

Floyd B. Strain
Floyd Dryden Jr. H.S.
1250 Glacier Avenue
Juneau, Alaska 99801

Tape recordings are used to teach shot put, basketball drills, long distance running, tennis, and weight lifting.
Mrs. David Walters
Glasgow High School
Columbia Avenue
Glasgow, Kentucky 42141

Jack Moore
Westerville Public Schools
223 South Otterbein
Westerville, Ohio 43081

Georganna Cottman
Easton Middle School
Oxford Road
Easton, Maryland 21601

Harry L. Butcher
Barberton High School
489 Hopcam Avenue
Barberton, Ohio 44203

Tom Shetler
Dixie Heights, H.S.
3010 Dixie Highway
Ft. Mitchell, Kentucky 41017

Eugenia L. Dahnke
Hays Junior High School
29th and Fort St.
Hays, Kansas 67601

4
8mm film loops of students are used to show student errors in gymnastics skills.

2 4
Inner tubes and a mat are used in teaching students back hand springs and flips.

1 2 3 4
Using AAHPER Skills tests for class competition establishes a pattern which may be used when the teacher is absent.

2 4
Pro type player draft system is used to create equally skilled teams.

1 2 3 4
League and double elimination tournaments ease space problems while creating student interest. Organizational forms and procedures are available.

2
Rules and procedures are available for running round robin coed volleyball tournaments in class.

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A coed volleyball tournament is used in class for grades 7 and 8.

Track meet organization used to structure participation and award performance for first five places in each event in each class.

Use of stations is employed in teaching badminton, table tennis, horse shoes, bean bag toss, and shuffleboard as one unit. Ideas are also included for record keeping.

Guidelines for both methods and evaluation are provided in this gymnastics unit.

Individualized instruction charts for fitness, gymnastics, and track and field are available.

Individualized learning packets have been developed in soccer, basketball, tennis, gymnastics, and track and field. Each skill presented is accompanied by pictures as well as learning cues. Guidelines for writing and organization of these units are available.
Organization ideas are offered for setting up badminton, volleyball, and handball as one unit to be taught in the gym.

Activities are changed daily to maintain student interest.

Student selection of activity is offered within each class period.

A continuous progress—competency based program utilizing "non-graded" packets with defined performance objectives and competency levels are used in the physical education program.

Individualized units for students include performance objectives, learning activities, and testing activities. Teachers work one-to-one with students as they progress at own rate.
Individualized Instruction
Booklets have been written for tennis, fencing, modern dance, physical fitness, track and field, recreational games, gymnastics I and II, speedball and field hockey. Each activity is based upon sequential tasks.

Contracts and individual study are used as girls choose two of four activities to participate in during each four weeks.

Contracts and guides are designed for use by students and teachers within a unit structure.

Contract teaching is another means of meeting students' needs through individualized instruction and independent study. Students use learning stations, leading centers, task sheets, teacher's assistance, and contracts.

Since the emphasis is being stressed on outdoor education, contracts were drawn up for casting, camping and outdoor education, cycling, and golf.
In the Middle School several girls wanted to contract wrestling and football. The purpose of these contracts was more for the appreciation of the sport.

Individualized contracts are used for student to pursue such activities as bowling, horseback riding, tennis, judo, jogging, and conditioning on their own time.

The independent study program requires students to list objectives, how they plan to complete objectives, and time schedules. Students are graded on pass-fail basis.

Senior students may receive credit for independent study projects conducted in school during activity periods or outside the school.
Lloyd Atterberry  
Joliet Central High School  
201 East Jefferson  
Joliet, Illinois 60432

*1 2 3 4
A four year grade record card provides opportunity to record evaluation immediately after activity. This eliminates the need to save grade books and keeps student records straight as teachers change.

Mrs. Bonnie T. Dunn  
Memorial Jr. High  
Spring Branch ISD  
12550 Vindon Drive  
Houston, Texas 77024

2 4
Both progress and grade sheets with explanation of grading system are used in reporting evaluation to students and parents.

Greg Glauser  
Wathena  
Jessie Street  
Wathena, Kansas 66090

1 2 3 4
An organizational procedure is used to evaluate both attendance and dress.

John A. Fippinger  
LeRoy High School  
Center Street  
LeRoy, Illinois 61752

1 2 3 4
A gymnastics evaluation technique uses a difficulty rating for each skill and a rating for the quality of performance to evaluate student achievement.

Gordon Shaw  
Robious Junior High School  
11632 Robious Road  
Midlothian, Virginia 23113

2
The Barrows Motor Ability test is used to group students for instruction. Each activity is taught on three ability levels.
Barbara D. Klein  
North Marion High School  
P. O. Box 299  
Sparr, Florida 32690

Garrett Wheaton  
Lyons High School  
American Road  
Lyons, Kansas 67554

Richard Lovellette  
Litchfield Junior H.S.  
1701 North State  
Litchfield, Illinois 62056

Barry Humble  
Adams Central  
222 Washington  
Monroe, Indiana 46722

Mr. Dean Rippon  
Rutland High School  
Library Avenue  
Rutland, Vermont 05701

A humanistic survey is used to determine change in student attitude in relation to physical education.

The evaluation system is based upon participation time in each activity. Various extra credit projects may increase a student's score.

Recognition program for students is based upon achievement through participation. Awards are given for individual and team performances in all activities.

This proficiency program covers skill tests in eighteen different activities. Students accumulate points toward awards such as shorts, shirts, etc.

Format for "Self Evaluation of Outside Activities" for student use is indicative of attitude toward physical education. Fifty percent of the grade is based upon this area of participation.

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**Grading system is used to motivate attitude rather than skill development.**

*Students relate physical education to areas of interest (art, poetry, research; or creative writing) in a creative midterm project.*

*Each class is evaluated according to behavior and organization at the end of the class period. A point system is used for record keeping and best classes participate in field day at end of year.*

*Pass-fail evaluation reporting system is employed. (Based on behavioral objectives.*)

**The state of Oregon has developed a profile booklet outlining, in performance based style, program goals, competencies, and sample performance indicators for those areas deemed essential for high school graduation.**
The state of Florida has developed a series of COMPACS (Competency packages) in selected areas of activity for secondary schools. Written in performance based style, a range of acceptable performance criteria is presented to offer the challenge of progressive incentive for the criterion measures presented. Insight into IBM use for continuous progress recording is also presented. These materials will be available for purchase in 1975. (Price to be determined.)

**MISCELLANEOUS**

Ron Szczesniak  
Mahalia Jackson School  
917 W. 88th Street  
Chicago, Illinois 60620

*2
One minute quiet drill disciplines students who are slow to follow gym procedures.

Joe Blankenship  
Seneca High  
3510 Goldsmith Lane  
Louisville, Kentucky 40220

*1 4
Student numbers provide an easy system for keeping track of showers and towels.

Phil Glosser  
Kansas High School  
Kansas, Illinois 61912

*1 2 4
In an effort to make activities realistic, all classes are conducted as if the students were participating in a state tournament.

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Decorating the gymnasium room with appropriate slogans builds team morale.

*1 4
A variety of teaching approaches are used in freshman health classes.

4
Rainy day physical education classes are used to educate students in VD and family planning.

1 2 3 4
Driver education tests and State's Operators Manual are used as texts in reading classes for poor readers who are also taking driver education.

* 4
Organization of a student leader corps is used to assist in teaching and promoting student-teacher communications.

*2 4
Senior student leaders participate in advanced physical education courses and assist in elementary and junior high classes.
Skilled Students are selected as student leaders. These students assist in a variety of the responsibilities of the physical education instructor and many later become physical educators.

Specific selection criteria and student leader responsibilities are delineated for this program.

Applications procedures and listing of responsibilities for student leaders has been developed for this program.

Teachers act as captains for intramural teams to aid student control and to improve student-teacher relationships.

Boys and girls intramurals and inter-scholastics are coordinated to give all students a varied activity program.
Gymnastics classes and after school practices are held in a nearby school to alleviate space problems and provide increased opportunity for physical education.

*4

The physical education program of an all male boarding school centers around interscholastic competition.

Contracts are used with individual varsity players in tennis. This system facilitates scheduling of matches and eliminates misunderstandings.

After being introduced to the fundamentals of cross country skiing in class, students may elect to participate in a week-end intramural program.

A program of team competition for boys and girls is offered after school.
STIMULATING PROGRAM INTEREST

Rex Barker
Shawnee Junior-Senior H.S.
Wolf Lake, Illinois 62998

1 2 3 4
The high school has opened its doors to the community by sponsoring an evening of organized recreational sports, games and calisthenics.

Charles Cicciarella
Northern Essex Community College
Elliot Street
Haverhill, Massachusetts 01830

1 3 4
Groups of physical educators from a number of towns should collectively form organizations for the promotion of knowledge about and activity in sports, recreation, athletics, physical education, and leisure time activities. The Northeast Sports and Recreation Association is implementing this type of program.

Mrs. Vinna L. Freman
D.C. Public Schools
5th and K Street, N.E.

*2
Total community involved in curriculum and/or content selection through Parents, Administrators, Community, Teachers, and Student input in PACTS.

Mrs. Marjorie Bither
Coordinator of Physical Education
Colby College
Waterville, Maine 04901

1 2 4
Faculty student advisory committee meets monthly to introduce new ideas, to hear student appeals, and to evaluate student-faculty communication, program, and faculty performance.

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46 Stimulating Program Interest
Physical education staff writes monthly article about various program activities for local newspaper.

Combined K-12 student and staff presentation concerning city programs also involved several community organizations.

Physical education program demonstration ideas include variety of activities using scooters, cageballs, and marching exercises.

Newsletter containing upcoming events and performance scores for participation is used as a source for motivation and information for students.

A physical education incentive program award is given weekly to a young man who displays high quality characteristics in physical education. Winners’ pictures are displayed and letters to parents notify home of son’s accomplishment.
Students compete in "regulation meet" to choose school gymnastics team which performs during basketball halftime.

Each physical education class performs gymnastics skills appropriate to their grade level and sex during halftime of basketball games.

Wrestling tournament held during noon hour provides finalists who wrestle for championships during school assembly. Leads to increased interest in wrestling.

Improved motivation toward skills is achieved by allowing students two weeks during the year to attempt to break or re-establish a class, grade level, or school record in a variety of skill performance areas.
The hallway of the girls' locker-room was converted into a resource center. The hall storage room was changed into a resource library and the towel room was changed into an equipment check-out room.

Heavy weight scrimmage vests are made to replace pinnies for team identification in games.

Hula hoops are made from plastic tubing and plumbing connectors.

Batting tees are constructed from boundary cones and plastic pipe.
1 2 3 4 (postage)

A low cost multi-purpose backstop can be constructed from government surplus cargo parachutes.

Hilda Barstow
University of Maine
Farmington, Maine 04938

2
Equipment can be made from parachutes, scarves, balloons, rubber balls, wands, bean bags, and yarn balls.

Jim Gilbert
Eisenhower Elementary School
5700 Jessamine Lane
Pleasure Ridge Park
Kentucky 40258

2 3 4
School drive and parking lot have been developed into a track area.

Mr. Whit Menefree
Virginia School for the Deaf and Blind
East Beverly Street
Staunton, Virginia 24401

1 2 4
Home made equipment for visually impaired students is less expensive and more durable than purchased equipment.

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50 Equipment
Why not drill students on rules and then insist that team members call their own infractions during games? This helps students develop a sense of moral responsibility.

Why not use other school staff members to teach physical education classes? Guidance counselor taught unit on modern and jazz dancing at junior high.

Why not teach soccer and speedball as a single unit? The combination adds motivation and helps to increase scoring.

Why not have the administration admit that large classes regulate program offerings? Class size should be cut to encourage the offering of more individual activities.

Why not schedule intermediate grades for a one hour session in addition to two, thirty minute periods? This allows more individual attention and more time for particular units, such as tumbling.
Why not offer modern dance at junior and senior high level? Minimum equipment is needed and benefits from muscular development and coordination are valuable before full growth is attained.

Al Lolotai
Dept. of Education
Pago Pago, Tutuila
American Samoa

*1 2 3 4
Why not provide opportunities for parents to take part in same activities their children are involved with in physical education class? Why not intensify effort to expose physical education program in local communities?

SCHEDULING

Ralph V. Lord, Jr.
Lexington High School
251 Waltham Street
Lexington, Massachusetts 02173

1 2 3 4
Selective program for grades ten through twelve offers a broad range of activities including co-ed classes and emphasis on life sports such as judo, bicycling, and yoga.

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52 Why Not
IDEAS ABOUT WORDS

There are problem words.

Words like scheduling, curriculum, methods, evaluation, and other are good examples of problem words. Ideas don’t always fit such word categories. I hope this has not prevented you from finding the ideas of interest to you.

As a matter of fact, words in general can sometimes be a problem. Sometimes it is difficult to find the right words to describe an idea. Numbers of words cause problems, too, when you try to condense an idea into a few sentences. I hope the essence of your idea has been retained.

But words can be used for praise, too. Without the help of State Directors and State Associations we could not have as effectively distributed the identification forms. The cooperation, sharing, and professional caring of the contributors speak for themselves. You have done an excellent job.

Words can also offer support. Many people wrote comments supporting this project. Those comments really helped provide the motivation to continue even when tasks seemed endless.

And then there are words of appreciation. Thank you words go to three groups necessary to complete this aspect of Project IDEA. The committee members whose time and efforts have been responsible for this "IDEA" are as follows: Elisabeth Arnold (Bangor, Maine), Phyllis Blatz (Ontario, California), Marilyn Day (Westerville, Ohio), Carol Ghens (Los Angeles, California), Barbara Landers (Jacksonville, Florida), Billie McCann (El Paso, Texas), and planning consultant, Margaret Love (Columbus, Ohio).

Without the funding and support of the Secondary Division of NASPE, we would still be drinking coffee and thinking about the whole idea. Thanks for your help.

The actual process of assembling this directory has involved that crucial group of volunteer help or what is also called the free labor gang. Thanks to them, this is finally in your hands.

Words can describe ideas but words can’t put them into action.

The Project IDEA Committee has helped to Identify and Distribute, but the Exchange for Action is still up to you. As ideas are exchanged and one-to-one communication is established, we hope the result will be the implementation of successful ideas in your secondary program.

Further opportunity for direct communication concerning these ideas will be presented at the Secondary Drop In Center at the National Convention. This resource area will include displays, A-V materials, discussions, and materials to be distributed.

Enough WORDS! Let’s start the ACTION!
Project IDEA Identification Form

Please circle idea category:  
- SCHEDULE
- CURRICULUM
- METHODS
- EVALUATION
- OTHER

Specific Idea: ____________________________

(Name)  
(School)  
(Street)  
(City)  
(State)  
(Zip)

If you have more than one idea, please use similar format and describe only one idea per page.

BRIEF DESCRIPTION:

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

How long has this idea or project been in use?

Have you evaluated the effectiveness or success of this idea?  
What were the results?

IN ORDER TO SHARE YOUR IDEA WITH OTHERS, PLEASE CHECK THE POSSIBILITIES BELOW:

- Willing to present program idea at drop-in centers, conventions, etc.
- Willing to have visitors come and see our program.
- Willing to duplicate and distribute materials upon request.  
  (Cost to be covered by person requesting material.)  
  Cost (including postage) __________
- Willing to let idea be used in Journal or Update (with credit). Will have materials to mail for followup requests.

RETURN THIS NOW to Elisabeth Arnold, Bangor High School,  
185 Broadway, Bangor, Maine 04401.
Project IDEA Identification Form

Please circle idea category: ________________________________

SCHEDULE CURRICULUM METHODS ____________________________

EVALUATION OTHER ____________________________

Specific IDEA: Let's make this ____________________________

- a continuing project.

__________________________________________________________

Elisabeth Arnold

(Name)

Bangor High School

(School)

885 Broadway

(Street)

Bangor Maine 04401

(City) (State) (Zip)

---

If you have more than one idea, please use similar format and describe only one idea per page.

BRIEF DESCRIPTION:

Let's continue to distribute the identification form.

If the ideas in the directory reminded you of something you forgot to share, fill in the blank on the other side of the page and return in NOW.

If each of you would encourage another physical educator to share, too, we could easily continue and expand this project!

Let's keep caring - Let's keep sharing!

How long has this idea or project been in use? about one year

Have you evaluated the effectiveness or success of this idea? What were the results? I thought it was good. (What do you think?) Lots of sharing of good ideas.

In order to share your idea with others, please check the possibilities below:

X Willing to present program idea at drop-in centers, conventions, etc.

X Willing to have visitors come and see our program. (Secondary Drop In Center at National Convention)

X Willing to duplicate and distribute materials upon request. (Cost to be covered by person requesting material). Cost (including postage) $1.00

X Willing to let idea be used in Journal or Update (with credit). Will have materials to mail as follow-up requests come in.