IN MEMORY OF

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PHYSICAL EDUCATION IN THE PRIMARY SCHOOL
INTRODUCTION

At a time when Laban's principles of Space, Weight, Time and Flow and other ideas are making themselves felt, it might appear that we in Rhodesia are being a little conservative in publishing a syllabus which admittedly contains conventional material.

This material, however, is applied in an unusual manner which we believe will suit the special needs of the schools in Rhodesia.

With a large territory to cover it is impossible for the Physical Education Advisers to see teachers often enough to keep them all abreast of new trends. These teachers require detailed guidance. Moreover, we are aware that the majority of them prefer a syllabus.

Little cognisance has, for these reasons, been taken of some modern trends which are still in the experimental stage, and ideas which might prove difficult for teachers to interpret have been laid aside. No doubt a time will come when we shall be in a better position to consider the introduction of them; until then it is hoped that this scheme will prove serviceable.

W. A. MOLLATT,
Chief Inspector of Schools.

ACKNOWLEDGMENTS

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APPLICATION OF THE SYLLABUS

The conventional lesson consists of two parts:

PART 1

Part 1 has a variety of names such as Mobilising, Compensatory, Postural, Limbering up, Free-standing, etc.

PART 2

Part 2 comprises a class activity, followed by group work and a game. A check on posture followed by dismissal ends the lesson.

It has been the feeling of many teachers that a whole lesson on this pattern is too much for the non-specialist primary school teacher to achieve satisfactorily in one period. Because of the time factor, the group work was often sketchily done or the game at the end of the lesson was rushed, or the Part 1 was gone through at such a speed that any chance of the pupils really experiencing the feel of a movement was highly improbable. Equipment problems, too, were upsetting, mainly owing to the fact that, in Rhodesia, most of our physical education lessons are taken out of doors and before 9.30 a.m., after which the sun gets too hot. This, consequently, means that there are several classes in action at once, all requiring equipment for games or group skills at the same time.

In an attempt to solve these problems it is suggested that separate specialized lessons of three types be taken and that we call them general activities, group skills and games. If, for example, physical education for Stds. 1a, 1b and 1c is taken on Monday, Wednesday and Friday this would be the rota:

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<td>Monday</td>
<td>General Activities</td>
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<td>Group Skills</td>
<td>Games</td>
<td>General Activities</td>
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In this syllabus there are nine lessons for each standard per year, that is three per term and since the average term is 13 weeks, lesson material lasts for four weeks approximately.

It is also suggested that when the lesson material for one month has been completed, instead of progressing into the next lesson by absorbing certain activities from the following month's lesson, a final 'polishing-up' of current month's lesson should be attempted. It would then be possible for the teacher to assess class improvement in general activities, group skills and games. A team competition held in the last week of the month's work, with points for performance, would be a good way of maintaining interest.

DETAILED APPLICATION

1. Basic class organization: At the beginning of each term divide the class into teams for games and groups for group skills. Best results are obtained if teams and groups are small, say five to seven pupils, since this avoids waiting and comparative inactivity in relay races and skills. It is also an advantage to have an
equal number of teams, normally four or six, depending, of course, on the size of the class. Game-like activities in pairs, used as breaks in the lesson, are then easy to organize.

The first lesson of the term would then be devoted to—

(a) dividing the class into teams and groups;
(b) practising moving quickly into formations for minor games, relay races and group skills;
(c) practising standing in free spacing so that no matter what activity is being done, no pupil can touch another in any direction. It is relevant here to mention that general activities can be taken either in free spacing or in teams, and some teachers vary their formation from day to day;
(d) running, and, on signal, stopping to turn and face teacher, look at teacher and listen. This is the basic exercise in control and should be repeated until the response from every pupil is immediate.

For class control, insist on three points:

(i) When the signal or "Stop" is heard, the pupils must stop, face teacher, look and listen.
(ii) Pupils should never touch apparatus until told.
(iii) Every movement in the physical education lesson, unless otherwise indicated, should be done quickly and quietly.

2. General activities: The general plan of this lesson is:

Group 1. Introductory activities
   2. Shoulder girdle and/or spinal flexion and extension
   3. Mainly runs and jumps
   4. Mainly activities with a twist or lateral effect (L)
   5. Mainly activities with an abdominal effect (A)
   6. Mainly activities with dorsal effect (D)

The mnemonic L A D (Lateral, Abdominal, Dorsal) is put here to remind the teacher that this trunk group is justly considered important for its compensatory value against bad posture.

7. Balance activity
8. Usually a play-like activity

Many of the activities are play-like activities, and contests in pairs, threes and fours and to create a less formal atmosphere.

Some activities have two parts (a) and (b), and in the trunk group there are three: (a), (b) and (c). These offer a choice at the beginning of the month's lesson but it is suggested that the teacher attempt to take all activities by the end of the month.
The principle for progression should be firstly, quality of movement, then quantity and a final 'polishing up'.

It should be made perfectly clear that the choice whether (a), (b) or (c) is used is entirely up to the individual teacher; the sequence (a), (b), (c) does not have to be observed. The lesson is adaptable to availability of time, equipment and facilities.

3. Group skills: An introductory class activity is taken. After this, the class splits up into small groups to practice skills, agilities, swinging and climbing, etc. The games skills are designed to supplement the afternoon activities for that particular time of the year, and guidance on them can be found in Chapters 5 to 11.

The duty of the teacher here is to encourage the less skilful or less courageous child and to keep everyone constructively occupied all the time. Twelve to fourteen group activities are offered to the teacher, who chooses activities according to existing facilities, equipment and in the interests of variety.

Vaulting, agility and climbing frame activities: Although these are specified in the lessons, the teacher may have to adapt some activities according to existing facilities. For material for this type of activity see Chapters IIIA and B.

4. Games: The minor games of the Games lesson should be taught carefully with the technique of each game and its rules observed, so that, at the end of each month, the pupils have extended their repertoire of small games. In the more complicated games, rules should be introduced gradually. All these games are progressions to the major traditional games and also have a carry-over value to other activities, e.g. athletics. Again, teams should be small so that there is little chance of pupils being inactive for long.

5. Preparation: It is hardly necessary to say that if the teacher has prepared the lesson for the day and arranges for the necessary apparatus to be available, the lesson will go well and the children will derive maximum benefit.

6. Apparatus: It is suggested that apparatus be pooled, instead of each class having its own.

7. Areas for physical education: Since three specialized types of lessons are suggested, three types of areas are indicated:

(a) The general activities area requires a good flat surface where the children can lie down in hygienic conditions. A good grass surface or asphalt is satisfactory.

(b) The group skills area should be sited, when possible, near some shade. A part of the area requires a smooth surface for bouncing, throwing and catching balls. The climbing frames should be sited around this area and a grass surface (where agility mats are not available) for agilities and vaultings would be helpful. If a tennis wall is near at hand, all the better.
(c) The *games area* should have permanent markings and the following simple lay-out is recommended. Extra markings may be added to this when required.

8. *Time allowance:* Although this scheme is arranged to cater for three 25/30 minute lessons per week, it is quite possible to adapt it in order to have shorter lessons, if necessary. In Stds. 1 and 2 it is, in fact, good practice to have shorter, more frequent lessons.

9. The *conventional lesson:* If the teacher particularly wishes to take a conventional type of lesson, such a lesson should be prepared to include material from each of the three sections, i.e. general activities, group skills and games.

10. Finally, a teacher who is an expert in physical education, may change and modify the material and its suggested application but should ensure that no element of the syllabus content is omitted.

**AGE GROUP TENDENCIES**

The following notes on age group tendencies are included in order to give the teacher some idea of the physical tendencies of pupils of a particular age group and the bases on which some aspects of the lesson are compiled.

**JUNIORS, 6 TO 8 YEARS OLD**

The general principles which govern physical education for infant classes apply also to children of junior classes. The desire for movement should not be repressed but should be satisfied by physical activities and play; all the more so because the
school curriculum demands longer periods of relative physical inactivity in the classroom.

It is of utmost importance that the transition from the informal training of the infant school to the more definite training of the primary school should take place gradually. The physical education lesson should seek to maintain the interest of the children, to develop neuro-muscular co-ordination and control and to call for ease, speed and energy in movement. There should be some attempt to lay the foundation for more accurate performance of some activities, especially those which tend to counteract postural defects but even these should still retain plenty of general activity, and swinging, climbing and crawling work at this stage have a great remedial effect.

At this stage, the power of muscular co-ordination is still little developed; thus no great precision of performance can be expected. The main object is to select activities which are developmental in their effects without introducing any risk of strain. It must be remembered that the child’s bones are plastic and not equal to prolonged muscular strain. Consequently, all activities should be well within the capacity of the child. With some children, especially those of a delicate constitution, there not infrequently arise certain postural defects of a nature difficult to eradicate, such as sunken chests, winged scapulae, round backs, etc. It is therefore necessary to include activities designed to counteract these defects, e.g. swinging, climbing and game-form crawling activities.

Although game forms of activity are used frequently it is well to remember that the child of this age group is approaching a stage of development where greater demands can be made on his skill.

<table>
<thead>
<tr>
<th>Age group tendency 6 to 8 years old</th>
<th>Lesson content</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Lack of physical power and susceptibility to fatigue still related to a desire for exercise</td>
<td>1. Quiet pauses for co-ordinations and rhythm; strong activities followed by restful ones; tendency to have shorter lessons</td>
</tr>
<tr>
<td>2. Finer co-ordination and fundamental skills beginning to develop</td>
<td>2. Direct imitation of good posture; basic skills taught; games with simple rules</td>
</tr>
<tr>
<td>3. Imitation and curiosity still very strong</td>
<td>3. Direct imitation of movement as a challenge to awakening power of co-ordination</td>
</tr>
<tr>
<td>4. Decline in individualism and self-assertion and beginning of co-operation</td>
<td>4. Group work and simple small side team games</td>
</tr>
<tr>
<td>5. Rhythm interest</td>
<td>5. Dance and rhythmic movements</td>
</tr>
<tr>
<td>6. Fighting tendency appearing</td>
<td>6. Pair contest activities</td>
</tr>
<tr>
<td>7. Interest in chasing and being chased</td>
<td>7. Chasing and ‘marking’ games</td>
</tr>
</tbody>
</table>
SENIORS 9 TO 12 YEARS OLD

During these years the rate of bodily growth, comparatively, is not so great as in former years and there is not the functional advance which accompanies the advent of puberty. This is a period of stability and of storing up energy. It is a period in child life when will and power become balanced. In the neuro-muscular system the special trend during these years seems to be the co-ordination of muscular action and the senses; the co-ordinations begin earlier, but finer adjustments now become possible.

The power to understand and remember is increasing. This should influence the choice of activities used in physical education. Activities that demand thought, dexterity and accuracy should now be given.

Most normal children of these ages appear instinctively to understand the object of the physical education lesson. They find bodily exercise to be enjoyable and have the powers to perform stronger and more complicated activities.

Activities of a more formal nature should present a direct challenge to children’s powers of co-ordination, since it is now possible for them to execute movements with due regard to accuracy of position, direction, range and time. If many more formal activities are given they enjoy working together on occasions, to a common rhythm.

Progression in activities must be gradual and quality and quantity should go hand in hand. Good results in this direction will depend on sound teaching, in order that activities retain their essential characteristics.

<table>
<thead>
<tr>
<th>Age group tendencies 9 to 12 years old</th>
<th>Lesson content</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Rapidly developing motor co-ordinations</td>
<td>1. Co-ordinations, acceptable if attractive, quickly taught and learnt</td>
</tr>
<tr>
<td>2. Slow growth, i.e. consolidation period</td>
<td>2. Stronger work</td>
</tr>
<tr>
<td>3. Co-operation prominent, i.e. group complex beginning; desire for clubs, gangs, etc.</td>
<td>3. Team system where all share responsibility, where ‘incentive’ points are given, and totals carried forward from day to day</td>
</tr>
<tr>
<td>4. Desire for hunting, fighting, adventure</td>
<td>4. Energy redirected to action in traditional games, skills and activities demanding courage. More difficult balance activities</td>
</tr>
<tr>
<td>5. Tendency for boys and girls to separate</td>
<td>5. Boys v. boys, girls v. girls. Desirable to separate P.E. group in Std. IV and V if possible</td>
</tr>
<tr>
<td>6. Girl’s predominant interest in rhythmic activities</td>
<td>6. Dancing for girls. Folk and country dancing for both boys and girls</td>
</tr>
<tr>
<td>7. Great rivalry, gregariousness and loyalty to team or group</td>
<td>7. Appeal to fair play; subordination of selfish interests to group interests</td>
</tr>
<tr>
<td>8. Lack of perseverance.</td>
<td>8. Here, more than ever, the teacher is the example, where possible as a performer, but essentially always as a leader. Importance of teacher’s example as performer and essentially as leader.</td>
</tr>
</tbody>
</table>
Chapter 1

Physical Education lessons
Std. I to Std. V
GENERAL ACTIVITIES

1. (a) Keep the basket full.
   (b) Free running and on signal run to homes or group places.

2. Standing freely. Draw patterns and shapes in the air with one or both hands using the trunk to emphasize movements. Encourage pupils to use all levels and directions.


4. (a) Standing astride. Make shapes on the ground, e.g. circles, figures of eight, etc., with beanbag. Knees should bend to make the shapes as big as possible.
   (b) Standing astride. Try to touch the ground as far to the side as possible.
   (c) Drawing the bow (1).

5. (a) Lying on back. Head lifting and bending forwards with alternate knee raising to touch knee with forehead. Afterwards follow this with quick change to cross leg sitting (2).
   (b) Drumming.
   (c) Lying on back, beanbag held between feet. Lift legs and swing beanbag overhead to touch ground.

6. (a) Seal flapping (3).
   (b) Angry cats. (See p. 25, fig. 67.)
   (c) Standing. Trunk leaning forwards with back parallel to ground and hands clasped behind back. Walk with stiff legs and bob up and down like a wader bird (4).

7. (a) Pick up object with foot and, keeping back erect, pass object to opposite hand.
   (b) Hop on one leg. On signal, stop, holding heel of other foot in opposite hand.
   (c) Walk round hoop. Place heel of front foot to toe of foot behind.

8. Squat tug-o-war.

   Posture and dismissal.
Lesson 1

SKILLS

9. Introductory and class activity. Run to group places. Team competition to see how quickly groups can change to next group activity.

10. Preparation for skipping. Hold hoop at top in both hands. Put one foot then the other through and swing hoop backwards and upwards overhead (5).

11. Throw beanbag up and clap hands before catching beanbag. Increase number of clappings before catching.

12. Underhand throwing to partner, with beanbags. Increase distance.

13. Jumping and striding over various low objects, e.g. skittles, tins, etc. Increase height and length of stride.

14. Take off with both feet over long rope at suitable height.

15. Practice "crab" position (6).

16. Shoulder roll. Bend knees, curl up and roll over forwards and sideways on to one shoulder.

17. Climbing frame activities.

18. Prone lying on benches. Stretch hands forward; grip bench and pull, feet pointed and stretched out behind. Repeat along length of bench.

19. Balance walk slowly along balance rib of bench, line on ground or row of bricks.

20. Roll small ball along ground — run — catch it — roll it to partner.


   Posture and dismissal.

GAMES LESSON

22. Horses and jockeys.

23. Ball in the box.

24. Bogey ball.

25. Catch the fox.

26. Tunnel ball.

   Posture and dismissal.
1. (a) Free running. On signal, race through partner's legs and face each other in crouch position.
   (b) Here, there, where.
2. Small as a mouse, tall as a house.
3. Standing astride. Two jumps in the stride position (i.e. rebound) followed by one skip jump (1 - 4).
4. (a) Standing or moving round the activity area, punching in different directions.
   (b) Standing astride. With knee bending make a figure of eight on the ground around legs with coloured band, pointed fingers or beanbag.
   (c) Grinding coffee (7).
5. (a) Lying on back holding hoop overhead. Touch hoop to toes by raising legs to touch toes to any given position on the hoop, e.g. half past twelve, quarter to nine, etc.
   (b) Cycling.
   (c) Lying on back, knees bent and feet flat on ground. Raise bent legs overhead to touch ears with knees (8).
6. (a) Standing astride, trunk bending loosely downwards. Arm swinging loosely from side to side (9).
   (b) Lying on front, chin resting on hands, elbows on ground. Elbows lifting off ground, and back as far as possible, with hands touching crown of head. Hold position and repeat.
   (c) Lying on front. Lift head and arch back with knee bending and leg raising. Touch ankles with hands.
7. (a) Walk slowly with beanbag on top of head.
   (b) In pairs with hoop 'driving horses'. On signal stop with heels raised and hoop overhead as high as possible.
   (c) Standing. Knee raising forwards upwards with head bending forwards to touch knee with forehead. No arm support (10).
8. Rabbits with tails up.

Posture and dismissal.
Lesson 2

SKILLS


10. Gallop skipping with hoop swinging backwards and forwards.

11. Pat bouncing a small ball with flat of hand. Later, with stoolball bat.

12. Throwing and catching a beanbag on the move. Later passing to partner — walking.

13. Jump the swinging rope. Two holding 18 ft. rope and three or four jumping. Rope swings forwards and backwards. No overhead swinging.

14. Springing from foot to foot, from side to side, in stream, moving diagonally along a rope. Rope held low.

15. Standing long jump (feet together). Mark the jump and try to beat it.


17. Forward roll. Chin to chest, back round, knees bent tightly.

18. Climbing frame activities.

19. On benches. Bunny jumps on to bench and off to astride position.

20. Line of bricks, with bricks placed 18 in. apart. Stepping stones.

21. Group in circle radius. 10 ft. approx. Target in middle (e.g. skittle, tin, jumping stand). Attempt to hit target with small ball and attempt to keep ball in circle.

22. Hula hooping.

Posture and dismissal.

GAMES LESSON

23. Racing the tide.

24. Bounce and catch relay.

25. Over and under relay.


27. Scrimmage ball.

Posture and dismissal.
1. (a) Steer your own course.
   (b) Slow run on toes with knee high raising, change to quick walking on toes.

2. Standing astride. One arm high overhead the other with back of hand near hip, loose wrists. Arm changing.

3. Skip jumping. 3 high and 3 low.

4. (a) 4-cornered tug-o-war.
   (b) Cross leg sitting. Trunk bending downwards, touch left knee with right ear, stretch up and repeat. Change (13).
   (c) Standing. Upward jump, twist in air to turn and land facing same way, i.e. cork-screw jump.

5. (a) Sitting with knees bent, feet and arms off ground. Shake limbs loosely.
   (b) Lying on side with arms stretched above head. Curl up as small as possible slowly and stretch quickly and vice versa. Roll over on back and repeat (14).
   (c) Lying on back, holding coloured band overhead. Still holding band, sit up and slip band overhead till band is held behind back. Lie on back and bring band under body, and, by bending knees, come back to starting position. Rope or hoop can also be used (15).

6. (a) Standing astride. Reach between legs as far as possible with one hand and try to beat the mark with the other hand. Follow this with arms stretching upwards as high as possible (16).
   (b) Lifting the log at one end. In pairs.
   (c) Kneeling on all fours, one leg lifting backwards with back arching and head raising backwards. Try to touch head with foot.

7. (a) Balance walk slowly along rope.
   (b) Stand on one leg. With other leg rotate a small hoop.
   (c) Free galloping. On signal stop on one leg with arms sideways, other leg bent and foot touching knee of standing leg.

8. Crow hops.

   Posture and dismissal.
SKILLS

9. *Introductory and class activity.* One against three.

10. Skip jumping with rebound, swinging hoop forwards and backwards. No overhead action.

11. Bat ball (stoolball bat) downwards and upwards a given number of times.


13. Sideways jump, feet together, with rebound, over low rope. Keep facing in same direction (17).


15. Hold stick or band behind hip with both hands. Roll back and on sitting back bring stick behind knees, over the feet and stand up (18).

16. Climbing frame activities.

17. Prone lying on benches. Stretch hands forwards, grip bench and pull, feet pointed and stretched out behind.

18. Balance walk along upturned bench or line of bricks.


20. Free beanbag activities.

GAMES LESSON


22. Circle chase.

23. Scots and English.

24. Ball and rope relay.

25. Dodge ball in circle.

Posture and dismissal.
GENERAL ACTIVITIES

1. (a) Free and caught.
   (b) Chase him.

2. Sitting with knees bent, feet on ground, back straight, arms sideways. Arms swinging forwards, 3 handclaps in front with arms straight and return arms sideways quickly.

3. 3 skip jumps and drop to crouch landing position.

4. (a) Standing with fingers on top of hoop. Roll hoop round in a complete circle with fingers, slowly, without taking toes off ground (19).
   (b) Cross legged sitting, holding toes. Tumble sideways and return to cross leg sitting.
   (c) Standing wide astride, one hand on top of head and elbow pressed back. Other hand placed on hip. Trunk bending sideways to touch thigh with elbow of raised arm.

5. (a) Standing astride. Lift beanbag high overhead, drop behind and with straight legs, bend down and retrieve through legs.
   (b) Sitting with legs bent, in pairs facing, toes touching, holding hands. Alternate trunk falling backwards to be pulled up by partner. Rowing (20).
   (c) Sitting. Lift arms and legs off ground and shake limbs loosely.

6. (a) Obstinate mule in kneeling position.
   (b) Weighing salt in threes.
   (c) Seal flapping.

7. (a) Kicking horses.
   (b) Walk slowly backwards round hoop, toe to heel.
   (c) Standing on one leg. One knee raised. Throw beanbag under knee to other hand.

8. Corkscrew jump to land in crouch.
   Posture and dismissal.
Lesson 4

SKILLS

9. *Introductory and class activity.* Running circle catch.
10. Skipping with hoop.
11. Bounce ball high and catch in cupped hands.
13. Pick up beanbag with toes, to throw with foot and catch.
14. Bunny jumps with rebound to each side of rope or bench (21).
15. Run and jump over kneeling partner to land in crouch.
17. Lying on back, holding a hoop. Swing legs through hoop to touch ground. Later, backward roll without hoop (23).
18. Forward roll. Attempt to keep in cross leg position.
19. Crouch. Lean forward till knees are supported on elbows and slowly lift feet off ground. Crouch balance. *(See p. 36, fig. 95.)*
20. Climbing frame activities.
21. Roll football to partner who ‘traps’ it by placing foot on top of ball.
22. Soccer heading practice. One throws, one heads, and one fields.
23. Throw soccer ball forward, run and catch it and pass back to partner.
24. Shinty stick and sorbo ball. Hit the ball with stick, chase and stop it.

Posture and dismissal.

GAMES LESSON

25. Ten trips.
26. Zig-zag follow on relay.
27. Pat bouncing relay.
29. Soccer dribbling relay (soccer ball), or hockey dribbling relay (shinty stick and sorbo ball).

Posture and dismissal.
GENERAL ACTIVITIES

1. (a) Change between walking on toes and skipping.
    (b) Statues.

2. Standing with one knee bent forward and hand of the same side on knee. Arm circling with free arm.

3. Free running. On signal face partner and jump higher than your partner.

4. (a) Sitting with knees bent and apart, both feet together holding ankles. Trunk bending downwards, attempt to pull head to ankles (24).
    (b) Standing with feet astride on a rope stretched out on the ground. Try to touch either end of the rope with opposite hand. Repeat to other end of rope (25).
    (c) Seal flapping (lateral).

5. (a) Lying on back. Thread the needle.
    (b) Astride, back to back, in pairs. Pass beanbag overhead and between legs.
    (c) Lying on back. Support hoop in air with feet. Turn the hoop slowly with feet (26).

6. (a) Slide the log.
    (b) Prone lying. Lift arms and legs backwards to touch feet with hands.
    (c) Standing with trunk leaning forwards, beanbag on top of head. Trunk stretching up slowly, so that beanbag rolls down back and is caught by the hands held behind back.

7. (a) Stepping stones.
    (b) Hopping holding one foot behind with opposite hand. On signal stop, change hands and feet and stand still.
    (c) In pairs, side by side, facing same way. Arms raised sideways, inside hands holding. Raise outside leg forwards and swing sideways slowly. Jump about and repeat.

8. Frog jumping.
    Posture and dismissal.
Lesson 5

SKILLS


10. Swing rope forwards and backwards; jump with rebound over rope. No overhead swing of rope.

11. In pairs, 16 ft. apart; hoop in middle on ground. Bounce ball in hoop for partner to catch.

12. Roll small ball along ground. Run and catch it.


14. Forward gymnastic high jump over a low rope. 3 steps, single take off and good landing in crouch (27).

15. Bunny jump from side to side along rope or bench, eventually on an inclined bench (28).

16. Leap frog in pairs.

17. Forward roll from knee bend position.

18. Standing with cane on ground supported vertically, with hand holding top of cane, Twisting under arm (29).

19. Climbing frame activities.


22. Throw, head and field, for soccer practice.

23. Bounce small football against wall and catch.

24. Hit, run and stop ball with shinty stick.

   Posture and dismissal.

GAMES LESSON

25. Crusts and crumbs.

26. Dribbling relay in a circle.

27. Hurly burly.


   Posture and dismissal.
GENERAL ACTIVITIES

1. (a) Dodge and mark.
   (b) Catch your partner’s tail.


4. (a) Sideways tug-o-war.
   (b) Cross leg sitting. Head and trunk turning with arms swinging loosely to touch ground on each side with finger tips ‘beating side drums’ (30).
   (c) Cat crawling.

5. (a) Sitting with one knee bent and arms folded. Quick leg changing.
   (b) Lying on back. Curl up slowly and stretch quickly, and vice versa.
   (c) Cross leg sitting. Trunk bending forwards and downwards to touch with top of head to where the legs cross.

6. (a) Prone lying with legs astride and arms midway. Lift arms and legs off ground as high as possible.
   (b) Pushing contest in pairs.
   (c) Squat tug-o-war.

7. (a) Lean forward, place hands on ground, and lift one leg backward upwards as high as possible. Hold this position and slowly take hands off ground to hold balance (31).
   (b) Stretch on tip toes as high as possible and keep perfectly still for six counts.
   (c) Hopping on one foot. Stop to pick up objects (beanbags, coloured bands, etc.) with foot and place them as far away as possible. Change feet and repeat.

8. Spinning the top (32).

   Posture and dismissal.
SKILLS

9. *Introductory and class activity.* To group places. Competition. How quickly can the groups race to their next group practice area and arrange themselves in a given formation?
10. Practice skipping with rope.
11. In pairs 16 ft. apart, target in middle, e.g. tins, skittle, etc. Roll ball to knock down target.
12. Standing with arms stretched midway. Throw beanbag from hand to hand.
13. Bat small ball in air, let it bounce and bat it up again.
14. Fence and ditch jump (33).
15. Long jump over low cane.
16. Bench sideways. Bunny jump on to bench and upward jump (for height) to crouch landing.
17. Leap frog in pairs.
18. Forward roll. No hands on mat.
19. Hoop held in rolling position with one foot. Attempt to move through hoop without touching it, except with toe of supporting foot (34).
20. Climbing frame activities.
22. Dribble practice. Stop ball quickly by placing foot on top of ball, pass to partner.
23. Throw, head, field in threes.
24. Small hoop tied to cane, and held high. Throw ball up, over and into hoop. In pairs.
25. Steer ball slowly round hoop with shinty stick.

   Posture and dismissal.

GAMES

26. Tip it and run.
27. One against three.
28. Gull and fish.
29. French and English.
30. Tunnel ball.

   Posture and dismissal.
GENERAL ACTIVITIES

1. (a) Fielding imaginary balls, e.g. High left, low right, etc.
   (b) Stand in front of me.

2. Chinese boxing.


4. (a) Holding hoop with one foot. Go through hoop without touching it. (Fig. 34.)
   (b) In pairs. Run and jump into partner’s hoop (hoop held horizontally and low) scramble out underneath without touching it (35).
   (c) Kneeling with hands closed. Head and trunk bending from side to side slowly to place back of hands on ground (36).

5. (a) Sitting cross legged, holding toes. Trunk bending forward and downwards to touch ground with head, followed by rocking backwards to cross leg sitting with arched back.
   (b) Caterpillar walk.
   (c) Backward tug-o-war in pairs using canes.

6. (a) Wheelbarrows.
   (b) Sitting astride, in pairs, back to back, hands clasped. Arm raising sideways upwards slowly to high stretch (37).
   (c) Back to back pushing.

7. (a) Burning candles.
   (b) ‘Run round thumb’ and stand up with one knee raised and arm sideways.

8. Standing. Arm stretching as high as possible with heel raising. Relax, let arms flop and repeat.

Posture and dismissal.
SKILLS LESSON


10. Free skipping with hoops.

11. In threes, one in the middle holding hoop high. Throw ball through hoop. Increase distance.

12. In pairs 18 ft. apart, skittle in middle. Under arm throw to knock skittle over.

13. Jump off one foot, turn in mid air and land in crouch facing opposite direction, over low rope.

14. ‘Jump the snake’.

15. Standing. Swing down on to hands, and kick feet up to ‘kicking horses’.


17. In pairs. One makes a high back, sideways to partner. Other runs, double take off with hands on partner’s back and legs parting in the air to show vertical stride vaulting position (38).

18. Climbing frame activities.

19. In pairs, one at each end using benches, broad side up. Balance walk forward and pass partner in the middle, without touching.

20. Walk on blocks or small bricks. Balance on one foot on one block. Place other block in front and stand on it with free foot. Progress (39).

21. Free hoop activities.

GAMES

22. Over the legs relay.

23. Fielding relay.

24. French cricket.

25. Corner spry.

26. Introduction to stoolball for afternoon activities.

Posture and dismissal.
GENERAL ACTIVITIES LESSON

1. (a) Free running. On signal, join hands with partner, 'spinning the top'.
   (b) Crows and cranes.

2. Stick wrestle.

3. Star jump without arms, with rebound. From standing, jump to position in the air with legs wide astride, bring feet together on landing and rebound.

4. (a) Standing astride with trunk leaning forwards and arms hanging loosely. Trunk turning with arms swinging from side to side.
   (b) In pairs. Turning the turtle.
   (c) Standing astride in pairs, back to back, 1 ft. apart. Trunk turning to left as partner turns to right, to touch hands, pass beanbag, etc. Keep legs straight.

5. (a) Standing holding beanbag out in front of body with one hand. Drop beanbag and catch it with other hand before it touches the ground (40).
   (b) Sitting with one knee bent and arms folded. Leg changing.
   (c) Lying on side, stretch out as long as possible. Curl up quickly and stretch slowly (and vice versa).

6. (a) Kneeling with one foot placed forward, knee bent, arms stretched high overhead. Arm swinging forward downward and backwards with trunk bending forward to touch knee with forehead, and slowly back to starting position (41).
   (b) Obstinate mule in prone kneeling position.

7. (a) Standing on one leg. Pick up object (e.g. beanbag) and place it outside the opposite ankle. With same foot pick up object again but this time from behind the ankle.
   (b) Walk round hoop. Place heel of front foot to toe of foot behind.

8. Standing. Rock forwards and backwards on toes and heels with arm swinging loosely. Slack knees and attempt to get a lilt into the movement (42).

   Posture and dismissal.
Lesson 8

SKILLS LESSON


10. Free skipping with hoop.

11. Pat bouncing a small ball with flat of hand.

12. Hoop tied to cane and held overhead. Throw ball up, over and into hoop (43).

13. Run and jump into the air. Catch ball in the air thrown by partner.

14. Crouch jumps through hoop held by partner. Land on hands first.

15. Practice ‘crab’ position.

16. Two forward rolls.

17. In threes. Practice leapfrog over partner’s back with double take off. Third pupil stand in to keep performer from falling.

18. Climbing frame activities.

19. Pull and push, heave on benches (44).

20. Free beanbag activities.


Posture and dismissal.

GAMES

22. Baste the bear.

23. Filling the gap.

24. Throw and sit.

25. Two dogs and a bone.


Posture and dismissal.
1. (a) Stepping stones.
   (b) Gallop step sideways.

2. Lying on back, both knees bent, feet flat on ground. One arm stretched overhead to touch ground with back of hand, other arm by side. Arm changing. Follow this with ‘cycling’. (See p. 29, fig. 75.)

3. Upward jump, bend knees outwards and touch heels with fingertips, keeping trunk upright (45).

4. (a) Kneeling. ‘Walk’ hand round to heels, first to one side then the other. ‘leopard in a cage’.
   (b) Hoop in rolling position, held steady with fingertips. Go through hoop without touching with any part of body other than fingers (46).
   (c) Drawing the bow.

5. (a) Sitting. Lift one foot with hands and touch head with toes. In pairs.
   (b) Pushing contest in pairs. Hands on shoulders.
   (c) Wicket walk.

6. (a) Practice ‘crab’ position.
   (b) Sitting on heels, hands holding heels. Bend trunk forwards downwards to touch head to knees.
   (c) Lifting the log.

7. (a) Standing. One leg swinging forward and backwards. Handclap underneath leg as it goes forwards and handclap in front as it goes backwards (47).
   (b) Hop on one leg. On signal, place heel of other foot in opposite hand.

8. Lying on back. Stretch out arms and legs to try and touch four corners of ground. Relax with knee bending.

Posture and dismissal.
Lesson 9

SKILLS LESSON

9. Introductory and class activity. Two dogs and a bone, in pairs.

10. Skipping on the spot with feet together using a rope or hoop.

11. Hoop tied to a cane. Throw ball up, over and into hoop.

12. Pat bouncing with small football.

13. Bounce a small ball and hit it with stoolball bat or tennisette bat to other pupils in the group.

14. In pairs 6 ft. apart; small ball each. Both throw at same time and catch partner's ball.

15. In pairs. Run and take off on one foot, over partner's cane, to land lightly in crouch (48).

16. Jump the swinging rope.

17. Fishtail, i.e. handstand with legs apart, and astride.

18. Free head standing.

19. In threes. Leapfrog or vertical stride vault (See p. 14, fig. 38.)

20. Climbing frame activities.


22. Benches, rib or balance side up. Balance walking.

23. Pitching hoops on the skittles.

Posture and dismissal.

GAMES


25. Moving target.

26. Cat and mouse.

27. Tower ball in groups.


Posture and dismissal.
Lesson 1

STANDARD 2

January/February

GENERAL ACTIVITIES

1. (a) Circle chase.
   (b) Throwing and catching on the run, with partner.

2. Small as a mouse, big as a house.

3. (a) Standing astride. Jumping with heel clicking, back to stride position.
   (b) Skip jumping with rebound, with hoop swinging forwards and backwards.

4. (a) Arm lock wrestle.
   (b) Rocking the boat (50).
   (c) Astride with arms sideways, facing same way as partner, inside fingers touching partner's. Trunk bending sideways towards partner with other arm swinging sideways upwards to touch partner's fingers overhead. Jump about and repeat (51).

5. (a) Sitting with knees bent, arms sideways, fingertip support on ground. Toe and heel tapping, then lift both knees and hug tightly.
   (b) Lying on back, arms sideways, Beanbag between feet. Lift beanbag over to touch each hand in turn.
   (c) Lying on back. Head bending forwards with ankle flexing (toe pointing towards head).

6. (a) Dead man.
   (b) Obstinate mule in sitting position (52).
   (c) Wheelbarrows.

7. (a) Walk with beanbag on head. Change on signal to walking on the toes.
   (b) Toe wrestle.

   Posture and dismissal.
GROUP SKILLS LESSON

10. Aim and throw beanbags into small and big hoops placed at various distances.
11. Roll ball at target.
12. Bat ball from side to side of line.
13. In threes. Middle pupil holds hoop at various heights. Throw beanbag through hoop, using over- or under-hand throws.
14. Downward jump from height with good soft landing.
15. Free skipping.
16. Climbing frame activities.
17. Handstand practice in threes.
18. Vertical between vault in threes. Two pupils provide support holding cane at low hip height (54).
19. Benches. Prone lying heave. (See p. 16, fig. 44.)
20. Throwing and catching beanbags, standing on line of bricks, balance side of bench, etc.
21. Two forward rolls.
   Posture and dismissal.

GAMES LESSON

22. Zig-zag follow on race.
23. Exchange elbow turning relay.
24. King of the ring.
25. Boat race.
   Posture and dismissal
Lesson 2

STANDARD 2

February/March

GENERAL ACTIVITIES

1. (a) Informal broad jump.
   (b) Jump the swinging rope.

2. Short stride standing. Hold small hoop overhead. Without moving head, attempt to circle the hoop with wrists without touching the head (55).

3. (a) Gallop skipping with hoop.
   (b) Star jump with sideways moving to crouch.

4. (a) Crouch. Walk hands round to side as far as possible, followed by feet jumping round to crouch (56).
   (b) Astride. Rope stretched out at one side. Bend sideways downwards to grasp rope with both hands. Lift overhead and place in the same position on the other side.
   (c) Facing opposite way from partner. Elbows linked tug-o-war.

5. (a) Duck fighting.
   (b) Sitting with knees bent, feet flat on ground facing partner, holding hands. Rowing.
   (c) Caterpillar walk.

6. (a) Prone lying in pairs, head to head, 4 ft. apart, hand on ground under shoulders. Raise trunk by pushing off with one hand. Throw beanbag to partner (57).
   (b) Sitting with knees bent, feet flat on floor and slightly apart, arms sideways, hand support on ground. Hip lifting and head dropping backwards to upward ‘crab’ position.
   (c) Back to back pushing.

7. (a) Walk round hoop placing heel of front foot to toe of rear foot.
   (b) Play hop-scotch with beanbag, changing feet.

8. Fighting cocks.
   Posture and dismissal.
Lesson 2

GROUP SKILLS LESSON

9. Introductory and class activity. Do this, do that.

10. Roll small ball along ground, run and jump over it and field it.

11. Crow hop with pat bouncing and skip jump with pat bouncing.

12. French cricket rolling the ball.

13. Roll small ball, pick it up on the run and pass to stationary partner.


15. Bunny jumping with beanbag between feet. Throw beanbag overhead to partner to catch (58).

16. Crouch. Jump feet upwards to 'fishtail' hand standing, i.e. with feet wide apart and astride.

17. Climbing frame activities.

18. Free beanbag activities.

19. Inclined bench on 2 ft. graded bar. Bunny jump from side to side (59).

20. Crouch with forehead on mat. Head standing.


Posture and dismissal.

GAMES LESSON

22. Ball bounce relay.

23. Thread needle from front to back.

24. Ball passing versus team running.

25. Ball and rope relay.

26. Shuttle relay.
1. (a) Free ball and beanbag activity.
   (b) Race round partner or race round teams.

2. Stretch stride standing. Arm swinging forward downwards to clap hands in front (arms straight) and swing sideways. Reverse movement on return (60).

3. (a) In threes. One in middle holds hoop high. Other two jump to look through hoop.
   (b) Skip jumping to soft landing in crouch.

4. (a) Standing astride. Describe large fig. 8 round feet with beanbag or coloured band.
   (b) Standing astride. Head and trunk turning from side to side with arms swinging freely.
   (c) Holding stick with one hand at top, other end of stick on ground. Turning under stick. (See p. 10, fig. 29.)

5. (a) Lying on back, knees bent, feet flat on ground. Trunk raising and bending forwards downwards to touch knees with forehead, knees still bent. Attempt to keep feet on ground.
   (b) Lying on back. Raise one arm to point upwards. Kick with opposite foot to touch hand above head.
   (c) Sitting with knees bent, hoop round feet and hands grasping hoop, hoop width apart. Change to balance sitting with hoop for support. (See p. 41, fig. 104.)
   (d) Lying on back, beanbag held between feet. Lift legs and swing beanbag overhead to touch ground.

6. (a) On all fours, kneeling. Arch head backwards, lifting one leg backwards and attempt to touch head with foot (61).
   (b) Wheelbarrows position with partner. Lift hands off ground, lift trunk as high as possible and clap hands.
   (c) Prone lying hands under shoulders, arms straight. Drag yourself along slowly with one hand for alternate support, i.e. Seal walking.

7. (a) Standing on one foot inside hoop. Roll ball round inside rim with foot (62).
   (b) Pick up objects with feet.

8. Rabbits with tails up.

   Posture and dismissal.
Lesson 3  STANDARD 2  March/April

GROUP SKILLS LESSON


10. Bowling and steering hoops round objects.

11. Free cartwheel.

12. Roll small ball between skittles at target.

13. Bounce small ball against wall and catch.

14. Crouch jump to landing on hands, over rope or through hoop held by partner (63).

15. Downward jump for height.

16. Standing—knee bending with arms forward—forward roll to crouch and stand up.

17. Crouch, with hands on mat. Head-standing.

18. Climbing frame activities.

19. 2 Benches, one on top of the other. Benches steadied by two pupils, one at each end. Run and double take off to crouch position on top of benches, and jump down other side. Progression for face vault (64.)

20. Balance activities with hoops, beanbags or ropes.


   Posture and dismissal.

GAMES LESSON

22. Ten trips.

23. Bounce and catch relay.


25. Dribble relay.

26. Scrimmage ball.

   Posture and dismissal.
GENERAL ACTIVITIES LESSON

1. (a) Encircle your leader.
   (b) Dodge and mark.

2. Arm raising sideways upward to touch and stretch overhead with heel raising.


4. (a) Standing astride in pairs, 1 ft. apart back to back. Trunk twisting to pass beanbag to partner. Beanbag makes figure of eight.
   (b) Standing astride. Trunk twisting to right and touch ground with left hand as far as possible. Repeat to other side.
   (c) Rocking the boat.

5. (a) Lying on back, knees bent. Raise legs overhead to ground and knees to touch ears (65).
   (b) Lying on side. Curl up as small as possible slowly and stretch quickly (and vice versa).
   (c) Chinese tug-o-war. (See p. 87, fig. 207.)

6. (a) In prone kneeling position. Obstinate mule (66).
   (b) In prone kneeling position, beanbag in small of back. Raise and lower beanbag (67).
   (c) Prone lying, beanbag between feet. Flick beanbag overhead with rocking action.

7. (a) Free running. On signal stop with knee raised and beanbag on foot. Circle foot slowly in all directions.
   (b) Hold beanbag or coloured band high in one hand. High kicking at beanbag.

8. Poison in fours.

   Posture and dismissal.
10. Pig in the middle.
11. Running up inclined bench. High jump and land with single take off.
12. Upward jump with knee raising to pass beanbag under thighs while in the air.
15. Free Cartwheel.
16. Climbing frame activities.
17. Stepping stones with bricks or boxes.
18. Two benches. Face vault. (See p. 24, fig. 64.)
19. Slow balance walk on high support, throwing and catching beanbag.
20. Bench heave on an inclined bench. (Use 2 ft. graded bars for bench support.) (69).
21. Free hoop activities. (69)
   Posture and dismissal.

GAMES
22. Dribble relays for Soccer and Hockey.
23. Jump and throw relay.
24. Corner ball.
25. Arch and tunnel relay.
   Posture and dismissal.
Lesson 5

GENERAL ACTIVITIES LESSON

1. (a) Whistle race.
   (b) Free running. On signal form groups of a given number.

2. Standing. Beanbag in one hand. Arm circling upwards, backwards slowly to change beanbag to other hand in over-head and drag positions (70).

3. (a) Heel raising and knee bending quickly.
   (b) Bowl hoop, run round it and bowl with other hand.

4. (a) Wide forward informal lunge to place beanbag as far forward as possible. Return to standing. Lunge with other foot and retrieve with other hand.
   (b) Grinding coffee (with sticks, hoops, etc.) (See p. 3, fig. 7.)
   (c) Standing. Feet closed. Rhythmical trunk bending from side to side passing through upright position.

5. (a) Lying on back, knees to chin. Walk feet round head as far as possible to opposite side (71).
   (b) Crouch. Hands on ground, slightly forwards. Slow running action.
   (c) Long-sitting. Change between long-sitting and arm raising to swallow position.

6. (a) Prone-lying, hands forward with beanbag. Throw beanbag up and catch (72).
   (b) Prone-lying with arms sideways. Chest and arm raising to “Swallow” position.
   (c) Prone-lying. Hands clasped behind back. Trunk raising and swaying from side to side.

7. (a) Hopping race against partner. Foot is held in front and straight. Hop a short distance only.
   (b) Standing on one leg. Push hoop as far away as possible with non-supporting leg, bend forward and retrieve hoop.

8. Pushing contest in pairs with arms on shoulders.

Posture and dismissal.

27
9. *Introductory and class activity.* Here, there, where.

10. Slow running with partner. Rugby passing.

11. Throw tenequoit with right hand to partner. Partner catches with left hand.


13. Two benches on top of each other. Face vault.


15. Crouch jump through hoop. Land on hands.

16. Climbing frame activities.

17. Holding rope or band in front with both hands. Skip jumps and on given count jump both feet through rope. Use a slack rope at first.


20. Lying on back with large hoop held vertically overhead with both hands. Swing legs upwards through hoop to touch ground. Progress to backward roll (74).

21. Free agilities, e.g. cartwheels, headstand, handstand, forward and backward rolls.

Posture and dismissal.

**GAMES**

22. Dodge ball in threes.

23. Arch and straddle relay.


25. Spud.

26. Touch and pass.

Posture and dismissal.
GENERAL ACTIVITIES LESSON

1. (a) Hunt your leader.
   (b) Follow my thumb.

2. Standing. Alternate single arm circling forwards upwards quickly, followed by double arm circling slowly.

3. (a) Galloping.
   (b) Astride jumping. On signal jump down to crouch, spring up and continue.

4. (a) Cross leg sitting, arms sideways. Rocking the boat.
   (b) Astride. Place beanbag as far to the side with one hand and retrieve with the other.
   (c) Sideways tug-o-war.

5. (a) Lying sideways or on back. Stretching and curling.
   (b) Cycling (75).
   (c) Standing. Reach forward, place one hand on ground and with the other hand tap ground with beanbag as far as possible. Attempt to push off supporting hand without touching the ground with the other. Return to standing position, still holding beanbag.

6. (a) Prone-lying. Arch head backwards and lift bent knees backwards to hold heels in hands. Rocking.
   (b) Prone-lying. Hands flat on floor under shoulders. Push head and trunk upwards and touch back of head with alternate feet. Arms should be straight (76).
   (c) Prone-lying with arms stretched out in front and hands holding stick. Lift stick as high as possible.

7. (a) Long hops.
   (b) Thread the needle (77).

8. Pick up objects with feet.
   Posture and dismissal.
SKILLS

9. *Introductory and class activity.* Whistle race.

10. In threes, middle one with small hoop. Throwing for accuracy through hoop. Increase distance.

11. Group in circle formation 6 ft. apart. Fast passing on ground inside circle with small football. On leader's signal, jump about and pass the ball from player to player on the outside of the circle. Soccer.

12. Double take-off vertical stride vault (i.e. leapfrog) over partner. Stress straight legs and pointed toes.

13. Free cartwheels along line or rope (78).


15. Climbing frame activities.


18. Crouch position. Backward roll to crouch, followed by forward roll to crouch.

19. Two pairs face each other astride 10 ft. apart. Fielding game. Ball to be rolled on ground and not thrown (79).

20. In threes. Handstanding with support. Fall over, with two pupils supporting to crab position (80).

21. Free hoop activities.
   
   Posture and dismissal.

GAMES

22. One against three.


24. Over the legs relay.

25. Moving target.


   Posture and dismissal.
GENERAL ACTIVITIES

1. (a) Chase the leader.
   (b) Giants and dwarfs.

2. Lying on back, knees bent, hands under shoulders. Push up to 'crab' position.

3. (a) Jump to touch partners raised band or stick.
   (b) Skip jump on spot with arms circling.

4. (a) Turn the turtle.
   (b) Kneeling on all fours. Lift knees off ground, swing one leg high behind (other leg leaves ground) and turn the head to see foot of high swinging leg (81).
   (c) Astride in pairs facing same direction, adjacent feet touching. Pass beanbag through legs to partner (82).

5. (a) Lying on back. Hug one knee. Knee changing quickly. Other leg should be very straight.
   (b) Kneeling on all fours (i.e. prone-kneeling). Lift to touch ear Animal scratching itself.

6. (a) Crouch position facing partner, grasping stick. Tug-o-war backwards keeping feet still.
   (b) Lying on back. Arch back, raise chest and push beanbag under shoulder blades to other side (83).
   (c) Astride. Drop beanbag from stretch position to ground behind. Trunk bending forwards and downwards to retrieve beanbag.

7. (a) Cat walk along rim of hoop or along line or rope.
   (b) Balance walk slowly with beanbag on top of head. Duck waddle.

8. Spinning the top.
   Posture and dismissal.
SKILLS

9. *Introductory and class activity.* Standing broad jump.

10. Free passing in pairs with tenequoit.

11. Fielding game in fours.

12. Pig in the middle.

13. Throw beanbag into basket. Increase distance.

14. Cartwheel along line.

15. Vertical stride vault over partner. On landing in crouch, forward roll (84).

16. Forward roll to crouch. Three bunny jumps and stand up.

17. Handstand practice from standing position with one foot and both arms forwards (85).

18. Climbing frame activities.


   Posture and dismissal.

GAMES

22. Fox and geese.

23. Post ball.

24. Circle dodge ball.

25. Scotch handball.

26. Bowling the hoop relay.

   Posture and dismissal.
GENERAL ACTIVITIES

1. (a) North, South, East, West.
   (b) Free run. On signal run to homes and practise a given activity, e.g. skip, kicking horses, leap frog in pairs etc.

2. Crouch. Stretch up as high as possible and down as small as possible. 'Small as a mouse, big as a house'.

3. (a) Skip jumping with toe tapping forwards.
   (b) Squat tug-o-war.

4. (a) Upward crab position. Turn over and over and reverse direction, i.e. 'log rolling' (86).
   (b) In pairs. Partner in 'crab' position Wriggle through underneath without touching partner. Double take-off jump over partner and change (87).
   (c) Sitting astride, back to back in pairs, 1 ft. apart. Trunk turning to pass ball, hoop or beanbag to partner, make figure of eight.

5. (a) In pairs, lying on back, side by side, feet to head, holding inside arms. Other arm is stretched above head with beanbag. Sit up and exchange beanbags as high as possible.
   (b) Balance sitting with hand support. Change beanbag from foot to foot.

6. (a) Standing astride, leaning forwards with hands clasped behind back. Beanbag placed on back of neck. Trunk swinging from side to side, and up and down keeping beanbag on neck.
   (b) Rocking.
   (c) Astride in pairs, back to back. Pass beanbag with both hands through legs and high overhead.

7. (a) Standing on one leg, leaning forwards, hand support on ground, beanbag on back of ankle of other leg. Raise other leg as high backwards as possible. Later, take hands off ground (88).
   (b) Skip. On signal raise one foot, place beanbag on it and stretch leg.

8. Pick up objects with feet.
   Posture and dismissal.
Lesson 8  

STANDARD 2  

October/November

SKILLS


10. Pig in middle with tenequoit.

11. Roll ball, chase and field. And pass to stationary partner.

12. Run up inclined bench, single take-off to high stretch position and good bending.

13. Cartwheel along line.


15. Climbing frame activities.

16. Bench. Crouch jumps along bench, on and off in astride position (89).

17. Balance walking on high support.

18. Standing on one block. Place another block forwards and stand on it. Progress (90).

19. Fishtail.

20. Forward roll to crouch. Three bunny jumps to crouch balance.

21. Free passing activities with small and large balls and beanbags.

Posture and dismissal.

GAMES

22. Do this, do that.

23. Tip it and run.


25. Tower ball.


27. Fetch and carry relay.

Posture and dismissal.
1. (a) Whistle race.  
   (b) All-in race.
2. Prone lying with arms stretched forwards. Stretch to be as long as possible, and make as big a distance as possible between fingertips and toes. Relax and repeat.
3. (a) Bowling a hoop and running round it.  
   (b) Crouch jump on spot, two low, two high.
4. (a) Wide astride, arms sideways, palms upwards. Trunk bending to the left with right arm raising sideways upwards (with beanbag). Drop beanbag as far over to left as possible, pick up with left hand. Change to right and repeat to right side (91).  
   (b) Astride. Hold beanbag in one hand sideways. Drop beanbag, with a quick turn catch beanbag with other hand before it touches the ground.  
   (c) Rolling the log.
5. (a) Chinese get up (92).  
   (b) Crook sitting with hand support. Beanbag between heels. Heels raising with toe tapping on ground.  
   (c) Wide astride sitting with knees slightly bent. Touch ground between legs with top of head.
6. (a) Rocking the dummy (in threes) (93).  
   (b) Standing with trunk forward, back straight, beanbag on back of head; hands clasped behind back. Stretch slowly up to erect position and catch beanbag in hands.  
   (c) Obstinate mule in sitting position.
7. (a) Kicking horses. Attempt balance on hands.  
   (b) Balance walk along rope, line, or rim of hoop, heel of front foot always to toe of rear foot.
8. Lying on back, knees bent and relaxed, hands by side. Head turning slowly from side to side.

Posture and dismissal.
SKILLS


10. In pairs. One with stick, other with tenequoit. Practice throwing tenequoit on to stick. Increase distance (94).


12. French Cricket.

13. In threes or fours. One throws ball up, others jump to catch. Catcher changes with thrower.

14. Bench heave up inclined bench in 4 ft. bar of graded bars.

15. Climbing frame activities.

16. Balance walk with ball throwing on high support. (i.e. Benches, lines of bricks or boxes, etc.)

17. Forward roll to crouch to crouch handstand. Overbalance to forward roll (95).

18. Vertical between vault in threes.

19. In threes, two supporting. Handstand to crab position, assisted to standing.

20. Two benches. Face vault.

21. Wandering ball.

Posture and dismissal.

GAMES

22. Pig in the middle.

23. Chinese wall.

24. End ball.

25. Obstacle relay.

26. Football or Tennis rounders.

Posture and dismissal.
Lesson 1  STANDARD 3  January/February

GENERAL ACTIVITIES

1. (a) Competitive chain tag.
   (b) Running and bounding over marked spaces.

2. Double arm circling.

3. (a) Dog and ball.
   (b) Hopping with heel and toe pointing sideways.

4. (a) Standing astride. Trunk turning with free arm swinging and head turning.
   (b) Standing astride with right arm sideways holding beanbag. Drop beanbag and twist to catch with left hand before touching ground (96).
   (c) Rolling the log from prone falling. (See p. 33, fig. 86.)

5. (a) Back lying. Rolling hoop vertically with feet in the air. (See p. 9, fig. 26.)
   (b) Back lying. Pass hoop through legs and under back.
   (c) Astride in pairs, back to back, Pass beanbag overhead and between legs.

6. (a) Obstinate mule in sitting position.
   (b) Holding coloured band in clench bend with band touching back of head. Attempt to pull band forward and resist this by pressing with back of head (97).
   (c) Kneeling with hands on ground. Stretch one leg backwards and opposite arm forwards.

7. (a) Chain grasp in team circle formation. Knee raising and stretching forwards and backwards.
   (b) Chinese get up.


   Posture and dismissal.
Lesson 1  STANDARD 3  January/February

SKILLS


10. Fielding game in pairs.

11. Skipping in groups under long turning rope.

12. Free cartwheels.

13. Bounce a small ball with a stoolball bat, then hit the ball to roll. Run after it and stop it with bat.

14. Crouch jump along rope landing on hands first.

15. Climbing frame activities.


17. Vertical between vault in threes. (See p. 8 fig. 22.)

18. Free head standing.

19. Handstanding from standing position to support (in threes) (98).

20. Hopping over rope landing on take-off foot—bending to touch ground (Western roll) (99).

21. Free bench activities.

Posture and dismissal.

GAMES

22. Two dogs and bone.

23. Corner ball.

24. King of the ring.

25. Ball rolling relay.

26. Scout.

Posture and dismissal.
1. (a) Dodge and mark.
   (b) Lifting wrestle.

2. Chinese boxing.

3. (a) Crow hops.
   (b) Hopping on one foot with turnings as in western roll. (See p. 38, fig. 99.)

4. (a) Astride back to back. Trunk turning passing hoop with two hands. Later, with arms straight and legs straight (100).
   (b) Trunk bending sideways with arms overhead holding hoop.
   (c) Four cornered tug-o-war (with rope or double plastic band).

5. (a) Hands on shoulders. Pushing contest in pairs.
   (b) Sitting with knees bent, feet on ground and holding coloured band under thighs. Lift feet and take band over feet, swing arms to upwards stretch (101).
   (c) Crouch balance.

6. (a) Throw beanbag with feet backwards upwards and overhead to attempt a catch.
   (b) Prone-kneeling. Partner crawls underneath without touching. Double take-off jump over partner’s back to crouch position.
   (c) Sitting crosslegs holding toes. Rock forward, backwards and sideways.

7. (a) Cat walk along rim of large hoop or rope.
   (b) Free skip jumping with beanbag in hand. On signal place beanbag on raised foot and move leg as wide as possible without dropping beanbag.

8. Turning the turtle (102).

   Posture and dismissal.
SKILLS

9. *Introductory and class activity.* Free throwing in pairs.

10. French cricket.


12. Throwing ball into basket. Increase distance.

13. Cartwheel along rope or line.


15. Climbing frame activities.

16. Practice ‘western roll’ with turning to land with hands on ground.

17. Inclined bench. Crouch jumping from side to side.

18. Inclined bench. Run up bench to high single take-off. Show stretch position in flight and good crouch landing. (*See* p. 10, fig. 21.)

19. Forward and backward roll.

20. Free handstand activity.

21. Face vault over kneeling partner.

Posture and dismissal.

GAMES

22. Exchange bounce relay.

23. Circle gap passing.

24. Hurly burly.

25. Team passing.


Posture and dismissal.
GENERAL ACTIVITIES

1. (a) City gates.
   (b) Skip steps facing partner. Change to gallop steps on signal.

2. Arm circling forwards and upwards with heel raising. Progress to skip jumping with the same arm action.

3. (a) Crouch with one leg raised backwards. Leg changing.
   (b) Skip step sideways. Change to skip jumping on spot.

4. (a) Pluto.
   (b) Astride in pairs facing same way. Pass beanbag through legs nearest partner, then overhead sideways (103 a).
   (c) Standing astride—one arm midway up to touch partners hands in same position—opposite arm raising sideways upwards with trunk bending sideways to touch partners opposite hand (103 b).

5. (a) Balance sitting with hoop (104).
   (b) Pulling and pushing with canes.
   (c) Long sitting with arms folded. Change slowly to cross-leg sitting without heels touching ground.

6. (a) Standing. Relax trunk forwards and downwards, uncurl slowly.
   (b) Crab standing. Partner wriggles underneath (105).
   (c) Caterpillar walk.

7. (a) Bouncing small ball while crow-hopping and skip jumping.
   (b) Standing, using only one foot, move beanbag in biggest arc possible.

8. From crouch to handstanding with legs apart, (i.e. fishtail).
   Posture and dismissal.
SKILLS


11. Heading in pairs.

12. Competitive throwing in pairs.

13. Hockey dribbles round obstacles.

14. Western roll or straddle practice.

15. Climbing frame activities.


17. Balance activity using bricks, ropes or benches.

18. Two benches one on top of other. Face vault (106).


20. Astride and between vaults.

21. Free agility activities.

Posture and dismissal.

GAMES

22. Jump and catch relay.

23. Pig in the middle.

24. Catch and follow.

25. Keep the ball up.

26. (a) Boys—Dribble relays with soccer ball.
       (b) Girls—Dribble relays with hockey stick.

Posture and dismissal.
1. (a) French tag.
   (b) Shunting tag.

2. Standing with arms upwards. Trunk bending downwards loosely with arms swinging downwards, backwards to drag position with knees bending and stretching (107). (*See also* p. 65, fig. 149.)

3. (a) Reverse spin with hoops and astride jump over hoop (108).
   (b) Skip jump on spot. On signal bring knees to chest.

4. (a) Partner with feet astride. Crawl round partner's feet making a figure of eight.
   (b) Neck pushing in pairs (109).
   (c) Roll hoop in circle slowly around body with feet fixed. (*See* p. 7, fig. 19.)

5. (a) Back lying. Swing legs overhead and drum on ground with toes.
   (b) Back lying with knees on chest and arms sideways. Drop knees to touch ground on each side.
   (c) Lying stretched out on side or back. Curling into a ball and stretching out.

6. (a) Lifting the log.
   (b) Prone kneeling. By bending the arms move a ball or beanbag forward along ground pushing with the head, as far as possible.
   (c) Obstinate mule in prone kneeling position.

7. (a) Crawling along rope on all fours.
   (b) Pick up objects with foot and pass it to opposite hand keeping back as erect as possible.

8. Squat tug-o-war.

   Posture and dismissal.
Lesson 4  STANDARD 3  May/June

SKILLS

9. *Introductory and class activity.* Circle bounce ball.

10. Free throwing and catching a hard ball.

11. Dribbling practices for hockey or soccer.

12. Throwing ball through hoop tied to stick (110).

13. In threes. One throws, one heads, one catches.

14. In twos, one throws, one traps, use inside of foot for trapping.

15. Climbing frame activities.

16. In threes. Ball passing through hoop held by pupil in middle. Increase distance.

17. Forward and backward rolls.


20. Face vaults, side vaults and between vaults.

21. Free skipping activities.

Posture and dismissal.

GAMES

22. Scrimmage ball.

23. King of the ring (111).

24. End ball.

25. Ball rolling relay.

26. Over the legs relay.

Posture and dismissal.
GENERAL ACTIVITIES

1. (a) Dodge and mark.
   (b) Race around the activities area.

2. Arm circling forward upward with skip jump.

3. (a) In pairs—three running steps and jump into hoop held by partner. Standing high jump out with double take-off.
   (b) Astride jump with rebound.

4. (a) Back to back in pairs 4 ft. apart with ball. Rugby passing.
   (b) Turning inside out. Later from cross leg sitting (112).
   (c) Astride in pairs facing opposite directions and feet touching. Pass beanbag to partner with hand farthest from partner. Partner receives with farthest away hand. Jump about and repeat.

5. (a) Back lying. Roll hoop vertically in air with feet. (See p. 7, fig. 19).
   (b) Drumming.
   (c) Cycling. (See p. 29, fig. 75.)

6. (a) Back lying hoop held overhead upright touching chest. Lift legs upwards through hoop and over top of head. Bring hoop under body and back over head to starting position.
   (b) Wheelbarrows. Later lift trunk upwards and clap hands (113).
   (c) Stick wrestle.

7. (a) Slow balance walking along a line with high knee raising. Passing the beanbag from one hand to the other under raised knee (114).
   (b) Balance walk along line getting through high and low hoops, held by members of group. Work in groups of six.

8. Kicking horses.

Posture and dismissal.
SKILLS

9. *Introductory and class activity.* Competitive changing to group places.

10. Run under a turning rope.

11. Elbow support upward jump over obstacles in threes. One supporter on each side (115).

12. Netball throwing to net or hoop.


15. Climbing frame activities.

16. Backward roll, attempt to push up to handstand.

17. Handspring over kneeling partners back with a supporter on each side.

18. Crawling on all fours along balance rib of bench (116).

19. Face vault, astride vault and between vault. In groups of four.

20. Free bouncing and throwing activity with small balls.

21. Standing high jump over rope.

   Posture and dismissal.

GAMES

22. O'Grady.


24. Horses and jockeys.

25. Moving targets.

26. Dodge ball.

   Posture and dismissal.
GENERAL ACTIVITIES

1. (a) Free running. On signals leaders try to tag as many of their own team as possible.
   (b) Follow my leader.

2. In pairs, one with palms of hands together in front of chest. Partner attempts to pull hands apart (117).

3. (a) Skipping with a hoop.
   (b) Skip jump with rebound followed by leg parting.

4. (a) Astride stretch grasp with hoop. Trunk bending sideways with knee of same side bending (118).
   (b) Stoop kneeling. Lean forwards but keep chest on thighs. Stretch arms forwards as far as possible with fingertip support. Describe large semi-circle with fingertips. Keep chest on thighs.
   (c) Cross leg sitting. Tumble sideways and swing back up to starting position.

5. (a) Crook sitting with double coloured band around feet. Leg stretching and trunk pressing downwards, chest to thighs (119).
   (b) Long sitting with arm support sideways. Heel and toe drumming alternately on the ground.
   (c) Cock fighting.

6. (a) Back to back pushing.
   (b) Crouch jump with beanbag between feet. Flick the beanbag overhead.
   (c) Back lying. Curl slowly and stretch quickly.

7. (a) Walk slowly on toes beside edge of large hoop. On signal jump off two feet into centre and out and continue walking.
   (b) Standing. Knee raising forwards upwards with head bending forwards and touch forehead with knee.

8. Hopping charges in pairs.
   Posture and dismissal.
9. *Introductory and class activity.* Whistle race.

10. In pairs. Throwing and catching tenniquoit.

11. Pick up ball on the run and return to thrower.

12. Standing holding plastic band or rope in front with both hands. Three skip jumps and jump feet over and through band (120).

13. Progressing along bench—cat spring on bench alternate with astride landing on ground. *(See p. 34, fig. 89.)*


15. Climbing frame activities.

16. Face vault, astride vault and between vault.

17. Hand spring with support over partner’s back. Partner in prone kneeling and two supporters one on each side.

18. Forward gymnastic high jump over a low rope with three steps, single take-off and good landing in crouch.

19. Benches, broad side up, with partner, one at each end of bench. Balance walk forward and pass partner in middle.

20. Practice ‘crab’ position.


    Posture and dismissal.

**GAMES**

22. Catch and follow.

23. Arch and tunnel relay.

24. Scatter ball.


    Posture and dismissal.
GENERAL ACTIVITIES

1. (a) Free run. On signal join hands with partner and skip run.
   (b) Horses and jockeys.

2. Standing with arms sideways relaxed. Arms swinging downwards, forwards, downwards, sideways with knee bending rhythmically as arms swing downwards.

3. (a) Arm and shoulder grasp with partner. Skip jumping with rebound.
   (b) Run forward with three steps and high jump into hoop. Standing double take-off high jump out. In pairs.

4. (a) Seal flapping. (Lateral.)
   (b) Leopard in the cage (121).
   (c) Crook sitting. Trunk bending downward and touch opposite knee with ear.

5. (a) Drop beanbag from high overhead. Trunk bending downwards to reach through legs and retrieve beanbag.
   (b) Back lying in pairs head to head holding elbows. Beanbag between feet. Leg raising to change beanbag (122).
   (c) Lying on back or side with arms in stretch position. Curling up slowly with hands holding knees tightly and stretching quickly.

6. (a) Kneel sitting. Push beanbag as far away as possible with both hands in all directions.
   (b) Kneeling with hands on the ground. Bend head forward downwards as one knee raises to touch forehead, followed by trunk and head raising backwards with leg swinging backwards. Attempt to touch head with foot (123).
   (c) Crook sitting. Hip raising and head dropping backwards to upward ‘crab’ position. (See p. 85, fig. 199.)

7. (a) Free running. On signal stop, grasp one foot and pull to forehead.
   (b) Walk slowly with beanbag on top of head.

8. Corkscrew jump to land in crouch.
   Posture and dismissal.
Lesson 7

SKILLS

9. *Introductory and class activity.* Quick throwing in pairs.

10. In pairs. Throwing and catching tennquoits.

11. Wandering ball.

12. Hot potato.


15. Climbing frame activities.

16. Backward roll attempt to show handstand position (124).

17. Two benches, one on top of the other. Face vault.

18. Sitting facing same way in pairs on bench. Third pupil does vertical between vault placing hands on shoulders of supporters on bench.

19. Handstanding and handspring practices.

20. Dive forward rolls over rope or cane.

21. Vertical stride vault using Essex stool, run up and high take-off from bench. *(See p. 90, fig. 219).*

Posture and dismissal.

GAMES

22. Crab football.

23. Spud.

24. Two dogs and a bone.

25. Skittle ball.

26. Ball passing versus team running.

Posture and dismissal.
GENERAL ACTIVITIES

1. (a) Chain tag.
   (b) Catch your partner’s tail.

2. Small as a mouse, tall as a house.

3. (a) Hopping with leg swinging sideways.
   (b) Jump with knee high raising and opening, keeping heels together and hands to heels. *(See p. 17, fig. 45.)*

4. (a) Capstan (125).
   (b) Turning under a cane.
   (b) Turning under a cane. *(See p. 10, fig. 29.)*
   (c) Turning inside out. Later from cross leg sitting.

5. (a) Standing with beanbag held between feet. Throw beanbag forward to partner and attempt to touch toes before feet come back on ground (126).
   (b) Balance sitting with hoop. *(See p. 41, fig. 104.)*
   (c) Toe wrestle.

6. (a) Prone-lying with arms stretched forward, holding stick placed vertically on ground with both hands. Trunk and head raising, working hand over hand up the stick (127).
   (b) Back lying. Lift chest and pass beanbag with one hand under shoulders to other hand.
   (c) Astride standing, trunk bending forward loosely. Slowly unroll to arched stride standing.

7. (a) Standing on one leg. Circle small hoop around with free leg.
   (b) Standing on one leg, beanbag on raised other foot. Kick beanbag up and catch in one hand.

8. Chinese get-up.
   Posture and dismissal.
Lesson 8  STANDARD 3  October/November

SKILLS

9. *Introductory and class activity.* Pig in the middle.


11. Finding gamester in fours.

12. Field and rolling ball—turn to hit skittle. Increase speed of rolling ball and distance to skittle.

13. In circle formation. Throwing ball high for catches. Later, play ‘number catches’.

14. Forward gymnastic high jump with three steps, single take-off and good landing (128).

15. Climbing frame activities.

16. Head stand with two supporters.

17. Handstand with partner (129).

18. Free cartwheels.

19. Forward roll followed by backward roll.

20. Catspring from astride position along bench.

21. Vertical stride vault over Essex stool with high take-off from bench. (See p. 90, fig. 219.)

Posture and dismissal.

GAMES

22. Circle gap passing.

23. Fetch and carry relay.

24. Fox and geese.

25. French cricket in groups.


Posture and dismissal.
GENERAL ACTIVITIES

1. (a) Free and caught.
   (b) Turn the turtle.

2. Elbow rolling.

3. (a) Upward jump with knee raising to pass beanbag to other hand under thigh whilst in the air.
   (b) Astride jump with rebound in astride position to crouch.

4. (a) Cross leg sitting with arms sideways and beanbag held in one hand. Drop beanbag and with quick turn catch it with opposite hand before it reaches the ground.
   (b) Stand back to back with partner 4 to 5 ft. apart, pass beanbag to partner who catches it with both hands, with trunk turning and without moving feet. The beanbag should follow a figure of eight course.
   (c) Standing astride on rope. Stretch to touch end of rope with one hand.

5. (a) Back lying with partner holding feet. Trunk raising with slight knee bending.
   (b) Sitting with hand support on the ground and beanbag on one foot. Change beanbag to other foot whilst both feet are off the ground (130).
   (c) Lying on back, knees bent. Raise legs overhead to ground and knee to touch ears.

6. (a) Dead man.
   (b) Prone-lying in pairs head to head 4 ft. apart. Raise trunk and throw beanbag with both hands (as in soccer throw-in) overhead to partner.
   (c) In prone kneeling position with beanbag in small of back. Raise and lower beanbag.

7. (a) Hopping and on signal change feet. On signal stop and hold position.
   (b) Standing with one arm forward upward holding beanbag or coloured band. High kick at beanbag with opposite foot.

8. Pick up objects with feet.

Posture and dismissal.
SKILLS
9. *Introductory and class activity.* Free cartwheels.

10. Overarm throw and catch (at wall). Progress to turning before catching ball.


12. Ten trips.

13. Roll small ball through skittles to target or against wall (131).

14. Hits to leg with Gamester balls.

15. Climbing frame activities.

16. Downward jump from height showing stretched and arched position in the air. Use inclined bench for run-up.

17. Revision of agilities—Handstand.

18. Revision of agilities—Headstand.

19. Revision of agilities—Cartwheel.

20. Revision of vaulting—Face vault.


  Posture and dismissal.

GAMES
22. Shuttle relay with jump over ropes.

23. Moving target.

24. Corner spry.

25. Scotch handball.


  Posture and dismissal.
GENERAL ACTIVITIES

1. (a) Double jump tag.
   (b) Here, there, where.

2. Kneeling. Arms swinging from low cross to high sideways.

3. (a) Skip jump and land in crouch. Spring up and continue.
   (b) Spinning hoop. Jump in and out until hoop stops spinning.

4. (a) Chain tug-o-war.
   (b) Drawing the bow.
   (c) Sideways tug-o-war.

5. (a) Rocking back to back with knee raising (132).
   (b) Back lying. Swing legs overhead to touch ground, up to cycling position. Cycling.
   (c) Long sitting with arm support on ground sideways. Lift legs slowly up and outwards to place on ground in stride position and return. The legs should be lifted as high as possible.

6. (a) Obstinate wheelbarrows.
   (b) Rocking the dummy.
   (c) Prone-lying. Head and trunk raising backwards to one hand support, other hand throws beanbag backwards to standing partner (133).

7. (a) Right hand grip in pairs standing on one foot. Raise other leg forward, bend standing leg to touch ground with free hand. Repeat with opposite leg and arm.
   (b) Standing. One leg swing forward upward with handclap under thigh followed by leg swinging downwards backwards with handclap overhead.


Posture and dismissal.
Lesson 1

SKILLS

9. *Introductory and class activity.* Free broad jumps.

10. Free throwing practices with beanbags and various sizes of balls.

11. Toe wrestle in pairs.

12. Western roll practice. *(See p. 58, fig. 138.)*

13. Practice cricket strokes with Gamester balls.


15. Climbing frame activities.


17. Headstand practice.

18. Cartwheels.

19. Vertical between vault.

20. Inclined bench attached to Essex stool. Double take-off from bench to crouch position on stool. Upward jump with good landing (134).


   Posture and dismissal.

   GAMES

22. Ring the stick.

23. Wandering ball.


25. Fielding relay.


   Posture and dismissal.
Lesson 2  

STANDARD 4  

February/March

GENERAL ACTIVITIES

1. (a) Odd man out.  
   (b) In pairs. Partner runs slowly changing direction. Run round partner.

2. One arm overhead, one arm back in drag. Arm changing forwards (135).

3. (a) Bowling a hoop. Change hands and direction.  
   (b) Spring steps and hoppings on the spot.

4. (a) Standing astride. Trunk bending downwards to grasp one ankle. Free pressing followed by stretching up with hands on head, elbows pressed back (136).  
   (b) Chain tug-o-war.  
   (c) Sitting astride, back to back, elbows interlocked around stick. Stick wrestle attempt to make partner’s stick touch ground.

5. (a) Back lying with arms sideways. Head and one knee lifting to touch forehead with the knee.  
   (b) Cock fighting.  
   (c) Lying on back. Head bending forwards with ankle flexing (toes pointing towards head).

6. (a) Kangaroo and Turkey walk in pairs (137).  
   (b) Obstinate mule in stride standing position.  
   (c) Astride standing with trunk leaning forwards and hands clasped behind back, beanbag on the head. Slow trunk stretching upwards to catch beanbag in the hands.

7. (a) Standing on one leg. Circle small hoop with the other leg.  
   (b) Kicking horses. Attempt balance.

8. Spinning the top.  
   Posture and dismissal.
SKILLS

9. *Introductory and class activity.*
   Catching tails.

10. Western roll practice (138).

11. Hop, step and jump practice.

12. Long jump practice.

13. Relay baton change over practice.


15. Climbing frame activities.


17. Hand walking practice with support. In threes.

18. Practice angle headstand in threes. *(See p. 60, fig. 140.)*

19. Inclined bench with Essex stool. Double take-off. Vertical astride vault over stool. *(See p. 90, fig. 219.)*

20. One bench on top of the other. Face vault.

21. Forward and backward rolls.

   Posture and dismissal.

GAMES

22. Relay using hurdles.

23. Relay involving bounding over marked spaces.

24. Dodge and mark.

25. Corner spry.

26. Shuttle relay.

   Posture and dismissal.
GENERAL ACTIVITIES

1. (a) Scoring runs.
   (b) Walking on toes with knee high raising. Throw and catch beanbag and pass to other hand under thigh.

2. Arm swinging forwards, downward, sideways, downwards followed by arms circling forwards upwards.

3. (a) Spinning the top.
   (b) Astride jumping with arms raising sideways and sideways upward with handclap overhead.

4. (a) Coffee grinding in pairs.
   (b) Sawing wood.
   (c) Four cornered tug-o-war.

5. (a) Sitting with knees bent, feet on the ground holding coloured band under the thigh. Lift feet and take the band over the feet, swing upwards to stretch. (See p. 39, fig. 101.)
   (b) Balance sitting with hoop. (See p. 41, fig. 104.)
   (c) Crouch position with one leg backwards. Leg changing.

6. (a) Prone-lying with chin resting in hands. Trunk raising backwards with elbow raising backwards to look through fingers, replace elbows on the ground in same place.
   (b) Seal flapping. (Dorsal.) (See p. 1, fig. 3.)
   (c) Lifting the log. (See p. 69, fig. 155.)

7. (a) In fours facing inwards, hands joined. One leg raising backwards with trunk leaning forwards (139).
   (b) Stepping stones in and out of scattered hoops or from brick to brick.

8. Corkscrew jump.
   Posture and dismissal.
9. *Introductory and class activity.* Competitive change to group places.


11. Hockey dribble around obstacles.

12. Soccer dribble around obstacles.

13. Balance activities using bricks, ropes or benches.


15. Climbing frame activities.


17. Hand walking practices in pairs.

18. Angle head stand in threes (140).

19. Free pole vaulting with sticks. (*See* p.88, fig. 211.)

20. One bench on top of the other, held steady by two pupils. Oblique vault.


    Posture and dismissal.

**GAMES**

22. Ten trips.

23. Ball passing versus team running.

24. Dodge ball.

25. Wandering ball.


    Posture and dismissal.
GENERAL ACTIVITIES

1. (a) Team tag.
   (b) Lifting race.

2. Hands parting in pairs (141).

3. (a) Hopping with alternate knee raising.
   (b) In pairs. Single take-off high jump into hoop, double take-off jump out.

4. (a) Prone kneeling. Arm bending place ear on opposite hand. Later place hands farther apart (142).
   (b) Cross-leg sitting. Place beanbag as far to the side as possible with both hands. No weight on hands.
   (c) Hula hooping.

5. (a) Curling and stretching from back and side lying positions.
   (b) Back lying. Hold hoop overhead. Leg lifting to point to a given time, e.g. twelve o'clock, on rim of hoop.
   (c) Caterpillar walk.

6. (a) Prone lying head to head and stretching distance apart. Trunk and arm raising backwards to higher position than partner's.
   (b) Hold coloured band in clench bend position. Attempt forward movement of hands but resist with neck (143).
   (c) Astride in pairs back to back. Pass beanbag with both hands through legs and high overhead.

7. (a) Balance walk slowly with beanbag on head, alternate with changing to slow hopping.
   (b) Free skip jumping with beanbag in hand. On signal, place beanbag on raised foot and move leg as wide as possible without dropping the beanbag.

8. Frog jump.

   Posture and dismissal.
SKILLS


11. Throwing-in practices.


13. Soccer. Keep the ball up (in groups).

14. Three goals and in. In threes. One makes 8 ft. goal with skittles, the other two dribble with each other to score. First to score three goals becomes goalkeeper.

15. Climbing frame activities.


17. Angle head stand in pairs. (See p. 60, fig. 140.)

18. Striking activities with gamester ball and stool-ball bat.

19. Backward roll to handstand, with two supporting (144).

20. Cartwheel along rope or line.

21. Handspring over kneeling partner’s back with two supporters.
   Posture and dismissal.

GAMES

22. Dribble relay with football or hockey stick and ball.

23. Zig-zag relay.

24. Heading corner spry.

25. Corner spry using netball pass.

26. Ring the stick.

Posture and dismissal.
GENERAL ACTIVITIES

1. (a) Dodge and Mark.
   (b) Keep the ball moving.

2. Arms swinging forwards, downwards, sideways, downwards followed by circling forwards upwards with an upward jump as the arms circle.

3. (a) Crouch position. Astride jumping with arms swinging sideways.
   (b) Gymnastic high jump, three steps and single take-off over cane (in pairs).

4. (a) Sitting astride back to back. Trunk turning with beanbag, ball or hoop passing with both hands.
   (b) Rolling the log.
   (c) Prone kneeling. Walk hands in semi-circle around to side, keeping knees still (145).

5. (a) In pairs sitting back to back with arms linked. Bend forward to lift partners hips off the floor to arched position.
   (b) Kneel sitting facing partner, knees touching and holding hands. Trunk bending backwards with head dropping backwards to touch ground (146).
   (c) Lying on back. Raise trunk and legs to balance sitting with hand support on ground. Lift hands off ground for count of three.

6. (a) Standing with beanbag between feet. Flick beanbag with feet forwards upwards and overhead. Turn quickly and catch beanbag with hands.
   (b) Prone kneeling. Opposite arm and leg raising backwards. Attempt longest distance between raised hand and raised foot.
   (c) Kangaroo walk. (See p. 57, fig. 137.)

7. (a) Standing on one leg inside hoop. Roll small ball with foot around outside rim of the hoop.
   (b) In pairs facing, holding hands. One knee bending with opposite leg raising forwards, with partner support (147).

8. Turning the turtle.
   Posture and dismissal.
SKILLS


11. Netball jumping and catching practices.

12. Shooting practice in fours using football or shinty stick and ball, aiming at skittles.

13. Dribble bounce practices round hoops on the ground.

14. Throwing-in practice to partner who is marked by a third pupil (in threes).

15. Climbing frame activities.

16. Vaulting activities with benches or human support. (*See* p. 14, fig. 38 and p. 84, fig. 196.)

17. Agility activities.

18. Combine balance activities with throwing and bouncing activities.

19. Run up, high single take-off and landing following by forward roll.

20. Lifting wrestle (boys). Skip under turning rope (girls).

21. Hand and elbow support upward jump in threes. (*See* p. 46, fig. 115.)

Posture and dismissal.

GAMES

22. Dribble relay around objects. Long pass to next man who traps or stops ball. (Soccer or hockey.)

23. Scatter ball.

24. Wheel relay.

25. Zig-zag follow on relay.

26. Scout.

Posture and dismissal.
GENERAL ACTIVITIES

1. (a) Keep the ball in.
   (b) Keep the basket full.

2. Standing with arms overhead. Arms swinging forwards downwards with knees bending and stretching, with trunk bending forwards loosely, and return to arms overhead position with knees bending and stretching (149).

3. (a) Hop with rebound with leg swinging sideways. Keep trunk upright.
   (b) File chain grasp with one foot forward. Heel raising and slow knee bending.

4. (a) Standing with beanbag between feet. Jump to flick beanbag up behind. Turn to catch.
   (b) Kneel sitting on left hip with band held on floor between hands on the right side. Change to sitting on the other side by swinging the arms overhead (show good stretch position) (150).
   (c) Turning the turtle.

5. (a) Back lying. Knee raising and head raising to touch knees to forehead. Legs stretching and lowering to 6 in. from the ground, hold position then lower.
   (b) Sitting back to back in pairs, elbow grasp with knees bent. Leg raising to 45° and slowly lowering.
   (c) Chinese tug-o-war. (See p. 87, fig. 207.)

6. (a) Prone-lying with arms stretched forwards. Trunk raising backwards with arm raising. Three slow claps in arch position.
   (b) Sitting with knees bent feet slightly apart hands on ground behind. Hip lifting and head dropping back to upward ‘crab’ position. (See p. 85, fig. 200.)
   (c) Back lying. Chest raising keeping head and seat on the ground. Pass beanbag under shoulders. (See p. 85, fig. 199.)

7. (a) Slow backward walking on toes along line or around hoop taking small steps.
   (b) Free galloping. Stop on signal on one leg with arms sideways and one knee raised. Bend forwards, forehead to knee.


Posture and dismissal.
SKILLS

9. *Introductory and class activity.* Free skipping.

10. Pig in the middle.

11. Pitching hoops on to skittles.

12. Stepping stones.

13. Dribble bouncing using both hands alternately.

14. In pairs, jumping to touch stick held high by partner.

15. Climbing frame activities.

16. Practice service for tennis against wall. Use tennissette or stoolball bats with gamester balls. *(See p. 90, fig. 220.)*

17. One bench on top of the other. Face vault with leg stretching upwards in the middle of the vault.

18. Revision of vaulting.

19. Revision of agilities.

20. In fours, shoulder balance *(151).*

21. Free pair activities, e.g. headstand, squat, tug-o-war, etc. Encourage variety. *(151)*

Posture and dismissal.

GAMES

22. Ring the stick.

23. Team passing.

24. Rugby touch.

25. Informal volley ball.


Posture and dismissal.
GENERAL ACTIVITIES

1. (a) Race through partner’s legs and leapfrog over back.
   (b) Partner tag.

2. Standing with arms upwards. Arms swinging forwards downwards to hands clap in front of head and swinging to arms sideways (152).

3. (a) Hopping with leg swinging sideways and opposite arm swinging midway upwards.
   (b) Reverse spin with hoop, astride jump over hoop when it spins back. (See p 43, fig. 108.)

4. (a) Leg wrestle.
   (b) Poison.
   (c) Back to back 9 ft. apart in pairs Trunk turning to bounce ball to partner. Ball is thrown with hand of opposite side to the trunk turning.

5. (a) Back lying. Balance cane or hoop on feet (if hoop is used turn hoop with feet).
   (b) Free forward and backward rolls.
   (c) Rowing in pairs. (See p. 7, fig. 20.)

6. (a) Prone-lying, trunk raised, hands grasping feet. Rocking.
   (b) Obstinate mule in prone-lying position. (See p. 81, fig. 186.)
   (c) Back to back, arm upwards grasp in pairs. Pull partner over back slowly bending forward to touch toes.

7. (a) Toe wrestle.
   (b) Standing on one leg. Rotate small hoop on free leg.


   Posture and dismissal.
Lesson 7

SKILLS

9. *Introductory and class activity.* Free small ball catching activities.

10. Square cuts with gamester balls. *(See p. 90 fig. 217a.)*

11. Fielding game in fours.

12. Running high catch (154).


14. Rounders catching and throwing practice.

15. Climbing frame activities.

16. Rounders batting and fielding activities.

17. In circle, keep the ball up. Use volley ball.

18. ‘Ten trips’ with tennequoit.

19. Agilitites.

20. Vaulting.

21. In threes, shoulder balance. *(See p. 70, fig. 158.)*

Posture and dismissal.

GAMES

22. Sitting boat race.

23. Ground hand-ball.


25. Over the legs relay.


Posture and dismissal.
GENERAL ACTIVITIES

1. (a) Horses and Jockeys.
   (b) Small groups. Number groups.

2. Chinese boxing.

3. (a) Skip jump with rebound and legs parting.
   (b) Duck waddle.

4. (a) Crouching. Turn to place hands on the ground as far round as possible and jump feet round to finish in crouch position.
   (b) Free cartwheels.
   (c) Rolling the log.

5. (a) Canoe.
   (b) Side or back lying. Curling and stretching.
   (c) Lying on the back, knees bent. Raise legs overhead to touch ears.

6. (a) Astride in pairs, back to back, one foot apart. Pass beanbag through legs and high over head with both hands.
   (b) Lifting the log (155).
   (c) Prone kneeling with beanbag in the middle of the back. Lift the beanbag up and down by arching and hollowing back.

7. (a) Handstand practice.
   (b) Standing on one leg. Pass beanbag under free leg to other hand.

8. Lying on back. Stretch out arms and legs towards four corners of the ground. Relax with knee bending (156).

   Posture and dismissal.
SKILLS

9. **Introductory and class activity.** One against three.

10. Late cuts with gamester balls.

11. Throwing to hit skittle 10 yards away. Attempt to hit 3 out of 6.


13. Rounders batting and catching practices.


15. Climbing frame activities.

16. Fielding practice in groups of six in circle formation with one in the centre. Throwing, bouncing and catching.

17. Agilites.

18. Vaulting.


20. Balance activities with benches or bricks.

21. Inclined bench, run up bench to single take-off and combine flight with beanbag or ball catching in midair. Ball thrown by partner.

   Posture and dismissal.

GAMES

22. End ball.

23. Ring the stick.

24. Tip it and run.

25. Baste the bear.


   Posture and dismissal.
GENERAL ACTIVITIES

1. (a) Heads and tails.
   (b) Two dogs and a bone.

2. Knee boxing.

3. (a) Standing with arms overhead. Arms swinging forwards downwards with knees bending and stretching, with trunk bending forwards loosely, and return to arms overhead position with knees bending and stretching (159).
   (b) Slow heel raising and knee bending.

4. (a) Back lying. Lift legs overhead to touch ground and walk feet from side to side.
   (b) Standing with fingers on top of hoop resting on the ground. Crawl through hoop without touching any part of it except with supporting fingers. (See p. 17, fig. 46.)
   (c) Standing with cane on ground supported vertically with hand holding top of cane. Twisting under arm. (See p. 10, fig. 29.)

5. (a) Lying on the back, legs raised with bent knees. Knee circling.
   (b) Cock fighting.
   (c) Cycling.

6. (a) Turning inside out (160).
   (b) Sliding the log. (See p. 87, fig. 205.)
   (c) Crouch position facing partner 1 ft. apart, grasping stick. Tug-o-war backwards keeping feet still.

7. (a) Walk slowly on toes with beanbag on head. Bend knees on signal.
   (b) Hopping with beanbag on head. On signal stop with beanbag still on head.

8. Arm and shoulder push in pairs (161).
   Posture and dismissal.
Lesson 9  STANDARD 4  November/December

SKILLS

9. *Introductory and class activity.* Do this and do that.

10. Throwing and catching through a hoop. In threes.

11. French cricket.

12. Skipping practices with hoops.

13. Revise cricket strokes with gamester balls. (*See* p. 90, fig. 217 a b c.)

14. Tennis strokes forehand and backhand against a wall with Gamester balls.

15. Climbing frame activities.


17. Vaulting.

18. Backward roll to handstand with support.

19. Cat walk along balance side of bench (162).

20. Free hoop activities.

21. Free skipping activities.

   Posture and dismissal.

GAMES

22. Captain ball.

23. Fill the gap.

24. Cat and mouse.

25. Reaction touch relay.


   Posture and dismissal.
1. (a) Crows and cranes.
   (b) Circle chase.

2. Arms swinging forwards, downwards, sideways, upwards to hand clap overhead.

3. (a) Hopping with leg swinging sideways and opposite arm raising midway upwards.
   (b) Three running steps, single take-off to land lightly in crouch.

4. (a) In pairs. Partner kneeling and holding hoop with both hands. Jump into hoop and crawl out. (See p. 13, fig. 35.)
   (b) Standing astride, beanbag in one hand, describe figures of eight on the ground with beanbag. Make the figures of eight as big as possible (163).
   (c) Hand astride on a line or rope, trunk twisting to the right with the left hand stretching along the line as far as possible. Repeat to the left side.

5. (a) Cross-legged sitting, holding toes. Trunk bending downwards to place top of head on spot where the legs cross.
   (b) Crouch balance. (See p. 36, fig. 95.)
   (c) Back lying with arms sideways, head raising and alternate knee raising to touch knee with forehead, followed by quick change to arch cross-leg sitting.

6. (a) Lying on the front with back of hands under forehead, head and trunk raising backwards with elbow lifting backwards and upwards as high as possible.
   (b) Sitting astride, back to back in pairs, arms sideways with back of hands touching partners. Slow arm raising sideways, upwards to touch overhead keeping back of hands in contact throughout (164).
   (c) Lying on the back, palms of hands placed on the ground close to the ears, fingers pointing towards the feet. Push up to ‘crab’ position.

7. (a) Standing on one leg with fingertips placed on the ground forwards, take fingers off, arch back, and lift free leg backwards and upwards as far as possible.
   (b) Free handstanding.

8. Knee boxing (165).

Posture and dismissal.
GROUP SKILLS


10. Skipping. Attempt double circle with the rope with the feet off the ground.

11. Run into turning rope and perform given number of skips, and out.

12. Athletics. Hop over low rope with turning to place hands on ground, facing direction of take-off. (See p. 58, fig. 138.)


15. Cricket. With partner, practice stopping a rolling ball with rounders or stool-ball bat.

16. Netball. With partner, one runs, jumps and makes high catch with ball thrown by partner.

17. Climbing frame activities.

18. With partner, one does forward roll as partner makes high stride jump over him (167).

19. Angle headstand. (See p. 60, fig. 140.)

20. High take-off to crouch (knees together) using inclined bench attached to Essex stool, followed by high jump off.


22. Handstanding from standing with partner supporting. Aim at fast leg swing with legs coming together just before top of swing.

23. Face vault over two benches. (See p. 24, fig. 64.)

Posture and dismissal.

GAMES

24. Corner spry.

25. Post ball.

26. Scatter ball.

27. Team passing.

28. Shuttle relay jumping through hoop.

29. Wandering ball.

Posture and dismissal.
Lesson 2  STANDARD 5  February/March

GENERAL ACTIVITIES

1. (a) Whistle race.
   (b) Horses and jockeys.

2. Standing astride with arms upwards. Arms swinging forwards to clap in front of head and swing sideways.

3. (a) Corkscrew jump.
   (b) Two skip jumps and one deep jump to crouch.

4. (a) Lying on back, arms sideways, knees raised. Knee lowering from side to side (168).
   (b) Turn the turtle. (See p. 39, fig. 102.)
   (c) Stride prone falling, turning over to stride back towards hand support falling. Rolling the log.

5. (a) Balance sitting with hoop. (See p. 41, fig. 104.)
   (b) Stoop elbow support back lying. Lift knees and bend head forward to touch (169).
   (c) Front support contest.

6. (a) Head with elbow support, arch prone-lying. Head bending forward with elbow raising sideways. Look at ground through fingers.
   (b) Prone kneeling. Head and trunk arching backwards and one leg raising. Attempt to touch head with toe.
   (c) Rocking (170).

7. (a) Leg swing forwards upwards and backwards with handclapping.
   (b) Toe wrestle.

8. Four-cornered tug-o-war (171).

Posture and dismissal.
10. Skipping. Skipping with astride jumping.
15. Cricket. Forward and backward defence strokes using gamester balls. (See p. 90, fig. 217 b.)
17. Netball. In threes, forming a triangle, ten feet apart. Attempt greatest number of passes in a given time.
18. Climbing frame activities.
19. Angle handstand, with two supporters. Raise legs to headstand, arch back and with knees bent. Drop to ‘wrestle bridge’ position (174).
20. With partner. Astride vault followed by forward roll.
21. With partner. Standing, arms forward and one leg forward. Hop on standing leg, then step on to forward foot, place hands on ground and swing to handstand, partner catching.
22. Through vault in threes with stick resting on the palms of hands at elbow level. (See fig. 22.)
23. Knee vault from top of Essex stool. From kneeling position swing arms forwards and stretch legs quickly. Have a supporter each side.

Posture and dismissal.

GAMES

24. Ball passing versus team running.
25. Fielding relay.
26. Hurdle or hoop relay.

Posture and dismissal.
GENERAL ACTIVITIES

1. (a) Link and tag.
   (b) Lifting race in pairs.

2. Standing, one foot forward with hand support of same side on forward leg. Arms circling forwards and upwards with leg stretching and knee bending when the arm circles downwards.

3. (a) Skip jumping bringing knees to chest on signal.
   (b) Corkscrew jump.

4. (a) Capstan (175).
   (b) Standing astride, trunk and head turning from side to side with arms swinging freely. Later with opposite arm behind and other arm swinging high sideways (176).
   (c) Grinding coffee. (See p. 3, fig. 7.)

5. (a) Crouch, both feet jumping backwards.
   (b) Lying on the back, arms sideways. Knee raising to chest, stretch leg upwards and lower to six counts.
   (c) With partner. Sitting with knees bent, partner holding the feet. Trunk leaning backwards with straight back, head to touch ground first (176).

6. (a) Kangaroo walk with partner. (See p. 57, fig. 137.)
   (b) Standing astride, trunk bending forward loosely with hands clasped behind back, beanbag on back of neck. Slow trunk unrolling, catching beanbag in the hands at top of movement; and arch back strongly.
   (c) Prone kneeling with beanbag on small of the back. Raise and lower beanbag.

7. (a) Facing in pairs, hands joined, left legs forward. Knee full bending and stretching. Repeat to right side.
   (b) Standing on one leg inside hoop placed on ground. Roll small ball round rim of hoop with free foot.

8. Leg wrestle (177).
   Posture and dismissal.
Lesson 3

STANDARD 5

March/April

GROUP SKILLS


11. Athletics. Western roll practice and free straddle practice.

12. Athletics. Hurdle practice using two hurdles 20 ft. apart. (See figs. 173 and 178.)


16. Hockey. In pairs. One rolls ball, partner hits back, first one stops it with stick.

17. Three catches out. In groups of four to six.

18. Climbing frame activities.

19. Headstanding with legs swinging to astride, tuck, angle position etc.

20. Bunny jumps up inclined bench.

21. Run with high single take-off and landing followed by forward roll.

22. Cartwheels along a line or rope.

23. Forward run and hop and swing to handstand with partner supporting (179).

Posture and dismissal.

GAMES

24. Crab football.

25. Skittle ball.


27. Soccer or hockey dribble relay.

28. Team passing.

29. Scout.

Posture and dismissal.
Lesson 4  STANDARD 5  May/June

GENERAL ACTIVITIES

1. (a) Hands joined tag.
   (b) Horses and jockeys.

2. Double arm circling backwards with alternate knee raising forwards.

3. (a) Astride jumping with arms raising sideways and sideways upwards with hand clap over head.
   (b) Crouch position. Jump up to standing astride on toes with arms sideways and back to crouch.

4. (a) Standing with beanbag. Lunge forward to touch ground with beanbag, make as big a circle as possible, moving only the forward leg (180).
   (b) Hold hoop in rolling position with one hand. Circle one leg over hoop quickly, taking the hand away, and replace hand on hoop before it falls.
   (c) With partner in prone kneeling. Crawl under partner and describe figure of eight crawling round partners hands and feet without touching him.

5. (a) Lying on the back. Describe large circle in the air with foot. Repeat with other leg.
   (b) Sitting with knee bent and hoop under knees in rolling position and held with hands shoulder width apart. Legs stretching to 45° i.e., balance sitting.
   (c) Crouch with one leg backwards. Leg changing with a jump (181).

6. (a) Prone kneeling. Head bending forwards and downwards with one knee raising forwards, head to knee, followed by trunk and head raising backwards with same leg stretching backwards and upwards. Try to touch head with foot.
   (b) Obstinate wheelbarrows (182).
   (c) Lying on the back with hoop held overhead. Pass hoop under body from head to foot.

7. (a) Walking slowly on toes balancing cane on head.
   (b) Standing with one knee raised, beanbag on foot. Flick beanbag up with foot and catch. Repeat with other foot.

   Posture and dismissal.
GROUP SKILLS

9. *Introductory and class activity.* Scoring runs

10. Skipping. Attempt highest number of skips in group before groups changing.

11. Dribbling between obstacles with football or hockey stick and ball.

12. Soccer. In threes, one throws, next heads, third traps, picks up and throws.


14. Hockey. Scooping balls into a basket. Attempt to have highest number in group before group changing.

15. Netball. Running and bouncing a ball round hoops scattered on the ground.


17. Climbing frame activities.

18. Climbing round an inclined bench.

19. Crawling along on all fours on balancing rib of bench. *(See p. 72, fig. 162.)*

20. Handspring with two supporters kneeling on each side (184).

21. Face vault with legs stretching during flight, and keeping legs straight until landing. Over two benches.

22. Vertical astride vault over Essex stool. If necessary use bench for take-off.

23. Tiger balance with partner supporting. *(See p. 88, fig. 209.)*

Posture and dismissal.

GAMES

24. Ground handball.

25. Soccer dodge ball.

26. Keep the ball moving.

27. Obstacle relay.

28. Scotch handball.

29. Squat boat-race.

Posture and dismissal.
Lesson 5  STANDARD 5  June/July

GENERAL ACTIVITIES

1. (a) Free and caught.
   (b) Gallop step sideways and on signal spring high and land in crouch. Repeat in opposite direction.

2. Standing astride, back to back, with partner, six inches apart. Arms swinging forwards, upwards, followed by three presses in stretch position. Attempt to touch back of hands with partner's.

3. (a) Astride jumping and on every second jump make a quarter turn.
   (b) Standing, heels raising with arms swinging forwards to reach (1), knees bending (2), knees stretching (3), and arms swinging downwards with heels lowering (4).

4. (a) Four cornered tug-o-war.
   (b) Standing with fingers on top of hoop, roll hoop round in complete circle with fingers, slowly, without taking toes off ground. (See p. 7, fig. 19.)
   (c) Astride long sitting, hands support sideways. Turn towards the left, swing arm forward, upward and swing hips up from ground as high as possible. Repeat to other side (185).

5. (a) Back lying, balance cane or hoop on feet (if hoop is used turn hoop with feet).
   (b) Side or back lying, curling and stretching.
   (c) Caterpillar walk.

6. (a) Obstinate mule in prone falling position (186).
   (b) Prone kneeling. Opposite arm and leg raising backwards. Attempt longest distance between raised hand and raised foot.
   (c) Prone lying in pairs, head to head, four feet apart. Raise trunk and throw beanbag, with both hands to partner who is in a similar position.

7. (a) Free running and on signal stop, grasp one foot and pull it to forehead.
   (b) Toe wrestle.

8. Arm and shoulder push in pairs (187).

Posture and dismissal.
GROUP SKILLS

9. *Introductory and class activity.* Free Western roll practices.

10. Skipping. Skipping on the run.

11. Jump the bag.

12. Intercepting in threes, i.e. pig in the middle.

13. Practice throwing tenequiot onto stick held by partner. Increase distance.


15. Soccer. Two skittles placed four ft. apart. In pairs fifteen ft. away, one on each side of skittles. Practice passing through skittles with instep and inside of foot (188).


17. Hockey. Bully practice in pairs. The one who wins the bully dribbles ball to hit skittle.

18. Netball. In threes, one holding hoop, in middle. Chest pass practice through hoop held at various heights. *(See p. 80, fig. 183).*

19. Climbing frame activities.

20. In threes. One in prone kneeling position, other holds partner with undergrasp round the trunk, shoulders and chin on his back—kick up to balance position with the third supporter holding the legs (189).

21. Head stand. Swing legs to wrestler’s bridge. Gradually increase speed of leg swing. Later, in starting position, i.e. crouch with arms stretched forward *(See fig. 174).*

22. Astride vault over two backs, with two supporters.

23. Forward roll followed by a headstand.
   Posture and dismissal.

GAMES

24. Team passing.

25. Informal volley ball.


27. Skittle ball.

28. Heading handball.

29. Chain racing.

Posture and dismissal.
Lesson 6

STANDARD 5

GENERAL ACTIVITIES

July/August

1. (a) Free running. On signal leaders touch as many as possible in a given time.
   (b) One against three.

2. Standing, arms sideways. Arms swinging downwards, forwards, downwards, sideways, four times, followed by arms swinging downwards, forwards and upwards with two presses backwards in stretch position.

3. (a) Hopping with high knee raising followed by hopping with lower leg raising backwards.
   (b) Crouch, hands resting on thighs. Four knee springs followed by a quick knee stretching and bending with arms swinging sideways-up, sideways-down (190).

4. (a) Wicket walk (191).
   (b) Standing with beanbag between feet. Jump to flick beanbag up behind. Turn to catch.
   (c) Standing astride, arms sideways. Trunk bending downwards, sideways, with opposite hand touching foot (192).

5. (a) Kneeling on one knee, other leg stretched forward and supported by partner. Trunk bending backwards. Change legs and repeat.
   (b) Lying on the back, knees bent. Single and double knee stretching to 45°.
   (c) Standing back to back, hands stretching holding stick. Stick pull with partner.

6. (a) Lying on the front, partner’s hands on shoulder blades. Legs raising as high as possible off the ground (193).
   (b) Sitting back to back with partner, arms upwards grasping partner’s hands. Trunk bending forwards slowly to pull partner over back.
   (c) Standing astride, trunk leaning forward to 45°, back flat. Small arms circling in arms sideways position.

7. (a) Run, toss up beanbag, lift up one knee to catch beanbag on the raised knee in balance standing position.
   (b) Standing with arms forwards to partner. Clasp hands and raise one leg backwards. Attempt to make partner put raised foot on the ground.

8. Turning the turtle.
   Posture and dismissal.
GROUP SKILLS


10. Skipping. Jump into turning rope, six skips and out.

11. In threes, two kneeling holding canes at knee height 1 ft. apart. Third pupil runs, takes off on one foot to jump over canes and lands in crouch. Increase distance between canes.

12. Soccer. In circle formation with pupil in middle. Centre pupil throws the ball to each member of the circle who heads the ball back (194).


14. Netball. In threes. Centre player throws up ball for other two to jump to gain possession.


16. Dodge and mark.

17. Climbing frame activities.

18. Shoulder balance with partner. (See p. 70, fig. 158.)

19. Through vault with two supports, back to back. One pupil vaults, one supports. Work in fours (196).

20. Backward and forward circling (in threes) with two supports. Supports with hands crossed, arm nearest performer on top and performer grips this arm with underneath grasp. (See p. 88, fig. 210.)

21. In threes. Backward roll to handstand with two supporters who steady performer in the handstand position.

22. Astride vault over Essex stool, use bench for high take-off if necessary.

23. Knee vault.

   Posture and dismissal.

GAMES

24. Scatter ball.

25. Hurly burly.

26. Dodge ball (soccer or hockey dodge ball).

27. Ring the stick.

28. Dribble relay (soccer or hockey).

29. Wandering ball.

   Posture and dismissal.
GENERAL ACTIVITIES

1. (a) Keep the ball moving with one or two players intercepting.
   (b) Free dodge ball.

2. Standing arms swinging forwards, upwards.

3. (a) Upward jump, bend knees outwards and touch heels with fingertips.
   (b) Chain grasp with one foot forward. Heels raising and slow knees half bending (197).

4. (a) In pairs, partner standing in short astride. Crawl round partner's legs making figure of eight.
   (b) Back to back in pairs with ball or hoop. Trunk turning to pass ball or hoop to partner.
   (c) Turning inside out. Later in cross leg position (See p. 71, fig. 160.)

5. (a) Hand support balance sitting (legs raised), beanbag on one foot. Change beanbag to other foot. (See p. 53, fig. 130.)
   (b) Stretch back lying, holding band in hands. Trunk raising upwards and bending downwards with slight knee bending to hook band over feet. Leg stretching with chest pressing downwards to knees (198).
   (c) In pairs, back to back, one foot apart. Change beanbag with both hands between legs and over head.

6. (a) In pairs, with partner, standing astride holding band in both hands. Other pupil lies on the front between partner's legs, holding the other end of band and tries to climb as high as possible with hands up the band (199).
   (b) Practice 'upward crab' position (200).
   (c) Lying on the back, arms sideways on the ground. Chest raising keeping the head, seat and hands on the ground.

7. (a) Stand on one leg, place beanbag anywhere on ground and pick up with opposite hand, turning only on standing foot.
   (b) Free running. On signal stop on toes with arms stretched over head. Hold position until completely steady.

8. Poison in fours.
   Posture and dismissal.
GROUP SKILLS

9. *Introductory and class activity*. In pairs, two dogs and a bone.

10. Jump the widening brook (201).

11. Throwing balls into basket. Increase distance.

12. Throwing tenequoit on to partner’s upraised arm.


14. Cricket. In circle, centre man with cricket bat and ball. Hit catches to members of circle in turn.

15. Cricket. Practice cricket strokes with gamester balls. (See p. 90, fig. 217 a, b, c).

16. Ten trips.

17. Bouncing practice with large ball round obstacles.

18. Climbing frame activities.


20. Handspring with two supporters.

21. Lying on the back with two supporters standing on either side, holding performer’s upstretched hands. Performer raise legs to low cycling position and then swing legs outwards and downwards at the same time pulling on supporter’s hands. Practice for backspring (202).

22. Face vault over two benches.

23. Free hoop activities.

Posture and dismissal.

GAMES

24. French cricket.

25. Moving target.


27. Exchange bounce relay.

28. Captain ball.

29. Scotch handball.

Posture and dismissal.
1. (a) Lifting race.
   (b) Catch your tail.

2. Standing with arms overhead. Arms swinging forwards, downwards with knees bending and stretching, with trunk bending forwards, loosely, and return to arms overhead position with knees bending and stretching. (See p. 65, fig. 149.)

3. (a) Three skip jumps followed by a high jump and down to crouch position.
   (b) In pairs, partner kneeling holding hoop at knee height. Running forward jump, after three steps, single take-off into hoop in crouch. Double take-off, jump out.

4. (a) Back lying. Lift legs overhead to touch ground and walk feet from side to side.
   (b) Prone falling. Rolling the log (203).
   (c) Facing partner, palms of hands together. Twist and turn continuously, without moving feet (204).

5. (a) Standing astride with one arm upwards, holding beanbag. Drop beanbag backwards as far as possible. Swing forwards, downwards and retrieve beanbag between legs.
   (b) Lying on back with arms sideways. Single knee raising with head bending forward to touch knee on forehead.
   (c) Rocking the dummy in standing position.

6. (a) Prone-lying trunk raised, hands grasping feet. Rocking.
   (b) Sliding the log (205).
   (c) Stretch prone lying holding vertical cane at the bottom. Trunk and head raising as hands climb up vertical cane.

7. (a) Run round thumb (206).
   (b) Standing. Knee raising forwards, upwards and head bending forwards, downwards. Knee to forehead and arms backwards. Hold position for three counts.

8. Chinese tug-o-war (207).

   Posture and dismissal.
GROUP SKILLS

9. *Introductory and class activity*. Free cartwheels.


11. Cricket. Fielding game with two pairs facing each other (208).


13. Throwing and catching, one hand, two hands, left to right, etc.


15. In pairs, partner with cane. Jump to touch top of partner's cane.


17. Climbing frame activities.

18. Tiger balance with partner supporting (209).


20. Handspring in fours. One in prone kneeling, other two supporting on each side.

21. Astride vault over partner followed by forward roll.

22. Through vault with two supporters back to back. *(See p. 84, fig. 196.)*

23. Shoulder balance. *(See p. 70, fig. 158.)*

24. Vaulting with pole (211).

   Posture and dismissal.

GAMES

24. Team passing.

25. Over the legs relay.

26. King of the ring.

27. Skittle ball.

28. Corner spry with tenequoits.

29. Bombardment.

   Posture and dismissal.
Lesson 9

STANDARD 5

November/December

GENERAL ACTIVITIES

1. (a) Fox and geese.
   (b) Horses and jockeys.

2. Standing astride. One arm high overhead, the other with back of hand near hip, loose wrists, arm changing.

3. (a) Jack in the box.
   (b) Free running. On signal face partner and jump higher than partner.

4. (a) Standing astride on rope or line. Try to touch either end of rope with opposite hand to the trunk turning.
   (b) Sideways tug-o-war (212).
   (c) Cross-leg sitting. Head and trunk turning with arms swinging loosely to touch ground on each side with fingertips.

5. (a) Sitting with one knee bent, arms folded. Quick leg changing.
   (b) Lying on the back arms sideways. Feet lifting to astride position at 45°.
   (c) Standing facing partner, beanbag between feet. Jump and flick beanbag forwards to partner (213).

6. (a) Kneeling with one foot placed forward, knee bent, arms stretched high overhead. Arms swinging forwards, downwards and backwards with trunk bending forwards to touch knee with forehead, and slowly back to starting position (214).
   (b) Prone-lying with partner holding feet. Head and trunk raising backwards with hands on top of head and elbows raising backwards.
   (c) Obstinate mule in kneel sitting position.

7. (a) Standing with one foot raised backwards and finger tips on ground. Raise trunk backwards and arms sideways, keeping leg high.
   (b) Standing on one leg. Pick up object with foot and place it outside opposite ankle. With same foot pick up object again, but this time from behind ankle.

8. Duck fighting (215).

Posture and dismissal.
Lesson 9

STANDARD 5

November / December

GROUP SKILLS

9. *Introductory and class activity.* Whistle race.

10. Free skipping.

11. Jump through large hoop held by partner (216).

12. Cricket. Revise all gamester ball activities (217a), (217b) and (217c).


14. Throwing and catching in threes.


16. Pig in the middle.

17. Climbing frame activities.

18. Attempt handspring without using support (but supporter must be there).
Lesson 9

STANDARD 5

November/December

GROUP SKILLS

19. Headstand without support (218).

20. Tiger balance without support.


22. Through vault over two benches.

23. Vertical stride vault over Essex stool (219).

24. Practice tennis serve (220).

Posture and dismissal.

GAMES

25. Two dogs and a bone.


27. Captain ball.

28. End ball.

29. Newcombe.

30. Wandering ball.

Posture and dismissal.
Chapter 2(a)

Introductory activities, game-form activities and contests

Reference chapter for general activities and skills of Chapter 1
INTRODUCTORY ACTIVITIES, GAME LIKE ACTIVITIES AND CONTESTS

1. **All-in tag**

   Each member of the class has a coloured braid. The game is a variation of ordinary touch. The 'he' wears a coloured band and tags as many as he can. When touched a player puts on a braid and assists in the catching. The game is best played for a given number of minutes to see how many the 'he's' can catch in the time, or, alternatively, how many can remain free.

2. **All-in-race**

   Players are grouped in files of six or eight. The teams run over the same course one after the other following the leader, the winning team being that which completes the course in the quickest time.

3. **Angry cats**

   The pupil is on all fours with a beanbag placed in the middle of his back. On signal he arches back followed by hollowing back. The object of the exercise is to make the beanbag go as high and as low as possible.

4. **Arm and shoulder push**

   Partners stand facing with hands on each other's shoulders. They try to push each other backwards.

5. **Arm lock wrestle**

   Partners sit astride to back to back with elbows locked, one over and one under that of his partner. Partners then try to force each other's trunk sideways so that his partner's elbow touches the ground.

6. **Back to back pushing**

   Partners stand back to back with elbows locked and try to push each other.

7. **Ball bounce race**

   The children are in a line at the end of the playground, each with a ball. On a signal, all run across to the other end, bouncing and catching the ball.

8. **Big A and little A**

   The teacher, representing the cat, stands at one end of the playground with his back turned to the children, who stand in their 'home' at the other end. The children chant "Big A, little A" (imitating the movement), "Bouncing B" (bouncing like balls); "Cat's in the cupboard and can't see me". On the last line they advance stealthily towards the teacher, repeating the above at intervals until they have approached almost to touching. When the teacher is touched, he chases the children to their 'home', trying to tag as many as possible before they reach the base. Those tagged help the teacher next time.

9. **Burning candles**

   Crouch position, with hands touching overhead but arms bent above head to represent the flame, change to toe-standing position with arms stretched upwards.
10. Canoes

Children in long-sitting position on the ground holding short sticks for paddles. They turn first to one side and then to the other as they pretend to paddle their canoes along pushing the paddle as far backwards as possible.

11. Capstan

Three players place their right or left hands on a medicine ball and in side support position walk round.

12. Cat and mouse

The children are arranged in five or six parallel lines, each line having five or six players. They hold hands. On the command “Change”, all the players drop their neighbours’ hands, make a quick turn to the right and immediately grasp the new neighbour’s hands on each side of them. On each succeeding command “Change”, the same movement is carried out. This should be done several times until the class can quickly form lanes in different directions.

A ‘mouse’ is then put in one lane and a ‘cat’ in another to catch the ‘mouse’. They must not break through the walls but always run along the lanes, the direction of which the teacher can change with the command word when the chase gets too hot for the ‘mouse’. When the ‘cat’ has caught the ‘mouse’ a new cat and mouse are chosen. Occasionally two cats and two mice can be introduced into the lanes.

13. Cat and mice

The children are at one end of the playground. The ‘cat’ sleeps in the middle of the playing space. The children tip-toe across the playground or marked space and try to get past the ‘cat’, who may spring up at any time and chase the ‘mice’ tagging as many as possible before they get behind the marked base line on the other side of the ‘cat’.

14. Cat-crawling

On all fours, body kept as low as possible. The movement is forward, using opposite hand and leg, stretching well forward and pressing the body towards the ground at each step.

15. Caterpillar walk

The starting position is prone fall. First movement, keep hands still, and walk feet towards hands, knees straight. Second movement, keep feet still and walk hands towards feet.

16. Catching tails

Every pupil tucks a coloured band through his belt at the back. On the signal, attempt to collect as many ‘tails’ as possible before signal to stop.

17. Catch-your-partner’s-tail

The class is arranged in pairs, one of whom has a coloured braid tucked through his belt at the back. On the signal, he dodges and runs away, preventing his partner from catching his tail.
18. **Chain race**

Teams link hands either across the gymnasium or play area. Four in a team is sufficient in this race. The team runs or gallop steps sideways so that one player can touch the wall. Touching the opposite wall or line alternatively, the first team to score ten touches wins the race.

19. **Chariots**

Two players, one standing upright and the other making a back behind him, form a chariot. A third player drives the chariot by standing on the ‘back’ and supporting himself with his hands on the shoulders of the first player. The players race around a marked course.

20. **Chain tag**

This game can be played in a limited space. Two pupils join hands and try to tag the others, who, if tagged, form a chain to tag the rest. The chain should be limited to six or eight. Only the two on the outside of the chain can tag.

21. **Chain tug-o-war**

Class is arranged in two even teams. Opposing teams are arranged on either side of a line, each pupil facing a gap, and holding adjacent two pupils of other team in chain grasp. On signal both teams pull backwards.

22. **Chase him**

The teacher points to a boy and calls “Chase him”. Whereupon everyone chases the boy but whilst this is being done the teacher points to another boy and the whole class switch to chasing the ‘new’ boy. The teacher should choose several different boys.

23. **Chase the leader**

The class spreads out over the play space and at a signal the players try to touch the object (flag, handkerchief or rope) which the leader holds in his hands, while he dodges in and out among them.

24. **Chinese boxing**

Partners stand facing each other grasping the opposite right wrist with the left hand. Each tries to touch the other’s hair with his open right hand. Change hands.

25. **Chinese get up**

Partners sit back to back with elbows linked and knees bent. They stand up and sit down, by pressing backwards against one another.

26. **Chinese pig tail**

The children run into files. Each player clasps the waist of the one in front. The leader of each team belongs to a different team. The ‘tail’ is attached loosely to the last player in each file. The head of each file tries to catch the tail. The rest of the team must prevent him from doing this. The first leader to pull off the tail wins.
27. Circle chase

The children stand in two concentric circles, each player in the inner circle being the opponent of the player behind him in the outer circle. On the first signal, the circles skip round in opposite directions. On the second signal, the inside players chase and attempt to tag their partners before the final signal.

28. City gates

The players are divided into teams of equal number and arranged in a large circle round the playspace. Two players of each team join hands with each other and form an arch. The rest file up at the entrances of the arch. On a given signal the players run through their own arch, round the playspace behind the other arches and back to their places.

29. Cock-fighting

Partners sit facing each other with knees bent and hand clasped under the knees. Using the feet only, each tries to roll the other backwards by tipping partner’s feet.

30. Colours

Each team is given a colour. On that colour being called the team represented by that colour will adopt the squat position and only the team represented by the last colour called will squat. Points can be given for teams or individuals squatting quickly and standing up quickly. The team with the most points is the winner.

31. Corkscrew jump

Jump upwards from two feet and attempt a full twist in the air so that the landing is made facing the same direction as at take-off.

32. Couple tag

The ‘he’s’ chase in couples with inside hands joined. When either is successful in catching another player he, the tagger, becomes free; the player who was touched joining up to form the tagging couple.

33. Cross-tag

Two or more players wearing coloured braids chase the rest. The tagger nominates a particular player and chases him as in ordinary tag, but if another player runs across his path from left to right and between them the newcomer is chased instead. Hand over braids when caught and tag somebody else.

34. Crow-hops

From a standing position with the feet together, bend the knees fully. Place hands or knees, keeping the head and trunk erect and hop with feet together in different directions.

35. Crows and Cranes

The children stand in two lines, back to back, one yard apart. One line are ‘crows’ and the other ‘cranes’. In calling out either name, the teacher rolls the
‘R’. When the teacher calls “cranes” the named line runs to a marked base line or wall 10-20 yards away. The crows chase and endeavour to tag the ‘Cranes’ before they reach the base. Those caught must carry the ‘crows’ back to the lines ‘pick-a-back’. Should the ‘crows’ however, fail to catch the ‘cranes’, they must carry the ‘Cranes’ back to the lines.

36. Crusts and crumbs
   As for Crows and Cranes except that the words ‘Crusts’ and ‘Crumbs’ are used.

37. Cycling
   Lie on back with hips high and supported by hands with elbows and upper arm on ground. Make full cycling movements with legs.

38. Dead Man
   This is played in threes. Two players stand facing each other. The centre man remains absolutely stiff and is pushed or rocked from one outside player to the other.

39. Dodge and mark
   A warming-up activity introducing running and the fundamentals of attack and defence.

   Players place themselves two and two together, one the attack the other the defence. At a given signal the attacks must try to get free, and the defences must follow them closely, and try to keep within an arm’s distance, so that when the signal is given, they can touch their opponent.

   The players then reverse the positions, so that both get a turn in covering their man.

40. Dodge ball in threes
   Class is arranged in groups of three, A, B and C. A and B face each other some distance apart. C stands between them facing A or B. A and B throw a ball at C, trying to hit him on the legs below the knees. C dodges or jumps to avoid being hit. The groups change places at frequent intervals or when the dodger has been hit.

41. Do this, do that
   The children face the leader and imitate whatever he does when he says “do this”. Should the leader at any moment say “do that” instead of “do this” anyone who imitates him stands still and watches the game. The last one in wins.

42. Double jump tag
   Players jump with both feet together otherwise play ordinary tag. It is a vigorous activity which should be taken for a short time only.

43. Drawing the bow
   One arm is pushed forward and the other is ‘drawing the bow’ back. Make sure the pupil looks back to see that his bent ‘drawing’ elbow is as far back as possible. When the ‘arrow’ is released, the drawing arm is thrust vigorously forward as far as possible.
44. Driving horses in pairs

One pupil inside a large hoop held round waist in front, and partner outside holding back of hoop (i.e. reins). Both run forwards ‘horse galloping’. On signal driver gets inside hoop and both hold it high overhead, both on toes. Change drivers and repeat.

45. Drumming

Crook sitting grasping knees. Tap ground with left and right foot alternately. Make light and loud drums.

46. Duck fighting

Partners face each other in knees full bend position. By hopping and dodging each tries to push the other over backwards.

47. Egg in the hat

The children are divided into groups. Each group stands behind its line facing a row of hats, boxes or baskets. Each child is given a certain number of pebbles into their own hats. The one who throws the most in a given time wins.

48. Elbows linked tug-o-war

Standing facing opposite directions with adjacent elbows linked. Tug-o-war sideways.

49. Encircle the leader

The leader dodges anywhere, and the rest of his team try to make a circle round him, with hands joined. This calls for resourcefulness on the part of the team who must try to corner the leader and then join hands quickly.

50. Fence and ditch jump

A rope, and beyond it a line are marked on the ground. The jump is taken to clear the rope and line and to land on one or both feet. At first the height of the rope and the distance between it and the line must be small.

51. Fielding game in fours

One pair astride, facing same way with inside feet touching, face opposing pair, similarly placed, ten feet or so apart. The object of the game is to roll a small ball through opponents legs. Another name for this game is ‘Leggy-leggy’.

52. Fighting cocks

Partners sit facing each other with knees bent and hands clasped under knees. Using feet only, each tries to roll the other backwards.

53. Fill the gap

The children stand in a circle holding hands. An odd player runs round outside the circle and in passing, taps a player on the back. This player immediately starts to race round in the opposite direction. The one who reaches the place first fills the gap, and the other continues the game.
54. **Fisherman**

One or more groups of two act as fisherman, holding a short rope or coloured band as a net. The remainder of the class, the ‘fishes’, play about the ground. The fisherman give chase and try to net by encircling with the rope one or more fishes who are taken to the ‘basket’ in a corner of the ground. The game continues until nearly all are caught. Later the class may be divided into groups each representing a different kind of fish and baskets for each kind marked on the ground. As each fish is caught he is taken to the appropriate basket. At the end the different catches are numbered to see which group has been cleverest in escaping the net.

55. **Fishtail**

Free handstanding—as in ‘kicking horses’—but attempt to put legs wide astride in the handstand position.

56. **Follow my leader**

One child is chosen as leader. The rest fall in behind him and endeavour to imitate whatever he does. The leader must set them certain tasks, such as jumping, climbing over obstacles, etc. Those failing to do the required task may either fall out or go to the end of the line.

57. **Follow my thumb**

The class runs to wherever the teacher points his thumb. If he points it downwards they do crouch jumps with hands on knees and if he points it upwards they skip jump.

58. **Four-cornered tug-o-war**

A piece of rope is joined to make a circle of rope and four boys hold the rope in one hand and face outwards. At the command they all pull in four different directions. Beanbags or coloured bands may be placed on the ground in front of each boy and each pulls to try and pick up his object.

59. **Fox and geese**

One child is chosen as a fox and another as a gander. The children (no more than six) line up behind the gander and clasp each other round the waist or hold each other’s shoulders. The gander with arms outstretched tries to prevent the fox tagging the last goose. The gander always turns to face whichever way the fox dodges, and his ‘brood’ swings round to keep behind him. When tagged, the last goose becomes the fox, and the fox the gander.

60. **Free and caught**

The players are scattered freely in the playground and are chased by two or more ‘he’s’. When a player is touched he must stand still, but he can be released to play again if he is touched by a free player. The ‘he’s’ try to get everyone standing still in a given time.

61. **French cricket**

Apparatus: 1 small cricket bat or stoolball bat and a Sorbo or tennis ball per group.
61. French cricket (continued).

The object of the game is to try to strike the batsman’s feet with the ball. The batsman must keep his feet still and guard any attempt by all the other players to strike his feet.

The players must roll the ball from wherever they field it and must not attempt to get any nearer to the batsman. It is permissable for any player to pass to a player nearer the batsman or to one more advantageously placed to the batsman.

The player who finally strikes the batsman with the ball becomes the batsman. It is better to play this game in groups of no more than seven or eight.

62. French tag

The children run freely. The teacher tags one child. The child must hold whatever part of the body is touched by the teacher, and try and touch someone else with the free hand. The next player touched must also hold the part touched, and try and catch someone else. When the catcher has caught someone, he becomes free again.

63. Frog in the pond

"Frog in the pond you can’t catch me." The children chant this and skip round the frog. The frog springs up suddenly and chases them to their ‘homes’, tagging as many as possible.

64. Frog jump

From standing position bend the knees fully, and keeping the elbows between the knees, support the finger tips on the floor. Progress by springing forward and upward and land in starting position each time.

65. Front support contest

Partners face each other in the front support position, feet astride. They try to snatch each other’s wrists away, so as to cause a collapse.

66. Galloping

A short step forward is taken with the left foot followed by a little hop; the right foot is just raised from the ground and passes near the ankle of the left foot to take the next step forward. The whole is then repeated, the hop being made this time on the right foot. The weight of the body should be on the balls of the feet and the steps must be small. Note the difference between skipping or galloping step and skip jump.

67. Giants and dwarfs

When the teacher says "Giants", the children walk about on their toes with arms stretched upward as far as possible. On the word "Dwarfs", they walk about freely with knees fully bent, making themselves as small as possible.

68. Giant strides

The children run about making each stride as long as possible. They also cover a given distance in as few strides as possible.
69. **Grinding coffee**

Partners stand facing each other with the arms raised forwards and grasping hands. They then turn under the hands until they stand back to back. Continue the movement until they are back in the original position. Gradually increase speed and vigour of movement.

70. **Gull and fish**

In groups of four. On the signal, one child with beanbag runs away from group. The remainder chase to tag the runner on the shoulder. When touched, the child must throw the beanbag up in the air. Whoever catches it, turns and runs away with it.

71. **Heads and tails**

Class in team formation. The leaders of teams are named ‘heads’ and the last pupils of the teams are named ‘tails’.

If ‘heads’ are called, the leader remains still and the remainder run round him. If ‘tails’ are called, the team runs round the last man. This calls for alertness of mind and is competitive. Every pupil on every call goes back to their team place.

72. **Hands joined tag**

Several ‘he’s’ are chosen and start chasing the others with both hands clasped together. When a player is touched by a ‘he’ the two join hands to form a ring to which, as they are touched, other players are added. The difficulty of the game lies in the fact that, in chasing, some of the ‘he’s’ forming a ring may be pulled, as they run, backwards and sideways, and with the children it is not wise to allow the rings to grow too large. The ring to reach five or seven first can be regarded as the winner and the game restarted with new ‘he’s’. Players are caught if they are touched by any part of a ‘he’s’ body, provided the hands are not unclasped or the ring broken.

73. **Here, there, where**

One end of the play space is named ‘here’. The opposite end is named ‘there’. ‘Where’ is the centre part of the area. The class must run to the end named by the teacher who will occasionally point to ‘here’ and say ‘there’ and vice versa.

74. **Hill dill**

The ground is marked off by two lines into three sections with the middle section fairly wide, e.g. 100 feet. The chaser stands in one of the outer sections and the remainder of the class in the other. He calls out “Hill! Dill! Come over the hill or I’ll come over to you!”. He then tries to tag players as they race over the middle section. Anyone tagged while in the middle section becomes a chaser also. Call and chase continue until all are caught.

This game with its opportunities for developing skill in eluding a number of pursuers may also be usefully employed with older children.

75. **Hit the dodger**

The players are arranged in groups of five or six, one being selected as dodger. The idea is for the players to hit the dodger in a given time with a beanbag. Passing the beanbag between group members should be encouraged.
76. **Homes**

The class is divided into four or six groups and each group is given a ‘home’ or working area. On signal they run to their homes and sit down quietly in a prearranged formation, e.g. circle, file or line.

77. **Hopping charges**

In twos, facing each other, knees fully bent and arms folded. Hop about and trying to unbalance opponent with shoulder pushes.

78. **Horses and jockeys**

Two large circles are formed with the outer circle standing behind a partner in the inner circle. On the word ‘go’ the outer circle runs round the inner circle in a clockwise direction and when each boy reaches his partner, he jumps on to his partner’s back. The teacher indicates the winning pair. This game may be varied by making the boys on the outside go through their partner’s legs before jumping on to his back. The circles are then changed.

79. **Hot potato**

A team in loose formation passes a soccer or rugby ball among its members. On the whistle, whoever is holding the ball drops out of the game. Quick passing should be encouraged.

80. **Hot rice**

The class or team is spread out over a fairly large area. One member of the team is equipped with a rounders stick with which to defend himself. The game starts by one boy throwing a small ball from a distance of about 15 yards and attempting to hit the defender. Thereafter any player seizes the ball and attempts to hit the defender, who defends himself by hitting the ball with the stick or dodging. Whoever succeeds in hitting the dodger must seize the stick and defend himself without interrupting the game.

Encourage quick fielding, accurate throwing and passing.

81. **Hunt your leader**

Free running. On signal, chase the leader of the team. Whoever tags him becomes leader.

82. **Indian wrestle**

The children lie in twos, facing in opposite directions and holding the nearer hand on the ground. The leg nearest the opponent is lifted, and each tries to press against his opponent’s heels to force the leg backwards.

83. **Insides and outsides**

Formation: four teams: When ‘insides’ is called, the inside team members run round their partners in the outside team, and back to their places.

When ‘outsides’ is called, the insides stand still and the ‘outsides’ run round their partners in the inside team, and back to their places.

The team that returns to its own place first, wins a point.
84. **Jumping Jack or Jack in the box**

Starting position as for ‘frog-jump’. Use the words: ‘Jack in the box jumps up like—this’. On ‘this’ the children should change to standing on their toes and reaching up as far as possible with their arms.

85. **Jumping Jimmy**

The children stand facing the teacher in a loose group and imitate him doing different jumps, e.g. astride or skip jumps, etc. On a signal, he chases the children and the first one caught changes places with him.

86. **Jumping the bag**

The class is arranged in a circle formation, facing inwards. The teacher swings a rope, weighted at the further end, in a circle to pass under the children’s feet as they jump. At first the weighted end should drag along the floor, and later it can be gradually raised.

87. **Jumping the snake**

One end of the rope is held on or near the ground. The other end is shaken up-down to make ‘waves’. The children jump over in stream. The size of the waves can be increased by more vigorous shakes.

88. **Kangaroo walk**

Partners grasp as for wheelbarrow, the wheelbarrow being supported rather higher up round the waist than usual. If the hands are spread, giving wide support to the wheelbarrow’s stomach, so much the better. The wheelbarrow pushes off with his hands, and swings his trunk upwards with arms sideways as in a swallow dive; his partner gives assistance with the lift.

89. **Keep the ball in**

A small group of players, arranged in a circle, roll a soccer ball over the circle attempting to roll the ball through someone’s legs. This is defended by the player fielding the ball with his hands and re-rolling it into play.

90. **Keep the ball moving**

The children are arranged in small groups of five or six players with a ball to each group. On a signal, they move about freely in every direction and keep the ball in the air by passing it from one to the other as quickly as they can. They should keep going with an easy steady run, as this will encourage natural breathing. The ball should be passed to everyone taking part and crowding must be avoided by filling the whole space in which the players are entitled to move.

91. **Keep the ball up**

The same as ‘keep the ball moving’, but in a standing position. The ball is headed and the hands are only used for picking it up as it falls. A light ball or balloon should be used.

92. **Keep the basket full**

The teacher places a basket full of beanbags or small balls in the centre of the room and scatters them far and near in all directions as fast as he can.
The children collect the balls or beanbags and bring them back to the basket, filling it as quickly as the teacher empties it.

93. **Kicking horses**

Crouch position, hands on floor shoulder-width apart, head well back. Kicking movements of the legs, raising them as high as possible. Attempt handstand with legs kicking in the air.

94. **King of the ring**

Use several concentric circles. Players pushed out of the smallest circle go to the second circle. As soon as four players have been pushed out into the second circle, the game continues there too and so on to the third and fourth circles until only one player remains in each circle.

**Variation.** The above game can also be played in teams, each team having the same number of players in each circle. The game is carried on till only members of one team remain in each of the circles.

95. **Knee boxing**

Partners assume a boxing stance but crouched forward. Each tries to touch his opponent’s knees.

96. **Leg wrestle**

Partners lie side by side. Each raises the inside leg, the legs are interlocked and each tries to force his partner’s leg outwards.

97. **Leopard in the cage**

On all fours. Walk hands from side to side keeping knees still. Attempt as big a trunk twist as possible.

98. **Lifting race in pairs**

In long sitting, one behind the other; front pupil with arms sideways. On signal, pupil behind jumps up, holds partner by upper arms and lifts him to standing. Partner being lifted must keep legs straight.

99. **Lifting the log (in pairs)**

One boy lies rigid on the ground. His partner places his hands underneath his neck, palms upwards and fingers interlocked and lifts him to his feet.

100. **Lifting wrestle**

Partners spar freely, trying to lift each other off the floor.

101. **Link and tag**

Two players holding hands chase the class to tag them. Those touched join the line and when the number becomes four it divides into pairs. The game continues until all are caught.
102. *Long hops*

The children hop from one line to another 20 yards or so away, seeing who can take the least number of hops.

103. *Merry go round*

The players form a double circle. The inner circle joins hands and the outer circle place their hands on the shoulders of the inner circle. At the signal the class gallop step sideways and on a further signal the outer circle moves up or down, one or more players.

104. *North, south, east and west*

As in ‘here, there and where’. When ‘north’ is called they run to the north, and change direction when any other direction is called.

105. *Number change*

The class is divided into pairs, each pair being given a number. The class then forms a circle with one player in the centre.

On a number being called, those two players attempt to change places before the centre man can move into one of the vacated positions. If the centre man is able to do this, one of the players whose number was called will be left in the centre.

106. *Number groups*

The children run about freely. When the teacher calls a number such as ‘twos’, ‘fours’, ‘threes’, the children quickly join hands to form circles of that given number. Any children who fail to get into a group must stand still. If ‘ones’ is called the children must stand still on the spot.

107. *Number race*

The class is lined up at one end of the playspace and numbered off in fours, fives and sixes, according to the size of the class (the larger the class the higher the grouping). The teacher calls out one of the numbers, and the children of that number race across the playground and back again, the first one back winning. If the class is too large to have them all at one end of the playspace, divide them into two lots, one at each end.

108. *Number catches*

The players are each given a number. The teacher or leader starts the game by throwing the ball in the air and calling one of the numbers. Immediately, all except the player called run away. The player called must try to catch the ball before it bounces, and if he succeeds he at once throws it up again calling another number. If he fails, he runs after the ball and immediately he has it in his hand calls “Stop!”. On this command, all the other players stand still. He then tries to hit one of them (it must be a direct hit without the ball bouncing). If he misses, one point is scored against him. The players reassemble and he starts the game again. The player with the least number of points wins.
109. Obstinate mules

The children are arranged in pairs, facing each other.

(a) In kneel sitting. One pupil squats on hands and knees; his partner clasps his hands behind the kneeling pupil's neck and tries to pull him forward. The kneeling pupil must keep his head back and not allow it to bend forward.

(b) In prone kneeling. One pupil on all fours with head raised. In standing, the pulling is done as in (a).

(c) In lean standing. One pupil stands with legs astride, trunk leaning forward with head raised and hands supported on knees. Pulling is the same as in (a) and (b).

(d) In prone falling. One pupil in 'press up' position (i.e. prone kneeling with knees lifted off ground) with head raised. Pulling as in (a), (b) and (c).

110. Obstinate wheelbarrows

In twos, one acting as support, the other as the wheelbarrow. The wheelbarrow has both hands on the floor, his legs being grasped at knee level by the support, who raises them to his own waist level and holds them firmly against his sides. The support pushes the wheelbarrow, who resists. Should be taken for short spells only.

111. Odd man out

The children pair off in two lines in the centre of the playspace. The teacher is the odd man out. On a signal, the lines run to opposite sides of the playspace and back again, each trying to get a partner in the centre, including the teacher.

112. O'Grady

Activities or exercises are performed when the teacher says “O'Grady says: do this and O'Grady says: do that”. If she says “do this”, i.e. omitting the ‘O'Grady’, the children should not perform the exercise named. Those who do it must sit down and may take no further part in the game. The last one left in wins.

113. One against three

The children are in groups of four. Three join hands in a circle leaving one to be the catcher. Each child has a number and before the activity commences the teacher indicates the number to be caught. The catcher, by means of dodging round the circles, tries to catch the pupil indicated. The pupils in the circle try to prevent this by circling right or left.

114. Partner tag

All players except two hook arms in couples. Of the two free ones, one is chaser and the other the runner. The runner may save himself by linking arms with either member of any couple he chooses. Whenever he does so, the third player of the group becomes the runner.
115. Pig in the middle

Children arrange themselves three together with one in the middle. The two outside ones pass the ball (usually a tennis ball) from one to the other and the inside one has to try to intercept it. If the middle one secures the ball he changes with the player who threw it. Provided space allows the children can run freely and dodge anywhere, in which case the practice becomes extremely vigorous.

116. Pluto

The children on hands and knees imitate a dog moving forward, turning body and head from side to side, e.g. as body turns to left side, the right hand and right knee move forward and to the left. The children should lower the body and bend the elbows at each turn.

117. Poison

A stone, beanbag or a circle marked on the ground represents ‘poison’ and the children stand in threes or fours round the ‘poison’ holding hands. The object is to pull one of the others on to the stone, beanbag or into the circle, thereby ‘poisoning’ him.

118. Pushing contest in pairs

In twos, walk standing position, facing each other with palms of hands against those of partner. Push to unbalance partner. May be done in close standing position or using right or left hands alternately.

119. Pushing contest in pairs with hands on shoulders

Partners stand facing with hands on each others shoulders. They try to push each other backwards.

120. Rabbits with their ears up

The children stand with feet together, then bend the knees fully. The head and trunk are kept erect and the hands placed at the sides of the head, palms facing outward, and fingers pointed upward.

121. Rabbits with their tails up

The children place their hands on floor and with bent knees kick up and try to hold them in the air, tightly bent.

122. Racing the tide

One half of the class, representing the sea, stand behind a side line. The remainder advance from the opposite side line pretending to pick up shells as near as they dare to the sea. On ‘signal’ the tide rushes in chasing the children back behind their side line. Those tagged before reaching safety become part of the sea. Lines then change over.

123. Reaction touch

The team stands in file. The leader runs a marked distance and back to the end of his team. He touches the player in front of him and the touch is relayed from player to player to send off the first man in the file.
124. Rocking

The children lie face downwards. The back is arched so that the feet and chest are off the floor. They rock forward and backward. With arms bent, the hands can be used to push off from the ground from under the face or chest. Later, the exercise may be taken with arms stretched forward.

125. Rocking back to back

Partners stand back to back with elbows interlocked. One partner leans forward, lifting his partner’s feet off the ground and pulls him over his back to an arched position. On coming back to starting position partner takes his turn and repeats action.

126. Rocking the boat

Starting position is cross-legged sitting, arms sideways. Trunk bending from side to side as if pushing the side of the boat down with each hand in turn. May be taken in files.

127. Rocking the dummy

The children stand in threes, the middle one keeping quite stiff with hands to his sides. He is then pushed by the one behind him, so that he falls towards the one in front of him. He is caught on the chest, and pushed back to the other man. He must not move his feet or bend his body. Change round so that all have a turn at being the dummy.

128. Rolling the log

From stride prone falling position, lift left arm and leg over to the right or to the ground (into stride hand support back towards falling). Complete action by lifting right arm and leg over left arm and leg on to the ground to starting position. Repeat action backwards, i.e. roll the log back to original position.

129. Round

A quickener or break like ‘heads and tails’, ‘insides and outsides’, etc. It may be played when the class are paired off in four teams. On ‘round’ being called the partners run towards each other, run round each other and back to their places. First team back in their places (or first pair) gain a point.

130. Running circle catch

The class is arranged in teams. Each team runs in a circle round the leader, who throws a ball to each in turn. The ball is passed back to the leader immediately. There should be no check during the run when catching and throwing. The direction of the running should be changed frequently and the children take it in turn to be the leader.

131. Run round your thumb

The pupil places his thumb on the ground, and runs round it as many times as the teacher says, and stands up with one knee raised and arm sideways. First pupil to be completely steady wins.
132. *Sawing wood*

Partners stand facing each other one foot forward and opposite hands clasped at shoulder height. On the signal they straighten alternate arms fairly quickly, in a sawing motion. The arms should be kept at shoulder height, and a long reach maintained by turning the trunk.

133. *Scoring runs*

Players line up behind a chalk line and, on a signal dart across to touch another chalk line and back, continuously. Make as many runs as possible in a given time.

134. *Seals flapping*

*Group 6, Dorsal.* Prone lying, hands under shoulders, palms downward. Pressing off with hands from floor, bend head and trunk backwards and clap hands before resuming starting position.

135. *Seal flapping*

*Group 4, Lateral.* Lying on back with legs apart and arms sideways. Turn the body from side to side, clapping the hands in the sideways position (left and right). The legs should not move.

136. *Seal walking*

From prone lying, place hands on ground, raise head and trunk. Progress forward, using hands and dragging feet along the ground.

137. *Shunting tag*

Arrange the class in groups of three linked at the waist, with several ‘free’ pupils. The latter try to attach themselves to the end or tail of any group of three which tries to avoid this. When a player succeeds the leader of the group breaks away and becomes free.

138. *Shoulder pushing in pairs*

Partners stand facing with hands on each others shoulder. They try to push each other backwards.

139. *Sideways tug-o-war*

Stand sideways in pairs, left hand to left hand overlap wrist grip. On signal pull sideways and attempt to pull partner with you.

140. *Skin the snake*

Each player extends one arm forward under the player ahead and puts the other arm between his own legs so that the player behind can grasp it. When all are in position, the line begins backing, the player at the end lying down on his back and the others backing over him and lying down, he immediately gets up and starts to walk forward over the others until the whole line is up. The grasp of the hands must be retained throughout.
141. *Slide the log*

Same position as for 'lift the log'. When partner's head is lifted to knee height he walks his feet forwards, his neck supported by his partner's hands.

142. *Small as a mouse, tall as a house*

The children crouch down and then stretch up with their arms high above their heads.

143. *Soccer tag*

A player who is 'he' dribbles the ball and tries to tag the other players by kicking the ball at their legs. The kick can only be taken with the inside or the outside of the foot. Any player tagged assists 'he' and the game becomes one of skilful passing between the taggers.

Players who have been tagged should don a coloured braid. The last man wins the game. This player can be 'he' for the follow-on, when players take the colour off when tagged.

With large groups it will speed the game up if two or more balls are used.

144. *Spinning the top*

Partners face each other in reach grasp, their feet nearly touching and the body leaning backward from the ankles. They revolve round each other by means of short shuffling steps round each other, increasing and decreasing the speed.

145. *Squat tug-o-war*

Partners face each other in squat (knee full bend) position, grasping each others wrists in overlap grip. On signal attempt to pull partner to you. Feet should not move.

146. *Stand in front of me*

A simple informal activity which consists of saying to the class “Stand in front of me quickly”. When the children are almost there, the teacher faces the other way or runs a few steps changes his direction and says 'stand in front of me. The class follow to see how quickly they can stand in front of the teacher.

147. *Statues*

Free running. On signal children stop and make a 'statue' of their own choosing.

148. *Star jump*

The children jump into the air, parting their legs in the air and swinging the arms to midway-upward, landing with feet together.

149. *Steer the ship*

In pairs with hands on shoulders. One steers the other backwards either walking or running. On the signal the partners change over.
150. *Steer your own course*

The children pretend to be a bicycle, a horse, a lorry driver, etc. They run about the playground without touching each other and must stand quite still wherever they are when the whistle is blown.

151. *Stepping stones*

The children cross a ‘river’ using ‘stepping stones’. The ‘stepping stones’ should be placed in such a way that a challenge is made to the pupils powers of co-ordination and balance. Hoops or bricks can be used.

152. *Stick wrestle*

Two boys grasp one stick and each tries to gain possession of it by pulling, pushing or twisting it out of his partner’s grasp.

153. *Swallows*

The children lie face downwards, hands to sides with palms towards the ground. They raise the head and chest off the floor with arms lifted backward and diagonally outward, the palms still facing the floor.

154. *Team tag (all in tag)*

Each member of the team has a coloured braid. The game is a variation of ordinary touch. The ‘he’ wears a coloured band and tags as many as he can. When touched a player puts on a braid and assists in the catching. The game is best played for a given number of minutes to see how many the ‘he’s’ can catch in the time, or alternatively, how many can remain free.

Team tag, similar to the above, can be played. Members of the one team act as ‘he’s’ and try to tag or put out as many players as they can in a given time of not more than one or two minutes. The team securing the largest ‘bag’ is the winner. The penalty of standing out is of short duration, and this ‘knock-out’ method can be employed from time to time, for it adds zest to the game.

155. *Team passing*

Players divide into two teams; each marks down one of the opposing team. Team A passes the ball among themselves while team B try to intercept it, the object being to make the greatest number of consecutive passes. It is best to begin with small groups of 3 or 4 pairs, so that crowding is avoided and the children learn to place themselves in a good position for receiving passes from their own side.

156. *Ten trips*

Each team has a beanbag or ball, and consists of three players. The players stand in line with each other 10 to 15 feet apart. The centre player B, starts with the ball or beanbag and on signal throws it to A; A throws it right across to C, who throws it back to B. This completes one ‘trip’. The game continuous until ten rounds are completed, B calling the number of each completed round.
If the ball or beanbag is dropped the team must begin again from the
beginning.

The first team to complete ten rounds without a miss wins.

Variation. A quick change of position between each round adds to the
activity and difficulty. Progress to an all out competitive 'ten trips'.

157. Threading the needle

The eye of the needle is formed by interlocking the hands in front of the
body. One leg (the cotton) is threaded through the eye and if possible unthreaded
again without breaking the eye. Repeat several times using alternate legs.

158. Thread the needle from front to back

See 'zig-zag follow on relay'.

159. Three catches out, in groups of four to six

One player with a bat throws up the ball for himself and hits it to the others
giving them fairly difficult catches at random to the other three players. The first
to make three catches changes with the batsman. Fielders return it softly to his
left hand.

160. Time tag

On a signal, one team tries to tag as many members of the other teams as
possible in a given time of, say one minute. Each team takes its turn at this, and
the team which tags the most in the given time is the winner.

161. Tip it and run

Class is divided into two teams which stand on the side lines facing each other.
One line is chosen as 'tippers' and the children in the other line stand with one
foot and one arm advanced and palm up. On signal the 'tippers' advance and each
tries to tip unexpectedly the palm of one of the other line and to reach safety
across the side line without being tagged. Each one tagged counts a point for the
other side. The other line now become the 'tippers' and the scores are compared at
the finish.

162. Toe wrestle

Partners face each other with arms folded and one knee raised. The aim of
the game is to unbalance your partner by touching his raised toe with your foot.

163. Tunnel relay

Teams line up in couples holding inside hands to form arches. The first
couple turn outward, race down the outside of their own file, round the last couple
and back to their places under the arches. The second couple starts immediately
the first couple has returned to place passing under the arch made by the first
couple.

Variation: Teams line up in couples forming arches as above. The last
couple race up under the arches and fall in front of the first couple, the next
couple starts immediately the last has passed through their arch and so on until
the first couple returns to the front.
164. *Turning inside out*

The starting position is cross legged sitting holding toes. By falling to the side, rolling on to the front and arching the back, the final position is achieved by lying on the front, head arched back, lower legs raised backwards and hands still holding toes.

165. *Turn the turtle*

One player spreadeagles himself face downwards on the floor. Gripping him by the arm and leg of one side, his partner tries to turn him over.

166. *Two dogs and a bone*

This game demands alertness and quick response. It should be played in small groups or with a bone to each pair when a large number are taking part.

Each group of players has a beanbag, short stick or other small article.

The players divide up into small groups of six or eight players and each group is sub-divided into two teams. Two parallel lines from ten to twenty yards apart are drawn and the players of each team arrange themselves along the lines facing the opposing team and number consecutively from right to left. Midway between the two competing teams the bone is placed.

A number is called by the teacher and the player from each team who holds that number runs forward and tries to pick up the bone and return with it to his place in the rank without being touched by his opponent. The one who succeeds in doing this scores a point for his team. Unless one of the players is unusually slow, both will arrive at the 'bone' almost at the same time; the game then is to make feints at picking up the bone and suddenly to snatch it up and dart away with it when the other player is off his guard. The team with the highest number of points is the winner.

*Variation* (a) A simpler and more active form of this game can be played by providing one 'bone' between every two opposing players. The teams arrange themselves in parallel lines as in the form of the game already described, but on the signal the whole of the players take part simultaneously, each trying to carry off a 'bone' to safety before being touched. The number of 'bones' secured by each team is then counted for points.

*Variation* (b) To make the game still more active a starting signal may be given, at which the players take part in some such activity as skip jumping or running change of places with the opponent; when the whistle goes the players break away and see who can secure the 'bone' on the lines already described.

167. *Wader bird*

Lean trunk forwards till back is parallel to the ground and hands are clasped behind back. In this position walk with stiff legs as back swings up and down 'bobbing' like a wader bird. Back should be kept straight all the time.

168. *Wandering ball*

Each team is in circle formation, with one or more players from another team in the centre. On a signal, a ball is thrown from circle player to circle player, while centre players try to intercept. Any centre player who intercepts the ball wins a point for his team.
169. *Weighing salt*

One child takes up a squatting position, clasping his hands under his knees. Two others stand on either side of him, place their hands through and under his arms, fingers interlaced, lift him and swing him to and fro. This may be done moving slowly forward. Frequent changes are necessary.

170. *Wheelbarrows that won’t go*

See ‘Obstinate wheelbarrows’.

171. *Whistle race*

Children race across the playspace. Each time the whistle blows they turn about and race in the opposite direction. ‘See who can touch the wall at either end before the whistle blows’. Encourage speed of foot and a quick controlled turn at the signal.

172. *Wicket walk*

Bend down and put hands flat on ground and as near as possible to the toes. Progress forwards by moving the hand and foot of the same side. Keep the legs straight throughout.

173. *Widening brook*

This activity consists of running with single take-off to land on other foot (i.e. bounding) over two lines. The lines are not parallel. The activity should therefore begin at the smaller end and the bounding as they progress up the ‘brook’ becomes more difficult.

174. *Windmills*

Stand erect, holding head well up and circle arms to represent a windmill. Either one arm at a time or both arms can be used. The arms movement begins forward and then upward, never backward-upwards.

175. *Zig-zag follow on race*

The teams stand in file. The end player runs in and out of the players to the front, as he passes the others the others follow him in order, until most of the team are on the move at the same time. The players run back to their places by running around the end man who stands still. Each succeeding player arriving home stands still so that the others may continue to weave in and out to their original positions. This race can be started from the front or back of the file.
Chapter 2(b)

Minor Games

Reference chapter for Minor Games
lessons of Chapter 1
1. **Arch ball**

Players are arranged in several equal files standing close together with feet astride, the front player of each team holding the ball in front. At the signal, No. 1 passes the ball overhead to No. 2 and so on to the last player. Every team member must touch the ball, and the ball may not be thrown from the first to the last player. The last player, on receiving the ball, runs to the front of his team and passes the ball overhead again. Repeat until every team member has had a turn. The team finishing first wins.

*Variations*: Instead of astride standing, the players may also kneel or sit.

2. **Arch and straddle relay**

The class is divided into several equal teams. They form files facing the front. Player No. 1 passes the ball overhead to the second player and kneels down. No. 2 passes to No. 3 and kneels down, and so on until the ball reaches the last player, who runs astride over the kneeling team to the front and passes the ball backward overhead to the others, who, meanwhile have jumped up. Repeat until every member has had a turn. The team wins which completes the round first.

3. **Arch and tunnel ball relay**

Players are divided into equal teams. The teams file up behind a base line, the front player of each team holding a ball in front. At the signal, No. 1 passes the ball overhead to No. 2 who passes to No. 3. This continues until the ball reaches the last player, who runs to the front of his team, the whole team moving one pace backwards. The players then jump astride and the new leader rolls the ball between their straddled legs to the last man as in tunnel ball. The end players run with the ball to the front and passes the ball backward overhead as in the first round. The game is continued, passing the ball alternatively overhead and rolling backwards between the legs until the leader has gained his original place at the head of the team. The team finishing first wins.

4. **Arch and tunnel relay**

Red and Yellow teams face each other, join hands with partner opposite and make an arch. Each pair should be about two yards away from the next pair. Blue and green teams form another arch tunnel. On a signal, the front players drop hands, run down the side of their own line, join hands when meeting at the end of the line, and run hand in hand down the tunnel until they return to their own places, when they make an arch again. Immediately they have resumed their position, the next pair run down the tunnel to the front, part and run down the file, join hands and enter the tunnel. This is repeated until all have passed through the tunnel. The first arch to finish wins.

5. **Ball bounce relay**

Teams are divided into two equal parts, A and B, A’s and B’s are arranged in files behind chalk lines some distance apart, facing each other. Leaders of A’s run forward bouncing and catching a ball a given number of times before reaching leaders of B’s, to whom they hand over the ball.
6. Ball and hoop relay

**Apparatus:** Two or three small hoops for each team held by players facing in opposite directions, a football or small ball for each team.

Teams fall in behind the starting line A. No. 1 with the ball runs forward passing it through the first hoop at B. He catches it without pausing, runs on, passes it through the next hoop C with the other hand and so on to touch off at E. He then races back towards A throwing the ball to No. 2 as he runs. (See diagram 1.)

![Diagram 1](image)

7. Ball and rope relay

**Apparatus:** A beanbag, football or quoit and long rope for each team.

Teams line up at a starting point A. No. 1 carrying the ball runs forward, jumps over a low rope at B, turns round, throws the ball to No. 2 and quickly falls in behind line C. No. 2 on receiving the ball does the same and so on. (See diagram 2.)
8. **Ball passing versus team running**

*Apparatus:* One netball or beanbag for every two teams.

The game consists in one team running a relay race on a prescribed course, while the other team passes the ball from player to player, endeavouring to make as many passes as possible before all the players of the first team have completed the course. The teams then change places and the game is repeated. The winning team is the one which has scored the highest number of passes.
The players of one team are arranged in a file, the leader standing on a line. The other team is arranged in two parallel lines, the players facing each other and the lines being from five to ten yards apart. For one team the game is a simple relay race, each player completing the course in turn, or in cold weather the whole team starting together. In the other team, on the starting signal, No. 1 passes the ball across to No. 2 in the opposite line who in turn passes it to No. 3 in the first line, and so on, the ball describing a zig-zag course down the lines and back again. The ball passing is continued until the last player in the opposing team has reached ‘home’. As the ball travels from player to player the passes are counted. A pass that is dropped does not count. Can also be played with the ‘passing’ team in circle formation. (See diagram 3.)

9. **Ball rolling relay**

The class is divided into files of equal numbers (six to eight players). At the command “Go”, No. 1 of each team rolls the ball to a line or club placed about 10 to 20 feet in front of each team, and back over the baseline, where No. 2 of the team takes over the ball and No. 1 falls in at the rear of the file. The team that finishes first wins. In rolling the ball the hand must be kept in constant contact with the ball.

10. **Baste the bear**

Arrange the players around a 10 ft. (or more) diameter circle, marked on the floor. Inside the circle, one player who is the bear sits on a chair or stool and a second player is chosen as the keeper. The players try to enter the circle to tag the bear by touching or lightly slapping any part of the body other than the head. The bear can defend himself, but must not raise from his seat. The keeper guards the bear by tagging any other player in the circle. A player with only one foot in the circle is regarded as being inside. Any player tagged becomes the bear, and the player who was bear becomes the keeper.

The players can move around outside the circle.

11. **Black Peter**

The children stand in a line at one end of the playground. ‘Black Peter’ some distance away, calls out, “Who’s afraid of Black Peter?”. The children reply “Not I!”. This is repeated until Black Peter says “Oh! Yes you are”. The children then run to their base at the other end of the playground, Black Peter tagging as many as possible. Those caught help Black Peter.

12. **Blind mans buff**

The players form a circle holding hands. An odd player blind-folded stands in the centre of the circle. The players circle around him until the blind man claps his hands three times, whereupon the circle stops. The blind man points to the circle and the players at whom he points enters the circle. The blind man must try to catch the player, and when he is successful, he must guess who the player is. If he guesses correctly, they change places. If not, the blind man retains his place and the game is continued.
13. **Boat race**

The children are in rows with knees fully bent, the arms of each player round the one in front. No. 1 is held by the hands by the cox, who faces them. When the cox gives the sign, they all jump forward to the finishing line.

**Variation:**
(a) The members of one team grasp the ankles of the boys in front of them.
(b) Hold one raised ankle with one hand, and grasp one shoulder of the player in front with the other hand (standing position).
(c) Grasping the raised ankle of the player in front with one hand and his shoulder with the other (standing position).

14. **Bogey ball**

The children stand at one end of the playspace. The teacher rolls the ball across the playspace, the children chasing it, barking like dogs, and try to beat the ball.

15. **Bombardment**

**Apparatus:** One or more footballs or large rubber balls, a number of targets such as skittles or Indian clubs.

**Description:** The targets are set up about one yard apart at each end of the ground. The opposing teams each occupy one half of the ground. Certain players are chosen as defenders to guard the targets; the remainder, the attackers, place themselves along the centre line. Each team is given one or more balls and on the whistle the game begins, the attackers throwing the balls and attempting to knock down the opponent’s targets.

The defenders try to intercept the balls and feed their attackers. A target which is knocked down may not be replaced. When time is called the team with the largest number of targets standing wins the game.
If several targets are not available each hit may be counted as it occurs and the target replaced.

The game may be made more exciting by providing each attacker with a ball, but in this case care must be exercised in aiming at the targets or players may be hit. Shots should be well controlled and kept low. (See diagram 4.)

16. *Bounce and catch relay*

*Apparatus:* A small ball, or small football for each team.

Teams line up behind the starting line A. No. 1 takes the ball, runs to B, and bounces and catches the ball three or more times in the circle marked at B. He runs back, hands the ball to No. 2, who repeats the same thing and so on until all have completed the course.

![Diagram 5.](image)

*Variation:* The ball may be thrown up against a wall and caught a given number of times in place of the bouncing and an obstacle (e.g. rope) may be introduced in the course over which the players must jump. (See diagram 5.)

17. *Bounce hand ball*

A running team game in which the ball is bounced and caught.

*Apparatus:* A football, size 2, 3 or 4, according to the age of the children.

*Ground:* Small football and hockey pitches are suitable and the goal posts erected for these games can be used.

A pitch 60 by 30 yards is suitable for young children.
Game: The game is played on hockey or football lines except that the ball is bounced and thrown by hand. The aim is to score goals by throwing the ball through the goal posts. Players may run carrying the ball forward with them but must bounce it as they do so.

No holding of the ball is allowed. It must be kept bouncing or passed. Though there are frequent opportunities for intercepting the ball, a player must always pass if 'touched' by an opponent.

Rough play and turning on the ball should be penalized. Children may be taught to avoid obstruction by facing their opponents.

No goal should be allowed from a shot taken after a player has been touched.

A ball caught by two players at the same time should be thrown up between them.

Diagram 6.

When the ball crosses the side line a player of the opposite team shall throw in from the point where the ball crossed the line, all other players to stand five yards away.

A ball crossing the goal line after being touched by an attacker shall be thrown in by the goal keeper from a fixed point on the goal line. When the ball is last touched by a defender a corner throw should be taken by an attacker on the lines of the corner, hit or kick in hockey or football. If the ground is not suitably marked out a less formal method of throwing in can be adopted. (See diagram 6.)

18. Bowling the hoop relay

A relay bowling a hoop instead of carrying a baton.


Small tight circles of about eight players each are formed. One boy goes into the centre of the circle and attempts to break through the circle, the other players trying to prevent him doing so.
20. Captain ball

Captain ball as a school game is frequently spoilt because it is played by the children without sufficient preliminary training. When well played it is a good fast game suitable for restricted conditions. As it tends to limit the degree of free movement for the players in the circles, it should never be attempted until the children are alert and familiar with dodging and team passing tactics. Captain ball, is not suitable for cold weather.

Apparatus: A netball or small football.

Ground: For 14 players the ground is marked out as shown in the diagram. The bases are chalked circles two to four feet in diameter, spaced 15 to 20 feet apart. A centre line is drawn across the ground.

Description: Each team has three basemen who stand inside the bases on one side of the ground, three guards who stand near the opponents' bases and one fielder who stands in the centre but may move anywhere on the ground. The captains stand in the goal bases.

The object of the game is to score goals. A goal is scored when the captain catches a ball passed by one of his basemen. A ball received from a guard or fielder of his side does not count as a goal. The guards try to intercept the passes from opponent guards or fielder to their basemen and from basemen to captain, and to pass the ball to their own fielder or basemen.

To begin the game the ball is bounced by the umpire between the fielders on the central line. The one who secures it tries to throw it to one of his basemen who will try to score. The guards mark the opponent baseman closely. If a guard intercepts the ball he throws it either direct to one of his basemen or to the fielder or another guard of his own side, who may have a better opening for a throw to base.

A ball is secured by a guard or fielder when he has two hands on it.

After each goal is scored and when the ball goes out of bounds it is bounced in the centre as at the beginning of the game.

No player except the fielders may cross the centre line.
Captains and basemen must always keep one foot within their bases but they may dodge and reachout in all directions to receive a pass.

For any infringement of these rules the ball is passed to one of the opposing basemen who has a free throw for goal, only the goal guard, being allowed to intercept. (See diagram 7.)

21. Carry and balance relay

'Fetch and carry relay'. On a mark or line 10-30 feet away a small ball is balanced on top of a skittle opposite each team. At a signal, the first player of every file runs and fetches the skittle and ball and hands them over to the second player, who runs with them to the base and balances the ball on the skittle before returning to his team. Should the balance be upset, the player must return and achieve the balance before returning to his team. On his return he touches the hand of the next player, who runs and fetches the club and the ball. Every player falls in at the rear of the file at the completion of his run. The team wins whose last player finishes the balance and returns first to his place at the end of the file.

22. Cat and mouse

The children are arranged in five or six parallel lines, each line having five or six players. They hold hands. On the command "Change", all the players drop their neighbours' hands, make a quick turn to the right and immediately grasp the new neighbour's hands on each side of them. On each succeeding command "Change", the same movement is carried out. This should be done several times until the class can quickly form lanes in different directions.

A 'mouse' is then put in one lane and a 'cat' in another to catch the 'mouse'. They must not break through the walls but always run along the lanes, the direction of which the teacher can change with the command word when the chase gets too hot for the 'mouse'. When the 'cat' has caught the 'mouse' a new cat and mouse are chosen. Occasionally two cats and two mice can be introduced into the lanes.

23. Cat and mice

The children are at one end of the playground. The 'cat' sleeps in the middle of the playing space. The children tip-toe across the playground or marked space and try to get past the 'cat', who may spring up at any time and chase the 'mice' tagging as many as possible before they get behind the marked base line on the other side of the 'cat'.

24. Catch and follow

The players stand in file facing the leader. On the command "run", the first player runs forward and jumps to catch the ball thrown by the leader and makes a landing. The player then returns the ball to the leader, runs behind him and returns to the end of the file. The leader should vary his throws making them high, to the left, or to the right.

25. Catch the fox

Class is divided into small groups (six to eight each). One member of each group acts as the fox, carrying a small rope or coloured band as 'the brush'. The fox is given a few yards start and the remainder of the group give chase. The brush is handed over to the one who tags the fox, and he in turn acts as fox.
26. **Chain race**

Teams link hands across the playspace. Four in a team is sufficient in this race. The team runs or gallop steps sideways so that one player can touch the wall or line. Touching the opposite wall alternatively or line, the first team to score ten touches wins the race.

27. **Chinese wall**

The wall is made by drawing two parallel lines about three yards apart across the playground. One or two players stand on the wall, while the rest stand behind the base lines. When the teacher calls “go” the attackers try to cross the wall and get to the other side without being touched. Defenders on the wall are not allowed to pass over the lines of the wall. When touched, attackers become defenders. (See diagram 8.)

![Diagram 8](image)

28. **Circle chase**

The children stand in two concentric circles, each player in the inner circle being the opponent of the player behind him in the outer circle. On the first signal, the circles skip round in opposite directions. On the second signal, the inside players chase and attempt to tag their partners before the final signal.

29. **Circle dodge ball and Free dodge ball**

(a) ‘He’ wears a coloured braid and tries to hit a player by throwing a ball at him. If a player is hit, he puts on a coloured braid and helps ‘he’.

(b) With two teams, B’s inside an inner circle, A’s on the outside on an outer concentric circle, A’s throw the ball to hit B’s. A’s may pass the ball to each other. When a ‘B’ is hit he drops out. (See diagram 9.)
Diagram 9.

Diagram 10.
30. Circle gap passing

Apparatus: A football or large rubber ball for each team.

The teams form up in circles, with one player in the centre, and the others, five or more, equidistance from him. The distances between the players should be the same for each team, and the positions of the players should be marked to ensure accuracy.

Player A starts with the ball and passes it to B, who returns it and immediately runs behind C to the next gap, where he receives the ball again from A and returns it to him, running on to the next gap and so on to his original place; players C, D, E and F meantime remain stationary. A then passes to C who runs round in the same way, receiving and returning the ball in each gap. Similarly, players D, E and F run round the circle in their turn. The first team to complete the course and get the ball back to their centre player wins.

This is the simplest form of the game. A progression is for the player A to take his turn in running with the others and for all in turn to occupy the centre position; this involves a change of centre player after each round. When B is running, immediately he has received his last pass, instead of returning the ball he runs the centre and passes to C. While A takes his place in the circle, C is in the centre for the third round, and so on until A again reaches the centre position. (See diagram 10.)

31. Circle pass out

Circle pass out is a practice for attack and defence training arranged with one central thrower who tries to pass the ball to players in the outside circle while the inner guards strive to intercept it. After a certain period of play the guards should change with the circle players so that all get practice in marking down as well as getting free. (See diagram 11.)
32. *Clock relay*

Teams form up in single file. The teacher calls out the time and No. 1 races to a spot about eight yards distant, using chalk or a stick, draws the circle part of the clock face on the ground. He runs back, hands over the chalk to No. 2, who puts in the 12 of the clock face, and so on in turn until the clock face is complete, eventually showing the time stated by the teacher.

33. *Colours*

Each team is given a colour. On that colour being called the team represented by that colour will adopt the squat position, only the team represented by the last colour called will squat. Points can be given for teams or individuals squatting or standing quickly. The team with the most points is the winner.

34. *Corner ball*

Sides are chosen, each side taking possession of its half of the playspace, but sending a baseman to each of the corners of the enemy's area. In addition to this, several players (according to the number playing) are sent to contest the enemy on their own ground. The game consists of passing the ball to the baseman while the enemy attempt to intercept it and pass it to their basemen. No player is allowed to move across the centre line or to enter a corner. Basemen must not leave their corners. A point is scored when a baseman receives the ball by a clean catch.

35. *Corner spry*

*Apparatus:* A ball or beanbag for each team.

The players in each team stand behind a line facing their leader who stands on a mark opposite the centre of the team. On the starting signal the leader throws the ball to the first player in the line who quickly throws it back to him. The leader then throws it to the second player, and to each player in the line in turn.

![Diagram 12.](image)
When the ball reaches the last player, instead of returning it he takes the place of the leader, the leader meanwhile taking the place of the first player and the whole line moving down one place. The game is then continued under this new ‘leader’ and is repeated until each player in the team has had a turn of being ‘leader’ and the players have worked their way back to their original positions. (See diagram 12.)

36. **Courier ball (zig-zag passing)**
   
   *Apparatus:* Beanbag, football.

   Teams are halved and arranged, each half facing the other in line, five to ten yards apart.

   No. 1 throws the ball to the player opposite (No. 6 in diagram), who throws it back to the second player in the first line, and so on, the ball zig-zagging across

   ![Diagram 13](image)

   until it reaches the last man (No. 10), who returns it in the same way until it arrives back at No. 1. (See diagram 13.)

37. **Crusts and crumbs**

   Children in two lines facing each other, three or four feet apart. One line is called ‘crusts’ and the other ‘crumbs’. The teacher (rolling her ‘R’s’ to keep children in suspense) calls out one of the names. If ‘crusts’ is called that line runs away, the crumbs chasing. Any caught before crossing a given line, touching wall, etc., change sides and become crumbs, and vice versa.

38. **Danish rounders**

   *Apparatus:* One rounders or tennis ball and a rounders stick or small bat (hand may be used in place of bat).

   *Formation:* Two teams of 6-15 players. The playing area is a square (or rectangle) with sides of approximately 40-50 feet (boundary lines need not be drawn), a base six feet being marked at each corner; a bowling circle three feet in diameter is drawn between first and fourth base, the fielders position themselves
in the square and in the deep field, the bowler standing on the side of the bowling circle further from the batting line.

**Game:** The bowler bowls by throwing the ball almost vertically upward between himself and the batsman to the height of approximately six feet. No. 1 of the batting team, standing on the batting line, hits at the ball with his hand or closed fists and, whether or not he hits it, immediately runs to first base; he may continue running on to the other bases unless the bowler holding the ball, touches the ground in the bowling circle and calls “Stop”. If he is between the two bases when ‘Stop’ is called, he is out. Batsman No. 2 takes his turn as soon as the bowler has the ball, and the game continues until all the batsmen are ‘out’. The two teams change over. A batsman scores a rounder each time he gets to fourth base having hit the ball, and half a rounder if he completes the course without having hit the ball. Any number of batsmen may be in the same base at one time; batsmen may also pass one another when running between the bases. The team scoring the greatest number of rounders is the winner.

**Rules:**

1. If, from a hit, the ball is caught by a fielder, the batsman who made the hit and any other batsman running between the bases when the catch is made are out.

2. All batsmen who are between the bases when the bowler calls “stop” are out.

3. The ball may not be hit behind the line forming the fourth and first bases. **Penalty:** The batsman who made the hit is out.

4. If there is no batsman waiting for his turn, the bowler throws the ball vertically upward to a height not less than six feet to give one of the batsmen in the field of play a chance to get to fourth base before the ball falls to the ground; if no batsman succeeds the whole side is out.

5. One ball only is bowled to a batsman unless a ‘no-ball’ be given, a good ball is one which, if it fell to the ground, would land within the bowling circle.

**Coaching points:**

1. In a beginner’s game, batsmen may be allowed to get to first base without being put out.

2. The bowler should remain close to the bowling circle so that he is ready to receive the ball from the fielders. When players are quite new to the game, it is helpful if the coach bowls as he can control the game.

3. The batsman must run outside the bowler on his way to the first base.

4. Batsmen should be coached to place their hits, and fielders to make a quick return of the ball to the bowler.

**Variation:** The game can be adapted for use indoors. If the space is long and narrow, first and third bases only may be marked, chairs being placed where the other two bases would normally be; the runners must run round the chairs on their way to the bases, but may only stop at the bases proper. For this variation, two teams of six or seven players make a good game.
39. **Dodge ball in circle**

*Apparatus:* One or more footballs.

The players are divided into three or more groups, all but one of which space themselves round a large circle which has been chalked out. The players of the remaining group take up positions inside the circle. The object of the game is to put out the players inside the circle by hitting them below the knees with the football which is thrown by players on the circle line. The players inside may not leave the circle, but may dodge, jump and run about freely in order to evade the ball. Players when hit should immediately take their places on the circle and help with the throwing. Throws should follow in quick succession and accurate fielding should be encouraged.

The game may continue until only one player is left, who is the winner of his team, or the last two or three players of each group may be allowed to compete in a final round to decide the winner.

Another method of playing is to set a time limit for each group, the winning group being the one having the greatest number of players left in at the end of the period.

**Dodge football** is played as above, except that the outside team must hit the players below the knees by kicking the football at them. The hands must not be used at all.

40. **Dodge ball in threes**

Children in groups of three with a ball arrange themselves in line, with one in the middle. The outside players try to hit the middle player who dodges and jumps to avoid being hit.

41. **Dodge and mark**

A warming activity introducing running and the fundamentals of attack and defence.

Players place themselves two and two together, one the ‘attack’, the other the ‘defence’. At a given signal the attacks must try to get ‘free’, and the defences must follow them closely, and try to keep within an arm’s distance, so that when on the signal or whistle, they can touch their opponent.

The players then reverse the positions, so that both get a turn in ‘covering their man’.

42. **Do this, do that**

The children face the leader and imitate whatever he does when he says “do this!” Should the leader at any moment say “do that!” instead of “do this!” anyone who imitates him must stand still and watch the game. The last one in wins.

43. **Dribbling relay in circle**

*Formation:* Each team forms its own circle, with the team members about three yards apart. The team leader starts by dribbling (i) either in a zig-zag direction, passing alternately in front and behind each team member, back to his place and passing the ball to the next member, or (ii) by dribbling round each member in turn, depending on the skill (i.e. speed or control) to be practised.
44. Dribbling relay—hockey
   Apparatus: One hockey or shinty stick and one hockey ball to each team.
   Same as for soccer dribbling relay. See No. 45 below.

45. Dribbling relay—soccer
   Apparatus: One soccer ball to each team.
   Formation: Team lines.

   Diagram 14.

   Obstacles for dribbling the ball round should be set out a number of yards
   apart. If it is intended to train the pupil in control, the obstacles should be set
   near each other, i.e. two yards apart approximately. If speed (of running with the
   ball) is desired, the obstacles should be spaced out a little more. (See diagram 14.)

46. End ball
   Apparatus: A small football or netball.

   A ground is marked out 60 to 70 feet long and of a breadth proportionate to
   the size of the teams. The ground is divided into two courts by a line across
   the centre and a further line is drawn one yard from and parallel to each back
   line. (See diagram 15.)

   The players divide into two teams from each of which six or more throwers are
   chosen, according to the width of the court. The throwers occupy the fore
   part of the court, while the catchers line up in the end spaces on the sides opposite
   to the throwers of their own teams.

   The game is started by the ball being thrown in from the side line so that it
   bounces in the centre of the ground. The throwers attempt to secure the ball and
   to throw it full pitch to their catchers. A point is scored when the ball is
   caught from such a throw by a catcher standing wholly inside the end space. No
   point is scored if the ball has first touched the ground or the catcher steps out
   of the end space. After scoring a point the catcher throws the ball back to his
   own throwers. If a catch is disallowed the ball is given to the opposite side for
   a penalty throw.
A thrower may not bounce the ball, but must throw it at once from the spot where he secured it. The opposite throwers try to intercept passes to catchers and any pass from a catcher who has scored a point.

When a ball passes out of court over a back line, a player on that side of the ground recovers it, and, standing on the back line, passes it to one of his own throwers and the game goes on. When the ball passes out of court over a side line a player in the space from which it went out recovers it, and, standing on the side line, throws it to one of his own throwers.

![Diagram 15.](image)

For any infringement of rules, a player from the opposite team is given a throw from the centre line to his catchers. (See diagram 15.)

47. Exchange elbow turn relay

The class arrangement as in 'exchange relay'. (See No. 48 below.) On a signal, leaders of opposite sections run forward to the centre of the intervening space, link elbows and turn each other completely round, then link right elbows and again turn each other round completely. They now run to touch off the next players in the opposite sections, who repeat the turning at the centre. This goes on until the sections have changed places. The team back in its original position first wins.

48. Exchange relays with variations

(a) The teams line up in file. Half the players in each stand behind the line and the other half face them, a marked distance away.

The first player carries a stick, ball, or beanbag and runs to the opposite file to hand it to No. 2 and then goes to the end of that file. No. 2 runs to hand over to No. 3, and so on. The relay ends when the players are in their original positions and No. 1 receives the token from the last runner.
(b) The first player in each file carries an object. Nos. 1 and 2 run forward to meet at a centre point C, exchange tokens and return to their own files handing on the token to the next in file. The other players repeat the procedure. (See diagram 16.)

![Diagram 16.](image)

(c) Two small circles are marked on the ground at a centre point between the files and an object placed in one of them. Player No. 1 runs forward to move the object from one circle to the other, and then continues to the other file to touch No. 2 off and retire to the end of that file. The relay ends when every player has run twice.

(d) As above (c) except that more than two circles may be marked and objects placed in all but one. Player No. 1 places one object at a time into the free circle and then runs to touch off No. 2, who runs forward to replace the objects, one at a time, in their original positions. Succeeding players repeat the routine.

49. *Exchange throw and catch relay*

The class is arranged as in 'exchange relay'. Instead of the ball being carried to each other, it is thrown.

*Variation:* Instead of throwing the ball, it can be rolled along the ground to partner, or several pat bounces can be executed before the ball is thrown or rolled.

50. *Farmer and the rabbits*

The children imitate rabbits doing 'bunny-jumps' about the playground. The farmer comes along with a few dogs who run on all fours. These chase the rabbits. Those caught become dogs. Marked spaces may represent burrows, where rabbits are safe from the dogs.
51. *Fetch and carry relay*

The players are divided into several teams of equal numbers of six to eight players. The teams form up in parallel files behind a base line. At the signal, the first player of each team carries a medicine ball to a mark 20 or more feet away from the base line. He returns and touches No. 2's hand. No. 2 fetches the ball and hands it to No. 3. No. 3 returns it to the mark and this continues until the whole team has taken part. The team finishing first wins. Every player after completing his run, falls in at the rear of the file.

*Variation:* The previous relay may be varied. Instead of running when fetching and returning the ball, players walk forwards, backwards or sideways; skip, hop or crawl.

52. *Fielding relay*

Each player from behind the base line throws a ball beyond a line drawn 20 to 30 feet away. The player runs and retrieves the ball and passes it to the next player. The ball must not be touched by the player from the base line to the line 20 to 30 feet away.

53. *Fill the gap*

The children stand in a circle holding hands. An odd player runs round outside the circle and in passing, taps a player on the back. This player immediately starts to race round in the opposite direction. The one who reaches the place first fills the gap, and the other continues the game.

54. *Fox and geese*

One child is choosen as a fox and another as a gander. The children (no more than six) line up behind the gander and clasp each other round the waist or hold each other's shoulders. The gander with arms outstretched tries to prevent the fox tagging the last goose. The gander always turns to face whichever way the fox dodges and his 'brood' swings round to keep behind him. When tagged, the last goose becomes the fox, and the fox the gander.

55. *Football rounders:*

**Apparatus:** Two footballs.

One side fields. The 'batting' side stands behind the starting line. The first man of the batting side places the two balls in front of himself on the starting line. He runs up to one ball and place-kicks it anywhere in front of the line or as a variation, punts it. He then dribbles the other ball round the course, attempting to make a complete circuit.

The fielding side then attempt to field the ball as soon as possible. Whoever fields it, stands still on the spot where he fields it. The rest of the fielding side then line up behind him and the ball is passed overhead till it reaches the last man who shouts "Up" on receiving the ball.

If the player who is dribbling round the course has not completed his circuit (or 'homer') before this, the kicking side do not score, and the player who fails to make the circuit may not play again in that innings. If the player makes a 'homer' the side scores one point and the player may also, when his turn comes, have another chance.
56. *Free dodge ball*

(a) ‘He’ wears a coloured braid and tries to hit a player by throwing a ball at him. If a player is hit, he puts on a coloured braid and helps ‘he’.

(b) With two teams, B’s inside an inner circle, A’s on the outside of an outer concentric circle, A’s throw the ball to hit B’s. A’s may pass the ball to each other. When a ‘B’ is hit he drops out. The hit must be below knee height.

57. *French cricket*

*Apparatus:* One small cricket bat or stoolball bat and a sorbo or tennis ball.

The object of the game is to try to strike the batsman’s feet with the ball. The batsman must keep his feet still and guard any attempt by all the other players to strike his feet.

The players must roll the ball from wherever they field it and must not attempt to get any nearer to the batsman. It is permissible for any player to pass to a player nearer the batsman or to one more advantageously placed to the batsman.

The player who finally strikes the batsman with the ball becomes the batsman. It is better to play this game in groups of no more than seven or eight.

58. *French and English*

![Diagram 17.](image)

The teams lie face downwards about three feet apart from each other. On the command ‘fire’, the hands are smacked on the ground. When the teacher calls ‘English’ or ‘French’ that team rises to catch the other before they reach their goal. Those caught join the other team. (See diagram 17.)

*Variation, Scots and English:* Mark a centre line and two end lines across the playing space. An equal number of beanbags are placed behind each end line. Divide the group into two teams, each one defending one end line. A player
tries to cross his opponent's end line without being tagged. If successful he is permitted to carry back a beanbag to his own base. If a player is tagged he becomes a prisoner behind his opponents' base line unless relieved by one of his own players, both are allowed to return home.

A player can only be touched in his enemy's half. A player can return with either a prisoner or a trophy. The team with the most trophies wins the game.

59. Frog in the pond

"Frog in the pond you can't catch me". The children chant this and skip round the frog. The frog springs up suddenly and chases them to their 'homes', tagging as many as possible. The first to be tagged becomes the frog.

60. Gap tug-of-war

Two teams, with not more than six children in each, line up, facing each other, on either side of a centre line. One team takes a small step to one side, so that the children stand alternately; each then grasps with his left hand the left hand of the opponent on his left, and similarly the right hand of the opponent on his right. To take the strain all put the left or right foot backwards and straighten the arms. The object is for one team to pull the other right over the centre line.

As the game may be continued till every member of one team is pulled over, plenty of room is needed to allow for the swing of the line. If the line is broken the contest should be stopped.

61. Ground handball

This game is played as football only with the hands. Holding, throwing or kicking a ball is not permitted and the ball must not rise above knee height. A goal is scored by hitting it against a bench or form turned on its side, or any other suitable goal.

62. Ground soccer

Object of the game is to increase skill in short passing for soccer.

Apparatus: One football. Class arrangement: Two teams of seven. The following arrangement is suggested: Three forwards, one roving half back, two full backs and a goalkeeper. Playing area: 80 Feet by 50 feet approximately, with a centre line. Width of goal, 11 ft. A gymnastic bench placed sideways (i.e. with the sitting side facing the field of play) makes an excellent goal.

Rules:

(1) The ball must not be kicked above knee height. For infringing this rule the non-faulting side will be awarded a place kick from the place of infringement. The opposing side may not be within twelve feet of the ball when the kick is taken.

(2) If the opposing players attempt to trap the ball at the same time and this results in the ball rising above knee height, play will be resumed by the referee placing the ball between these two players. On the whistle the players will attempt to take the ball by placing a foot over the ball and pulling the ball away from the other player.

(3) Centre: The side whose centre it is will arrange themselves on their own side of the field of play. The opposing side will occupy their own half. On the centre being taken no player of the opposing side should be within twelve feet of the ball.
(4) Ball out of play on side lines: The non-faulting side will kick the ball in from the place where the ball went out of play. Corners will be taken in the same way.

(5) A goal is scored when the ball passes through the goal at knee height or below, or hits the face of the gymnastic bench.

63. *Gull and fish*

In groups of four. On the signal, one child with beanbag runs away from the group. The rest chase to tag the runner on the shoulder. When touched the child must throw the beanbag up in the air. Whoever catches it, turns and runs away with it.

64. *Handball*

Two teams, two improvised goals (i.e. an obstacle, or small goal six feet wide by four feet high) and a football are required. Area depends on size of teams.

Each team appoints a goalkeeper and the remainder spread out over the pitch. The game is started by the ball being thrown up between the two centre forwards, and it is played by the ball being thrown from player to player. A goal is scored either when the obstacle representing the goal is hit, or when the ball passes through the goal.

Running with the ball is not allowed, but it may be bounced on the ground must be passed on to another player. A throw-in is taken in the usual soccer way when the ball passes over the boundary line. Nobody is allowed to touch the ball with any part of the body other than the hands and it is essentially a non contact game.

65. *Heading corner sry*

The teams stand on a line facing their leaders. The leader throws the ball to the players so that each one in turn can head the ball back to him. The ball should be headed to the leader’s feet and he should try to trap the ball. Every player should take a turn at throwing the ball and the action used should be that of a soccer throw in. This game can be played on a co-operative basis.

66. *Heading handball*

*Apparatus:* Four jumping stands and a soccer ball.

Same as for Handball, but a goal is scored from a pass which is headed into the goal, which comprises two jumping stands.

67. *Hill dill*

The ground is marked off by two lines into three sections with the middle section fairly wide, approximately 100 feet. The chaser stands in one of the outer sections and the remainder of the class in the other. He calls out “Hill! dill! come over the hill or I’ll come over to you!”. He then tries to tag players as they race over the middle section. Anyone tagged while in the middle section becomes a chaser also. Call and chase continue until all are caught.

This game with its opportunities for developing skill in eluding a number of pursuers may also be usefully employed with older children.

68. *Hit the dodger*

The players are arranged in groups of five or six, one being selected as dodger. The idea is for the players to hit the dodger in a given time with a beanbag. Passing the beanbag between group members should be encouraged.
69. **Hoop relay**

The teams stand in file. A hoop is placed at each end of the course opposite each team. At a signal, No. 1 player runs to the hoop passes through it and the next hoop and runs back to his place, when No. 2 starts. The team wins whose last player returns to his place first. (See diagram 18.)

![Diagram 18.](image)

70. **Hop-scotch golf**

The children try to kick a disc into a series of marked spaces from a given point or starting line. When successful at one distance, they try the next and so on. Each space or 'hole' is begun from the starting line and players have to follow up their shots hopping and counting the number of kicks they take before landing the disc in the space required. The player to complete the course in the fewest number of kicks is the winner. (See diagram 19.)

![Diagram 19.](image)
71. *Horses and jockeys*

Two large circles are formed with the outer circle standing behind a partner in the inner circle. On the word “Go” the outer circle runs round the inner circle in a clockwise direction and when each boy reaches his partner, he jumps on to his partner’s back. The teacher indicates the winning pair. This game may be varied by making the boys on the outside go through their partner’s legs before jumping on to his back. The circles are then changed.

72. *Hurly burly*

In many areas when children first visit the playing fields there is a need for an exhilarating game with few regulations and one in which the whole body is exercised. Hurly burly provides an informal game playable on any open space and for which rules can be made to suit the circumstances. (See diagram 20.)

![Diagram 20.](image)

**Apparatus:** A small football. Improvised goal or goal lines.

The players divide into two equal teams and spread themselves out in their own half of the ground.

A goal is decided upon at either end and clearly marked by posts, chairs, stumps or chalk lines.

The aim of each team is to get the ball through their opponent’s goal or over their goal line. The children are free to propel the ball as they like provided there is no pushing or rough play. They may kick, bat with the open hand, throw, head or fist the ball from one to the other, run with, bounce or dribble it along with foot or hand. The children will quickly grasp that the game is a passing one in which the ball must move about the field from one player to another, and few rules will be necessary if they are expected to play in a fair and unselfish manner. It should be understood that players must pass if touched when holding the ball.

The following general suggestions may be a guide to teachers in making their arrangements.
Number of players: The team may consist of from seven to 15 a side according to the size of the ground.

Ground: Young children should play on small pitches not more than 60 by 30 yards. From eight to ten a side is suitable for ground of this size increasing to 15 or more if taken with older pupils on a football or hockey pitch.

Goals: If hockey, football or lacrosse posts exist these should be used, for they add to the excitement of the game.

An alternative method of scoring is to arrange a goal line indicated by definite posts or bases, over which the children must run, kick, or throw the ball. If the width of the ground is taken it tends to spread the game over the whole field, enabling more players to score.

Arrangement of players: The position in which the players line up need not be too closely aligned. About half should be forwards responsible for the attacking, and half defence, whose duty it is to cut off the attacks of the opposing teams and prevent scoring goals.

73. Jump and catch relay

Apparatus: A ball and rope or bench for each team.

Two lines are marked on the ground 20 to 30 feet apart. Benches are placed, or ropes are held, midway between these two lines. Teams of equal number stand behind one line, the leader holding a ball. On signal No. 1 runs and jumps over rope or bench and on landing, turns and throws the ball to No. 2 who then runs, jumps, turns and throws in the same manner. After throwing player No. 1 runs to the back of his own team. No. 2 player and all the following players, however, after throwing, run to form a file behind the other line. The race finishes when No. 1, after receiving the ball, runs across the space to take his place in front of his team.

Clean catches must be made behind the line. Should the ball be fumbled or dropped it must be returned to the thrower who repeats the throw.

74. Jump and throw relay

The class is arranged into files of equal number. About eight to ten yards in front of each team a form is placed cross-wise. At a signal, the leader of each team runs with a ball, jumps over the form, throws the ball to player No. 2 and forms up in the rear of his own team. No. 2 runs, jumps over the bench and throws to No. 3 and so on through the team. The team that finishes first wins.

75. Keep the ball in

A small group of players, arranged in a circle, roll a soccer ball over the circle, attempting to roll the ball through someone’s legs. This is defended by the player fielding the ball with his hands and re-rolling it into play.

76. Keep the ball up

The same as ‘Keep the ball moving’, but the ball is headed and the hands are only used for picking it up as it falls. A light ball or ballon must be used. See Chapter 2 (a) ‘Keep the ball moving’.
77. *King of the ring*

Use several concentric circles. Players pushed out of the smallest circle go to the second circle. As soon as four players have been pushed out into the second circle, the game continues there too and so on to the third and fourth circles until only one player remains in each circle.

*Variation:* The above game can also be played in teams, each team having the same number of players in each circle. The game is carried on till only members of one team remain in each of the circles.

78. *Lifting relay*

The players sit on the floor in file. On the signal they raise their arms sideways and, starting with the end man, each one is lifted to his feet by the player behind. The team should turn about so that every player has an equal share in the game.

79. *Moving target*

*Apparatus:* A football as a target and tennis ball for every player.

*Ground:*

(a) For four teams. A square marked on the playground, the size of which will vary with the number of players and their ability in throwing.

(b) For two teams. A chalk circle divided into two courts by a centre line. An area approximately 30 to 40 feet across is appropriate for children.

*Description:* When the game is played by four teams each team takes up a position along one side of the square. A football is placed in the middle of the square and the tennis balls are divided amongst the teams. At the whistle each team attempts to drive the football over the opponents lines by hitting it with the tennis
balls. As soon as the football touches a line points are awarded to the opposing teams; the tennis balls are then re-distributed and the football is replaced in the middle.

Balls which lodge inside the square or pass outside it may be recovered so long as the game is not interfered with. The football must not be touched with the hands.

When the contest is between two teams only, each team stands outside the circle the players being arranged at intervals round the semi-circular portion which they are defending. The game is played similarly to the game for four teams. (See diagram 21.)

80. Newcome

A team game in which throwing and catching are the main features.

Apparatus: A football; badminton net or rope stretching across the ground at a height of five feet.

Ground: Space required approximately 30 feet by 50 feet, a line should be drawn three feet from the net on either side to mark the neutral space.

Description: Players divide into two teams of from eight to ten a side. The game consists of throwing the ball over the net and trying to touch the ground in the opponent's court beyond the neutral space. The opponents try to intercept the ball and return it over the net in the same way. When the ball touches the ground a point is scored in favour of the team which threw it.

The game is begun by a service taken by a player from any point on the base line. The server may either aim directly over the net or pass the ball to a forward player of his own side; failure to catch the ball in this case counts against the team. The service is taken by each side in turn. The side first scoring thirty points wins.

Rules:

(1) Players may not run with or kick the ball and must throw or pass from the point at which it was caught.

(2) The ball must not be hit with the closed fist or batted over the net; it may however, be passed with the open palm to a player on the same side.

(3) If in service or play a ball is thrown out of court, into or under the net, or touching the net falls into the neutral space, a point is scored by the opponents of the thrower.

A ball which touches the net but drops into court is treated as a good throw.

Variation: The game is sometimes played according to badminton rules, only the serving team may score. In this case the game is begun by a preliminary rally to decide which team shall serve first. If the serving side wins a rally it scores a point; if it loses the service passes to the other side. A fault made by the serving side puts the opponents in. If the receiving side is at fault a point is scored by the serving side. It is a 'fault' if the ball is thrown out of court, into or under the net or if it falls into the neutral space. (See diagram 22.)
81. **Obstacle relay**

Teachers can improvise obstacle races of various kinds according to the apparatus they have available, e.g. large and small hoops, jumping and skipping ropes, forms, stools, chairs or old desks, baskets, beanbags, balls, footballs, etc.

82. **O'Grady**

Activities or exercises are performed when the teacher says “O'Grady says: do this and O'Grady says: do that”. If she says “do this”, i.e. omitting the ‘O’Grady’, the children should not perform the exercise named. Those who do it must sit down and may take no further part in the game. The last one left in wins.

83. **One against three**

The children are in groups of four. Three join hands in a circle leaving one to be the catcher. Each child has a number and before the activity commences the teacher indicates the number to be caught. The catcher, by means of dodging round the circle, tries to catch the number indicated. The circle tries to prevent this by circling right or left.

84. **Over the legs relay**

The teams form up in couples and sit facing each other with legs straight out in front, feet touching. No. 1 couple runs forward, touches off at line A, passes down the outside of the file, touches off at B and jumps over the legs of each player back to his place. No. 2 couple immediately No. 1 is seated, starts over the legs of No. 1 and so on following the same course. See diagram 23.

**Variation:** If sitting on the ground is unsuitable, the children may take an easy crouch position holding braids between them.

The children may be asked to spring over the feet in different ways, e.g. double jump.
85. *Over and under relay*

The players form up in four or more files, odd numbers standing with feet astride, and even numbers kneeling with head touching knees. The last player in each file stands behind a line and at the signal crawls between the legs of those standing astride and straddles over the backs of the others. The first to stand still at the head of his file is the winner and gains a point for his team. The files move back one place and the pupils change to the other position; the game then proceeds as before until all are back in original places and standing erect.

86. *Over and under leap frog relay*

The players form up in four or more files, odd numbers standing with feet astride and even numbers making a 'back' for leap frog. The last player in each file stands behind a line and at a given signal crawls between the legs of those standing astride and leaps over the backs of the others. The first to stand still at the head of his file is the winner and gains a point for his team. The files move back one place and the supports change their positions from astride to a 'back' and vice versa; the game then proceeds as before. The game should not be taken until the children can do leap frog in good style and with ease and safety.

87. *Pat bouncing relay*

A player runs from the starting line to a line 15 yards away, bouncing a tennis ball, keeping it going all the time and eventually bouncing it to the next player, who repeats this, the remaining players following successively.

88. *Pig in the middle*

Children arrange themselves with two facing and one in the middle. The two outside ones pass the ball (usually a tennis ball) from one to the other and the inside one has to try to intercept it. If the middle one secures the ball he changes
with the player who threw it. Provided space allows the children can run freely and dodge anywhere, in which case the practice becomes extremely vigorous. (See diagram 24.)

89. *Post ball*

Two targets are set up at either end of the space. These may be tins, posts or stumps, jumping stands, Indian clubs, etc.

The players divide into two teams and arrange themselves in couples covering the whole space, each marking an opponent. One player of each team is appointed to defend the target.

*Game:* The aim of the game is to hit the opponent’s target. One point is scored for each hit, and the winning team is the one securing the greatest number of points in a given time. Shots at the target may be made from any position and players should move about trying to find openings from which to take aim.

*Rules:*

(1) The game is started by a bounce or throw between two opposing players in the middle of the space.
(2) No player may run with the ball or hold it for more than 3 seconds.

(3) Rough play should be penalised.

(4) If two players hold the ball at the same time it should be thrown up or bounced between them.

(5) In the case of a ‘foul’ a free throw is given to the opposite team.

The rules of Netball should be applied in any case not covered by the above. (See diagram 25.)

90. Quoit and stick catching

Divide the class into teams of even number. No. 1 player is out in front, with the quoit, the other three in a file facing her, the front one (No. 2) with the stick. The quoit is thrown to No. 2 (under-arm) who catches it on the stick. She takes it off the stick, gives the stick to No. 3 and runs out to the quoit, No. 1 running to the back of the file. The game finishing when all are back in original places.

91. Reaction touch

The team stands in file. The leader runs a marked distance and back to the end of his team. He touches the player in front of him and the touch is relayed from player to player to send off the first man in the file.

92. Relays

General considerations for relay races

1. Rules: They should be simple, explained quickly, and strictly adhered to. Any team who breaks a rule must be disqualified.

2. Markings: Ground markings should be clear and when possible made beforehand. With young children it often avoids confusion if the positions of the players are marked on the ground, especially when the teams are in file.

Races should not be run to touch walls or railings as it is often difficult to check speed and the players may hurt themselves. The safest plan is to run to a marked line or around objects, such as hoops on the ground well away from any obstruction.

Spots for the first and last players in file should always be marked and the players in those positions throughout the relay must stand on them. This will ensure that either the players or the ball will travel equal distances in all the teams. In some relays teams crowding in file can be regarded as good tactics and may be permitted.

3. Practice: When relays are difficult or new skills are involved free practice should be allowed before the competition.

4. Unequal numbers: In relays where only one player runs at a time, unequal numbers can be balanced by one member running twice. In each successive race the same player should not run twice. If there is one player too many in one team only, the teacher may join another team and a dual competition run between the teams of equal number.

5. Points: A winner must always be declared. Points may be awarded to all teams 4, 3, 2, and 1, etc., or to all except the last team 3, 2, 1. The teacher should record the scores and not expect the leaders to remember them.
Types of relays

There and back: The teams stand in file. The leader runs to a mark either
to touch it or run around it and returns to touch off the second runner. The return
can either be direct to the next man off, or around the team in file, to give the
touch. Each player goes to the end of the file as he finishes and the other players
move forward one place. The relay ends when the leader is touched by the last
runner. Batons may be handed from player to player if desired. The course can
be covered by: (1) Walking; (2) Running; (3) Hopping on one foot or two feet;
(4) Crawling on all fours; (5) Crawling backwards; (6) Running sideways; (7)
Running backwards; (8) Rabbit hops; (9) Crawling buttocks to the floor; (10) Heel
to toe walk; (11) Gallop step; (12) Lame dog walk or run; (13) Frog jumps;
(14) Walking knees full-bend duck walk; (15) Hopping knees full bend; (16)
Giant strides; (17) The players can also perform an activity on reaching the line
such as (a) hopping from circle to circle; (b) threading and unthreading the needle,
that is, stepping through linked hands; (c) marking a clock-face, each player
indicating one number; (d) spelling a word (the numbers of letters given by the
teacher at the command ‘go’) each player marking one letter at a time; (e) building
a house or drawing a boy or girl, each player adding one line every turn; (f)
transferring objects from one circle to another.

Working in pairs: These relays are usually run through twice to give each
player the same amount of work: Wheelbarrows; Empty wheelbarrows; caterpillars;
Pick-a-back; Three-legged race; Slide the log.

Other relays: With large or small balls; skipping; soccer skills; rugby skills;
hockey skills; straddle type; tunnel ball type.

Progressive relays: This is a type of relay where the players stand in file
or side by side in lines, with the leader usually facing them. The ball or beanbag
is thrown by the leader to each member of the team in turn. It progresses to the end
player who retains the ball and runs to the front to repeat the procedure. The
game finishes when the leader brings the ball to the front.

93. Ring the stick

Two teams of six to ten players. A circle 6 ft. in diameter is marked at each
end of the rectangular court. The size of the court will depend on the available
space. A player serving as a catcher stands in the circle towards which his team
is playing. The catcher holds a stick which may be 3 ft. or 5 ft. long, and his
team-mates try to throw a rubber quoit over the end of the stick. This scores one
point; the catcher can move within the circle thus placing the stick to his team’s
advantage. The stick should be held more or less vertically.

Rules:

(1) No player can run with the quoit for more than three steps.
(2) No player can score a goal with a direct throw from within his own
half of the court.
(3) No tackling or barging is allowed.
(4) No player can play the quoit with the feet.
(5) No player other than the catcher may enter the circles.
A free throw is awarded for any infringement of these rules and a free throw is awarded to the non-offending side at the place where the infringement occurred. If two players hold the quoit simultaneously, it should be thrown in the air between them.

The game is started and re-started after a goal has been scored, by a throw up between two opponents at the centre of the court.

Variations: The catchers may stand on a chair, or a gymnastic bench, placed in the centre of the end lines of the court.

94. Rounders (modified)

Apparatus: Soft ball and rounders bat.

Two teams are chosen, each consisting of ten players. The ground is marked as shown in diagram, the circles or bases about two feet in diameter. The mark A is the batting point around which is ‘home’. The bowler stands about 15 ft. from the batting point, the catcher is placed behind ‘home’, while the remainder of the ‘out’ team disperse themselves about the ground as fielders. It is usual to guard each base by a fielder who is a good catcher. The positions of the ‘in’ team or batters at the commencement of the game is shown by the small black triangles in the diagram.

The bowler serves the ball fairly to the batter standing in the ‘home’, who tries to drive it as far as possible and immediately runs for the first base. The fielder nearest the ball tries to seize it and hit the batter before he can reach the base.
or preferably throws to the base-guard, or returns it to the bowler if the base has been reached. In the case of a lengthy hit any of the ‘in’ side who may be at a base may steal a run, but no more than one player is allowed at a base.

If one of the ‘in’ side is hit with the ball whilst between any of the bases, except the fourth base and home, he is counted out.

In case of a catch by any of the fielders, or if there is no one to occupy the ‘home’, all the ‘in’ team become out.

A player who is out may be brought in again if one of his team runs around the four bases and home without stopping.

After a player has left a base he shall go on to the next. One player only is allowed in a base; if there be more, all but the last to arrive shall be out.

A batter may, if he chooses, run without hitting the ball; this necessitates placing a catcher for fielding.

A point is scored for each base secured without stopping, but only on condition that the ball is hit by the batter.

It should be noted that the batter drops the bat immediately before running. (See diagram 26.)

95. Rugby touch

Apparatus: Association or rugby football.

Ground: A rectangular space to be marked out with white lines. Length, 70-80 yards. Width, 35-40 yards.

The goal line is the whole length of the back line. Lines are drawn across the ground 10 yards from each goal line.

Side flags or intermittent lines mark a space five yards in width across the centre of the ground.

Arrangement of players: For 11 a side: four forwards, two half-backs, four backs and a goal-keeper or line-guard.

The forwards line up across the field on either side of the five yards space.

The backs stand a little in front of the ten yards area. The half-backs are on either side of the field midway between the forwards and backs.

The goal-keeper stands in front of the goal line.

Description: The object of the game is to break through the opposing defence and to score a goal by carrying the ball across their goal line without being ‘touched’ by one of their team.

The game is begun by a ‘pass’ taken by the team who did not have the choice of ends; after a goal it is then taken by the team against which the goal has been scored.

When in possession of the ball a player should run with it and try to make as much ground as possible, but should be ready to pass and not risk a ‘touch’ if another player of his team is better placed for opening up the game or scoring. A ‘touch’ is a tap on the person of the player with the ball, not a push, a charge, or a tackle, and no player may ‘touch’ an opponent who is not actually in possession of the ball.
Time: The game may be played from ten to 20 minutes each way according to the size of ground, age, and stamina of the players.

Rules:

(1) Passing may be in any direction except in the ten yards area, when all passes made by the attacking team must be backwards.

(2) Any player in possession of the ball, if ‘touched’ by an opponent, must pass immediately.
   A player is not allowed after being ‘touched’ to gain advantage by taking time to look round for a player to whom to pass.

(3) The ball may not be kicked or fisted and all rough play should be penalized.

(4) If the ball passes over either back or side lines, except when a goal is scored, it is returned into play by a ‘throw-in’, taken by a member of the opposite team from the point where the ball crossed the line.

   The penalty for all breaches of rule is a free throw against the offending team taken from the spot where the breach occurred. No player shall be within five yards of the player taking the free throw.

96. Run and bounce relay

Apparatus: One tennis ball for each team.

Teams line up in files behind the starting line A. No. 1 circles backward round his team, runs forward bouncing the ball once while running at top speed between A and B. He gathers the ball, bounces it in the circle marked C and

![Diagram 27](image)

...
97. **Running circle catch**

The class is arranged in teams. Each team runs in a circle round the leader, who throws a ball to each in turn. The ball is passed back to the leader immediately.

![Diagram 28.](image)

There should be no check during the run when catching and throwing. The direction of the running should be changed frequently and the children take it in turn to be the leader. (See diagram 28.)

98. **Scatter ball**

A game for field or playground.

*Apparatus:* 24 tennis or small rubber balls; 2 rounders or stoolball bats; four flags or long canes; two boxes or baskets; four hoops to mark batting and fielding bases. Teams of approximately 12 on each side. Ground, which should be from 50 to 60 yards square is arranged as shown. Both teams are numbered. No. 1 from each team commences in the batting base in his opponents’ half of the field, and No. 2 at his own fielding base. Remainder of the teams spread out in fielding positions in their own half.

*The game:* On a given signal, No. 1 picks up the balls from the box in his base and hits them away as quickly as possible in all directions. When he has done this, he runs round the triangular course with his bat and places it in the fielding base of his No. 2. In the meantime, the fielders gather the balls and return them to their own No. 2, who places them in the box. It is therefore a combined race, ending when the bat of No. 1 and all the balls struck forwards of the centre line and
boxed by No. 2 are in the fielding base. First team to finish scores one point. No. 2 of each team then becomes the batsman, and No. 3 the base fielder. When the last batsman (No. 12) is striking, No. 1 becomes the base fielder.

Additional rules:

(a) All balls must be struck forwards of centre line.

(b) Ball can be struck only once. If a ball is missed, another strike at it is not allowed.

(c) Only the base fielder is allowed to box the balls.

Diagram 29.

Coaching: Encourage batsman to place the balls where there are few fielders; encourage fielders not to throw ball to base fielder until he is expecting it; if possible, use balls of two colours, one for each team, to prevent confusion.

99. Scoring runs

Players line up behind a line, and, on a signal dart across to touch another line and back, continuously in a given time, to see how many runs they can score.

100. Scotch hand ball

Teams of six or eight stand in files with the leaders facing the team and about three yards away.

The leader throws the ball to No. 2 who returns it and crouches in his place; in the same way the leader throws the ball to each member of his team in turn. When No. 6 receives the ball, instead of returning it to the leader, he runs up and
takes the leader's place. The players in the file all move back one place and the leader takes the place of No. 2. No. 6 now repeats the throwing till No. 5 runs to take his place. This continues till each member of the team has occupied the place of the leader. The race is completed when the leader gets back to his original place. (See diagram 30.)

101. *Scots and English*

See French and English: Variation.

102. *Scout*

The playing area is marked out into three rectangular courts, the centre court being only three or four feet wide and the end courts any convenient size, approximately 15 to 20 feet.
The children are divided into two teams who take up their places one in each end of the court, evenly spaced. One player from each team, the ‘scout’, goes into the opposing court, the ‘enemy territory’. On a signal, the ball is thrown in between the players in the neutral area. They try to bat the ball towards a member of their own team. From then on each tries to pass the ball to its own ‘scout’ in the enemy territory. A catch by the ‘scout’ earns a point for her team. New ‘scouts’ are chosen and the game is re-started as before. (See diagram 31.)

103. **Scrimmage ball**

Two teams of six to ten players. A gymnastic bench with the flat top facing the centre of the court is placed at each end of the rectangular court. The game is played the same as ground hand ball with the exception that a goal area is not necessary. A goal is scored when the football strikes the flat surface of the bench.

104. **Shuttle relays**

Each team is split into two equal divisions, which stand facing each other in single file with the leader of each toeing a starting line. At a signal the leaders on one side run forward and touch the hand of the leader in the line opposite him, who runs to the other side and touches next runner. The player may carry something that should be handed over and carried back.

105. **Shuttle relay with jump over rope**

Teams line up as in ‘shuttle’ relays. A rope is held, at a suitable height midway between the teams. Each runner in turn must jump the rope. A useful relay for the athletic season.

106. **Skittle ball**

Two targets are set up at either end of the space. These may be tins, posts or stumps, jumping stands, Indian clubs, etc., and if not fixtures their position should be indicated.

The players divide into two teams and arrange themselves in couples covering the whole space, each marking an opponent. One player of each team is appointed to defend the target.

**Game**: The aim of the game is to hit the opponent’s target. One point is scored for each hit, and the winning team is the one securing the greatest number of points in a given time. Shots at the target may be made from any position and players should move about trying to find openings from which to take aim.

**Rules:**

1. The game is started by a bounce or throw between two opposing players in the middle of the space.
2. No player may run with the ball or hold it for more than three seconds.
3. Rough play should be penalized.
4. If two players hold the ball at the same time it should be thrown up or bounced between them.
5. In the case of a ‘foul’ a free throw is given to the opposite team.
(6) The rules of Netball should be applied in any case not covered by the above.

(7) In restricted places and with numbers of young players it is sometimes desirable to draw a line to confine them to certain portions of the space.

(8) The game is played on similar lines to Post ball except that the players must remain in their own half of the ground. (See diagram 32.)

![Diagram 32.](image1)

107 *Skittle ball—four post*

The ground is divided into four equal courts with a target in each. The teams thus have two targets to attack and two to defend. The team proceeds on lines similar to the game previously described. The four court arrangement is suitable for cramped conditions such as a small square playground in which a number of children must be accommodated. (See diagram 33.)

![Diagram 33.](image2)
108. **Soccer tag**

A player who is ‘it’ dribbles the ball and tries to tag the other players by kicking the ball at their legs. The kick can only be taken with the inside or the outside of the foot. Any player tagged assists ‘it’ and the game becomes one of skilful passing between the taggers.

Players who have been tagged should don a coloured braid. The last man wins the game. This player can be ‘it’ for the follow-on, when players take the colour off when tagged.

With large groups it will speed the game up if two or more balls are used.

109. **Spry relays**

File spry: The players of each team stand in file, or shoulder to shoulder in line, facing the same way. The first player carries a ball and runs forward to a marked spot and turns about to face his team mates.

The ball is passed to each player in turn and returned each time to the player in front. The last player to receive the pass retains the ball and takes up the position in front, while the other player goes to the opposite end of the file. If the team is in file the players should either:

(a) Crouch down after returning the ball; or

(b) Step to the right or left, to receive the pass.

Square spry:

Passing: The teams stand in lines forming a square. The square may be marked, or the teams may stand on gymnastic benches. The first player in each team stands in a small circle marked in front of the team. The ball is passed to each player in turn and the last to receive holds the ball and runs around the team, outside the square and back to the circle. The players move one pace sideways to allow the other player to go to the opposite end of the team. The relay ends when No. 1 receives the ball and runs around and back to the circle.

110. **Spud**

Number the players consecutively until every player has a number. The leaderlob a football in the air calling a number at the same time. The player holding that number is ‘it’ and immediately takes the ball to tag the others. He is allowed to take three steps before throwing the ball with a double-handed throw to tag, but if he misses he is awarded one ‘spud’. Now ‘it’ retrieves the ball, lobs it in the air and calls another number and the game continues.

Should ‘it’ tag a player with his initial throw that player becomes ‘it’ and immediately tries to tag the others.

Any player gaining three spuds pays a penalty.

111. **Squat boat race**

Teams in file. The leader turns about and grasps the hands of the second man in the team. Everyone except the leader will take up the squat position and take a hold on the waist of the man in front of him. On a given signal teams hop forward, guided by the leader, to a given finishing line.
112. *Stick jump relay*

Teams stand in files. No. 1 player of each team runs up to line A holding a stick. He touches line A with his stick, turns about and holding the stick low and parallel to the floor, runs up towards line B with his team jumping over the stick. He touches line B with the stick, runs down the other side of the team to leave his stick on line A, goes back to his team place. On doing so he touches No. 2 who runs to line A, picks up the stick and repeats the action, and so on till the whole team are back in their places and the stick is lying on line A. First team to finish wins. See diagram 34.

![Diagram 34.](image)

113. *Stoolball*

The game is played between two sides, each consisting of eleven players unless otherwise agreed.

Before the commencement of the game two umpires shall be appointed, one for each end, who shall determine the position of the boundaries and how many runs shall be scored for boundary hits. The umpires shall stand, one at square leg, the other in such a position that he may best see the bowling crease and the wickets, and shall be the sole judges of fair or unfair play, of the fitness of the ground, the weather, and the light for play. Unless appealed to, the umpire shall not give a decision.

The wickets shall be placed 16 yards apart facing each other. The wickets shall comprise the face and edge of a board, one foot square and not more than a half an inch in thickness, mounted on a stake, the top of the wicket being four feet eight inches from the ground. (If the captains agree, running creases shall be marked out on each side of the stakes).

The ball shall weigh not less than two and a half nor more than two and a half ounces and shall have a circumference of not less than seven nor more than seven and a half inches. The ball shall be leather covered. The ball may be changed during a game only with the consent of both umpires.
The bat shall not exceed 18 inches in length, nor shall the striking surface exceed seven and a half inches in diameter.

The bowling crease, each one yard in length, shall be ten yards distant from and opposite to each wicket.

The ball shall be bowled underhand in overs, alternatively, of eight balls to each wicket, if the ball be jerked, either umpire shall call "no-ball". When eight balls have been bowled and the ball is "dead", the umpire at the bowler's end shall call "Over". Neither a 'no-ball' nor a 'wide-ball' shall be reckoned as a ball in the over. A bowler shall not bowl two overs consecutively in one innings.

It is a 'no-ball' if the bowler in delivering the ball has not part of one foot on the ground behind the bowling crease, or if the ball on being bowled hit the ground before it reaches the wicket unless previously struck by the batsman.

The striker may hit a 'no-ball', and whatever runs result shall be added to his score, but he shall not be out off a 'no-ball' unless he be run out in attempting a run, or break rules 1(e); 2(b), or 2(c). All runs obtained from a 'no-ball' otherwise than from the bat shall be scored 'no-balls' but if no run be obtained one run shall be added to the score.

If, in the opinion of either umpire, a ball be bowled which is not within reach of the striker, 'wide ball' shall be called.

From a 'wide ball' as many runs as are run shall be added to the score as 'wide balls', but if no run be otherwise obtained, one run shall be so added.

If the ball passes the striker without touching his bat, or hit any part of the striker's person except the hand, and any runs be obtained, they shall be scored 'byes', provided that neither 'no-ball' shall have been called.

A batsman shall be held to be out of his ground if in the opinion of the umpire he be not within reach of his wicket or of a vertical plane including the face of the wicket.

The wicket-keeper shall stand with no part of his person in front of the wicket, until the batsman shall have hit the ball or the ball shall have passed the wicket.

*The striker is out*

1. (a) *Bowled*: If the ball after leaving the bowler's hand hit the face or edge of the wicket.
(b) *Caught:* If the ball from a stroke of the bat or hand, but not of the wrist, be held before it touch the ground.

(c) *Body before wicket:* If in the opinion of the umpire at the bowler’s end the ball would have hit the wicket but for the intervention of any part of the striker’s person except his hand.

(d) *Run out:* If at any time when the ball is in play he be out of his ground for the purpose of playing the ball, except in the case of a ‘no-ball’, and the wicket be struck by the wicket-keeper with the ball in his hand.

(e) *Hit ball twice:* Unless accidentally done.

Either batsman is out—

2. (a) *Run out:* If at any time when the ball is in play he be out of his ground while attempting a run and the wicket be struck by the ball after touching any fieldsman. If when running the batsman have crossed each other, he who runs for the wicket which has been struck is out; if they have not crossed he who has left the wicket which has been struck is out.

(b) *‘Handled the ball’:* If he touch with his hands or take up the ball while in play, unless at the request of the opposite side.

(c) *‘Obstructing the field’:* If he wilfully obstruct any fieldsman.

A run is completed by each of the batsmen, after they have crossed, touching his wicket with his bat or hand, or by any part of his bat or person passing over the running crease (if any), before the wicket be struck by the ball.

If the striker be caught, no run shall be scored; if a batsman be run out, the run which was being attempted shall not be scored.

After the ball shall have finally settled in the wicket-keeper’s or bowler’s hands, it shall be ‘dead’; but when the bowler is about to deliver the ball, if the batsman at his wicket be out of his ground before the delivery, the bowler may attempt to run him out; but if the bowler throws at that wicket and any runs result they shall be scored ‘no-balls’. If the ball lodges in a batsman’s clothing the ball shall become ‘dead’.

If a ball in play cannot be found or recovered, any fieldsman may call “Lost ball”, when the ball shall be ‘dead’, and four runs shall be added to the score, but if more than four runs shall have been run before ‘Lost ball’ has been called, as many runs as shall have been run shall be scored.

114. *Team hand tennis*

A form of team tennis in which the ball is hit with the hand.

*Apparatus:* A small football or rubber ball, a rope or badminton net stretched across the playground four to five feet from the ground, dividing into two equal parts the playground selected.

*Court:* The size of the court will depend on the skill of the players, 50 by 30 feet should be suitable. It must be long and broad enough to permit of a strong hit with the open palm. The side and back lines may be marked with chalk, or the natural boundaries of the space used.
Game: The players divide into two equal teams (six to eight a side) and place themselves in positions occupying the whole court as in diagram below. The game consists, as in lawn tennis, in batting the ball over the net in such a way as to make it difficult for the opponents to return it.

Rules: The ball is in play and may be returned over the net as long as it is still bouncing. It is 'dead' only when it has rolled along the ground, or has been hit into or under the net. It is not necessary for a player to return the ball immediately over the net. In saving a difficult shot it may be wise to 'nurse' it, i.e. bat it up in the air to control it and allow another player, who is better placed, to bat it across the net.

The ball may be batted with the palm of the hand but must not be fisted or knocked over in any other way.

Service: The server bounces the ball within the service base and bats it forward over the net into his opponents' court, or to one of his own side nearer the net.

Diagram 36.

The simplest method of arranging the service is for each team to serve five (or more) times and then to change over, the nearest player to the service base being appointed server.

Scoring: The best method for children is to add together the number of points won. The first team to reach a certain number, or the team making the highest score after five minutes play either side of the net, are the winners.

The score should be called by the captains after each rally. (See diagram 36.)

115. Team passing

Players divide into two teams; each marks down one of the opposing team. Team passes the ball among themselves while team B try to intercept it, the object being to make the greatest number of consecutive passes. It is best
to begin with small groups of three or four pairs, so that crowding is avoided and the children learn to place themselves in a good position for receiving passes from their own side. (See diagram 37.)

Diagram 37.

116. Ten trips

Apparatus: A bean bag or ball for each team.

Each team consists of three players. The players stand in line with each other ten to 15 feet apart. The centre player B, starts with the ball or beanbag and at the whistle throws it to A; A throws it right across to C, who throws it back to B. This completes one ‘trip’. The game continues until ten rounds are completed, B calling the number of each completed round.

Diagram 38.
If the ball or beanbag is dropped the team must begin again from the beginning. The first team to complete ten rounds without a miss wins.

Variation: A quick change of position between each round adds to the activity and difficulty. (See diagram 38.)

117. *Thread the needle from front to back*

The teams stand in file. The end player runs in and out of the players to the front, as he passes the others the others follow him in order, until most of the team are on the move at the same time. The players run back to their places by running around the end man who stands still. Each succeeding player arriving home stands still so that the others may continue to weave in and out to their original positions. This race can be started from the front or back of the file.

118. *Three catches out (in groups of four)*

Here one player has the bat and gives fairly difficult catches at random, to the other three players. The first to make three catches changes with the batsman. The batsman tosses the ball up for himself to hit it; fielders returning it softly to his left hand.

119. *Three court dodge ball*

*Apparatus:* A football or other large ball.

The ground is divided by lines into three equal courts. The players divide into three teams, one occupying each section of the ground. The object of the game is for the players in the two end courts to throw the ball and hit the players in the middle court meantime doing everything in their power while remaining in the court to evade the ball. A point is scored when the ball hits a player. The three teams occupy the central court in turn, for a specified time. The team against which the lowest number of hits is scored is the winning team. The teams who are throwing the ball should co-operate by passing the ball amongst their players to secure hits. No hit may be scored if a player has one foot or both feet over a line. (See diagram 39.)
120. *Three goals and in*

*Apparatus:* One football for each group and two skittles or other suitable objects.

The game is played in groups of three. The two skittles are placed eight feet apart to form the goal. One player is goalkeeper while the other two players endeavour to obtain possession of the ball and score a goal. Scoring can be done from either side of the goal, but the ball must pass between the skittles at, or below, knee height. When one player has scored three goals he then becomes goalkeeper.

121. *Tip it and run*

Class is divided into teams which stand on the side lines facing each other. One line is chosen as 'tippers' and the children in the other line stand with one foot and one arm advanced with palm up. On signal the 'tippers' advance and each tries to tip the palm of one of the other line and to reach safety across the side line without being tagged. Each one tagged counts a point for the other side. The other line now become the 'tippers' and the scores are compared at the finish.

122. *Touch and pass*

*Apparatus:* Association or Rugby football.

*Ground:* A rectangular space to be marked out with white lines. Length 70 to 80 yards. Width, 35 to 40 yards.

The goal line is the whole length of the back line. Lines are drawn across the ground ten yards from each goal line.

Side flags or intermittent lines mark a space five yards in width across the centre of the ground.

*Arrangement of players:* For 11 a side: four forwards, two half-backs, four backs and a goal-keeper or line-guard.

The forwards line up across the field on either side of the five yards space.

The backs stand a little in front of the ten yards area. The half-backs are on either side of the field midway between the forwards and backs.

The goal-keeper stands in front of the goal line.

*Description:* The object of the game is to break through the opposing defence and to score a goal by carrying the ball across their goal line without being 'touched' by one of their team.

The game is begun by a 'pass' taken by the team who did not have the choice of ends; after a goal it is taken by the team against which the goal has been scored.

When in possession of the ball a player should run with it and try to make as much ground as possible, but should be ready to pass and not risk a 'touch' if another player of his team is better placed for opening up the game or scoring. A 'touch' is a tap on the person of the player with the ball, not a push, charge, or a tackle, and no player may 'touch' an opponent who is not actually in possession of the ball.

*Time:* The game may be played from ten to 20 minutes each way according to the size of ground, age, and stamina of the players.
Rules:

(1) Passing may be in any direction except in the ten yards area, when all passes made by the attacking team must be backwards.

(2) Any player in possession of the ball if ‘touched’ by an opponent, must pass immediately. A player is not allowed after being ‘touched’ to gain advantage by taking time to look round for a player to whom to pass.

(3) The ball may not be kicked or fisted and all rough play should be penalized.

(4) If the ball passes over either back or side lines, except when a goal is scored, it is returned into play by a ‘throw-in’, taken by a member of the opposite team, from the point where the ball crossed the line.

The penalty for all breaches is a free throw against the offending team taken from the spot where the breach occurred. No player shall be within five yards of the player taking the free throw. (See diagram 40.)

Diagram 40.

123. Tower ball

Apparatus: A small football and three stumps tied loosely together form a tower or wicket for each group.

Players arrange themselves in small groups. A circle is marked at a suitable distance round the tower. One player is chosen to defend the tower, the rest space themselves round the outside circle and try to knock down the tower with the ball. They may pass it from one to the other, or throw it directly at the tower. The defender may use hands, body, and feet to defend his wicket, but must not kick the ball wildly. Any player successful in hitting the tower changes with the one in the centre. Attacking players must not aim at the tower from inside the circle. If they cross the line to fetch a ball they must pass to a player outside the circle. (See diagram 41.)
124. *Tunnel relay*

Teams line up in couples holding inside hands to form arches. The first couple turn outward, race down the outside of their own file, round the last couple and back to places under the arches. The second couple starts immediately the first couple has returned to place passing under the arch made by the first couple.
**Variation:** Teams line up in couples forming arches as above. The sixth couple race up under the arches and fall in in front of the first couple. The fifth couple starts immediately the sixth has passed through their arch and so on until the first couple returns to the front. (See diagram 42.)

125. *Two dogs and a bone*

A game demanding alertness and quick response. It should be played in small groups or with a bone to each couple when a large number are taking part.

*Apparatus:* A beanbag, short stick or other small article for each group of players.

The players divide up into small groups of six or eight players and each group is sub-divided into two teams. Two parallel lines from 10 to 20 yards apart are drawn; and the players of each team arrange themselves along the lines facing the opposing team and number consecutively from right to left. Midway between the two competing teams the bone is placed. (See diagram.)

A number is called by the teacher and the player from each team who holds that number runs forward and tries to pick up the bone and return with it to his place in the rank without being touched by his opponent. The one who succeeds in doing this scores a point for his team. Unless one of the players is unusually slow, both will arrive at the ‘bone’ almost at the same time; the game then is to make feints at picking up the bone and suddenly to snatch it up and dart away with it when the other player is off his guard. The team with the highest number of points is the winner.

*Variation:* A simpler and more active form of this game can be played by providing one ‘bone’ between every two opposing players. The teams arrange themselves in parallel lines as in the form of the game already described, but on the signal the whole of the players take part simultaneously, each trying to carry off a ‘bone’ to safety before being touched. The number of ‘bones’ secured by each team is then counted for points.

[Diagram 43]
To make the game still more active a starting signal may be given, at which the players take part in some such activity as skip jumping or running change of places with the opponent; when the whistle goes the players break away and see who can secure the 'bone' on the lines already described. (See diagram 43.)

126. **Volley ball**

*Apparatus:* A large rubber ball or small football, a net or rope tied across the middle of the ground about one foot above the heads of the players.

*Description:* A court of about 50 feet by 30 feet is suitable for teams of six or eight a side.

The players are divided into two teams, each team occupying one court. A player of one team, the server, stands behind the back line of his court and bats (not throws) the ball with his hand to another player, sending it either over the net to the opposing team or to another player, the object being to pass it over the net so that the opposing players cannot return it.

Only the side which is serving scores. If this side wins a rally it scores a point, if it loses the service passes to the other side. The side which first scores thirty points wins.

*Rules:*

1. The ball must be batted either with one hand or both but may not be bounced, thrown, caught or kicked.

2. A player may hit the ball three times in succession if he so desires, but must get rid of it on the third hit.

3. The server is allowed a second try if his first service fails; if his second also fails the service passes to the other side.

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Diagram 44.
(4) The ball is in play only while it is in the air; as soon as it touches the net or ground the rally is over.

The penalty for a breach of the rules by the serving side is loss of the service. If the receiving side is at fault a point is scored by the serving side. (See diagram 44.)

127. Wondering ball

Apparatus: A beanbag or ball.

The players form a circle, with one or more in the middle. A beanbag is thrown across from player to player, while those in the centre try to intercept it. The bag should be thrown quickly and the passes varied in height and direction. Feints should be made to mislead the middle players. When one of them succeeds in catching the bag he changes with the player who threw it.

Diagram 45.

Quickness in anticipation and action are called for in this game. (See diagram 45.)

128. Wheel relay

Apparatus: A beanbag, or small ball to each team.

The teams line up facing clockwise as in diagram. No. 1 races round the outside of the other three files and falls in in No. 5's place. The beanbag is passed down
the line to No. 2 who runs round the same course and so on until all have completed their turns. Once a player has started the rest of the team move up one place. A definite finish is secured if the No. 1 holds up the ball immediately he receives it on the final round. It is advisable to have the starting base marked. (See diagram 46.)

Diagram 46.

129. **Wheelbarrow relay**

No. 1 holds No. 2 as for a wheelbarrow and wheels him to a line and back. No. 2 then takes No. 3 and so on. The relay finishes when the last man wheels No. 1.

*Variation:* The positions (a) empty wheelbarrows; (b) wheelbarrows on a ball; (c) sliding the log, may be used.

130. **Zig-zag follow on race**

The teams stand in file. The end player runs in and out of the players to the front, as he passes the others the others follow him in order, until most of the team are on the move at the same time. The players run back to their places by running around the end man who stands still. Each succeeding player arriving home stands still so that the others may continue to weave in and out to their original positions. This race can be started from the front or back of the file.
131. Zig-zag shuttle relay

The players are divided into two or more teams of equal numbers. Each team in turn is divided into two lines which stand facing each other. There should be from 50 to 100 feet between these lines. At a signal the leaders on one side of the ground run forward, give a beanbag to the leader of the line facing them. The leader receiving beanbag dashes forward in his turn and gives it to the next player opposite him. This is continued until the lines of each team change places. Each player thus runs only in one direction. The team changing places first wins. (See diagram 47.)
SUGGESTED APPLICATION OF CHAPTERS 2 (a) AND (b) FOR AFTERNOON ACTIVITIES

Choose some of the following games to precede the main practice.

Cricket

Ball passing and team running.
Egg in the hat.
Exchange throw and catch relay.
Fielding game in fours.
Fielding relay.
French cricket.
Jump and throw relay.
Keep the basket full.
Moving target.
Skittle ball.
Ten trips.
Tip it and run.
Wandering Ball.

Basketball and netball

Ball and rope relay.
Ball bounce and dribble relay.
Ball bounce relay.
Ball passing and team running.
Ball throwing activities.
Captain ball.
Catch and follow.
Corner spry.
Dodge and mark.
Four post skittle ball.
Hot potato.
Hot rice.
Jump and throw relay.
Keep the ball up.

Basketball and netball

Newcombe.
Ring the stick.
Skittle ball.
Team passing.
Ten trips.
Tower ball.

Hockey

Ball passing and team running. Ball is passed on the ground with hockey stick.
Fielding relay. Ball stopped and passed with hockey stick.
Hockey dribble relays.

Rounders

Ball passing and team running.
Dodge ball.
Fielding relay.
Modified rounders.
Scout.
Three count dodge ball.
Ten trips.

Tennis

Team passing. Adapt to hockey technique of stop and hit.
Team hand tennis. All pat bouncing and striking activities with stoolball bats.

Games for Infants, Standards 1 and 2

Baste the bear.
Black Peter.
Blind man’s buff.
Big A, little A.
Bogey ball.
Cat and mouse.
Cat and mice.
Catch the fox.
Crows and cranes.
Do this, do that.
Egg in the hat.
Farmer and rabbits.
Fill the gap.
Fisherman.
Frog in the pond.
Hill dill.
Jumping Jack.
Jumping Jimmy.
Keep the basket full.
Whistle race.

Although the following list of minor games are almost major games in themselves, they are also helpful as progressions to the major traditional games.

Danish rounders.
End ball.
Handball.
Modified rounders.
Ring the stick.
Stool ball.
Scrimmage ball.
Team passing.
Volley ball.
Chapter 3(a)

Swinging and Climbing

Reference chapter for Chapter 1 on climbing activities
Climbing frames which provide facilities for swinging and climbing have proved to be a most efficacious way of improving a child's strength, mobility and courage.

The more conventional and the more game-like activities (e.g. General Activities) have already been mentioned in the syllabus, and they are complementary to swinging and climbing in any scheme of physical education.

A pupil who can support his own weight in a hanging position is not only developing strength and mobility but is establishing a credit balance towards good shoulders and a good strong back for the future. The value of swinging and climbing activities in developing good posture cannot be too highly stressed.

The activities are of a recreational and adventurous nature.

In using these climbing frames it is important to remember that the pupil should never be forced to attempt an activity. The teacher is there to guide, encourage and, in some few cases, restrain. The pupil should be allowed to progress at his own natural pace in exploring and experimenting with these frames. Once confidence is established, the child will set his own goals of achievement and his own rate of progress.

The following lists of activities are presented to the teacher so that he will have a fund of suggestions to offer to the children as they become more skilful and confident.

Three types of frames are suggested:
(a) Rope climbing frame.  (b) Graded bars.  (c) High ladder.

**Rope Climbing Frame**

Diagram No. 48
Double Rope Activities

1. Hold ropes loosely in each hand on starting side and run forward sliding hands up rope as far as possible and swing. Later, swing and gain impetus from running in a stretched position on tip-toe off the middle of swinging area.

2. Run forwards, take as high a grasp as possible and swing. Let go at maximum height of backswing (so that the pupil looks at the ground) and land in crouch. Progress to three swings and off, always coming off at maximum height of backswing. The pupil should always be looking at the ground as he lets go.

3. Under crossbar. Grasp ropes with arms bent and against chest. Swing legs to upside down position with legs propped against ropes (this position is known as reverse hanging), drop legs right over (221d), hold position and let go.

4. Under crossbar. Grasp ropes with arms bent and against chest. Circle legs upwards with knees bent and swing over to touch ground. Come back the same way.

5. Under crossbar. Sitting down, arms stretched upwards grasping ropes. Lift hips off ground, look at the sky, and walk forwards and backwards in this position (222). This position is known as fall hanging.

6. Starting side. Holding both ropes, take one big swing forwards, backwards and let go. Always let go at top of backswing, looking at the ground.

7. Under crossbar. 'Swallow's nest', i.e. as in activity 3, but back is hollowed and feet curl round inside of rope as near the hands as possible (223).

8. 'Swallow's nest', swinging backwards and forwards.


10. Starting side. Swing over mark on ground in the middle of the swinging area. Progress to swinging over low obstacles such as benches, boxes, etc. Land in crouch on backward swing.
11. Starting side. Swing to land in sitting position on far side on an Essex stool. Two pupils should be standing at the Essex stool.

12. Under crossbar holding ropes in stretched position. Twist one rope round the other by turning round and round. Take feet off and hold on till ropes are back on normal position.

13. Starting side. Swing from bench or box to bench or box on far side.

14. Starting side. From bench, with beanbag between feet, swing forwards, backwards and place beanbag back on bench.


16. Under crossbar. Lying on back, hands reaching up and grasping ropes. Raise legs up to cycling position and swing upwards, forwards and downwards, as arms pull on ropes to bring body up to land in crouch position with hands still grasping rope. This is useful progression for back spring (224).
Single Rope Activities

1. Under crossbar. Reach up, grasp with both hands, and trap the rope between the instep of one foot and the sole and heel of the other. Push with the feet to make sure they grip. This is known as the ‘foot grip’ climbing position (225).

2. Starting side. Swing forwards into ‘foot grip’ position and swing backwards and forwards.

3. Under crossbar, sitting on bench (or box or Essex stool). Hold rope with arms bent. Place rope between bent knees and ankles, resume hand grip, and pull on hands to lift seat off bench to test knee and ankle grip.

4. As in activity 3, but place bench back a little so that when seat is lifted off bench, pupil swings forwards and backwards. On forward swing progress to stretching arms and dropping head backwards. This is known as the ‘climbing position’ proper (226).

5. Attempt to climb rope using ‘foot grip’ or ‘climbing position’ as preferred.


7. Jump to ‘climbing position’ without benches. Later swing in this position. Remember to have arms straight and head back. (See 226.)
8. Starting side. High take off from bench or box (later Essex stool) to land at far end of swinging area.

9. As in activity 8 but land on bench, box or Essex stool, on far side.

10. Starting side. Swing over obstacles, i.e. bench or box placed under crossbar and land on far side.

11. Fall hanging, face upwards, holding on to single rope. Walk forwards and backwards. (See 222.)

12. Under crossbar. Stand holding rope firmly with hands against chest. Attempt to swing legs upwards, with knees bent, to grip rope with feet in an upside-down position. Keep curled up on returning downwards.

13. Under crossbar. Climb up one rope, cross to next rope at top, and come down.

14. Under crossbar. Jump up, grasp rope as high as possible in a climbing position. Change over to next rope in same position. Strong climbers will eventually be able to do this at a higher level (see activity 13) to progress along all four ropes.

Points to remember—

(a) If hesitancy is shown by pupils put them immediately on to something they can do with confidence.

(b) Encourage them to come off a swinging rope at top of backswing, looking at the ground unless otherwise indicated. If a far-side landing is indicated the same applies but to a lesser extent. Look at the ground on landing.

(c) Encourage good crouch landings with feet pointing forwards.

Graded Bars

Diagram No. 49
1. Bench on 2-ft. bar. Lying on front, arms stretched forwards gripping bench. Heave up inclined bench. (See 44.)

2. Bench on 2-ft. bar. Bunny-jumps (keep feet together) up inclined bench (227).

(227)

3. (a) Bench on 2-ft. bar. Run up inclined bench. Stop at top. Double take-off and land in crouch.

(b) Bench on 2-ft. bar. Run up inclined bench. Stop at top. Single take-off and land in crouch.

(c) Bench on 2-ft. bar. Run up inclined bench. Stop at top, and with single take-off jump high in air. Land in crouch.

4. Bench on 2-ft. bar. Climb round inclined bench (without touching 2-ft. bar) and back on to top of bench (228).

(228)

5. Bench on 4-ft. bar. Heave up inclined bench. See activity 1.

6. Bench on 6-ft. bar. Climb up side of 6-ft. bar and on to bench and slide down.

7. Two benches on 2-ft. bar. One pupil sitting at high end of each bench. Between vault using pupil’s shoulders as support.

8. Crawl on hands and feet (i.e. monkey-crawl) up benches and along bars.

9. Starting side 4-ft. bar. Gate vault. Pupils stand facing 4-ft. bar and jump up to balance hanging (229), change grip and reach down far side till other
hand is touching, or almost touching, ground. Keep knees and feet close together and swing over to crouch position. Keep a tight, curled-up position.

   (a) Run forwards, double take-off grasp with both hands, swing and land on far side.
   (b) As in (a) but bend arms immediately on grasping bar, lift knees high and hold the curled-up position. Come off on backswing.
   (c) As in (b) but shoot legs through and land in crouch on far side (230).
   (d) As in (c) clearing rope placed under crossbar.

11. Handstand practice using 4-ft. bar (6-ft. for taller children) as support for feet in handstanding position. With support.

12. Handstand to 4-ft. bar. Bend knees over bar and take hands off ground. This is called hock hanging. Later progress to swinging in this position (231).

13. As in activity 12. Swing forwards and backwards. On forward swing hands are held by supporter and legs stretch quickly to come off bar. Performer lands in crouch with supporter still holding hands. This is called hock swing off (232).

15. Balance hanging. Reverse grasp so that palms face forward. Curl round bar and circle downwards to crouch position with hand still on bar. This is called downward circle. Progress from 4-ft. to 6-ft. bar (234).

16. Under 2-ft. crossbar. Sitting with one knee bent, one leg straight. Hands under grasp bar, arms slightly bent. Attempt to kick legs over bar on to ground on starting side. The arms must be kept tightly bent throughout. This is called
upward circle. Try all children at 2-ft. bar at first, since in order to get over they must keep their arms bent. Progress to 4-feet bar (235).

17. Crawl upside down along bars with hands and feet, e.g. like a sloth or monkey.
18. Crawl along top of bars with hands and feet, e.g. like a chameleon.
19. From starting side. Double take-off. Three swings and off at height of backward swing, to crouch, looking at the ground.
20. From starting side. Double take-off. Swing forwards and come off on far side in crouch, looking at the ground.
22. As in activity 21 but add crawl on top of 4-ft. bar, and balance walk along 2-ft. bar.
23. Starting side, side towards 6-ft. bar. Jump forwards and upwards, grasp bar (one hand on each side, hands close together) and bend arms as knees bend and legs swing obliquely through to far side. Land in crouch. This is called oblique heave vault (236). Progress as in heave vault (page 183, No. 10).
24. Balance hanging with one leg placed over bar with bar under knee (i.e. reverse grip so that palms face forward. Circling forwards and downwards.

25. Under crossbar, 4-ft. or 6-ft. Undergrasp. Kick feet up to touch bar and eventually stay braced on underside of bar. Progress to bring feet right through and downwards to hanging and return to starting position. Further progression from hanging position is to let go and land in crouch. (See 221d.)

**HIGH LADDER**

![Diagram No. 50](image)

1. Stand on starting bar, grasping first crossbar. Swing forwards and backwards and progress to swing forwards and land in crouch. Eventually swing forwards to land and touch second crossbar on way forwards.

2. As in activity 1, but grasp second crossbar with one hand, then with other hand, followed by a drop landing to crouch (237).
3. Under sixth crossbar. Jump on with assistance. Three swings and off on backward swing to crouch, looking at ground facing open end with back to starting end.

4. Under sixth crossbar. As in activity 3 but land on forward swing in crouch looking at ground.

5. From starting bar. Swing to one arm grasping second crossbar. Grasp with other hand. Progress to sixth crossbar hand over hand.

6. From starting bar. Jump and swing to grasp second crossbar with both hands. On next forward swing touch third crossbar and land in crouch. Eventually grasp third crossbar with both hands. Progress by swinging from bar to bar.

7. On top of high ladder. Monkey-crawl along top of bars.

8. Hanging on second crossbar facing starting bar end, and bring feet up on the first crossbar, with back to the ground. Progress upside-down along bars to end, come to hanging position at sixth crossbar and drop to crouch (238).

9. Hanging sideways with hands grasping first crossbar and second crossbar. With leg swinging from side to side progress down frame to open end. This is called side travelling with leg swinging sideways (239).

10. As in activity 9 without leg swinging.
11. On starting bar with hands grasping first crossbar. Swing legs up with knee bend and attempt to put legs in between first and second crossbars. Wriggle through on to top of frame.

12. Free-climbing activities on vertical bars.


14. As in activity 13. Lift knees to touch long bars. Later add arm bendings. Activities 13 and 14 are useful primary exercises for parallel bars.

15. Face sideways, under first and second crossbars. Jump with assistance to grasp first and second crossbars. Raise knees and legs to reverse hanging with legs astride and touch first and second crossbars for support (241). Later swing to reverse hanging. (See 221c.)

16. Hook benches to long bars on each side. Monkey-crawl up bench. Slide down bench on other side in long-sitting position.

17. As in activity 16 but with benches hooked to first crossbar and sixth crossbar. As in activity 16 but with monkey-crawl along top of frame added.

18. Bench hooked to starting bar. Lying on bench at bottom end with hands grasping side of bench. Heave to top of bench. (See 44.)

20. Balance hanging on second crossbar. Reverse grasp and, tightly curled, circle downwards. Progress to swinging from hanging position to double grasp on third crossbar and on to fourth and fifth. Swing off forwards to crouch.

Remember that these activities should be suggested to the children. If they are not keen to try them then give them an alternative activity, preferably something they can do well.

There will be other activities which may occur to the teacher and if due thought is paid to safety measures they should be suggested to the children.
Chapter 3(b)

Vaulting and Agility
VAULTING AND AGILITY

Vaulting and agility exercises are included in the physical education lesson mainly because of their recreative value, although, at the same time, they provide a means of developing strength, mobility, balance and general body control.

Teachers should make sure that each stage in the progression of these exercises is thoroughly mastered by the pupils before the next step is attempted. In this way the class will progress from the simple to the difficult with comparative ease and absence of fear. Should the rate of progression be forced, accidents may occur with a resultant loss of confidence.

It must be remembered that children have different rates of progress, so that grouping according to ability may be found advantageous.

Style and form in these exercises are important, and it will often be found an advantage to return to stages already taught so skills once acquired are maintained.

VAULTING

All vaults consist of three parts: (1) the take-off, which may be from one foot or two feet; (2) the jump, or flight; (3) the landing. The aim is to develop a vigorous, controlled action in the take-off and spring into the air, followed by a light, flexible, well-balanced landing.

A hard, jerky landing, besides being jarring and tiring, is dangerous and may cause injury. The two most common faults are: (1) keeping the knees straight or stiff on landing; (2) bending the knees before landing, and landing with them bent and stiff. The knees should be straightened while the body is in the air; the toes then touch the ground first and a flexion of the ankle, knee and hip joints follows immediately. Controlled take-offs and landings are practised in the more simple jumps, e.g.—

(1) skip jumps to crouch;
(2) upward jumps with good stretching and landing in crouch;
(3) running, taking-off from one or two feet and landing in crouch;
(4) ladder jumps;
(5) jumping the swinging rope;
(6) downward jumping from benches, etc.

Running Astride Vault (Leap-frog)

1. Upward jumping in pairs, the supporter standing with arms forwards and palms facing upwards, the performer’s hands resting on those of supporter, or grasping partner’s wrists.

2. As in activity 1 but with leg parting at top of jump and a strong downward pressure of the arms.

3. Upward jumping with leg parting in pairs. The supporter making a back as for leap-frog, the performer placing hands on supporter’s back.

4. Leap-frog in fours, later in threes. A makes a back, B and C stand facing each other on the landing side of the ‘back’, D runs, takes off from two feet and, as the body rises, the hands, with a swift and strong downward pressure on the back, help to swing the body up to the erect (vertical) position with the
legs thrown well apart and the head held high. The legs are brought together for landing as soon as they are clear of the back. With sufficient momentum in the run the hands will only remain on A’s back for a moment and the thrust will be directly downwards without any tendency to upset the ‘back’. B and C grasp the upper arm nearest to them with both hands as D moves over the back. They then move forward until D has landed (242).

Faults:

(a) Taking off from one foot. This take-off can be dangerous and must be avoided.
(b) Run up too slow, take-off too far away, and the ‘back’ too low will all cause the performer to clear the back in a crouched position or, if the legs are straight, with the body leaning forward.

5. Leap-frog in pairs.

6. Astride vault over two ‘backs’. At first with two catchers, as in activity 4. The performer clears the first ‘back’ without touching it and places the hands on the second ‘back’.

7. Astride vault using Essex stool and inclined bench. The execution of the vault is as described in activity 4 above. Use two catchers at first (243).

Running Between Vault (Through Vault)

1. Upward jumping with knee lifting with support. Support as for astride vault activities 1 and 2.

2. Upward jumping with knee lifting without support.

3. Standing, hands resting on top of bench, jump off two feet to crouch, knees together and between the arms, on the bench. Downward jump with deep landing.
4. Two supporters sitting side by side on a bench, both facing the same way and about 1½ to 2-ft. apart, hands resting on the bench top, close to legs. The performer runs, jumps off two feet, places the hands on the shoulders of the supporters, tucks the knees up and vaults over the bench to land on the other side.

5. Two supporters standing side by side, feet astride, inside feet touching, holding a stick or rope between them. The performer, after a short run, takes-off two feet, places the hands on supporters' shoulders, bends the legs at hips and knees and vaults over the stick or rope. There should be quite a strong pressure downwards of the hands on the shoulders of the supporters (244).

Supporters should be of equal height and the stick should be lightly held on palms of hands so that a touch will easily release it. As in astride vault it is wise in the initial stages to use two catchers who stand in front and catch performers as described in activity 4 for astride vault.

6. As for activity 5, but stick or rope is held at elbow height.

7. One bench on top of the other, two pupils sitting on the ends of the top bench to steady them. Performer runs, takes-off two feet, places hands on the bench and tucks the legs at hips and knees to place the feet on the bench—top between the hands—upward spring off the bench to land with deep landing. Later perform as a continuous movement.

8. As for activity 7 but now the feet do not touch the bench top. The performer with a downward pressure of the hands on the top of the bench vaults over. Use catchers in the initial stages.

9. Between vault in fours with the two supporters standing back to back, trunks leaning forward so that, with the arms straight, the hands rest on the thighs. Legs should be astride. Performer runs, jumps off two feet and, placing the hands on the supporters' backs, tucks at hips and knees and executes the between vault with the fourth member acting as catcher (245).
Face Vaults

There is a take-off from two feet for all face vaults.

1. Crouch (bunny) jumps forwards. Encourage the pupils to get the weight well over the hands and tails high.

2. Crouch-jumps from side to side, moving forward over a line or rope.

3. Crouch-jumps from side to side over a rope held about 6 in. off the ground. Later increase height of rope.

4. Standing sideways, hands on bench top. Jump off two feet on to bench and off to land on opposite side of bench. Repeat moving forward along the bench.

5. Standing sideways, hands on bench. Jumping from side to side over the bench keeping the hands in contact with the bench. Try to get the hips high. Later repeat moving forward along the bench (246).

6. Standing sideways. Place hands on bench and perform crouch-jumps (face vault) over bench to finish in standing position. Repeat.

7. Face vault over inclined bench.

8. Face vault over two benches, one on top of the other with two pupils sitting on them to steady.

9. As control of the vault is gained the pupils should be encouraged to gradually straighten their legs.

10. Face vault over partner who is on hands and knees. The hands are placed on supporters’ shoulders (247).

Oblique Vault

The take-off is from one foot and the landing on two feet.

1. Practise scissors jump action after taking three steps. Starting first with the left foot and then the right.

2. Two benches, one on top of the other, and two pupils sitting on them to steady. Standing, left side to the benches, left hand on the top bench and left leg backwards. Swing the left leg forward and upwards at the same time giving a spring off the right foot and sit on the bench with legs together and straight. Place the right hand on the bench behind, and next to the left hand, now lift the left hand off the bench and swing the legs sideways to land on both feet (right hand still on bench) on the opposite side of the benches. This should be
repeated until the whole movement is smooth and controlled. Try to both sides, i.e. left side and right side to benches.

Later take a step and swing up to sitting, and then progress from two steps up to five.

Pupils should now be able to clear the bench without sitting on it. The legs should be together as they pass over the bench. The weight is taken by the hands which change places quickly as the performer passes over the bench. A slight lean back of the body on take-off is an advantage, do not run fast when making the approach for this vault. A supporter, standing on the landing side, who grasps the upper arm of the leading hand, is advisable in the early stages.

Knee Vault

1. Using two benches, one on top of the other, and a mat draped over them. The performer runs, jumps off two feet, places the hands on top of the bench to land in a kneeling position on the bench. Two supporters, standing facing each other on the landing side, grasp the performer, one hand on the upper arm (near the elbow), the other grasps performer's hand or wrist. With the help of the supporters the performer swings the arms forward and upwards, at the same time lifting the body and stretching the legs. The landing is made on two feet with catchers still supporting.

Later the performer attempts the vault on Essex stool without the help of the supporters, although they should be present to catch if necessary (248).

Handstanding

1. Bunny-jump (crouch-jump).—From the crouch position, hands on the ground, move the body weight forward over the hands, and, with a jump off two feet, push the hips up in the air. The arms should bend slightly, the head must
be kept back throughout, and the knees tucked up. See diagram for face vault (249).

2. Crouch-jump through hoop or over a rope.—Crouch position, arms stretched forward. Spring from the legs, land on the hands and bring the legs up to crouch position again. In the early stages the height of the hoop or rope should be very low. The jump is rather in the nature of a dive from the feet to the hands. The head should be kept back throughout (250).

3. Fishtail from crouch.—Movement as for bunny-jump except that the legs are parted wide as the hips reach their highest point and brought together again before the landing in crouch.

4. Crouch, hand balance.—Crouch position with hands flat on the ground, shoulder width apart. Bend the elbows and rest the inside of the knees on them. Move the body weight forward until the feet are drawn off the ground. The head must be kept back, i.e. look at the ground in front of the hands. There should be no push-off from the feet (251).
5. **Kicking horses.**—The hands are placed on the ground, shoulder width apart and fingers forward. The shoulders should be over the fingers, arms straight and head held back. One knee should be bent so that the foot is just behind the hands, the other leg is straight and reaching backwards, toes touching the ground. Swing the straight leg upwards, at the same time a slight push is given with the other foot which leaves the ground, but the knee of this leg remains bent. Try to swing the leading leg higher and higher. When landing, the foot of the bent leg touches the ground first and should be brought back quite close to the hands. On no account must a pupil be allowed to tuck the head underneath or bend the arms.

6. **Handstanding with partner.**—The action described in ‘kicking horses’ activity 5 is repeated except that the take-off leg is brought alongside the leading leg in the handstand position. The supporter stands with one foot forward between his partner’s hands, knee touching his shoulder. The performer’s head should be on the inside of the supporter’s knee. The supporter, grasping his partner’s hips, assists him up to the handstanding position. Supporter’s head should be held on one side to allow the performer’s legs to rest on the shoulder on the same side as the forward foot. When returning to the starting position the supporter should keep his partner’s hips against his front and make his partner bend the hips fully. The descent will then be slow and controlled. At no time should the supporter move his feet (252).

Handstanding, with double take-off, from standing position, after a hop and step, after a walk or run, where a partner is used the procedure for support is the same as above, except in the case of a running handstand with fast leg swing, where the supporter bends forward so that the shoulder is brought into contact with the performer’s seat.

7. **Handstanding in threes.**—The two supporters kneel on either side of the performer, place one hand on the shoulder and, as the handstand is made, support the legs with the other hand (253).
8. Handwalking.—In the early stages ‘kicking horses’, taking small steps forward with the hands. Do not let the bent leg lift very high. Later in threes where the performer swings to the handstand position, the two supporters, standing on either side, grasp his ankles and assist (254).

With one supporter the amount of assistance given is slight, the partner standing either in front grasping the ankles lightly or at the side with ankle grasp.

9. Handstand followed by forward roll.—Two supporters, standing on either side, grasping the ankles, help the performer as he bends his arms, ducks the head under and rolls. Later use one supporter (255).

10. Handstand over partner who is on hands and knees.—The performer swings up to a handstand with shoulders against kneeling partner’s side and then rolls over the back. In the early stages support is given by two supporters, one standing close to the kneeling partner’s head and the other near his hips (256).

11. Headstanding.—From crouch the hands are placed on the mat, shoulder width apart. The head is then placed in front of the hands on the forehead to that an equilateral triangle is formed by the hands and head. The feet are then walked up until they are level with the hands, knees bent and close to the chest. The performer then exerts pressure with the hands and draws the feet off the ground. Kicking up to the headstand should be discouraged since this makes balancing, in the first stages, difficult and throws all the weight on to the head. The head must be kept still throughout; it must not be allowed to roll so that the top of the head is on the mat. The elbows should be kept pulled inwards and not allowed to sag sideways so that the hands are lifted off the ground (257, 258, 259).
Supporting for the headstand is similar to that used in handstanding. The supporter places one foot forward so that the foot is alongside the performer’s head. He then bends forward and grasps his partner’s hips and slowly pulls them towards him.

When the ‘headstand with tuck’ has been thoroughly mastered the pupils may then, from the tuck, stretch the legs upward. Later the hands and head may be placed on the mat and the legs walked up with the knees straight and then lifted to angle headstand (260).

Later still, from the crouch, arms forward position, the headstand is made in one movement. The legs may be in the straight, tucked, or angle position.

12. Short-arm balance with arms round partner.—Partner on hands and knees. Performer places his arms round partner’s body so that his hands are on the chest and shoulders on the back level with the far side. A swing upwards of one leg should then bring the performer to a balance position. Use two catchers at first, one standing close to kneeler’s head and the other close to kneeler’s hips (261, 262).
13. Angle headstand to ‘wrestler’s bridge’.—From the headstand position the knees are bent and parted, the back is then arched and feet drop to the ground. The head must not move throughout the exercise. Most pupils roll on to the top of the head at first and so the ‘bridge’ is not formed. Two supporters must be used in the early stages. They stand on either side and supporting the back take the performer through the movement slowly (263).

![Wrestler's Bridge](image)

14. ‘Crab’ position.—There are two crab positions: (a) sitting, hands supported behind, feet apart and knees slightly bent, lifting hips as high as possible and dropping head back to ‘upward crab’ (264); (b) ‘wrestler’s bridge’ position (activity 13), stretch the arms, push to ‘crab’.

At a later stage the crab position may be attempted from a handstand, using two supporters who stand on either side, grasping the back and legs of the performer and guiding him slowly through the movement (265).

![Upward Crab](image)

![Crab](image)

**Cartwheels**

15. Crouch-jumping sideways with hips well up makes an excellent introduction.

16. Dive crouch jump sideways with hips well up.

17. Standing, place the left hand on the floor, fingers pointing backwards, on the ground close to the outside of the left foot, then place the right hand on the other side of the left hand. With a jump place the right foot on the far side of the right hand and, at the same time, turn the body towards the front so that the left foot now comes on the far side of the right foot. The timing is: hand-hand-foot-foot. Later perform along a line gradually increasing the speed and lifting the hips and legs higher and higher until the performer can pass through the handstand position (266).

Practice should be done to both sides.
Forward roll

18. Crouch, hands on the ground shoulder width apart. Tuck the head well under at the same time stretching the knees so that the hips come well over the head. Bend the arms to allow the back of the neck and shoulders to touch the ground then a little push from the feet should cause the body to roll forward. The knees are well drawn up throughout the movement. The teacher should make sure the head is well tucked in before the roll is made. With practice the movement will be performed smoothly and continuously so that the children will then be able to perform the roll and stand up in one movement.

Support is given from the side, one hand on the back of the head, the other hand behind the thigh. A slight pressure is all that is required to start the movement (267).

19. Crouch, arms stretched forward. A little dive forwards on to the hands followed by a forward roll. Head well tucked under, hips well up. Progress gradually through standing with knees half bent, standing and walking to running dive and forward roll. The take-off must be from two feet.

20. Forward roll and astride jump over the partner.—Stand facing, about six feet apart. One performs a forward roll, the other does an astride jump over as he
rolls—turn to face each other and repeat with the other partner performing the roll (268).

Backward Roll

21. Sitting, knees bent, legs together. Bend the arms, palms upwards, back of hands close to the shoulders. Roll backwards and carry the legs (knees bent) smartly over towards the ground so that the feet touch the ground as close to the head as possible. Push with the hands and stand up (269).

Support is given from the side with one hand on the shoulders and the other just below the back of the knee. Two supporters may be used if required. One on either side.

22. Backward roll to handstand in threes.—Performer lies on the back, arms bent, palms of the hands on the ground close to the ears, fingers pointing towards the shoulders. The legs are then carried over the head until the knees are level with the face. Two supporters standing on either side grasp the nearest
ankle to them with both hands. At a signal the performer shoots the legs upwards, the supporters helping this upward drive by lifting, and the performer stretches the arms and pulls the head backwards to the handstanding position.

Later the performer sits, first with bent knees then with straight, and rolls backwards, the supporters catching, grasping the ankles and lifting all in one movement (270).

Backspring (neckspring)

23. Lying on the back. Carry the legs over the head, knees straight; at the same time, with elbows on the ground, place the hands on the back of the hips. Keeping the hands in position and the head and shoulders in contact with the ground, swing the legs upwards, outwards and downwards to a ‘wrestler’s bridge’ position. As the legs approach the ground they are parted and bent at the knees (271).

24. Lying on the back with one supporter standing on either side. Supporters grasp performer’s wrists with one hand. The movement described in activity 23 is repeated. As the legs swing outwards-downwards, the performer pulls on supporters’ arms and pushes backwards with the head on the ground. This
should bring the performer up to standing. Care should be taken not to lift the hips too high off the ground (272).

*Handspring*

A very thorough training in all the handstanding practices already outlined is absolutely essential.

Throughout the handspring the head must be held back, the arms kept straight and the hips pressed forwards after the handstand position has been passed.

25. Handstanding in threes letting the back arch so that the feet come over to touch the floor.—The supporters stand facing and join arms in wrist grasp. The exercise is then performed so that the back, near the shoulder blades, and the seat rests on the supporters’ arms. Repeat gradually increasing the speed of the leg swing. Later the performer stands with one leg forward and arms stretched forward, then, stepping on the forward foot, the hands are placed on the ground and the legs swing up through the handstand position.

26. Handspring over partner who is on hands and knees.—This exercise should not be attempted until pupils are proficient at the previous exercise. The aim is to perform a handspring without touching the back of the kneeling partner. Supporters may be used at first (273).
27. Handspring take-off.—This take-off should be practised separately at first. Find the leg which is usually swung upwards first in the handstand. Stand on that leg with the other one raised forwards. The arms should be stretched forwards. Hop on the standing leg—step on the forward foot—swing up to handstand. Later walk-hop-step-swing to handstand. When proficient introduce a run.

Tiger balance

28. Tiger balance with partner.—Face partner in kneeling position. The performer places his forearms on the ground with palms downwards and fingers close to partner's knees. With the head held well back kick up to the balance position, partner supporting the hips. Try to keep a right angle at the elbows (274).

Shoulder balance

29. Shoulder balance in fours.—One lies on the back, knees bent and apart, with arms stretched forwards. Two supporters stand on either side. The performer stands astride the waist of the one lying down and rests his shoulders on partner's hands. The performer now passes his arms between his own legs and grasps the knees of his partner. With an upward jump and a high lifting of the hips the performer goes to the balance position helped by the two supporters. When returning to the starting position the performer should bend the hips and part the legs. At all times the performer and the supporter in lying position should keep their arms straight (275).

30. Back to back, upward grasp, somersault over partner's back.—Partners stand back to back with arms stretched overhead. One grasps his partner's wrists and bends forwards-downwards to touch the ground in front and at the same time his partner, with head back, arches his back, bends at the hips and knees and somersaults backwards on to his feet. Two supporters stand on either side to assist (276).
SWIMMING

The value of swimming need hardly be discussed here; it is sufficient to recognize that it is healthful and, from the community's point of view, a safety measure, since the more people who swim, the safer bathing becomes for all.

It must be remembered that activities which give confidence at the beginner stage are important. The child should never be forced beyond his natural acceptance of water, and in the early stages it is better to get him to indulge in water-play and to look forward to his swimming lesson than it is to force him with formal swimming lessons at the outset.

Children should be encouraged to play in shallow water as early as possible. Infant pupils can be introduced to paddling-pool activities very early in their school career. They should be encouraged gradually to lower themselves into the water, duck the head, and eventually, with some form of support, to propel themselves through the water. The confidence activities leading up to swimming are listed below. The teacher need not take them in the order given, so long as the pupils are allowed enough time to enjoy and experiment with one activity before changing to another. Variety and enjoyment should be the theme at the paddling-pool stage so long as control and safety of the group is maintained.

At this stage the teacher should attempt to spot the more cautious, timid or even frightened child, and make a note to keep near him and give him encouragement without singling him out in front of his classmates.

THE NON-SWIMMER

ELEMENTARY CONFIDENCE ACTIVITIES

These are all paddling pool activities where it is impossible for the pupil to float owing to the shallowness of the water. A big class can be taken at this stage, with one teacher in the water and one teacher observing on the side of the pool.

1. Walk across to the other side of the pool.
2. Crouch down in the water, holding on to side of pool and stand up. Repeat with deeper crouch position every time.
3. Stand on side of pool, jump in and come out as quickly as possible, shaking water from hands and feet. (Encourage deeper crouch every time on going into the water.)
4. As in activity 3, but kneel and shake themselves like a dog.
5. Walk across pool making dog-paddle action in the air with hands.
6. Hold on to the side, crouched in the water. Stretch one leg backwards, then the other. Progress to kicking feet up and down when both legs are fully extended backwards.
7. Away from the side of the water and repeat activity 6.
8. Sit on side of pool with feet in water, kick feet in water to make a big splash.
9. Away from side in water, facing downwards with hands on bottom of pool and feet backwards, take one hand off bottom of pool, shake above water, and return. Repeat with other hand.
10. In water, crouch with hands on side of pool, duck head down to wet hair. Progress to opening eyes under water.

11. As in activity 10 with feet back. Add leg kicking.

12. Frog-jumps across pool. Later face partner, holding hands, one jumps backwards as the other jumps forwards.

13. In water, crouched, hands on bottom of pool, stretch feet back, kick legs and ‘walk’ with hands across pool.

14. Same as activity 13, but on the back.

15. Hold on to side with feet fully extended backwards, facing downwards. Pull to and push away from side. Later, add head lowering into water.


18. Face upwards, hand support on bottom of pool. Stretch legs and kick them up and down.

19. Liners and Tugs — Crouch facing partner in water, each grasp other’s upper arms. Partner stretches feet backwards and kicks feet up and down. Later, pull partner forwards by walking backwards in crouch. Later pull partner by holding hands instead of upper arms.

20. One half of the class in a line in the water, crouched and holding hands near water. Other half of class approaches, hands on the bottom of pool ‘walking’ and legs stretched backwards kicking. Each takes a space between two of the pupils of the line, ducks under and stands up. Change and repeat.

21. In crouch, at side of partner. Partner lies in water stretched out and face downwards, hands touching bottom of pool. Place hands, palms upwards, one on partner’s chest and one on partner’s thigh. Lift him slowly up and down. This gives the children some idea of flotation. Repeat with partner floating on his back (277).

22. Partner faces upwards in water. Crouch at his head, put your hands under his arms, up to his chest. Support partner’s head and shoulders in this way. Partner kicks legs up and down. Later, pull partner by walking backwards in crouch.
23. Lying in water face downwards, hands on bottom of pool. Try to get chest and hip as near bottom of pool as possible. Duck head and make bubbles.

24. As in activity 23, but try to touch bottom of pool with chest, hips and insteps of feet (feet together) in that order, i.e. like a fish waving its tail.

25. Face downwards, holding float to chest. Lie in the water with feet fully extended backwards and kick. Try to progress in the water. The children get the idea of kicking themselves forward and feel the need for balance in the water. There will be other playlike activities which might suggest themselves to the teacher. Try them out, since they might have something useful in promoting water confidence in the child.

**CONFIDENCE SKILLS IN SHALLOW END OF LARGE POOL**

It is possible now for the pupil to float and it is a great help if the pool depth is no more than 2 ft. 9 in. A word of caution is necessary here. Small groups should be taken and the teacher should teach from the side of the pool where every child can be seen. If a bigger class is taken, then, as in the paddling pool, one teacher should be in the water and the other on the side. One of the teachers must be able to swim.

26. Walk down steps and walk across pool with one hand holding the rail. Progress to free walking across pool without holding the rail.

27. Repeat all activities previously done in the paddling pool except, of course, those that cannot be done owing to the depth of the water in the large pool.

28. Repeat activity 26. Increase distance from side of pool until pupil can walk confidently across pool. Be careful to keep a good look-out in a pool where the gradient from shallow to deep end is steep.

29. Standing on side of pool. Crouch with hands on ground. Jump into water and turn, to finish up holding rail and standing in water. Bend knees, lower chest into water until water is around neck. (*N.B.—*Impress on pupils the importance of swimming *in water*, not on top of it.) Ask pupils if they feel a lift from the water on taking deep breaths.

30. (a) Repeat activity 29. No deep breath. Make bubbles.
   (b) Repeat activity 29. With legs fully extended. Make bubbles.
   (c) Repeat activity 29. Turn head from side to side, pillowing side of face in water.
   (d) Repeat (b) with leg kicking up and down.

31. Gliding distance out from rail. Jump to grasp rail. Progress to gliding to the side with *water around neck*. Eventually, from further out, glide and try to dog paddle before grasping rail.

32. Face upwards, arms bent and hands holding rail. Stretch legs forwards Kick them up and down freely.

33. Face downwards, holding float to chest. Legs fully extended backwards. Kick feet up and down and try to cross pool.

34. Repeat partner work done in paddling pool, especially activity 21.
35. Jump in and walk to gliding distance from side. Turn round and glide back.  
36. Repeat all previous confidence skills.  
37. Attempt handstand in water.  
39. Face partner who is lying on front in water. Hold each other's upper arms.  
   Walk backwards towing partner, whose feet are kicking. Water should be  
   round partner's neck. Try to keep heels from breaking surface when kicking.  
   Later, tow partner with hand grip instead of upper arm grip.  
40. On front, holding rail, water around neck, legs kicking up and down. On  
    signal, kick as deeply as possible.  
41. Kicking with float to chest. Progress to pushing float out as far as possible in  
    front of face.  
42. In crouch, water round neck, hands in front doing dog paddle. Walk forward  
    in this position. Progress to pushing off bottom of pool with small spurts of  
    dog paddling with legs kicking strongly.  
43. Face upwards, back against side of pool, arms bent and hands holding rail  
    in overgrasp. Back crawl kicking.  
44. Crouch. Walk backwards, knees bent, water round neck. Lift one leg and  
    stretch it forwards with hands sculling under water. Repeat with other leg.  
    Progress to spurts with both legs kicking.  
45. Crouch, water round neck. Dog paddle with hands but do not move forward.  
    Try to slow arms up and lift them out of water and swing them forwards.  
    Do not move forward in crouch till arm action improves.  
46. Dog paddle. (See fig. 278).

**THE SWIMMER AND THE SWIMMING STROKES**

A swimmer, at this stage, could be defined as a pupil who can propel himself  
in the water for at least 15 feet, i.e. from his feet coming off the bottom of pool to  
being placed on the bottom of pool again.  

It is suggested here that the swimmer's development should go along four parallel  
directions, since it seems wrong, at this stage, to condition him to one style  
of swimming only. Diving is part of his aquatic education, therefore diving is  
included and the teaching of diving is to be found in the next chapter. We therefore  
have three basic strokes, plus diving:  

1. Front crawl.  
2. Back crawl.  
4. Diving.  

Notes have been added on the Butterfly Stroke, Dolphin Stroke and Life  
Saving Back Stroke.  

Every lesson should have skill activities which cater for these basic strokes.  
The aim is to give the pupil an all-round aquatic education.  

For the beginner the swimming lesson should be something like this:  
1. Dog paddle practice with progression to front crawl.  
2. Lying on back, hands sculling. Free kicking. Progressions to back crawl.  
3. Land drill for breast stroke and progressions to breast stroke.  
4. Diving skills.
This type of lesson should take about 20 minutes, but practices can be repeated if water and air temperatures are favourable.

It is difficult to lay down definite swimming lessons since, more than any other physical activity, pace of improvement is unpredictable and facilities vary enormously.

The following are the suggested progressions for the strokes:

**FRONT CRAWL**

Progressions from dog paddle to front crawl.

(a) Dog paddle. The arms work alternately *in* the water. One arm glides forward as the other has just finished pushing backwards. At this stage the elbows lift slightly out of the water at the end of the push (278).

(b) Arm stroke. Standing with feet astride on bottom of pool, trunk leaning forwards and one arm forwards, with water round neck (279).

Practice crawl arm stroke freely, keeping the head still. Pay particular attention to the backward sweep and a quick arm recovery, i.e. getting the arm into the water as quickly as possible.
(c) Intermediate crawl. This is the next progression from dog paddle. The pushing arm is lifted out at the end of the backward sweep and thrown forward wide of the shoulder (280).

The legs will kick widely and possibly scissor as in the side stroke kick. This is the baby crawl stroke with a wide base for balance to ensure that breath can be taken unhindered. This type of stroke happens naturally in most cases. When the arm entry shows signs of narrowing, when the leg kick becomes stronger, i.e. when the whole base of the stroke narrows, then the pupil is on the way to swimming the crawl properly.

(d) Arm catch-ups. Stand as in fig. 279, but with both arms forward. One arm now does the complete arm stroke back to where it started and the other arm does not move until it gets back. The other arm now does the complete stroke until it ‘catches up’ with the stationary arm in front. The forward or stationary arm does not move until both hands touch in front in the water. This activity is useful in producing symmetry of action in the arms and shoulders. It also teaches the pupil to keep the head still throughout the arm stroke.

(e) Breathing. Practise as in fig. 279, but with slight head turning to take in air. Progress to blowing bubbles as the breathing side arm goes through its underwater sweep.

(f) Legs. Practise rail and flutter board activities with deep kicks and slight pigeon toes, with no water breaking around the ankles. Attempt to keep the shoulders absolutely steady but relaxed. As the kick becomes more propulsive the shoulders will become steadier. The water should always be around the neck for this practice.

(g) Leg drill at the rail. Practise quick shallow leg kicks alternating with deep slow leg kicks, two minutes at each alternately. Eventually, take deep leg kicks, and keeping the same depth of kick, attempt to speed it up as fast as possible. The swimmer will find this tiring on the legs. The object of this activity is to find the natural depth of kick for the swimmer and also to strengthen the legs and ankles.

(h) Dog paddle practice with arms coming out. The arm completes its backward sweep. When fingertips are clear of the water, they should be carried as quickly as possible into the water in front of the
shoulder; glide the arm forwards, start pressing downwards, pull on the water, push and sweep backwards. The hand entry in a beginner may be wide, but since leg and arm power combined may not be powerful enough to allow a narrow entry, a wide entry would be the natural compensation in order to achieve stability as well as a quick recovery. When the hand enters the water, make sure that the elbow is higher than the hand. In other words, the hand, thumb leading, enters the water before the elbow.

(i) Leg kicking with flutter board or float. The object of this practice should always be the steadiness and relaxation of the shoulders. Practise strong deep kicks, alternating with slow ‘coasting’ but always with head and shoulders moving steadily forwards at the same level. If the board sways, lifts or submerges, there is tension in the head and shoulders. The board should move forwards in the water unwavering and steady, i.e. directly forwards in a completely straight line and at the same level all the time. Progress to kicking across the pool, arms outstretched in front and head in the water. Lift head backwards-upwards to snatch breath when required. Eventually attempt kicking across the pool in this position but with head up all the time. This is a telling accomplishment. When a swimmer can do this with steady shoulders and head, his leg kick is satisfactory (281).

(j) Cross pool using crawl arm stroke only with legs trailing.

(k) as in (j) with arms doing ‘catch-ups’.

(l) The complete stroke:

(i) Entry of hand after recovery from its sweep backwards should be opposite its own shoulder.

(ii) Recovery of hand and arm. There is only one principle to follow—get the hand into the water in front of the shoulder as quickly as possible. The hand enters before the elbow. This is essential.

(iii) The legs should be kicking up and down strongly with the feet slightly pigeon-toed and not breaking the surface of the water.

(iv) Breath is taken on the swimmer’s natural side with a slight head turning, otherwise the head should be held steady throughout.
BACK CRAWL

Progress from confidence skills and pre-swimmer stages:

(a) Lying on back, hands sculling and feet kicking freely up and down (282).

(b) On back holding rail in overgrasp or clench bend. Kick feet up and down with feet breaking the surface. Lower the feet, kicking all the time. The feet will create turbulence in the water. Lower the feet still more, still kicking strongly. There will come a time when it will be difficult to see the turbulence in the water. This activity is a great strengthener of the back crawl leg kick and also gives the swimmer an instinctive idea of catching the water.

(c) On back, holding flutter board behind head. Kick across pool. Concentrate on the flip-up of the foot as the leg snaps straight. Knees should not break the surface.

(d) Kick across the pool with arms stretched down by the thighs. Progress to kicking across the pool with arms across chest; to arms bent over chest with hands touching chin; eventually to hands touching forehead.

(e) Lying on back, kicking across pool, arms by side. Sweep one arm out and place in water at shoulder level and sweep it through the water till the hand touches the thigh. As soon as the hand touches the thigh, the other arm should then be thrown over into the water at shoulder level (i.e. 3 o'clock entry). The swimmer’s head and shoulders will sway toward the entering arm and his knees will break the surface but he is swimming basic back crawl.

   Insist on the other arm remaining in the water by the thigh until its opposite touches its own thigh. At first the leg kick suffers, the knees lift and the legs bend too much, but eventually this wide intermediate stroke smooths itself out especially if the swimmer keeps working at the previous progressions.

(f) Increase duration of leg activities.

(g) Lying on back, toes hooked to rail, holding on to rail with hands. Let go with hands and slowly stretch out, sculling with hands. Practice arm entry and arm sweep from this position.

(h) Repeat activity (e), turning head to look at the hand entering at shoulder level. Encourage a straight arm swing back and over of the recovering
arm, with the little finger entering the water first. Eventually insist that the little finger enters before the elbow (283).

(i) Repeat activity (h), keeping the head still, chin held steady and pulled slightly in.
(j) Increase throw-back of arm in recovery to a more backwards entry, i.e. 2 o'clock.
(k) Practise leg kick across pool with arms in stretch position, i.e. trunk and arms in one continuous line. Progress to kicking in this position with head, shoulders and hips steady. As in crawl, the fingertips, like the flutter board in the crawl, should move in an even, level and straight line.
(l) Practise the complete stroke.

**Breast Stroke**

This is one of the oldest of swimming strokes. It has stability and in rough water is the only stroke where the swimmer can see what is going on around him. No aquatic education is complete without a good breast stroke. The timing of the breast stroke is all important and land drill practices in sitting position or lying along or across benches save long explanations when the lesson site changes to the pool.

The important propulsive movements are: (a) the arm pull; and (b) the leg kick. All other actions are recoveries and, therefore, retarding, so care should be taken to teach them well. Although the sequence of the stroke as taught is one-two-three-four, these movements in effect blend together smoothly.

*Intertiming of arms and legs*

From a lying position, arms stretched forwards; on 'one' only the arms move. On 'one' the arms are brought sideways, downwards at an angle of 45 degrees, approximately. In the water this also forms an angle of 45 degrees to the water surface (284a).
On 'two' the elbows are brought closely to the side of the chest and the hands meet together in front of the chest, fingers pointing forwards (284b).

As the arms make this movement the knees are opened out sideways—not drawn under the body—and as the knees open out the feet are drawn up to a point in the same direction as the knees. This is a slow movement with the bent legs making as flat an area as possible to the bottom of the pool.

On 'three' the hands continue their sweep from the front of the chest by leading the arms in their forward push together to their starting position. The legs are apart, the feet acting like flippers to push the water backwards. Then continue the sweep on to the leg 'clip'.

The legs are brought together, knees, calves, ankles and big toes quickly and strongly in that order, to squeeze the water backwards (284c).

'Four' is the glide. Try to get your pupils to hold this position, with legs stretched, knees and toes together, toes pointing backwards.

This is the basic stroke and it can be summarized thus: In the recovery action of the arms the elbows should be close to the chest. The legs should be drawn up as flat as possible. The stroke is not complete till the legs clip together (284d).
Water skills

Arms.—Water round neck, arms forward, feet astride with one leg forward. Practise arm stroke. Practise arm stroke walking forwards.

Legs.—Practise leg stroke in water holding side of bath with both hands and partner supporting hips. (See fig. 277).

Arms and legs.—With partner supporting hips practise complete stroke emphasizing ‘four’, i.e. the glide.

Breathing.—As arms pull downwards, breathe in, and as arms shoot forwards, breathe out.

Once timing is established plenty of arms-only and legs-only practice is the key to success.

The Dolphin Kick

This kick is a waving or undulating of the whole body. If you observe a goldfish, see how this fish whips the whole of its body from the nose right down to the final flick of the tail.

Practise short arm strokes keeping legs together and toes pointed backwards. This is a difficult, but most rewarding, practice and eventually gives the swimmer the basic feeling of the dolphin kick, since the hips have to be lifted in the short arm pull, this creating the undulation of the dolphin kick.

The Butterfly Stroke

There is one approach to butterfly swimming which, of course, uses the dolphin kick.

First of all, if the breast stroke is practised, arms only, using a short arm action, the wave-like hip lifting action will be felt. Slow down the arm action and use a semicircular swirl. This supplies no more than support and very little propulsion. The hands are ‘treading water.’

Practise pressing down on the water, hips, thighs, knees and, in a final whip-lash action, the upper surface of feet and toes. The hips are then lifted and the movement repeated.

Next, standing in the shallow end, practise the butterfly arm stroke. Both arms sweep down underneath the trunk in a double arm crawl stroke action. As they
sweep backwards as far as they can go, drop the head and swing the arms clear of the water and back into the water as soon as possible in front of the shoulders, arms shoulder-width apart. Repeat this until it is smooth. Then attempt one width with the arms and let the legs follow as best they can. It will be found that the legs will conform to the arm stroke.

These are the basic practices beyond which the non-specialist teacher need not progress.
Every swimmer should learn to do the life-saving back stroke as it is so important for safety. This method of swimming requires little energy so it is possible to obtain relief by swimming gently on the back when fatigued. In this way it is possible to go on for a long time with very little effort. There is no difficulty in breathing when on the back, so this is another reason why this stroke is so useful.

Most of all, however, this stroke is valued for its use in life-saving. The strong leg drive makes it possible for the swimmer to propel himself, leaving his hands free to assist a person in difficulty.

Having learned to glide on the back, this stroke can be acquired with little trouble. It is easiest to start with a push-off from the side of the bath. The hands can be employed with sculling to help the body to balance in the early stages. The leg movement is similar to that of the breast stroke; practise the breast stroke leg movements and remember that the knees must not come above the surface.

Best results can be attained as follows: Start with the legs extended in line with the body and in a horizontal position (that is, the gliding position). The lower legs are allowed to drop downwards from the knees while the knees open just a little. Then the legs swing outwards, upwards and together in a strong circular sweep and rest in this position, with the toes just showing above the surface before starting the next stroke (286).

The thighs should be in line with the body, just below the surface of the water, throughout the whole movement. Care should be taken to avoid the sitting position. The opening of the knees and the lowering of the legs is a retarding movement and should be slow and as effortless as possible. The swing of the legs outwards and upwards and together provides the propulsion, and should be strong and steady. Remember to glide with the legs together between each stroke.
1. **Hygiene:**
   (a) Use of handkerchiefs and toilets before swimming.
   (b) Use of footbaths and showers before swimming.

2. No running on the swimming pool surround.

3. **Group pupils into—**
   (a) non-swimmers;
   (b) weak swimmers;
   (c) confident swimmers who are at home in deep water.

Prepare activities for all three groups.

From the safety point of view, it is essential to have no more than twenty pupils to one teacher.

4. Pupils should all know their positions at the side of the pool. They should also know the teacher’s signals, e.g. on one blast of whistle they all stop what they are doing and look at the teacher. If the teacher wants them out he gives two blasts or a hand signal, etc.

5. **Safety:**
   (a) Be on the lookout for signs of fatigue, coldness and shivering.
   (b) Ascertain from medical cards that you know your children’s weaknesses and check at the beginning of term for epilepsy, cardiac weaknesses, asthma, etc. Some children know they are barred from swimming but will attempt to disobey.
   (c) Cork floats or lifebelts should be available to throw to tired or frightened pupils.
   (d) Of the teachers present, there should be at least one who is a swimmer and, better still, a qualified life-saver. All teachers should know how to apply some form of artificial respiration, especially mouth-to-mouth resuscitation.
Chapter 4(b)

Diving
DIVING

Diving is likely to prove one of the most interesting parts of the swimming programme. It should not be included, however, until classes have acquired: (a) confidence in moving about the bath; (b) ability to regain the standing position after tumbling about in the water; and (c) a swimming stroke.

METHODS WITH BEGINNERS

Standing with water at chest level

1. Spring and dive (287).

2. Spring and dive to touch the bottom of the bath with hands.
3. Spring and dive over partner's outstretched arms.
4. Hold the rail. Push off the side of the bath with the feet and glide (288).
5. Repeat push and glide, but push to the bottom of the bath and return to the surface by use of the hands (288).

6. Repeat activity 5, diving through partner's legs.
7. Stand on a step with water at waist level, hands above head. Lean well forward from the hips, knees straight and fall forward. Continue this practice until the pupils can perform it from the top step with confidence.
Exercises from Side of Bath

Water at chest height

1. Pupils sit on the side of the bath, feet resting on the rail, knees spread wide, body leaning forward between the knees. The arms are stretched beyond the head, close to the ears, palms downward, fingertips nearly touching the water. Inhale and fall in head first. Pupils must try to straighten their bodies at entry (the head must be kept between the arms) (289).

2. Repeat activity 1 with spring, diving down to bottom of bath.

3. Kneeling on the side with knees at the edge, body bent forward and head between extended arms. Pupils then topple forward, entering head first with body straightening on entry (290).

4. Kneel on one knee, other foot with toes gripping bath edge. Hands over head, lean forward, and enter head first (291).

Water at shoulder height

5. Repeat (4) but as pupils lose balance spring as much as possible.

7. Stand on edge of bath, one leg raised backward, the standing leg almost straight, the trunk bent forward, with the arms overhead, head well between arms. A partner stands next to the raised leg and lifts it to tilt the diver into the water (293).

![Diagram](image)

(293)

8. Repeat activity 7 without partner.

9. Repeat activity 6 except that the arms, at the starting position, are pointing backwards. The arms swing forward as the dive commences. It is important to watch that the head does not lift as the arms swing forward. By now the pupil will have reached the stage when the dive proper must be attempted. Movements which have to be performed for the execution of a good dive must therefore be practised. For this purpose it is recommended that some land exercises be given as under:

(a) Skip jumping, with toes pointing, and springing as high as possible.
(b) Springing up with arms swinging forward and upward.
(c) Repeat (b) off benches or some apparatus approximately a foot above ground level.
(d) Practising the above. Try to swing forward and upward so that the 'lift' is upward and not outward. Also endeavour to obtain spring more by strong push off from the feet, than by bending the knees.

Deep water

1. Stand on side of bath, toes gripping edge, arms forward and level with shoulders. Swing the arms down to the sides, lean slightly forward and, as balance is lost, swing the arms forward and upwards in time with the spring. Try to bring the arms up to the head. Do not let the head drop down to meet the arms (294).
2. Dive to a spot indicated by the teacher, starting at a spot some distance away from the bath edge, and gradually aiming at spots nearer to the bath edge. In order to do this it is necessary to get more 'lift', so swing up the arms vigorously, at the same time pushing off strongly with the feet.

3. When the above exercises have been mastered, dive in over teacher's hand, held just below the pupil's knees.

**Standing Plain Dive**

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The stance

Stand erect with the toes just over the edge of the bath, head straight (not looking down at the water), arms hanging straight and close to the sides. The toes may be touching or be slightly apart, but the weight of the body should be evenly distributed over the whole of both feet.

The arms should now be raised forward to shoulder level, arms straight and shoulder width apart.

The take-off

The take-off should always be bold, upward and outward. The angle between the vertical line and the line of the body at the moment of leaving the side (or board) should be as small as possible, and should never exceed 20 degrees
From the stance the arms should swing down to the sides and then forward and upwards as the body leaves the board. The whole movement should be smooth and continuous. Immediately the arms start to move downwards the body and legs should be braced. When the arms have moved down about 45 degrees, the weight of the body should be gradually transferred from the whole foot to the balls of the feet. The last part of the downward swing of the arms must be performed with increasing speed. The knees should be bent slightly as the arms reach the bottom of the swing, and should be straightened immediately afterwards, synchronizing with the upward movement of the arms.

Common faults:

(a) Head moving forward on downward swing of arms.
(b) Swinging the arms too far back behind the body thus forcing the head and shoulders forward just before take-off.
(c) Bending at the hips.
(d) Excessive bending at the knees or keeping the knees bent too long.
(e) Stopping the forward upwards swing of the arms at shoulder level. This is a very common fault and nearly all faults in 'flight' can be traced to this error.
(f) Forcing the head back at point of take-off.

The flight

There should be no relative movement whatsoever of the body and limbs during flight. The arms must be kept still, and the position obtained at the end of the take-off should be maintained firmly and gracefully until immediately prior to the entry. Note position of arms (arrow, fig. 294) at take-off. This upward reach of the arms lifts the legs quickly and allows the body to rotate, without bending on an axis about the base of the chest.

Entry into the water

At the entry the hands, arms, head, body, legs and feet should be in a straight line. The entry should be vertical or nearly so, although a shallower entry may be necessary if the depth of the water is less than 6 or 7 ft. The higher the dive, the nearer to the vertical will be the angle of entry.

The whole of the limbs and body, from the tips of the fingers to the tips of the toes, should pass through the 'hole' in the water made by the fingertips. The first part of the head to touch the water should be the top, and not the forehead.

A faulty take-off means a faulty dive, therefore, a great deal of attention should be paid to this part of the dive. When confidence and control have been obtained with the plain dive from the side of the bath, the pupil should try from higher boards. It must be remembered, however, that the dive described above is that performed from a firm surface, not a springboard and although the flight and entry are virtually identical the take-off from a springboard is not quite the same.

A pupil diving from a firm surface must make his own height, i.e. he must spring from that surface, whereas from a springboard the diver must let the board throw him upwards.
The first essential is for the pupil to get the ‘rhythm of the board’. Until this has been learnt it is useless to proceed further. The whole force of the diver’s movement must be downwards to depress the board to the maximum extent. He (or she) must so co-ordinate his movements as to make the recoil of the board project him upwards. This board control can best be taught by means of the ‘three pace walk’ which consists of a pace, a high spring from one foot (hurdle), and a final spring from both feet, the movements of the arms being synchronized to move both upwards and downward with the feet (295).

*The hurdle*

Stand on the board three steps from the end, and take a pace forward with the right leg. This movement is for the diver who leads with his right leg. Continue the movement and swing the left leg forward and upward, at the same time swinging the arms upward and spring high up into the air from the right foot. The arm movement must be continued upward and the right leg brought up to the left. The arms should now move outward and downward so that when landing upon the board, with both feet, their downward impetus is added to the force of landing. The whole weight of the body must be used to depress the board to the maximum extent, the knees bending slightly. On the upward movement (recoil) the knees are straightened and the arms swung forward and upward. The body must be kept vertical throughout; the eyes, however, must be fixed on the end of the board all the time with a minimum forward movement of the head.

In the early stages the diver should land back on the board after the hurdle, and may even continue bouncing with the same rhythmic forward, upward, outward, downward movement of the arms.
Great care must be taken to prevent the pupil from trying to jump off the board. He should try to cling to the board with his feet and so let the board spring him into the air. This tendency to jump is often caused by the pupil not having his toes stretched down towards the board during the hurdle or between consecutive bounces.

When the hurdle has been mastered the diver may now add more steps prior to the hurdle. The minimum allowed in competition is three, and normally this is sufficient for boys; girls, on the other hand, usually prefer four steps.

Standing take-off

Stand upright on the end of the board, toes level with the end (not gripping the end). Raise the arms forward to shoulder level, and shoulder width apart. The arms should now be lowered to the sides and then carried sideways to slightly above shoulder height with a rhythmic swing. Continuing this swing the arms are lowered to the sides and then moved forwards and upwards, the knees are slightly bent on the sideways-downward swing and the take-off occurs on the forward-upward swing.

This take-off should be practised many times and when a good rhythm and take-off have been obtained the pupil should practise the same movement standing with back towards the water, the balls of the feet on the end of the board.

Jumps

Having learnt the control of the board the pupil may now proceed to the 'jumps'. These 'jumps' should be practised very seriously, first from a standing take-off, then from a running take-off. They help the pupil to get height, balance, control and stretching of the body, and when the performer can enter the water in an upright position not more than three feet from the end of the board consistently, the angle of take-off is more or less correct. The jumps should first be practised with the body facing the water—forward take-off, and later with the back to the water—backward take-off.

Figs. 296, 297, 298, 299 illustrate the jumps and the three positions in which dives are performed. Fig. 296 shows the 'A' or straight position, Fig. 297 the 'B' or piked position, and Fig. 298 the 'C' or tuck position. Most dives can be performed in any of the three positions.

Detailed explanations of the jumps will not be given, but a careful study of the illustrations should be self-explanatory. Note especially the arm and head positions, and the amount of body lean. The modern springboard tends to throw the diver outward, therefore, little body lean is required. In the 'A' position jump, the arms, after the forward-upward swing, should swing sideways downward. The commonest faults are: (a) leaning forward too much before the take-off in the forward jumps; (b) leaning backwards too much before the take-off in backward jumps; and (c) getting off the board too quickly.
DIVES

Assuming that good positions and entries have been consistently obtained the pupil may now graduate to the dives.

The dives detailed below are:
(1) Forward Dive in ‘A’ position (300);
(2) Forward Dive in ‘B’ position (304a);
(3) Back Dive in ‘A’ position (301a);
(4) Inward Dive in ‘B’ position (302);
(5) Forward Dive Half Twist in ‘A’ position (303).

A close study of the diagrams will reveal that the forward-upward arm swing as the body leaves the board is the same for all dives. Figs. 305 and 306 show the lack of height and control in the dive if the principles of take-off are ignored. Compare the take-offs with that in fig. 304a where the same dive is performed. Should any diver land on his back (305) in the water or on his stomach (306) in any dive the fault generally lies in the take-off; either (a) the arm swing is forward only and not forward-upward, (b) the head position is forward (looking down at the water), or (c) the body is leaning too far forward. This lean can be caused by (a) or (b) or both, or by a low hurdle step.

Now note especially fig. 300 and the angle of take-off. All movements must be smooth and rhythmical.

Forward Dive (A)

(300)
In the forward dive in ‘A’ position (300) the body lifts high, then turns and drops to the water. In the initial stages, to make sure the pupil gets enough upward lift in the dive, get him to imagine he has to clear a crossbar located at chest level ‘swallow position’, which position is held until the body is halfway down to board, the arms swinging forward upwards; get the pupil to reach with the arms (second figure in the illustration). This reaching, plus the thrust of the board, will lift the legs high. Note the position of the feet in relation to the end of the board (second figure). The head position during this first part of the dive is most important and at the moment of take-off the eyes should be focussed straight ahead; as the arms swing upward the head may be raised a little. At the top of the flight, when the feet are higher than the head, the arms are moved sideways to shoulder level ‘swallow position’, which position is held until the body is halfway down to the water. The arms are then closed in by bringing them directly overhead, and the head is brought into line with the body at the same moment. In the early stages the arms may be kept in line with the body throughout the dive.

**Back Dive (A)**

For the back dive in ‘A’ position (301a) the take-off movements are the same as for the backward jumps. Before the back dive is attempted with the proper take-off the pupil will have to get used to the feeling of going over backwards, and perhaps the best way of doing this is with a partner’s help. The diver stands on the end of the board, back to the water, his partner stands a little to one side and a few feet away. The diver puts a hand on the partner’s shoulder and lifts the opposite leg forward. The partner grasps the ankle with one hand, placing the other hand under the thigh. The diver now falls backwards, at the same time, keeping the standing leg straight, swinging the arms above the head, and pulling the
head well back. Also at this moment the partner lifts the leg he is grasping and guides the diver into the water.

Repeat this exercise until confidence has been gained, and then try it without assistance. Stand on the board as before, but now start with both arms above the head, head well back (look at the hands). Raise one leg high, keeping both legs straight and fall backwards (301b). Keep the head back all the way to the water if performed off a low board. The next step is to repeat 301b but with both legs together and a small push off both feet. Gradually increase the amount of push and introduce the arm swing.

In the back dive proper suggest to the pupil that while he is standing on the end of the board he should imagine that there is a crossbar about a foot behind, and level with, the top of his head, and to do the dive correctly the body must pass over this crossbar.

As the feet leave the board (301a) the arms should stretch upwards towards the highest point of the flight and open out to the ‘swallow’ position as the chest is lifted and the head dropped backwards. Until this point has been reached neither shoulders nor head must move backward out of line. As the body falls bring the arms together over head ready for the entry. During the early practices it might be advisable to perform this dive without the swallow movement of the arms. Keep the arms in line with the body, but control the movement in the same way with the head and chest.

**Inward Dive (B)**
In the inward dive in ‘B’ position (302) the chief fear of the pupil will be of hitting the board with his head. To avoid this most beginners jump backwards from the board thereby making it impossible to achieve the dive.

As the feet leave the board they are in line with the head and body, the arms swinging forward-upwards. As the body rises to the highest point the hips are lifted upwards and outwards. At the highest point the full ‘B’ position (pike position) is developed and the diver is ready for the downward flight, when the legs are lifted upwards over the head, holding the rest of the body stationary.

Avoid lifting the feet backwards on take-off and on no account bring them forward. A very common fault on take-off is stopping the arms at shoulder height during the forward-upward swing. This can be dangerous as the diver’s weight is thrown forward over the board.

**Forward Dive, Half Twist (A)**

The diver takes off as for the forward dive (304) but in such a way that if the diver continued the forward dive he would enter the water slightly flat. At the highest point of the dive one arm should be lowered, the opposite arm and shoulder pressed back and the head turned to look along the lower arm. As the body begins to fall the head is dropped back so that the back dive position is obtained. The arms are then closed and stretched above the head for the entry.
The take-off must be practically vertical with the arms swinging forward upwards. As the diver approaches the highest point the hips are lifted rapidly, at the same time the arms are brought downward so that the fingertips touch the toes. The legs must be vertical and the head kept up. The ‘B’ (piked) position is held momentarily before opening out by lifting the legs behind and moving the arms forward.

The pike movement is from the waist, the shoulders are not brought into play. To get a feeling of this waist movement the pupil should place his hands on some firm surface placed at about hip height. Then springing off both feet, quickly lift the hips high, keeping both arms and legs straight. Try to get the toes as close to the hands as possible (304b).
THE RACING DIVE

Before describing this dive a word about the commands of the starter, during competition, might be found useful. When competitors are in their places along the side of the bath, standing back from the edge, the starter will command ‘swimmers ready’, or a blast on a whistle will be blown. On this command competitors will step up to the edge of the bath and stand upright, toes gripping the bath edge. The next command will be ‘take your marks’ when competitors will get into their starting positions. It is important at this stage to have the weight of the body on the whole of both feet, not on the toes, because the starter must wait for all to be still before giving the next command, which will be ‘go’. The command ‘go’ may be given by means of a whistle blast or a starting gun.

The starting position

The swimmer stands with feet apart, usually about shoulder width, bent forward at the hips and arms swung backwards (307). The amount of body bend and swing-back of the arms is at the discretion of the individual swimmer. Some competitors prefer to start with feet apart and body and knees bent so that the hands touch the toes. On the command ‘go’ the body leans forward, the arms swing vigorously forward and the legs follow with a forceful stretching so that the body is propelled towards the opposite end of the bath. As the feet leave the bath edge the head is pulled well down between the arms. On entry into the water the body must still be stretched out with arms reaching forward; the swimmer should then glide through the water, not deeper than approximately 2 ft., before commencing the stroke.
The bigger the splash on entry the greater the resistance caused by the water, therefore the aim should be maximum streamlining—minimum splash.

*Common faults:*

(a) Lifting the head on take-off. This causes the legs to hit the water first and hollows the back which gives a 'big splash' entry.

(b) Pulling the shoulders downwards, which makes the hips lift upwards and gives a deep and slow dive.

(c) Commencing the swimming stroke while still in the air. This creates considerable resistance on entry into the water. A swimmer can dive and glide, for a short distance, faster than he can swim, therefore the stretched position should be taken advantage of before swimming is started.
Chapter 5

Athletics
The intention of this chapter is to help the non-specialist teacher in the primary school who wishes to acquire some understanding of the fundamentals of athletics. In many ways athletics is one of the more complicated sports and for this reason a sound and clear approach is required. All methods and techniques presented here have been thoroughly tested in the practical situation and are orientated towards the teaching and handling of large numbers rather than the specialized coaching of individuals.

The basic criterion in all sports is efficiency of movement. This is particularly true of athletics. Where performances are measured in quarter inches and tenths of seconds, efficient techniques are essential. Valuable training in technique can be provided in a most informal manner within the framework of the physical education lesson. If one part of the physical education lesson is devoted to basic movement skills, the cornerstone will have been laid upon which all complex skills may be built.

It is a common fallacy to think of the child as a miniature adult. Bodily control develops slowly and may best be achieved through a mixture of experimental learning and formal teaching. The child of 6-12 years loves to try out his physical ability in different directions and carefully guided experimental learning can make use of this interest in order to inculcate more efficient ways of movement and control. To initiate experimental learning a problem is set to the class involving an unusual method of locomotion. For example the teacher might say, 'Let us see who can lift his knees the highest' or, 'Who can stride the longest?' followed by, 'That was good, Johnny. Let's all try it that way'. Let the children experiment. Let them try all sorts of methods of locomotion, e.g. hopping first with one leg and then the other, sideways and backwards, bouncing in the same way, running stiff-legged or stiff-armed, running with a hop and a skip, running with continual twisting, etc. Children thoroughly enjoy these activities and compete with each other in their performances. The nervous system encounters new patterns of movement and develops flexibility. Co-ordination increases in response to the demands thrown upon the neuro-muscular system. This type of approach has been found to be ideal as a forerunner to formal athletic training.

Running is basic to all athletic activities and must be taught as a physical skill. Formal training with a large class may be achieved by continual shuttle relays. Teams of about eight, with four at each end, produce speedy repetitions of the skill with short breaks between spells of running. If the half-teams are placed 30 yards apart, and the teacher positions himself between them, and about 10 yards back from the near lane, he will command an excellent view (308). Each spell of practice should enable every child to have about five or six runs and during each spell only one aspect of technique should be emphasized. While the children are regaining their breath between each spell, the next teaching point can be explained and demonstrated. The major teaching points are listed below. This type of training will be referred to hereafter as 'windsprints'.

There is no great need for special strengthening work in running; if the practices listed below are increased in tempo and duration throughout the school term, they will produce sufficient strengthening effect of themselves. In the jump events, however, squat-jumps, springs, push-ups and sit-ups are advocated as auxiliary training measures. The given practices will also ensure that a sufficient
degree of flexibility is achieved although, in the junior school, the child has little need of extra flexibility.

The remainder of this chapter is devoted to the specific skills. If the teacher makes full use of physical education lessons for the inculcation of basic movement skills, auxiliary training measures, windsprints and the initial teaching of skills (as given in each section) the afternoon sessions may be utilized for building upon the framework they provide. The following skills and procedures are deemed sufficient for primary school children.

**SPRINTING**

**The Run**

*Technique*

The following points are the major ones and should be emphasized individually in the separate spells of windsprints:

(a) Body nearly upright with a slight inclination forward.

(b) Head held naturally, i.e. eyes straight ahead.

(c) Arms and legs moving forward and backwards with no lateral movements.

(d) Emphasize high knee pick-up.

(e) Hands loosely clenched, moving up and down (pumping). Hands should not exceed chin-height.

(f) Elbows ‘in’ and held roughly at right angles.

*Practices*

(a) Continual shuttle-relay, with teams of eight, over 30 yards, at half-speed, practising:

(i) High-knee pick-up.

(ii) Vigorous arm-action.

(iii) Running on toes and thrusting (bounding) forward.

(iv) Striding with knees high.

(b) Organization as above at:

(i) Three-quarter speed.

(ii) Nine-tenths speed.

(iii) Full speed.
(c) Fartlek. Jogging round the track and sprinting over two short straights (e.g. 15 yards marked by skittles). Std. 5—four times, Std. 4—three times, Std 3—twice, etc.

STARTING

The Importance of the Start

A good start gives the child a psychological advantage. In addition, if two children of equal speed are competing together, the starts they obtain will be the deciding factor in their positions at the tape.

Technique

This may be taught in pairs. One child can practise while the other criticizes and assists.

(a) ‘On your marks’ (309a and b).

(i) Front foot a foot’s length from the start-line.
(ii) Rear leg placed so that the knee rests on the ground at the instep of the front foot.
(iii) Rear foot has toes tucked under.
(iv) Hands placed right up to the line but not on it.
(v) Thumbs facing each other about shoulder-width apart with hands forming a bridge. The fingers should all face outwards.

(309a)

(309b)

(309c)

(b) ‘Set’ (309c.)

(i) Straighten rear leg.
(ii) Bring front leg to a comfortable flexed position.
(iii) Lean forward on hands.
(iv) The trunk should now slope forwards at an angle to the horizontal.

(c) ‘Go’

(i) Vigorous extension of front leg with a simultaneous stride with the rear leg.
(ii) Without coming upright immediately start a vigorous arm-action as in the full run (310a).
(iii) Run forward with short, rapid (pattering) strides to build up leg speed as quickly as possible.
Practices
(a) Many repetitions over 15 yards with class divided into teams. By the time the first team have walked back to the start it will be their turn again.

(b) Make use of any device to produce a sharp explosive sound.

Relays

Requirements
(a) A.A.A. Rule 108.
   (i) Runners must remain in their lane throughout the race.
   (ii) The baton must be passed only within the take-over zone.
   (b) A new rule has been introduced whereby the out-going runner may wait anywhere within the take-over zone or within 10 yards behind the back mark of this zone.

Technique
The non-visual change, using alternate hands for each runner, is the most efficient method to adopt. This needs continual practice and a high degree of co-operation between team members.

(a) The out-going runner (O.G.R.) should be travelling at maximum speed when he receives the baton.

(b) This should produce an acceleration rather than a deceleration of baton-speed.

(c) The O.G.R. must make a check-mark (a small, white disk will suffice) such that if he sprints away at the moment the incoming-runner (I.C.R.) reaches it, their relative speeds will coincide at the point at which the baton is exchanged. (The check-mark is usually about six walking paces.)

(d) The O.G.R. must sprint away as fast as possible with the normal sprint action, keeping to his particular side of the lane (see i. below) at the precise moment that the I.C.R. reaches his check-mark.

(e) In order to achieve (d) the O.G.R. must adopt a crouch-stance similar to a sprint-start looking back over his shoulder but without placing his hands on the ground. Make sure his feet are parallel to the lane-lines.
(f) After six paces the O.G.R. reaches back for the baton without hesitation of stride or speed. The receiving hand is placed palm upwards with the thumb pointing inwards. The I.C.R. slaps the baton down hard into the outstretched palm of the O.G.R. (311a).

(g) The baton should be exchanged at the full stretch of both runners (311b).

(h) Runners Nos. 1 and 3 carry the baton in the right hand and Nos. 2 and 4 in the left, thus obviating the need to change hands (312).

(i) This necessitates Nos. 2 and 4 starting from the outer edge of their lane whilst Nos. 1 and 3 start on the inner edge. (See fig. 312.) As soon as Nos. 2 and 4 have received the baton they may cut-in to the inner edge.
(j) All runners should run as close to the inner-lane line as possible.

(k) It is usual to run the fastest child in the second leg of the race (i.e. No. 2) since No. 2 may, by making use of the full area allotted to him, run 120 yards in a 4 x 100 yards relay. In addition, to build up an early lead is psychological advantage to the other members of the team.

Practices

(a) Imaginary baton-changing (i.e. the O.G.R. goes through all the movements without the aid of the I.C.R.).

(b) Imaginary baton-changing may be taught as a class activity. All the children are lined up in a crouching stance looking over their shoulders at the teacher. At a pre-arranged signal the children look forward and walk forward counting up to six paces as they go. At the count of six they extend their receiving hands backwards while continuing to move forward at an even speed.

(c) The practice described above (b) may be speeded up as the movements become habitual.

(d) Allow teams to perform all movements at walking pace and gradually increase the pace.

(e) Teams can practise their take-overs at full-speed with gentle jogging between take-over zones.

HURDLING

This event is included in the primary schools sports for Standards 4 and 5 only.

Technique and Teaching Points

This is possibly the most difficult event for the non-specialist to teach. However, the practices given on page 252 have been especially formulated to exemplify a precise and clear-cut procedure. All unnecessary modifications have been trimmed away leaving the bare essentials. It must be emphasized, therefore, that particular care should be exercised over step (d). This is a crucial stage in the teaching of hurdling. It is essential to return to simpler skills if rhythm and form are sacrificed for height (313).

(a) The basic evenness and rhythm of a normal sprint action should be kept as a guiding principle. This entails a constant striding between flights, normal arm action, and ensures that the head and trunk maintain a similar forward lean throughout the race.
(b) The angle of the head and trunk during the whole race obtain a slightly greater incline than in normal sprint action.

(c) Arms must be controlled in hurdle clearance. Sweeping back and swimming-in-the-air are symptoms of loss of balance and forward lean.

(d) It is essential to emphasize a smooth and uninterrupted forward flow of body momentum.

(e) The children should be told to ‘drive’ or ‘thrust’ forward at the hurdle with their lead-leg. It is necessary to teach an exaggerated forward lean of the head and trunk in this action to counteract the natural tendency to lift the head and raise the centre of gravity.

(f) Teach a bent and high knee pick-up of the lead leg with a simultaneous ‘crouching’. As a teaching measure suspend a hoop from a bar so that the lower part of the hoop is 2 ft. 6 in. from the ground and tell the children to approach it and lift their lead legs and position their bodies as if to pass through the hoop.

(g) The hurdle should be ‘skimmed’ by the runner with the minimum clearance.

(h) The highest point of the arc which the runner describes in his flight should occur approximately 1 ft. (horizontally measured) in front of the hurdle (314).

(i) From this position (i.e. as in 314) the lead leg should be cut-down vigorously to gain contact with the ground as soon as possible.

(j) It is often necessary to emphasize the first stride after the hurdle as it tends to shorten if balance has been disturbed. This must be of normal length for sprinting.

(k) Continually emphasize that the hurdling action is only an exaggeration of that required for a normal sprint stride. It is a ‘giant stride’.

(l) The runner’s eyes must be directed forwards throughout the entire race.

(m) The trailing leg should be parallel to the ground and bent at the knee as it passes over the hurdle.
Practices

(a) Introduction

(i) Initial practice walking over sticks placed at 4-pace intervals. Children must repeat '1-2-3 and over'.

(ii) As in (i) but trotting. Continue to say aloud '1-2-3 and over'.

(iii) Gradually increase the height and distance between the obstacles, always ensuring that a rhythmical running action is maintained throughout.

(iv) Carefully build up to specified height of hurdle (i.e. 2 ft. 6 in.). If necessary return to the lower obstacles if the higher ones cannot be managed with good form.

(v) A flight of three hurdles is ample for practice purposes.

(vi) Give many repetitions of runs over the hurdles emphasizing each of the points of technique separately.

(b) Auxiliary practices

(i) Running down the sides of the hurdles lifting only the trailing leg over the hurdle. In teaching this emphasize the fact that the lead leg must be placed well forward (at least 9 inches in front of the hurdle). Also insist that the shoulders be kept square to the front (as in breast stroke swimming). If these two points are not observed rotation of the trunk occurs as the trailing leg comes over the hurdle. All balance is then lost.

(ii) As in the above practice (i) but continually emphasize forward lean. Also encourage the children to bring the trailing leg over the hurdle in a flat position.

(iii) Walking and stepping over the middles of the hurdles. Emphasize a bent-knee but 'straight forward' action of the lead-leg in the pick up (313).

HIGH JUMP (WESTERN ROLL)

This type of jump should be encouraged as soon as the children start athletics. Once the scissor-style has developed it is extremely difficult to eradicate. Although the straddle jump is a more economical method of jumping, the western roll is easier to teach and the progression to straddle later on, is relatively simple to achieve.
Technique

(a) In order to perform the most economical action the limbs and trunk are deployed in such a manner that the centre of gravity (of the body) is required to raise as little as possible to allow the body to pass over the bar.
(b) The body should pass over the bar on its side and parallel to the ground (315e).
(c) The jumping leg is tucked up under the body with a vigorous snap (315d).
(d) The run-up consists of about eight loose, bouncing and even paces.
(e) In the take-off position the body should be nearly vertical with perhaps a slight lean-back (315a).
(f) The jumping foot should be planted firmly heel first on the ground.
(g) The lead leg should swing up hard and high with a simultaneous spring from the jumping leg (315b).
(h) A vigorous turn over the bar aids clearance and a reach-down with both hands ensures a safe three-point landing (i.e. on two hands and the jumping foot) (315g).

Teaching Technique

(a) With the bar at 6 in. – 8 in. and from a right-angled approach allow the children to hop over the bar in a continuous file.
(b) By observing the above practice (a) the children may be divided into right-footed and left-footed jumpers.
(c) Now form two files so that the right-footed jumpers approach from the right and the left-footed jumpers approach from the left.
(d) From a 45 degree approach allow children to hop over the bar gradually increasing the height to 1 ft. 6 in.
(e) Introduce a turn so that the child jumps forward and upward but turns over the bar to the left for left-footers and to the right for right-footers (315f).
(f) Introduce a three-point landing when the previous practice (e) has been mastered. As a teaching-point it is useful to mention that the lead leg swings up and stays up even after landing (315g).

Coaching Points

(a) Attempt to inculcate an upward rather than a forward swing of the lead leg (315b).
(b) In order to achieve (a) teach a backward lean on the last three strides.
(c) Make certain the jumping foot is really solidly planted. The heel should strike first followed by a heel-ball roll. This foot action is the focal point of high jumping since the foot acts as a pivot about which the body-forces rotate and through which the major lifting-thrust operates (315g).
(d) Do not allow slow turning or turning from the ground. The turn should resemble a ‘snatch’ and be led by the head at the point of maximum height.
(e) Encourage the children to take-off as near the bar as possible in order to ensure that the thrust operates upwards and not forwards.
LONG JUMP

It is doubtful whether the primary school child spends sufficient time in the air after take-off to execute the more advanced techniques. In any case, the major factors producing good performances in long jump come into operation before the child loses contact with the ground. Therefore, most of the teaching should be directed towards the run-up and take-off. In this respect it is important to stress that the child should reach the take-off board at his maximum controlled speed and should strive to attain as much height from this take-off as possible.

Technique

(a) The child must increase his speed in the run-up with a smooth acceleration.
(b) The run-up may be divided into three phases. In the first phase the child moves forward at half-speed for about six or seven paces. He gradually builds up to maximum speed in the second phase and, when he is six or seven paces from the board, moves into the third phase of storming up for the spring. During the second phase the child should attain the full sprint action but, in the third and final phase, a slight lean back must be achieved in readiness for the upward spring. An inevitable slowing will occur in this phase but should never be taught. This slowing must be accepted as a necessary sacrifice in order to gain control. First-class athletes use check-marks for these phases.
(c) The child must be travelling at maximum controlled speed when he strikes the take-off board.
(d) He should endeavour to jump as high as possible in order to make full use of his body momentum.

(e) The jumping leg is planted heel first on the board and a similar heel to toe ‘rock’ is achieved as in high jump.
(f) The thrust from the jumping leg is directed upwards through the body which, having pivoted over the jumping foot, is now at an angle of about 10 degrees from the vertical (316b).
(g) Simultaneously with this thrust the knee of the opposite leg and the head and trunk are directed upwards in one explosive effort.
(h) In order to prevent forward rotation a slight backward arch of the spine should be encouraged. This is called ‘the hang’ (316c).
(i) As the child starts to descend into the jumping pit he should stretch forward with both hands and feet (316f).
(j) The knees should be fully flexed as the child's feet make contact with the pit in order to allow him to 'ride' over this point of contact (316h).

(k) The body action during the flight may be likened to the first two-thirds of a jack-knife dive (i.e. the open and closed phases).

**Teaching Points**

(a) Divide the class into about five teams. By approaching the long jump pit from the side four or five children can jump simultaneously (317).

(b) Emphasize jumping for height right from the start. The narrowness of the pit will help to discourage jumping for distance.

(c) Demonstrate the heel-ball 'rock' at walking speed and allow the children to practise using the above organization (317).

(d) Increase the speed of this practice until the children can manage it comfortably with a gentle run of six or seven paces.

(e) Without altering the above organization the main points of technique should be emphasized individually and incorporated into the practices (see technique (g) above).

(f) Working in pairs, and using the correct approach run, the children can measure their own run-up. One child, starting with feet together on the board and facing away from the pit, runs in the opposite direction along the approach run and makes a jump when he feels 'ready'. His partner makes a mark where he jumps. This mark acts as a guide which may be moved forward or back until a consistent point is achieved through trial and error.

(g) Make certain that the child starts all his approaches with the jumping leg so that he has only one leg to keep in mind in both jumping and starting his run.
Practise many repetitions of six- or seven-pace runs, jumping for height only.

Insist on a nearly vertical take-off.

Encourage the child to thrust his hips forward to obtain an arched position from the take-off board.

Standing long jumps with leg-reaching as far forward as possible.

Practise full-speed jumps with a check-mark in the pit over which the child must reach with his feet.

CONCLUSION

The main factor in teaching a physical skill is repetition. Practice, however, must not be indiscriminate. A continual check must be kept to ensure that children practising on their own are doing so correctly. Incorrect neuro-muscular patterns are extremely difficult to eradicate. In fact it is often easier to teach an entirely new skill than to alter an old incorrect one. The practices outlined in this chapter should be repeated until the required skill has been grooved into the child’s repertoire of movement patterns.

Warming-up has its place in primary athletics. It should be started about ten minutes prior to the start of the event and may consist of any loose massive activity which induces heat without causing any undue tiring effect.

Make use of films or pictures as teaching aids. There are some excellent photographs in athletic magazines and daily papers of the world’s top athletes caught in perfect-action positions.

Time always presents a problem in the primary school sports programme. Careful organization and planning can offset this in many ways. Use senior children to supervise the practices of the younger ones. Organize the sports field into about a dozen areas in which different activities may take place. Groups of children move round this circuit of activities at approximately ten-minute intervals. The signal for a change is given by the teacher who moves from group to group teaching and correcting.

APPENDIX

DIMENSIONS AND DESIGNS OF HURDLES.

(318)
(319).—A 400 YD. TRACK LAY-OUT.
Chapter 6

Cricket
CRICKET

These notes are set out in an attempt to assist the teacher and coach in teaching the young enthusiast the basic skills of this complex game. All directions are given as for the right-handed player; for the left-hander it is necessary only to reverse left and right.

FIELDING

General

Boys should be taught from the beginning to regard fielding as seriously as any other department of the game, and should be encouraged to take pride in the efficiency and smartness of their performance on the field.

The teacher should train young cricketers to anticipate the direction in which the ball is going to be hit and, by closely watching a batsman’s strokes, to be ready for the one coming in their direction.

The fielder must learn to use two hands and to get his feet behind his hands when stopping a ball on the ground; one-handed fielding looks brilliant if it comes off, but it looks silly if it does not.

Players must learn to keep their places in the field but not rooted to the spot. In the outfield they should be where they have been placed. Out-fielders should be deep—as a general rule within a few yards of the boundary.

Returns to the wicket-keeper should be straight into his hands or, if the fielder is very deep, into the ’keeper’s gloves after first bounce.

Stopping the ball—the defensive stop

The fielder must position himself right behind the line of the ball as soon as possible, getting down early by bending both knees and hips, with the fingers of both hands touching the ground. His head should be roughly a foot above his knees and his eyes glued to the ball as it comes towards him (320).

Stopping the ball—the attacking stop

In attack the fielder intercepts the line of the ball as early as possible, by moving not only on to the line but also towards the ball. Getting sideways to the line of the ball, he places his right foot on the line, and his left foot wide and away from the line of the ball, bending both the hips and the knees so that his head can come down and stay down, over, and just in front of his right knee. The ball is received in both hands just in front of the right foot and with the weight of the body on that foot (321).
Catching

Catching is often made difficult because the fielder does not position himself properly. If the fielder positions himself correctly and has confidence in his ability, the catch will be made easily and safely.

The fielder must learn to judge where the catch is to be made and get to that spot as soon as possible. Having got there early, the fielder must gain his balance and keep his head still, focus on the ball and really watch it. He must then open his hands and fingers, webbing them with the inner edges of the palm and the outer edges of the little fingers touching. For a high catch the hands should be held about eye-level because it is not possible to keep focus on a ball as it drops past the eyes. As the ball falls into the hands the thumbs fold over it while the hands ‘give’ with the ball, hugging the catch into the chest (322).

The close-in fielders

To be a successful close-in fielder it is necessary to have quick reactions and a correct stance. Big hands are an asset.

The fielder should stand with the weight evenly distributed and balanced between both feet which are placed comfortably apart — about shoulder width. The feet should point straight ahead and both knees should be bent almost at right angles with the ‘seat’ well down if unnecessary strain on the knees is to be avoided. The hands, with fingers down, should be at about knee level (323).
The catch should be made, if possible, with both hands, and the feet should be grounded and steady. The catch should be taken before it reaches eye-level, and, the hands should ‘give’ with the catch and the ball should not be snatched.

**Backing up**

All cricketers should be trained in the habit of backing up behind the wicket when the ball is being thrown in either to the wicket-keeper or to the bowler’s end. In backing up, the fielders should place themselves 10 to 15 yards behind the wicket. If they stand close behind the wicket any deflection of the ball off his gloves will beat them. Their function is to stop overthrows and so it is perfectly safe for them to stand well back. Mid-off or mid-on, or any other nearby fielder should always cover the bowler’s wicket to take the throw-in. The bowler’s hands are important to him and he should not risk having them injured by a wild, hard throw-in. The bowler, instead of wandering back to his mark while there is action on the field, should take up a place as one of the fielders backing up his wicket.

**General**

No matter how many runs the batsmen score a match cannot be won until the opponents have all been dismissed at least once. It follows therefore, that while batsmen save matches, it is the bowlers who actually win the matches.

Bowling is not a natural technique; it has to be learnt and practised. Given early coaching and the opportunity for intelligent practice, most boys can become reasonably good bowlers. The teacher cannot provide the determination and enthusiasm in the boy, but can provide him with encouragement to persevere.

Each boy will eventually make up his own mind how he wants to bowl, fast, medium or slow, but it is very necessary in each type of bowling that the boy has accuracy in length and direction.

One way for bowlers to gain accuracy is to practise hitting a few white spots marked in front of the off stump (large pieces of flattened tin are even better as they will clang when hit). The first mark should be about nine feet from the batting crease and the others each about a foot or so further from the wicket. Bowlers should be encouraged to bowl and bowl until they can pitch the ball on any of the nominated spots. If this method of practice is tried it is suggested that no batsman be introduced and the spots—or pieces of tin—be large enough not to be discouraging.

Some boys will want to be fast or spin bowlers from the start, but from the experience of the bowlers down the years it has been shown that the most suitable type of bowling to start with is medium-paced. No swing, no speed, no swerve should be attempted but just straight up-and-down medium-paced bowling. Once length and direction have been mastered the boy may be allowed to take to his chosen type of bowling, but it should be remembered that in all grades of cricket the medium-paced, straight ball (especially the yorker) has taken many, many wickets.

Once the boy shows signs of mastering length and direction, he should be discouraged from bowling from the same spot at the bowling crease. It should be pointed out to him that the bowling crease is over four feet wide and he should vary his bowling so that during any over he delivers the ball from various points along the entire length of the bowling crease. By bowling from different points
of the bowling crease he delivers the ball to the batsman at different angles and this makes the batsman's task of scoring runs all the more difficult. Also, the bowler must eventually learn, without changing his action, to vary his pace. A ball slightly slower or faster than usual often surprises the batsman and leads him to make an awkward and possibly fatal shot.

Basic action

There are four requirements for a good bowling action.

These are:

(a) A correct grip.
(b) A smooth and economical run-up.
(c) An easy, smooth and balanced delivery.
(d) A deliberate follow-through.

A correct grip.—The grip varies with the type of bowling to be attempted but, in all types of bowling it is essential that the ball should be held in the fingers and not in the palm of the hand.

A smooth and economical run-up.—The run-up to the wicket should be so controlled as to bring the bowler up to the bowling crease with sufficient momentum to bowl, and to continue bowling, at his normal chosen pace. There is no need for a slow or medium-paced bowler to charge up to the wicket at top speed. There is no hard and fast rule about the length of a bowler's run-up, but teachers should watch to see that boys do not take excessively long run-ups for their chosen type of bowling. Spin bowlers, leg-break or off-spin, need only short runs—for instance half a dozen paces. Medium-paced bowlers need a run-up possibly two or three paces longer, but even fast bowlers need hardly more than a dozen paces. These estimates of distances are for the young boys and are not laid down as hard and fast rules. The bowler should, within reason, select his own distance extending it as he grows older. (The following notes relate to medium-paced bowling but they generally hold good, with slight variations for fast or spin bowling as well.)

An easy, smooth and balanced delivery.—There are four separate, distinct phases in the delivery action through which the bowler must pass in sequence. The first two phases wind up the action like the pulling of a catapult, the third involves the releasing of the missile and the fourth the follow-through, so that the shot be true.

The last stride of the run-up projects the bowler into the delivery stride. He usually springs into this. The bowler must twist himself in this delivery stride so that his body is sideways to the batsman. He will be assisted in getting his body around to the correct position if he—

(a) consciously places his right foot parallel to the bowling crease; and
(b) points his left shoulder at the batsman.

To assist himself in meeting the second requirement, the bowler should claw towards the sky with his left hand whilst looking at the batsman's feet from behind the upraised left arm (324).
Phase 1 is now completed and if the bowler could be stopped he would find himself in the position of (325). It will be seen that his weight is on his right foot, the left arm is extended skywards, the body is leaning away from the batsman and as the bowler is looking past the upraised arm the back must be arched.

The bowler now moves into Phase 2, the delivery stride. As the weight of the body comes forward, the left foot is grounded flat, pointing approximately towards fine leg and directly in line with the back foot (teachers should watch to see, if possible, that the front foot is grounded flat and is in a direct line up the pitch from the back foot). The length of the delivery stride is difficult to judge as it all depends on the bowler’s physique. Too short a stride will mean that the bowler is not getting the full use of his body into his bowling, whilst too long a stride will mean loss in height and balance. At the same time, as the left foot is coming down and being grounded, the left arm is thrown out towards the batsman and pulled down—the left arm should not be allowed to fall, it should be forcibly pulled down—whilst the right arm, with wrist slightly cocked starts coming up in a circular motion to the height of the delivery action (326).

The bowler has now reached Phase 3. At this stage the ball leaves his hand and travels towards the batsman. Once again, if the action could be stopped it would

![Diagram](image-url)
be found that the bowler’s weight was all on the left leg with the entire left side braced or rigid. The shoulders and hips have turned and are full on to the batsman, the left arm is down, the right arm is straight and high above the head, and as close to the head as possible. The head is still up with eyes level and focused at the batsman’s toes (326).

A deliberate follow-through.—The bowler now moves into the fourth and final phase of the delivery—the follow-through. The body continues the turn until the right shoulder is nearly pointing at the batsman, the weight has now passed beyond the left leg and the right leg must come through or the bowler will land flat on his face! The right leg should not be swung wide—if this is done it will tend to ‘square’ the body too early. To cut the wide swing of the right leg the bowler should bend his knee and bring it through first (for some bowlers this may be a natural movement but by most it will have to be learnt). The head should still be up with the eyes level. The left arm having been pulled down and passing close to the body, is swung well back in its arc. This is necessary to ensure that the right shoulder really follows through. Generally the right hand swings down to and past the left thigh but, as will be seen later, it can be swung past the right side of the body. However, the action is still not completed, the bowler must continue for a few more paces, otherwise his action will lose rhythm and the ball will not ‘make pace off the pitch’. (327).
In the preceding paragraphs it has been stated that the bowler should focus on or look at the batsman’s feet as he comes into his delivery action. It is very difficult to pick an unmarked spot on a pitch and bowl at that spot. Generally, the tendency is to bowl short of any spot aimed at and, hence, if the bowler aims at the batsman’s toes he will normally pitch at a reasonable length.

There are various types of bowling from which the young bowler can choose, but whatever type he adopts it will require a great deal of practice and above all he must be taught that no matter how fast he can bowl, how much he can swing the ball, or how much he can spin it, he will be of little use to his team if he does not maintain length and direction. The easiest type of bowling to master is medium-paced bowling.

**The swerve**

Swing bowling is taken early in this section because it requires the correct use of the basic delivery action, and it can be bowled by fast, medium and slow bowlers if conditions are suitable. Requirements are a heavy atmosphere, a slight breeze from the right direction and a shiny ball with a good seam.

**The out-swing (from leg towards slips for right-hand batsmen)**

Considered by many the more difficult to bowl and generally accepted as the more dangerous for a batsman to play. For the outswinger the ball is gripped with the seam ‘canted’ or pointing to the slips, with the first and second fingers on the top of the ball on either side of the seam and the thumb directly underneath the ball (328).

The basic delivery must be used except that the left shoulder should be pushed round a bit more so that it is pointing possibly at fine leg. On the follow-through the right hand should swing down across the body to finish close to the left thigh. The bowler should aim and bowl at the batsman’s feet—bowling outswingers outside the off-stump is a complete waste of time.

**The in-swing (from the off towards the batsman’s legs)**

The grip is the same as for the outswing but the seam of the ball is pointed towards the fine leg, and instead of the first and second fingers being on either side of the seam, the third finger should run down the seam (329).
Once again the basic delivery is used except that the front foot (the left) should land to the off or outside (instead of in line with) the back foot, the back more arched and the right hand should swing down and past the right thigh (not across the body). The ball should be bowled on a line outside the off thigh so that it drifts across to the wickets.

In swing or swerve bowling the bowler must give the ball a chance to swing, so it should be pitched well up to the batsman.

The above paragraphs refer to medium and fast bowling. Swerve or swing bowling requires practice and more practice and it is very necessary for the teacher to encourage his bowlers, at the same time ensuring that the fast bowlers do not overtax themselves. In this type of bowling one of the most dangerous balls the bowler can cultivate and keep up his sleeve to use as a variation is the fast yorker. This is bowled faster than his usual pace but pitched well up, landing on or just over the batting crease.

**Spin Bowling**

Like all the bowlers, the spin bowler must be well versed in the application of the basic action, for with this technique he will be able to command length and direction and be able to get life out of the wicket. The young cricketer should be reminded that the ball is gripped in the fingers and not palmed. Spin imparted by the fingers—known as finger-spin—is more effective than that obtained by rolling the ball out of the palm of the hand, but it has to be conceded that finger-spin is harder to control.

The off-spin bowler is the bowler who is called upon to perform on all types of wickets, and therefore he must be able to bowl defensively as well as aggressively, depending on the state of the game. The grip for the off-spin tends to vary the world over but generally the first finger lies along the seam, with the top joint slightly bent and biting into the near edge of the seam; the second finger is spaced well away but not so far that it is uncomfortable, whilst the other fingers curl below the second finger in natural support; the thumb is in a corresponding position on the other side of the ball (330).

![Image 330](image1.png) ![Image 331](image2.png)

At the instant of delivery the ball is spun out of the hand in a clockwise direction; the wrist turns outwards and at the same time the first and second fingers,
especially the first, drag the seam outwards and downwards. As the wrist turns the hand *flips* forwards and downwards, finishing palm upwards with the thumb pointing at the batsman (331).

The variations on the 'basic action' are small. The wrist, at the start of the swing upwards, is fully cocked; the right arm passes slightly further away from the head; the left foot in the delivery stride is thrown slightly to the on or inside (instead of in line with) the back foot and the turning or unwinding of the body is delayed as long as possible.

The *Leg-spin*, the *top-spin* and the *googly* all come out of the same drawer and all are very difficult to control. The young cricketer who wishes to be a 'leg-spinner should be able to bowl all three balls, but he should be discouraged from over-bowling the top-spin and the googly. They should be used as surprise balls and not as stock balls. Two important points about this type of bowling are:

(a) The bowler should bowl over the wicket.

(b) The bowler should have a high action, that is the bowler must not stoop but he must try to deliver the ball from as high as possible.

The leg-spinner is an attacking bowler, he must have control, he must bowl straight, preferably at the leg stump, but above all the bowler must pitch the ball well up, for there is nothing a batsman likes more than a slow, long-hop leg-break.

In the *leg-break* the ball is pushed and seated down in the first three fingers spaced comfortably apart. The first two fingers are placed across the seam, the top joints taking the pressure and the other two fingers are curled below with the third finger also placed across the seam and upwards against it; the thumb rests on the seam. The wrist is fully cocks (332 and 333).

As the arm swings up and over, the palm will face the batsman with the wrist well bent. At the instant of delivery the third finger flicks outwards towards the batsman, the thumb downwards and away from him and at the same time the wrist flips forward. The right arm follows through down and across the body (334).
In top-spinning the grip and action are the same as for the leg-break except that the wrist begins to flip earlier and the back of the hand is turned more towards the batsman. To get the hand turned more the bowler should force his right arm to follow-through straight down the wicket towards the batsman.

With the googly the grip and action are the same again except that the wrist turns more on delivery so that the ball is flicked out of the hand off the third and little fingers. To help the bowler turn his hand so that the back of the hand is facing the batsman, the left foot is grounded so that the toe is facing nearly straight down the wicket, and the arm on the follow-through should swing down and past the right thigh.

Above all the bowling section of cricket demands practice, practice and more practice but once the fundamentals have been mastered the bowler can start experimenting by varying his pace, his trajectory and his delivery point at the bowling crease.

**Batting**

Batting is considered by all cricketers (bowlers excluded), to be the best part of the game. Batting is certainly the most exciting part of cricket, for when the batsman has the strike he has eleven opponents striving to get him out: it is a case of eleven against one.
The first thing a young batsman must learn is something no coach can teach him—a coach can only emphasize the point time and time again—and that is to sight and watch the ball carefully, not just looking at it in a vague sort of way, but really watching it. If a boy can see the ball spin or see the seam on the ball as it moves towards him, then he is well on the way to becoming a batsman, but he must practise this ability to concentrate until it becomes habitual.

In batting there are numerous shots that must eventually be mastered and therefore this section tends to be involved and complicated, but above all the teacher should let his pupils have a fairly loose rein and allow them to exercise their normal instinct to hit the ball. It is very necessary for the young cricketer to have a sound defensive technique, but the teacher must not overemphasize this aspect and thus cramp the boy's play.

Above all the teacher must remember he is dealing with young enthusiasts and therefore his coaching must always hold a note of encouragement. Cricket, especially batting, is difficult and to master the difficulties even the enthusiasts need encouragement.

As a general rule, if the ball is bowled on the off-side of the wicket it should be played to the off, whilst a ball bowled on or outside the legs should be hit to the on side. Later in this section the hook, the pull shot, and the square-cut will be dealt with. These are important and very profitable shots for the batsman who plays them well, but they are strokes which break the general rule.

One of the teacher's biggest difficulties will be to induce his young enthusiasts to play their shots with a vertical or straight bat. The following diagrams clearly illustrate that the straight bat covers far more of the wicket than the bat held at an angle (335).

![Diagram of bat positions](image)

The next step is to teach the young cricketer that the surest way of meeting the ball is to swing the bat vertically on the line of flight of the ball from the bowler's hand.
The Grip, the Stance and the Backlift

It is of paramount importance for the young cricketer to be in the correct position before he plays any shot; this means that his grip, his stance and his backlift must be correct.

The Grip.—This should be natural and the experts have devised a number of methods of ensuring that the grip is correct. Two of these are:

(a) Place the bat face downwards on the ground, stoop down and pick it up, using both hands, as if it were an axe ready for immediate use.

(b) Lean the bat, face towards the shins with the top of the handle resting in the fork of the legs, and then take hold of it naturally with both hands. Irrespective of which method is adopted it should be noted that—

(a) the hands are close together;
(b) the right hand is slightly more than halfway down the handle;
(c) the back of the left hand, when the bat is stood upright—not held upright—faces approximately mid-off;
(d) the fingers, and thumbs, of both hands are well round the handle and gripping tightly (this tight gripping will assist the batsman's concentration);
(e) the v's formed between the thumbs and first fingers are in a straight line down the handle about half way between the splice and the outer edge of the bat (336).

The Stance.—This varies considerably among the great batsmen of the world and should be relaxed and balanced. However, as a general rule, teachers should watch for the following points:

(a) (i) The feet should be 3 to 6 in. apart astride and parallel with the popping (batting) crease, with the toes positioned just outside the line of the leg stump;
(ii) the weight should be equally distributed on the balls of both feet
(without leaning on the bat);
(iii) the knees should be slightly bent; and
(iv) most important, there should be no movement of the feet until the
stroke itself begins.

(b) The body should face towards point and, if possible, the left shoulder
should point towards the bowler's wicket.

(c) The head should be kept upright, facing the bowler with the eyes as level
as possible.

(d) The bat should be grounded, usually just behind and outside the toes of
the right foot, with the hands just brushing the inside of the left thigh
(337).

Note.—The above stance is appropriate when the bowler is a right-arm bowler
bowling over the wicket, but if the bowler changes to bowl round the wicket the
batsman should open his stance so that his feet and shoulders face towards cover-
point.

The back-lift.—This part of the action is not natural but with practice it can
be acquired. The purpose of the backlift is to place the bat in a position from which
it can start its arc so as to meet the ball with a vertical swing. In the backlift the
bat is raised, mainly by cocking the wrists, straight towards the middle stump. As
the bat is raised its face is opened until at the height of the back-lift, which should
be a little higher than the top of the stumps, it is facing towards point (338).

The young batsman has now positioned himself so that when he has decided
which shot he is going to play—anything from the late cut, through the drives, the
hook or leg glide—he can move straight into his shot without having to go through
any other preparation.

At this stage it must be pointed out that no batsman really worthy of the name
plays his shots from the crease. He must move his feet—either front foot forward or
back foot back—and that is the reason why the knees are bent in the stance; they are positioned and ready to move.

There are three basic groups of shots. These groups may be called:

1. The forward shots (339) and (340).
2. The back shots.
3. The horizontal bat shots.

Depending on the pitch of the ball the batsman must make up his mind from which group above he will play his shot but it must be emphasized he has very little time in which to make up his mind.

The forward shots are played when the ball is well pitched up, that is pitched sufficiently near the batsman so that by stepping forward with a full stride he can strike the ball before it plays any tricks off the wicket which, magnified by the distance between pitching and the bat, will beat the bat. In moving forward—

(a) the left shoulder and head lead the way on to the line of the ball. The eyes, remaining level, if possible, watch, not merely look at, the ball. If the young batsman can be schooled to lead forward with the left shoulder and the head it will be found that the left foot and the body weight will tend to come forward correctly;
(b) the left foot moves out as far as possible towards the pitch of the ball and as near to the line of the ball as possible;
(c) the left knee must be slightly bent as this will allow the batsman’s weight to come through into the shot;
(d) the right heel will swivel up and off the ground until only the toe is grounded;
(e) the left hand, as always, grips the bat firmly but the right hand—
   (i) in the defensive shot relaxes;
   (ii) in the attacking shot, grip as tightly as the left;
(f) the face of the bat remains full on to the ball as long as possible but—
   (i) in the defensive shot, the bat stops just beyond the front foot with handle pushed well forward to drop the ball dead, but
   (ii) in the attacking shot, the bat follows right through and swings on to the line along which the batsman wishes to drive the ball.
There is little difference in the forward shots whether the ball is pitched outside the off stump, on the stump or outside the leg stump, except that the left foot will vary its angle of direction as follows:

(a) Balls outside the off stump—left foot pointing to cover point.
(b) Balls on the stump—left foot pointing to extra cover.
(c) Balls on the pads—left foot pointing up the wicket.

Before moving to the next group of strokes it is necessary to repeat that in the attacking shots off the front foot the bat must follow-through in the direction in which the batsman hopes the ball will travel. Also it should be added that in attacking shots the batsman having positioned himself should virtually fling his bat at the ball; in other words, if the batsman intends hitting the ball he must hit it hard.

The back shots are generally defensive shots played to a ball that is short of a length—a ball pitched so short that the batsman cannot play it off the front foot with any degree of safety. These shots can be turned into attacking shots in the same way as the front foot shots can be changed from defence into attack. (The method of doing this will be explained at the end of this section.)

In the back shots it is very important first of all for the batsman to step well back—the further back he moves the more time he will have to watch the ball. Secondly, in moving the right foot back, the batsman should move his foot as far into the line of the ball as possible. The nearer he can get his foot to the line of the ball the closer to the right pad will his vertical bat swing, and it follows that the chances of the ball slipping between bat and pad will be reduced. Thirdly, the shot should be played sideways. This is important because by playing from a sideways position the full face of the bat is kept moving down the line of the ball.
The feet start the movement for the back shot with the right foot moving well back to be grounded flat and roughly parallel to the creases. The left foot follows but has no other purpose other than to steady the batsman’s balance.

The body and head will naturally follow the feet into position but it is important that the head should be positioned over the line of the ball with the body leaning slightly towards the bowler.

The left hand and wrist control the stroke; they, between them move the bat while the right, or more correctly the fingers of the right hand, merely guide the bat. It is in order to slide the right hand down the handle. The left elbow must be well up; this is necessary to ensure that the bat swings through vertically.

The bat, with little back swing or follow-through, moves down the line of the ball face towards the bowler (341).

The back shots can be turned into attacking shots by increasing the back swing and follow-through. Of course it is necessary to add punch to the start but the increased back swing helps in this however. In attack the batsman must get up to full height even to the extent of rising up on to the toes of the right foot (342).

*The horizontal bat shots.*—Where the back shots are generally defensive shots the horizontal bat shots, also played at short pitched balls, are attacking shots. As far as these notes are concerned there are three horizontal bat shots that the batsman may employ profitably — the pull to leg, the hook and the cuts. In junior cricket the pull to leg and the hook are the most profitable, in that most junior bowlers tend to drop their deliveries short and on the leg side. It has been stated by authorities that in junior cricket the side that never bowled to leg and that hit every leg ball would never lose a match.

In analysing this group it is necessary to take each shot separately.

The pull-shot played at the ball pitched short and outside the leg stump (343).

(a) The right foot comes well back, as in the back shot, but it should point at extra cover.

(b) The left foot follows the right foot back but should be grounded well to the leg side of the line of the ball and level with the right foot.

(c) The knees should be slightly bent.

(d) The body leaning slightly forward should be square on to the line of the ball and, very important, the head should be kept still and positioned on the line of the ball.

(e) The bat, held very tightly, should be flung at the ball so as to meet the ball at full arm’s stretch.

(f) The batsman should hit the ball down and aim it to go just in front of square leg.

The stroke appears easy and you may well wonder why the ball is so often missed. Some of the reasons are—

(a) the head not on the line of the ball;

(b) the batsman not watching the ball;

(c) hitting the ball too late;
(d) aiming to hit the ball too fine;

(e) trying to hit the ball too hard, thus overhitting, which in turn throws the body off balance.

The hook (344) is played at the very short balls pitched on the stumps or even just outside the off stump. The shot is the same as the pull shot except that the batsman must place his right foot and position his head inside (to the off side) of the line of the ball. The shot is a dangerous shot because the ball is on the wicket, and so it should not be played until the batsman is well set. Above all, it should not be played against leg breaks.

![Diagram: Hook shot](image)

The cut square of the wicket can be played off the front (left) foot or the back (right) foot. The right foot cut is the safer shot and teachers should encourage their young charges to concentrate on this cut rather than the cut off the front foot.

The cut is played at the short ball pitched wide of the off stump. In the front foot cut which is really a forward drive with a horizontal bat, the left foot moves forward towards the spot where the ball pitched (as it is a short pitched ball the foot will be well inside the line of the ball) and the bat is flung at the ball to hit it, at full arm’s stretch, down and in the direction of extra cover.

In the cut off the back foot the right foot is thrown back and inside the line of the ball (between the line of the stumps and the line of the ball). If the ball is to be cut early just behind point, the right foot will point in that direction, but if it is intended to cut the ball late the foot will point through gully and it will be thrown back much further. To enable the batsman to get his weight into the shot the heel of the left foot should be raised off the ground. The head and the body follow the movement of the right foot. The bat cracks down hard on to the ball from a high back lift (345).

Generally the lower the bounce of the ball off the pitch the later the batsman cuts it, but above all cutting against the off-break or the in-swinger should be discouraged—it is very dangerous.
There remain two shots which have not been described, the leg glide and the hitting to leg of the full toss outside the leg stump. Both shots can be fitted into the three main groups of shots but as each has a slight variation they are treated separately here.

The leg-glide played at balls which are just outside the line of the leg stump can be fitted into either the forward or the back shot groups for it can be played off either foot. The left foot and leg are placed inside the line of flight of the ball and therefore it follows that for the bat to reach the ball it must be played across the line of flight.

In the leg-glide the ball is not hit; instead, the full face of the bat is pushed across the line (handle forward to keep the ball down) with the speed of the ball being used to glide it away for runs (346).

The hitting to leg of the full toss is a very profitable shot but should only be played to the full toss outside the leg stump, unless the batsman is well set.

(a) The left foot moves forward with a full stride on to the line of the ball so that if the ball is missed it will strike the pad.

(b) The body follows with the right knee bent so that the batsman’s weight is forward.

(c) The bat gripped tightly is swung at full arms’ length to crack the ball hard in front of square leg.

Like the pull to leg the common faults in this shot are—

(a) trying to hit the ball too hard so that the batsman tends to lose balance;
(b) not really watching the ball; and
(c) hitting the ball too early.
The wicket-keeper's is the most specialized position in the field and also the most exacting for whilst the ball is in play the 'keeper may at no time relax his concentration.

The first rule that the young wicket-keeper should learn is that he must stand either right up to the stumps or right back. One, two, three or four yards from the stumps can be considered 'in between' and as such is taboo for the wicket-keeper. The speed of the bowling determines the 'keeper's distance behind the stumps, but as a general rule he should position himself at a point where the good length ball will reach him just after it starts dropping after coming up from the pitch. Secondly, the wicket-keeper should let the ball fall into his gloves; he should never snatch or grab at it. Thirdly, he should use his pads for protection and not as a stopping device. He should use his gloves at all times.

As in batting it is important that the wicket-keeper should start off correctly from the good stance (347).

The points to note in the stance are:
(a) An arm's distance from the stumps.
(b) The left foot behind the middle and off stumps.
(c) The right foot slightly back (3 in. to 4 in.) and about 15 in. to 18 in. from the left foot or shoulder width apart.
(d) The feet pointing straight up the pitch.
(e) Hands, with fingers down, brushing the turf.
(f) The body (leaning slightly forward) and the head kept as still as possible and only raised as the ball comes off the pitch.

The feet should be moved as little as possible but where the ball is bowled down the leg side the 'keeper must get both feet across quickly so that his body is right in the line of the ball.
Some points to note in wicket-keeping:

(a) The hands should, as far as possible, always take the ball with the fingers down but never, never pointing at the ball.

(b) The keeper should develop a habit of making a pass at the stumps with each ball as he takes it (throw-ins included), so that if the batsman should be out of his crease the 'keeper is always positioned to stump.

(c) In stumping, the 'keeper should try to remove just the bails and not knock the wickets out of the ground. This is a small point but tends to keep the umpire amiable!

(d) The 'keeper must 'take' the ball every time even if the batsman does hit it. The 'keeper should never assume that the batsman will hit the ball; rather he should anticipate the batsman missing every ball. To do this consistently takes will-power and concentration.

(e) The 'keeper must try to take every ball with his gloves. As far as the throw-in is concerned he should, unless there is a chance of a run-out, take the ball before it bounces.

(f) The keeper should always come up the wicket ready for any throw-in whether the batsmen are running or not.

(g) He should never snatch or grab at the ball.
Chapter 7

Hockey
HOCKEY

It is suggested that the best time to introduce hockey is in Standards 4 and 5 when the children are able to handle a light stick without strain.

Every coaching lesson should include practices in the basic techniques and should finish with a game-like element. The children are playing the game for the joy of it so the lesson should finish with a game.

In Standards 4 and 5 the coach should try to improve the pupils’ skill in the following techniques:

- Footwork.
- Stickwork.
- Tactics.
- Teamwork.

FOOTWORK PRACTICES

Running

Running right, left, forward and backward trains the child to move rapidly in any direction.

Change of direction

This trains a child to stop quickly and turn and run back. Give children practices running and turning as the whistle is blown, which can be done at varied intervals. Make a game of it. Start them on the 25-yard line and see who can get to an indicated line first.

Sprinting with swerving

Moving at top speed with the ball, and at the same time avoiding an opponent but not changing from the direct path to the goal, is an essential technique in hockey. To race fast along a line but swerve off to avoid an opponent in the way is a fundamental practice. This activity should always be done with stick in hand.

Coaching points

Train the child to run with head of stick low, right arm practically straight, and to run fast in this position. Train her to shorten her step to swerve, so that the movement is balanced and controlled.

STICKWORK PRACTICES

All stickwork is based on two essentials, the dribble and the drive. Teach the dribble first, since every child can achieve it easily and quickly. Do not start on the drive until the dribble is mastered.

The dribble

A natural (shake hand) grip with the left hand at the top, with the tip of the stick pointing forward. The grip must be firm. The right hand goes below, and slightly behind, but not more than 4 to 6 in. below. The nearer the right hand is to the top of the stick in dribbling the better the player’s vision and the longer her reach. Give the children plenty of practice at putting down the stick and running away, coming back and picking it up with the correct grip.
Ensure that the index finger of the right hand is not extended down the stick. This is a common fault. Impress on the player that the ball must always be in front of her, for good control and vision, and on the right (stick side) for freedom of movement of the stick (stick should not hamper the legs). The right hand guides and steadies the stick, while the left hand controls the force of the tap. The left hand is always in the lead, well away from the body. At this stage show the child how the angle of contact of the flat face of the stick with the ball controls the direction of the ball, and how that direction is controlled from the hands. Teach the first rule of hockey, i.e. to use the flat side of the stick (348).

Suggestions for practising dribbling

Free Dribbling.—Teach the girls to look where they are going at the same time as watching the ball. Later show the girls how to change the direction of their stroke by changing the angle of the flat side.

Dribbling Races: A ball to each player.—
(a) Dribble from one line to another.
(b) Dribble round a skittle and back to starting line.
(c) Zig-zag dribble in and out two skittles and on to another line, or back to starting line.
(d) Dribble straight along a line. This is extremely good training; insist that the ball should be on the line, but not the feet.

Dribbling team races: one ball to each team. These team races can include:
(a) Shuttle relay with ball.
(b) Zig-zag relay.
(c) Dribbling round skittle and back to give ball to next girl in the team.
(d) Dribbling — practising a quick start. One ball 10 yards in front of two girls; race to get ball and the girl who gets the ball dribbles to finishing post.

The drive

Both hands grip the stick at the top. Unlike the dribble grip, both hands grip the stick with the right hand moved up and touching the left. This difference between the dribble grip and drive grip should be repeatedly emphasized.
The aim is to propel the ball accurately. The player turns sideways on to the ball, to give full freedom of movement of stick and arms. Encourage the feeling that the arms and stick are one. The ball should be about 6 in. from the body in line with the front foot at the moment of impact. The head must be down, looking at the ball and directly over it. Impress upon the children that it is the position of the head that controls the drive. Next, teach a transference of weight from right foot, on to left, carrying the ball along on the stick as it contacts the ball, then following through (349).

Suggestions for practising driving

Free hitting anywhere, chasing ball and hitting it again.
In twos and threes practising hitting at a target or skittle. Practise hitting the target from increasing distances.
Aiming between two targets placed directly ahead.
Repeat the above, but place the target to one side or the other.
Ensure that hitting a moving ball is easier since the ball can be tapped forward and then hit.

Dribble and drive

The next stage is to combine dribbling and driving, and here are some competitive practices for this:
(a) Ball to each player with a skittle placed in front. Dribble ball from line.
   On whistle, drive it to hit skittle.
(b) Same as above, only drive between two skittles.
(c) Same as above, only dribble from 20-yard line until across goal circle line
   and then immediately drive ball into goal.

All the practices can be made competitive by counting number of times the target has been hit.

Fielding the ball

It is obvious that a beginner should be taught how to receive and field a ball passed directly to her. The grip is the same as for dribbling, but at the moment the ball contacts the stick, both hands relax. The face of the stick should turn towards the ball to control it. Later point out that the angle of contact of stick and ball can determine exactly the stopping position of the ball, and hence the direction of the next pass.
Practices for dribbling, driving and fielding

In twos, 20 to 25 yards apart, player hits to partner, who runs forward, fields the ball, dribbles round partner and back to her place.

In twos, 20 to 25 yards apart, with a skittle to aim at, player drives towards skittle. Her partner, who starts on one side of skittle, tries to run through and intercept the ball before it reaches the skittle.

In twos, player drives to one side of partner, who runs to field the ball. The coach should stress that moving into the line of the ball is good hockey playing.

Dribbling straight forward (one ball to each pupil). On whistle, pass left or right across in front of everyone else. Then, when all have hit, let them all run and collect balls. Line up to repeat.

In files of 3 or 4, in turn, dribble along a line and drive at a target. Mark the spot where the hit must be taken, and be sure that the target is placed diagonally ahead. Vary position of targets.

The above are good practices for shooting, but some definite practices should be given, making use of the goal circle, so that the children learn to be inside the circle in order to score. It is more effective if they shoot immediately they find themselves in the circle.

Practices for receiving the ball

Each player in turn runs along a line and the coach hits a ball to her, which the player receives, dribbles the ball round a skittle and back to where the coach is standing. From one spot 10 yards to the left of the file, the coach can vary the passes and, profitably, spend 10 minutes giving each girl 10 turns of forward, flat, hard and slow passes to receive and dribble.

Start with receiving from the left in this manner (350), and then change to the right, which is more difficult (351).

Once the above is mastered, work in pairs. Pass to partner, who receives the ball and runs on, dribbling the ball to cross a given line.
Rolling-in

The main points to emphasize are:
(a) Stick must always be held, never put down, and the stick-head should be resting on the ground behind the player.
(b) Feet should be behind the line, right foot to line. If rolling-in with left hand, the left foot is to the line.
(c) The ball should touch the ground within a yard. Emphasize the importance of bending the knees in action; of a smooth, low swing and of the transference of body-weight from the back to front foot. Do not allow the knees to touch the ground.

Bullying

Main points about a bully are:
(a) Each player has a foot on each side of the line. Always practise on a line to get them ‘standing square’ correctly; they must be exactly facing each other.
(b) Grip as for dribbling, but right hand may even be a little lower on stick if desired.
(c) Players should be comfortable, standing away from the ball, so as not to bump heads.
(d) The movement starts by lifting the stick into the air as the whistle blows, so that the first count is a strike on the ground. Start by counting ‘lift’, ‘ground-stick’, ‘ground stick’, ‘ground-stick’, ‘ball’.

Tackling from the front

Only the straight tackle from in front need be taught. Work in twos with one as the dribbling forward and one as the defence player.

Train the defence player—
(a) to watch the ball;
(b) to choose her moment, by tackling as the forward has her stick lifted away from the ball;
(c) not to barge with her body; go for the ball and not the player;
(d) to use a ‘dribbling grip’ for firmness when tackling.

Tackling from behind

Make a point of teaching the children to turn round and chase back after losing possession of the ball in order to recover it. The point to make is that, from behind, the chaser has to catch up on the right (stick side) of the player and get level with her before attempting to tackle. On no account allow primary school children to tackle from the left.

Goalkeeping

By the end of the second year, there is obviously going to be a need for goalkeeping. It is, therefore, advisable to devote some of the first few practices in the second year to teaching every girl to play in goal. Everyone should have a turn at standing in front of goal with pads and kickers on, trying to kick the ball out.
There are three important rules:
(a) Only one ball should be directed to a goalkeeper at a time. Make sure she is ready.
(b) No one is allowed to hit from nearer than a yard inside the circle.
(c) No one is to stand in goal unless she is properly padded up.

Coaching points

The goalkeeper must stand one yard out in front of her goal and must always be facing directly towards the ball.

Make the kicking action of each leg a long, smooth stroke, contacting the ball over the kicking foot. The goalkeeper must learn to kick with either foot.

Train the goalkeeper to hold the stick in the right hand only.

Discourage jumping to stop the ball with both feet together.

Give everyone a try at goalkeeping, and in coaching sessions have a rota so that all the defence players can have a turn.

No pupil should be in goal for more than three or four games. A goalkeeper should learn about the game by playing in the field, and the position of goalkeeper should not be regarded as a position that will do for someone who is no good anywhere else. The goalkeeper is an extremely important position in the game and, in the early stages of coaching, the girl with a natural talent for it should be spotted.

**TEAMWORK: INTRODUCING THE GAME**

End the first day's lesson by teaching the bully. This gives the child her first taste of endeavouring to outwit an opponent, and the basis of a one-a-side game. Beyond that the progressive stages of introduction are by means of the following games.

**One-a-side game**

When organizing this, even if it is only a bully, have the players in different coloured braids to let them get used to the idea, immediately of having an opponent. For the second and third sessions they can play for a goal, as they can dribble and even drive. On the third, use the side line as goals. Start the bullies in the centre and work across. Although there is no line on which to bully, this is the best method of dealing with a large group. In later lessons, when the class have learnt to drive, the goal can be a skittle, and the rule should be introduced that the player must be over the five-yard line when she aims at a goal. This prepares her for the goal circle and its limitations in the full game. This one-a-side game should be the climax of the first four or five sessions, devoting about five minutes of each lesson to it, until the fundamentals of dribbling, driving and fielding have been taught. The very moment you introduce passing, go on to the next step.

**Two-a-side games: i.e. one forward and one defence**

Plan the practice across the field, using same goals as for one-a-side game, and having no side boundaries.

This is an important stage, as it introduces defence and forward play. Get the children used to the terms of forward and defence, and the fundamental technique of marking the defence forwards, i.e. defence marks forwards.
Stay at this stage until the forward realizes that she has to do all the work herself to score a goal.

**Four-a-side game**

As stickwork improves, and receiving and passing become more accurate, progress to a game with four in a team, with two forwards and two defence players.

The coach should stress the advantage of passing before an opponent tackles and of the two forwards keeping in line. Again, plan the games across the field with no side boundaries, until the technique of passing in twos is good enough to progress to passing in threes. Probably doing without skittles as goals is advisable. Let the whole side line be the goal, so that there is no crowding on the ball.

**The six-a-side game**

Introduce side lines, but still work across the field, with the whole side line as the goal. On one hockey pitch have a six-a-side game going, using the goal lines, 25-yard lines and centre lines as side limiting lines. Do not use the roll-in. The nearest player fetches the ball and hits into play. The game has three forward and three defence, and they are given their positional names of right wing, left wing, centre forward and right half, left half and centre half, still use the distinguishing braids for forwards and defence. To begin with, do not let the children choose their positions. Assign them to positions. Let every child play in every position when the six-a-side game is being played. If the coach insists on this, the children should be in a position to choose whether they wish to be forward or defence players.

**Coaching points**

Teach forwards to move about until about to be tackled and then pass.

Defence to control ball and then get rid of it quickly.

Check on straight lines of three for the forwards and defence, i.e. running in line. Discourage crowding on the ball.

Coach defence to mark own opponent, and never give up. Have practices in dodge and mark.

Above all, keep the game moving. Once the children can hit the ball from one wing to the other, they are ready for a full game.

**The eleven-a-side game**

If the class is playing an effective six-a-side game, then the first eleven-a-side game will be easy. Devote the whole lesson to this, and do no other coaching that day. The first four games should be played without goalkeepers, so that the only new positions are two inside forwards and the two backs. The left back, who starts up near the line of the halves, presents no difficulty. The right back, because of the extra distances to be covered, has to start on the 25-yard line. As the positioning of the backs is the only new thing to be taught, it can be done straight away, teaching the right back to come up in line as the game swings across.

The left back should drop back. Impress on the backs that when the game is on their side of the field they play as halves, up on the line with the halves, but when the game swings across they drop back, to assist where needed.

Above all, keep the ball moving. If it gets ‘stuck’ on one side, the coach can hit it across the field herself so that there is no continual stopping for fouls, crowding, etc. At this stage the only thing that matters is to have a free, fast-moving game.
Ignore all fouls except those which are dangerous, i.e. lifting the ball or ‘sticks’ close to anyone else.

Add goalkeepers to the game after a lesson or two, but be sure they are continually changed. Also remember that the game will go with a swing if the teams are evenly matched. So make sure all the good ones do not find themselves in the same team.

Keep to fundamentals and have few rules. Only dangerous play should be penalized, e.g. sticks, etc.

Introduce free hits, roll-ins and 25-yard bullies as soon as the children are reasonably sure of the game. Corners of any kind should not be introduced till well into Standard 5.

APPENDIX

Here are two suggested coaching lessons

Lesson 1

Introduction.—Three or four quick races, changing direction.
Stickwork.—The dribble. One ball to each pupil.
(a) The grip. Make a game of putting stick down, running, picking it up again correctly.
(b) Teach the first rule, that of back sticks, i.e. they cannot use the round or back of the stick.
(c) Try tapping the ball around, freely, stopping them now and then to introduce a new point, e.g. ball away from feet is easier to hit, or look where you are going, etc.
(d) Give them a confined space (e.g. space between 25 and half-way lines) and give them 10 ‘lives’. Let them have a game to see who can lose least in two minutes, i.e. losing a ‘life’ every time they bump.

Game.—The bully. Players wear distinguishing braids to emphasize the fact that they are opponents, with one ball between two. The skill in playing an opponent gives the child the atmosphere of a game.

Lesson 2

Footwork.—With stick in hand, correctly gripped, have some quick running and dodging or turning game.
Stickwork.—Go over details of the dribble and the grip. Then have races, with a ball to each pupil, round skittle and return to place. The aim in this stickwork is to get the beginner moving straight with the ball.

Game.—Practise bully again, but make it more competitive by letting them, from the bully, dribble the ball over a given line, encouraging the child who lost the bully to chase and try to recover the ball. Thus, in the second lesson, two fundamentals are introduced — scoring goals and tackling.

Beyond this stage each lesson must follow a basic pattern, the first half being devoted to basic teaching of techniques and the second half to the game.

Relate every stickwork practice to the game, so that the children understand its use.

According to pace of improvement, the coach can plan the lessons so that there is consolidation of skills already done and introduction of new ones.
Chapter 8

Netball
NETBALL

Complete Beginners (i.e. 8 years old)

Beginners should have short periods of not more than half an hour per day. Practices should be individual or in twos at first. Each period should include the following:

Practices in footwork.
Practices in ball control.
Practices in dodging and walking.
A game introducing some netball technique.

PRACTICES IN FOOTWORK

1. Free running, change to sprinting.
2. Running round the court, changing to jump on whistle.
3. A sprint followed by a sudden stop on a whistle.
4. A sprint followed by change of direction on a whistle.
5. Combine all these to form one activity which makes the players think.
6. Standing, jumping to touch a ball on stick held high.
7. Run to jump over a hoop or a rope.
8. Run to jump over a hoop to land on two feet at the same time.
9. As in activity 8 but over a kneeling partner.
10. Run and jump to touch a branch or a piece of string attached to a netball and strung over the goal ring and the end held by the coach gives the children the idea of jumping for a high ball.
11. Moving quickly sideways on signal by changing the weight as though to change direction, then dash off in the original direction.
12. Various running races. All-in Tag.—The ‘she’ wears a coloured band and tags as many as she can. When touched a player puts on a band and assists in the catching. All-in Race.—Players are grouped in files of six or eight. The teams run over the same course one after the other following the leader, the winning team being that which completes the course in the quickest time. Black Peter.—The children stand in a line at one end of the playground. Black Peter some distance away, calls out, ‘Who’s afraid of Black Peter?’ The children reply ‘Not I’. This is repeated until Black Peter says, ‘Oh yes you are’. The children then run to their base at the other end of the playground. Black Peter tagging as many as possible. Those caught help Black Peter. Chase Her.—The teacher points to a player and calls ‘Chase her’, whereupon everyone chases the player but while this is being done the teacher points to another player and the whole class switches to chasing the new player.
Practices in Ball Control

Have individual practices with a tennis ball or a small rubber ball each.
As the child plays freely with a ball, these points should be introduced one at a time:

(a) Watch the ball.
(b) Hands and arms go out to meet the ball (352a).
(c) The arms and body as a whole give as the ball is caught (352b).

1. Standing, feet apart; throw the ball and catch with two hands, then with one hand (352c and d). Gradually increase the height of the throw.
2. Throwing forward and running forward to catch.

3. As in activity 2 but jump to catch the ball and stand still.
4. Pat bouncing ball, first with one hand, then the other and then alternate hands, progressing to moving about the court, walking, running with pat bouncing.
5. Bouncing the ball as far forward as possible and running to catch it before it bounces a second time.
6. Standing, roll the ball along the ground; run and pick up, stand still after the pick-up.
7. Bouncing the ball against a wall to catch.
8. Mark a spot on the wall. Throw to hit the spot. Increase the distance.
9. Shooting through the ring, or through a hoop, or any other shooting practice.

In twos with one ball between two. Use a tennis ball — later a netball.

10. Bouncing a ball into a hoop to a partner (353).
11. Standing, throw and catch in twos.
12. Standing, throw and catch in twos, making a complete turn about of the body in the catch.
13. Running and passing in twos.
14. One player stands with her back to a wall. A second player aims the ball at a mark above the partner's outstretched hands. First player jumps to catch.

15. One player with ball, throws above the head of oncoming player as she jumps to catch.

16. As in activity 6 but jump to catch over a rope.

17. Partners stand side by side. Both jump to catch a high ball.

18. One player shoots for goal. Both back up under ring.

19. Passing up the court (354). Mark with chalk or bands. A holds the ball, and waits till B reaches the first X when she passes to her. B waits till A reaches her next X when she passes.

20. As in activity 19 but each throws the ball when the player is on the way to her mark, both player and ball arriving at the same time.

Activities in groups

21. Players stand in a circle and pass the ball round from one to another. Add a complete turn about of each player on catching.

22. Dodge ball in threes.—Two players try to hit the third player, the dodger, below the waist by throwing the ball at her. If she is hit, she changes with one of the throwers. Each has a turn as the dodger.

23. Running circle catch.—Players run round in circle, with coach in centre passing the ball to each player.

24. Coach in the middle makes feint throws—children count their dropped catches.

25. Circle gap passing (See page 129). Players stand in circle with one in the middle who passes the ball to one player running round. She catches the ball when she reaches the gap between each player in circle.

26. Passing up the court in threes.

27. Shooting competitions.
28. Small groups, with a light ball to each group. Ball is thrown up. By a series of jumps, anyone bats the ball upwards, seeing how long the group can keep the ball in the air.

29. Two teams, one each side of the court, the leader of each side with a ball; each team passes the ball from player to player down the line, each player running across to the opposite side after making her throw.

30. High and low passing (355). Players pass the ball to each other; move up towards line A.A. They then turn outwards; passing over the heads of the inside players to move towards B.B.

31. Ten trips. (See page 164.)

32. Team races, e.g.:
   (a) Tunnel Ball.—Rolling ball between legs of team, last person fields and runs in front.
   (b) Overhead passing.—As in (a) but ball is passed overhead.
   (c) Corner Spry. (See page 130.)
   (d) Shuttle Relay.
   (e) Circle passing whilst the other team runs around the circle.

Overarm throw

This can begin by bouncing the ball ahead. Points to be coached are:
   (a) The elbow is bent and the whole arm taken behind the head.
   (b) The body turns so that the left side is towards the direction of the throw, weight on right foot.
   (c) The elbow leads the hand in throwing.
   (d) The weight is carried forward to the left foot (356).
Practices in Dodging and Marking

1. Using two hoops, stand in the right hoop, leap on to the right foot in the left hoop and on to the left foot in the right hoop. This is a continuous movement done at top speed, the foot crossing always in front or behind (357).

2. In twos. Try and touch partner. Encourage dodging rather than running away.

3. In twos. A tries to dodge away from B, who tries to keep her within reach wherever she goes. A wins if, at a given signal, she is free of B. B wins if, at a given signal, she can touch A.

4. In twos. A at one end of the room, B in the middle. A tries to get to the opposite wall without being touched by B.

5. In twos each player tries to touch her partner’s knees and, at the same time, to prevent her own being touched.

6. In twos. Each player tries to step on her partner’s foot.

7. One against three. (See page 107.) Three players join hands in a ring. A fourth player stands outside the ring opposite to one player in the ring. The outside player then tries to touch her by moving outside the ring. The other two protect her by dodging.
8. Catch your partner's tail:
   (a) In twos one with a coloured braid tucked in at the collar or belt at the
       back to make a tail. Then she defends by dodging whilst the partner tries
       to seize it.
   (b) Both players wear a tail; each defends her own tail whilst trying to capture
       her partner's tail.

9. In twos, both standing with their backs to the sun. The player in front tries
   to stand on the shadow of her partner who tries to dodge by moving from
   side to side.

10. Bull in the Ring. (See page 124.)

11. Fox and Geese. (See page 100.)

12. Scotch handball. (See page 155.)

13. In twos. A remains standing holding a netball in both hands. By twisting
   and turning quickly, she changes the position of the ball while B dodges
   round her trying to touch the ball.

14. In twos. A bounces and catches a ball, dodging about as she does so, while
   B tries to intercept it and take over the bouncing and catching.

15. The same as activity 14, but with throwing, bouncing and catching.

16. Dodge ball in threes.—Two players try to hit the third player, the dodger,
   below the waist by throwing the ball at her. If she is hit, she changes with
   one of the throwers. Each has a turn as the dodger.

17. Human target.—Any number of players in a free formation, preferably not
   less than six or more than 20, using a big ball. Any player throws the ball
   at another, trying to hit her below the waist. Play goes on continuously, the
   ball being picked up by whoever is nearest, or the ball is caught. The winner
   is the player who has the highest number of hits to her credit, or the player
   who has been hit the least number of times. A player may not run with the
   ball.

MINOR GAMES USED IN NETBALL PRACTICE

The following games should be played at the end of a lesson, following up the
technique practices in the previous activities.

1. Dodge ball in threes.

2. Human target.

3. Pig in the middle.—Two players pass the ball to each other whilst the third
   player tries to intercept it.

4. Circle gap passing. (See page 129.)

5. Running circle catch. (See page 154.)

6. Catch your partner's tail. (See 8 above.)

7. Team passing. (See page 163.)

8. Tower ball.—A netball for each group of about four players. A large skittle
   stands in a circle. One player stands in the circle guarding the skittle. The
   players stand round the outside circle and try to knock over the tower by
   throwing the ball at it. The defender may use hands, body and feet to defend
her tower. Any player successful in hitting the tower changes with the one in the centre. Attacking players must not aim at the tower from inside the circle.

9. Wandering ball. (See page 171.)
10. Pirates.—Teams of 12 players and 12 small balls. The teams spread out over the space and pass the balls to each other. The pirates run in amongst them trying to intercept the balls. Every one intercepted is taken to the coach. Each team in turn becomes the pirate team.

THE GAME

Players have now learnt to throw and catch a ball, to control their bodies, to run, jump and stand still with the ball. They are used to working with a partner and in a group.

They learn a full game of netball through the following progressions:

(a) Team passing in fours. Two play against the other two. The two in possession of the ball pass it to each other, whilst the other two try to intercept it. When they succeed, they pass to each other. The two who make the highest number of consecutive passes are the winners.

(b) As in (a) but aim to travel towards a goal and shoot when near enough.

(c) As in (a) but make the teams larger until the class is divided into two teams only. The team that makes the highest number of consecutive passes is the winner.
Coaching points

1. Remind players to use all available space.

2. Players must be told to mark their own opponent.

3. The following points should be stressed:
   (a) Stand still with the ball in hand.
   (b) No rough play.
   (c) Have time limit for game.
   (d) Pass only when there is little opportunity for interception.

4. Keep in among the players and show them where to throw.

5. Give the two teams a shooting circle. Tie their colour on the post. They now aim to travel towards the shooting circle. Anyone near enough can shoot. After a goal, restart with a bounce between any two players. Change the two after every goal scored. Eventually divide teams into attackers and defenders by a line across the middle of the court and do not allow players to cross this line.

6. Encourage players to keep their places. Make special or own offside rule.

7. Try to persuade them to get the ball from one end of the court to another in a zig-zag course.

8. Encourage players to jump to catch the ball.

9. Coach combination between:
   - Defences and centres.
   - Centres and shooters.
   - Centres themselves.

10. Expect some accuracy in shooting and make shooter try three shots from same spot, each time she misses.

11. Practise parts of a game—e.g.:
   (a) Centres passing into shooting circle to shooters with defence marking.
   (b) Passing up the court.
   (c) Centre passes. No definite centre should be taught.
   (d) One-handed catching.

   Always have something new to produce at intervals to give players something to think about.

Defences, Centres and Shooters

Players should now be taught the functions of defences, centres and shooters.

Defences.—They defend or mark only their own opponent. When they get the ball they should pass it to one of the centres.

Centres.—They must defend and attack, but their main function is to get the ball to their own shooting circle by quick passes amongst themselves. Use all three centres.

Shooters.—They must stay inside or near their own shooting circle and shoot when they get the ball. Do not worry too much about the offside rule, except that only shooters and defences are allowed inside the circle.
A coaching period

A games lesson at this stage starts with:

(a) a quick introductory activity, e.g. footwork, catching and throwing, or dodging and marking practice.

(b) A game of netball. Watch for the weakest part in their game. Stop the game and give some activity to improve it. Use some of the practices already described or stop to teach something new. Finish with a game.

Introduction of rules

Gradually introduce the rules relating to—

offside;

the throw-on;

the free pass.

Match play

Practices alone are not enough to produce a first-class team. Players need matches to foster their keenness. But coaches must remember that it is a greater achievement to be able to interest the poorer players, and to aim for a medium general standard, than to possess an excellent team and a weak majority.

Hints for Coaches

1. Adopt a pleasant and optimistic manner, avoiding sarcasm and irritability.

2. Avoid over-praising, but be on the look-out for effort, especially by a poor player.

3. Insist upon immediate cessation of play on the whistle.

4. Start immediately, once the players are on the court.

5. During play, talk, comment and advise almost incessantly, except during the first few minutes of a game, when players should be given time to settle down to their places, and know their team; and during the last few minutes, when players should be allowed the chance to prove if they have taken in what has been taught.

6. Older and more experienced players should not be allowed to play always in the same place on the court.

7. Make it clear that no team should win by using unfair means and rough methods. The method of play by a team is influenced by their coach.
Chapter 9

Soccer
SOCCER

The aim of this section is to bring the fundamentals of the game to junior school boys. Positional play and tactics are not discussed at length. If the fundamentals are properly taught at primary level, then the high schools will have a good base on which to build. The good coach of the school team will naturally make progress with his team in discussing tactics and positional play, but the very broad scope of these is precluded by limitations of space here.

Several practices for kicking, heading, etc., are included in the physical education lessons. Having thoroughly digested this particular chapter, the class teacher should be well informed as to what to teach and what to look for in these practices.

In afternoon coaching, the following pattern may be used for one hour of training:

- (a) 10 minutes of limbering up exercises and short sprints of about 20 to 30 yards.
- (b) 20 minutes of group practices.
- (c) 30 minutes for a game.

In (b), these follow the pattern used in the physical education lesson. The coach chooses, say, one aspect of kicking, e.g. for distance, accuracy, or power, one of heading, one of trapping and one of dribbling. Ideally, there should be about six children per group. By the time they are sorted out they should have about four minutes at each practice, changing on the whistle.

A good way to finish off this part of the training is to have a soccer relay. Many relays shown in the syllabus can be done by kicking or heading a ball, e.g. zig-zag relay, heading corner spry, ball passing versus team running.

So it is obvious that coaches with a little thought will have many suitable relays.

In (c) drive home the two golden rules:

(i) When your team has the ball, run to an open space to receive it. (This will give the possessor a wide choice for passing.)

(ii) When the opposing team have the ball, run to mark your man. Remember you are not marking your man if you are 5 yards away. Be his shadow, always standing beside him.

In these training-practice games it should be impressed on the children that they, on playing the ball, should either pass to a colleague or shoot for goal.

Good results can be obtained by giving an indirect free-kick against the player who kicks the ball aimlessly. The coach must know what the player tried to do. A faulty pass should not be penalized. Probably this method should only be attempted from Standard 4 upwards.

A double blast on the whistle tells the boys to stop exactly where they are. This gives the coach his opportunity of pointing out faulty positioning, etc.

Boys should generally not risk dribbling past an opponent if he can be beaten by a pass.
Players should be encouraged to use their weaker foot as soon as possible — to grow up with the habit. A good practice is to put a ‘tackie’ on the stronger foot, thereby encouraging the use of the weaker one; this also shows at a glance to the coach which is the weaker foot.

As soon as possible, the players should know who their direct opponents are. The centre-half marks the centre-forward; the wing-halves mark the inside-forwards, and the backs cover the wingers. Remember that these particular markings work in reverse if the defender moves upfield with the ball. If, in a game, a defender’s direct opponent scores a goal, the defender should ask himself if it was his fault. If the opponent scores another, then the defender knows there is something wrong. Either the opponent is too good for him or he is not marking his man. At the kick-off, therefore, it is imperative that each player looks to see who his direct opponent is.

**Kicking**

Try to keep the ball close to your feet. It will travel quicker and with more accuracy. Wind can play havoc with a high ball, which allows more time for the opposition to cover up.

The non-kicking foot should be in line with the ball as it is kicked with the instep. It is very good practice with beginners to have them place the ball on a marked line so that the positioning of the non-kicking foot can be clearly seen. If the non-kicking foot is behind the ball, it tends to make the kicking foot ‘toe’ the ball, thereby losing accuracy, because of the small point of impact. Never kick the ball with the toe. At the moment of kicking, the body-weight should be well over the ball. This gives power to the kick and helps to keep the ball down.

The ball may be kicked with the outside of the instep. This does not give the power of the preceding one, but it does give a broader impact surface and it is, therefore, invaluable for a comparatively short pass of up to about 20 yards for junior school boys because of its increased accuracy. It is used when a right-footed player has the ball on his right and is passing to the right, and vice versa.

The ball may also be kicked with the inside of the foot. No great force can be imparted here, but it is the most accurate pass for distances up to about 15 yards because the whole of the inside of the foot gives the impact area.

At junior school level it might be best not to make too much of volleys and half-volleys, because they are generally, not always, emergency kicks when time is the limiting factor. (Encouraged, these kicks could lead to scrappy play, and we want to make the boys think.) Here again, the broad impact area is desirable.

Goalkeepers should usually kick towards the wings, as miskicks could be fatal in front of goal.

**Tackling**

The tackler must be determined to get the ball. Go in hard. The harder you tackle, the more likely you are to gain possession and the less likely you are to be injured. Tackle closely. A distant tackle loses power. It also gives your opponent that little extra time to see and evade your tackle.
When to tackle? At all times when your goal is in imminent danger, but in open play tackle when you have more than an even chance of getting the ball. In other cases slow down your opponent by keeping just out of tackling range. If he then overkicks, giving more than that even chance, go in. If he does not overkick, remember that golden rule No. 2. Every second you delay him means about six yards towards marking an opponent by one of your team-mates. Your opponent now knows he has to beat you or pass to a marked colleague. (He is at a psychological disadvantage.)

Now to the tackle. Keep your eye on the ball and do not be deceived by the body movements of your opponent. Make the tackle quickly with your weight behind it. Keep on your feet if possible. Far better to be standing if you lose the ball! Sliding tackles are emergency tackles from which there can be no recovery.

The shoulder charge must not be forgotten. Move in close, charge, and take possession as quickly as possible, otherwise the recipient of the charge may recover in time to retain the ball.

When moving to the tackle, guide your opponent towards the touch line, where he can do less harm, by travelling slightly inwards. Thereby you give him only one side on which he may beat you, which diminishes your problem.

**Dribbling**

Keep the ball close to your feet, otherwise it is not necessarily yours. Try to keep well over the ball. Dribbling is done mostly with the outside of the instep in soccer, because the dribbler can run faster with his feet turned in. Try it and see. Occasionally, of course, he does tap the ball with the inside of the foot if it is running slightly off the required direction.

**Trapping**

Never trap the ball dead unless it is necessary. Keep on the move where possible, and keep the ball on the move. This gives less chance to an opponent who may be coming up from behind.

Keep your eye on the ball until the trap has been completed. Timing is the essence of good trapping. With a little practice, it is just as easy to trap with either foot.

The trapping leg should be partially relaxed and bent, with the body leaning well forward. The relaxed leg counteracts the tendency of the ball to shoot away, while the bend at the knee allows the ball to come much closer to the trapper, giving him much better control.

Good timing means wedging the ball between the trapping part of the leg and the ground immediately after the ball has touched the ground. A fraction of a second makes all the difference.

Never lift the trapping foot higher than ball height above the ground. If you do, and mistime, the ball will slip past you, but if you follow the advice given, the ball is bound to strike some part of your leg or body, thereby giving you that second chance of gathering the ball.
Sole of foot trap (359). This is best for dead traps when there is no room to manoeuvre, and is also very good for trapping when on the run (360). In the latter case, the ball should be pushed forward to keep the speed of the movement going. When running, it is a much better method than trapping with the inside of the foot (so commonly used in these circumstances), because the inside method necessitates some hip rotation, with its consequent retardation of speed. Using the sole method, the ball can be met at speed. Further, if the trapper mistimes he has that second chance, because the ball will strike him somewhere on the body. In the side method the ball may jump the trapping foot and be lost.

The side method is best if the ball is to the side (361). See that a good wedge is made between the bent leg and the ground. This method is excellent for combining with a pass. When a trap-pass is used, remember the bent knee, which is well over the ball. The ball is simply pushed by the foot in the required direction. As a time-saver it is invaluable. The inside method has another great use. A knee-high ball can often be brought under control by stepping back with a straight leg (to gain distance) and completing an inside trap.

The outside method is not widely used. Basically it follows the inside trap, but is usually only practised in exceptional circumstances.

The shin trap is excellent (362). With practice, many players find it better than the sole trap when running to meet the ball (i.e. if the trapper does not have to reach to get the ball, when the sole method must be used). Providing the trapper is well up to the ball, it gives a good, broad impact area on the shin and it does not slow the runner at all. This trap invariably gives that second chance if there has been faulty timing. It can also be used when standing, but does not guarantee stopping the ball dead which, as was previously pointed out, is seldom desirable.

The double-shin trap explains itself and is obviously only used when the trapper is standing (363). It is an easy trap to accomplish. Lastly, there are the body traps. A tummy-height ball calls for a drawing in at the moment of impact, and
catching the ball in the pocket. The chest trap requires a bending forward of the trunk so that the ball can be played against the ground a yard ahead. A slow, chest-high ball can be pocketed by lifting the arms forward and upward, and leaning well back (364).

**Heading**

The ball should be hit with the front of the forehead (that broad base again!) for accuracy, or with the side of the forehead for power or length (365).

![Diagram of heading](365)

Never use the top or crown of the head.

Watch the ball until you have headed it.

Here is the build-up for a header which can be made without leaving the ground. Before the moment of impact, the body should be leaned backward, with the weight on the rear leg. The body and head should be twisted slightly in a direction opposite to that of the desired flight. Just before the moment of impact, the weight is carried forward quickly by a vigorous push-off from the ball of the rear foot, and speed is built up by the straightening of the twist. At contact, then, the weight is well over the forward leg, and a vigorous twist, combined with the other factors, gives maximum speed as the ball is hit by the side of the forehead.

If a run can be made to the ball, the jump is taken off the forward foot, Remember that the leg joints should be relaxed in all landings.

It will be realized that speed or distance is often secondary to absolute accuracy, which is achieved when the front of the forehead is used. A nod of the head in the desired direction, with a pulling-in of the chin to bring the ball down, will give the desired results. This will pay dividends when heading at goal from close range, where accuracy is paramount.

A running jump to head a ball has obvious advantages. It will give greater height (to top your opponent) and greater power to your header. Timing is perhaps the most important factor. Here, practice is essential. When jumping with an opponent, the highest point of your jump must be reached just before the ball is low enough for your opponent to play it.

Remember that the game is football. Where possible, a high ball should be brought down and played with the feet.
THE THROW-IN

Encourage the thrower to stand just outside the line, thereby reducing the risk of a foul throw. The other players should stand fairly well back, giving more room for manoeuvre, and also preventing the ball from being dropped instead of thrown.

The ball may be thrown with both feet together or with one foot in front of the other. The latter allows a run and, therefore, a greater throwing distance. At the throwing moment the toes of the rear foot should trail on the ground to prevent lifting of that leg.

SOCcer PRACTICES

Kicking

1. Freely — individually, in pairs, or in groups.
2. With instep.
   (a) Place ball on a line. The non-kicking foot must be on the line alongside the ball at the moment it is kicked with the instep, never the toe. (In pairs.)
   (b) Later, practise without the line, ball stationary.
   (c) Practise (b), but with moving ball.
3. With outside of foot (in groups).
4. With inside of foot (in groups).
5. For distance (two groups of three facing each other 20 to 40 yards apart).
6. For power (shooting at goal, against a wall or arranged as in (5), but 10 to 20 yards apart, according to age and ability).
7. For accuracy.
   (a) Circles may be marked at varying heights on a wall for aiming practice.
   (b) Skittles may be placed midway between two parallel groups of three boys. Aim to knock down skittles.
   (c) Skittles may be arranged like ninepins.
   (d) A few hoops can be placed about 20 to 30 yards apart. Aim is to drop the ball inside the hoop.
8. Ring passing.
   (a) Leader in centre of a circle. He kicks to any player, who returns.
   (b) This may be done without centre player. Recipient of pass must stop the ball before returning it. This discourages aimless kicking.
   (c) Later, call the person to whom the pass is to be made. Encourage accuracy. The circle should be large.
9. Place skittle in large circle. A point is given for each kick to hit the skittle.
10. Tunnel kicking. The tunnel is formed by skittles or bean-bags. Kicker tries to pass the ball cleanly through the tunnel.
11. Keep the ball up by kicking (individually or in groups). How many kicks can be scored before the ball hits the ground?
12. Goal practice, including shots, saves, crosses, penalties and headers.
13. Three and in (individually or in pairs). Individually, play with about six per group. In pairs, have four pairs per group. The aim is to score three goals either individually or as a pair. When this is done, the goalkeepers can be replaced by an individual or pair. (See page 166.)

14. Tennis soccer. Stretch a rope across a court of about 8 yards long and 6 yards wide. Rope about 2 ft. high. Players play ball over net by feet only. Ball may be played on volley or after one bounce. The service is taken by a kick not closer than two paces from the net. (This arrangement is for three per side.)

Remember to encourage kicking with either foot. Many of the afore-mentioned practices can be done specifically with the weaker foot.

Tackling

1. No. 13 of kicking practices, i.e., three and in.
2. (a) One against one.
   (b) Two against two.
   (c) Three against three (very suitable for a physical education lesson group).
   In these the aim is tackling and dribbling for possession.
3. One against two. When the ball has been touched by the one, the previous kicker is ‘on’.
4. Short game. Group against group. Play on a small field of about 40 yards by 20 yards.

Dribbling

1. No. 13 of kicking practices, i.e., three and in.
2. All tackling practices.
3. Free dribbling. (See notes. Encourage use of both feet.)
4. Dribbling along a line (accuracy and speed).
5. Zig-zag round objects placed in a line.
6. As (5), but objects are scattered.
7. Circle dribbling. One dribbles round circle, or zig-zags or dribbles round each individual. This may be used as a relay. See dribbling relay in circle on page 133.

Trapping

1. Boys face partners 5 yards apart. Ball is thrown underhand about 6 ft. high to partner, who practises sole trapping, left and right (359 and 360).
2. Inside trapping, including step back. (See notes.)
3. Outside trapping, including step back. (See notes.)
4. Shin trapping, including step back (362).
5. Double shin trapping, including step back (363).
6. Trapping on the run (in pairs or small groups). All methods should be practised separately at first. Later, trap with any method.
7. Circle trapping. Centre boy throws underhand to each boy in turn. The ball is trapped and kicked back.
8. Trap and pass in one movement.
Heading

The first six are in pairs.
1. A throws up and heads to B, who heads back.
2. A throws to B, who heads back. (See notes on accuracy.)
3. Game. How many headers before ball drops?
4. As (1) but with force.
5. As (2) but with force.
6. For length. Pairs to be well matched. Step back one yard after each header.
7. Circle heading. Leader throws to each in turn.
8. As (3) but in groups.
10. In threes. A throws up and heads through hoop, held vertically by B, to C.
11. In fours. As (10), but the ball is now thrown to A from various angles by the fourth member.
12. Jumping to head a suspended target. (Standing and running jumps.)
   Aims:
       (i) Good timing.
       (ii) Height.
       (iii) Accuracy. Use forehead.
       (iv) Force (use side of forehead).
13. Heading against wall. Boy stands close to wall, throws ball against it and tries to make as many headers as possible. Later, boy rests hands on wall. Headers should be short, between wall and head.
14. One or two-a-side heading contest. Goals are a few yards apart. Each boy in turn throws up and tries to head through his opponent’s goal.
15. Heading Newcombe. For a group of six (two teams of three), the court should be about 8 yards by 6 yards, with a rope across the centre about 6 ft. high. The object is to head and ground the ball in opponents’ court. Serve by underhand throw, taken two paces from the rope. Service is lost when opponents gain a point. For reference see Newcombe, p. 145.

Throwing-in

1. For accuracy. In pairs, the receiver each time taking up a new position by varying the length and direction.
2. For accuracy. Hoops are widely spaced on the ground. Thrower receives a point for each throw landing inside the hoop.
3. For length. Throw properly over the crossbar or horizontal rope. Increase the throwing distance by one yard for each successful throw. (Use a marker.)
4. For length. Develop throwing powers by using a medicine ball instead of a football.
Chapter 10

Tennis
TENNIS

This chapter is intended for the teacher who knows little, or nothing, of the fundamental tennis (tennisette) skills. Basic movements only will be dealt with.

It is important to remember that tennis is virtually played with the feet. Therefore, during all practices, the position of the feet should be closely watched so that correct foot-placing becomes automatic in time.

Generally speaking all strokes should be made with the side of the body towards the net, including the service. For example, in the forehand drive (right-handed player) the left shoulder is towards the net, and for the backhand shot the right shoulder faces the net. With his body position in mind the footwork becomes easier to master.

Racket and Grip

Most beginners seem to have rackets too light and/or too small in the grip. A racket should suit the height, weight and the size of hand of the pupil. It is not possible to suggest an ideal weight, but it should be as heavy as the pupil is able to control without strain or discomfort.

The size of grip may be fairly accurately gauged by the pupil’s hand as he/she grips the racket. If the thumb touches the index finger, or slightly overlaps it, the racket grip is approximately right for that player.

There are several methods of gripping the racket, but, in the early stages, the following method is perhaps sufficient to suit the needs of most pupils.

Hold racket below the shoulder of the racket with the left hand, and grip with the right hand so that it lies along the palm and fits into the hand with the narrow flat surface fitting into the space between the palm and the base of the thumb. Grip the racket with all the fingers.

Playing the Strokes

Aim to keep the head, or striking surface, of the racket level or slightly above the level of the wrist when making a stroke.

In the forehand and backhand drives, and the service, the ball is stroked, or pushed, with the racket towards its destination never 'punched'. Only in the volley, i.e., a ball played in the air before it bounces on the ground, is a punching action used.

All strokes should be played with a straight (not stiff) arm as the ball is struck.

In the volleys the wrist is locked; otherwise the wrist is relaxed at all times, although there is a tightening of the grip in the drives, just before and during the impact between ball and racket.

When making strokes the knees should never be straight. The joints at ankles and knees must be flexible at all times.
Position of the Feet (right-handed player)

Fig. 366a shows the position of the feet for the forehand drive and volley. Fig. 366b shows the position of the feet for the backhand drive and volley.

**FOREHAND DRIVE**

Pupil stands facing the net, feet shoulder-width apart, body bent slightly forward (367a).

As the racket is swung backwards the left foot is placed forwards and the body is turned—left shoulder towards the net. The racket and arm swing backwards and slightly upwards until they are at right angles to the net, and shoulder height (367b). The body weight should now be over the back foot.

On the forward swing the body weight is smoothly transferred to the forward foot as contact is made with the ball. The forward swing continues, the racket pushing the ball in the required direction, and then carries on to follow the line of flight of the ball (367c, d and e).
Study fig. 367 and note the position of the feet, and the racket-head in relation to the wrist at the point of impact with the ball. Note also the all important ‘follow-through’ in line with the flight of the ball.

Contact with the ball is made when the ball is approximately level with the forward foot.

**Backhand Drive**

Starting position as for forehand drive (368a). As the right foot is moved forward the body is turned—right shoulder towards the net—and the racket and arm carried backwards (368b). In the swing back of the racket the striking arm must be in close contact with the body. The body weight is moved on to the back foot with the backward swing of the racket and then transferred smoothly to the forward foot as the forward swing is made. The ball is struck slightly in front of the forward leg (368c and d). The racket continues, after the ball has been struck, in line with the flight of the ball, and finishes above the level of the net.

Note the position of the racket-head in relation to the wrist.

![Diagram](368a)

![Diagram](368b)

![Diagram](368c)

![Diagram](368d)

**Practices**

Starting position as shown in fig. 367a.

(a) Backward Swing. Without racket. From the starting position practise the backward swing with body turning for both forehand and backhand shots without any foot movements. Keep the feet pointing towards the net and bend the knees slightly.

(b) As in (a) using a racket or tennisette bat.

(c) Starting position, foot movement with body turning (no arm movement) for forehand and backhand.
(d) As (c) with arm action. Later with racket or bat.

(e) Without racket. Starting position, full forehand foot and swing-back action. Return to the starting position—full backhand foot and swing-back action.

(f) *Forward Swing.* Starting in positions shown in figs. 367b and 368b, practise forward swing with follow-through, and transfer of weight from back foot to front foot.

(g) as (f) with racket or bat.

(h) Full forehand and backhand movements from the starting position to the final follow through. Hitting at an imaginary ball.

Note.—It is sometimes necessary during these practices to exaggerate the action of the forward foot and so encourage a more definite movement of the foot and body turn. This is done by placing the forward foot further to the right in the forehand (369a) and more to the left in the backhand (369b).

(i) *In Pairs.* One ball and one racket or bat to each couple. Forehand and backhand strokes with partner tossing the ball up first on the forehand and then on the backhand. Throw the ball underhand. The partner with the racket should 'stroke' the ball back to the thrower and finish with the head of the racket pointing towards the thrower. Later throw the ball overhand.

(j) As (i) with the thrower standing close behind the net. The player with the racket stands approximately halfway up the court on the other side of the net.

(k) As (i) and (j) the thrower tossing the ball on either forehand or backhand without indicating which direction it is to be placed.

(l) Tossing the ball so that the player has to move two or three steps in order to return the ball. In this particular practice a constant check on footwork is required.

**THE VOLEY**

The footwork is virtually the same as for the drives.

The arm action is more of a punch than a stroke. The arm swing is, therefore, much shorter. The wrist is locked, and the head of the racket is held rather higher than in the strokes already described.

The control of body weight is the same as for the drives.
In the back swing the racket is taken back as far as the right shoulder in the forehand stroke, and as far as the left shoulder for the backhand. (See figs. 370 and 371.)

Make sure the hand travels forward in line with the head of the racket when making the strike (370a).

Practices for the volley are the same as described for the drives except that the ball is thrown so that it does not first bounce on the ground.

Common Faults

(a) Not watching the ball on to the racket.

(b) Keeping the body weight on the back foot.

(c) Allowing the head of the racket to be in front of the wrist as the racket makes contact with the ball. (Study figs. 367c and d and 368d.)

(d) Bending the elbow when making contact with the ball.

(e) Stiff, jerky action. Aim at smooth, relaxed movements.

(f) Dropping the head of the racket below the wrist. If necessary bend the knees well down to return a low ball.

(g) Playing the ball too close to the body—a result of faulty judgment.

(h) Trying to hit the ball too hard.

(i) Incorrect follow through.

To strengthen the wrist and arm bat a ball into the air continuously, low and high, using first one side of the racket and then, without changing the grip, the other. Later use each side alternately.
Figure 372 shows the position of the feet for the service: (a) the service into opponent's left court; (b) the service into opponent's right court. The arrow indicates the direction of the flight of the ball. Note that it follows the line of the feet.

A study of the position shown in fig. 373 will assist in the understanding of the following description of the rather complex service action.

From the starting position (a) the hand holding the ball and the racket are lowered together (b). As the racket is carried backwards the weight is moved on to the back foot, and the body is turned slightly more to the right. Simultaneously the hand holding the ball is carried forwards-upwards with a straight, but not stiff, arm (c).

The head of the racket rises quickly as the arm continues its backwards-upwards movement, and the hand holding the ball reaches its maximum height (d).

As the ball leaves the hand and travels upwards the head of the racket is brought behind the head and the right elbow is lifted. At the same time the weight is smoothly transferred to the forward foot (e). The ball, having reached its highest point, commences to fall as the racket is brought over to make contact with it; the player reaching up with a straight arm at the moment of impact. Note how the head and handle of the racket and the player's arm are all in line (f).

The follow-through is shown in (g).

The whole movement must be relaxed, smooth and rhythmical. The ball is thrown up to a height some three or four inches higher than the top of the racket at its highest point.

The knees and ankles should be relaxed throughout.

A good throw is one which, if not hit with the racket, drops into a circle, ahead and to the right of the left foot (372a).

The feet should be about shoulder width apart.
Practices

(a) Throwing the ball. Stand in the starting position (373a), but with the racket on the ground close to the toes of the left foot. Swing the left arm downwards—slightly backwards and forwards-upwards in a smooth movement letting the ball go at the top of the swing—aim to drop it on to the racket. As the arm travels forwards-upwards the body weight is moved on to the back foot.

(b) Holding the racket. From the starting position swing the racket downwards-backwards to the position shown in fig. 373d and then return to the starting position. This might be called a pendulum swing. As the racket swings backwards turn the body slightly more to the right, and move the weight on to the back foot.

(c) As (b) but add the left arm action.
(d) Start in the position shown in fig. 373d and practise the second half of the service action. As the head of the racket drops behind the head and the elbow is lifted the body turns towards the front and the weight is transferred to the forward foot (373c).

(e) Practise the complete action without a ball. Later with a ball.

The most difficult part of the service is being able to throw the ball up accurately every time. Much practice is required in this section of the movement.

Cord threaded through an old ball and suspended at the correct impact height makes a useful piece of service practice apparatus.

A practice wall is useful for developing technique, but for class work it has its limitations since no more than two pupils can operate at the same time.

For stroke practices the class works in pairs across the tennis court. In this way 20 to 30 pupils can be occupied at the same time on one court.

Regarding follow-through, some coaches advise telling pupils to throw the head of the racket after the ball—not literally of course.
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