A program of apparatus work for the primary grades

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Service Paper

A PROGRAM OF APPARATUS WORK
FOR THE PRIMARY GRADES

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CHAPTER I
INTRODUCTION

The Problem

Few elementary schools are fortunate enough to have real gymnasiums for the physical education of their children. In those few gymnasiums one does not usually find equipment suitable to carry on a program of apparatus work. However, for the past nine years during the winter season my teaching program has required the use of apparatus in all grades of two elementary schools. These schools have excellent gymnasiums, fully equipped with all types of apparatus.

My previous experience either in studying or teaching had not included any apparatus work suitable for children of the primary grades. Books on Physical Education for the elementary schools have very little or no material on the use of apparatus for the primary grades. It was, therefore, necessary to build a program of apparatus suitable for boys and girls of the kindergarten and grades one, two, and three.

If there are other teachers of physical education with a similar problem perhaps this service paper will be of help to them. I hope too, that for those teachers who are fortunate enough to have such equipment and do not use it, that this paper will encourage them to give apparatus a
chance to sell itself. If the boys and girls are allowed any choice in the program apparatus will hold the center of the floor.

Procedure

The following pages contain a program of apparatus stunts suitable for use with children of the kindergarten and grades one, two, and three.

Eight pieces of apparatus have been considered: Balance Beam, Boom, Box, Horizontal Ladder, Ropes, Rope Ladders, Staff Bars, and Window Ladders.

These stunts have been worked out and used with boys and girls of the kindergartens and the first three grades of two elementary schools during the past nine years. There have been approximately three hundred children taking part in the program each year. Each grade has had three classes of approximately twenty-five pupils. Each class has a twenty minute period of physical education twice a week.

The choice of these stunts is the result of experimentation, close observation of the children, and continued use of the apparatus.

The Importance Of Apparatus To The Child

Although apparatus has not been commonly used in most physical education programs in recent years it still can be
an important part of the education of a child. "The pen-
dulum has swung too far away from apparatus. If the child is
to be physically educated he must be exposed to and have op-
portunity to engage in a great number of physical activities
which have grown out of the racial experiences of man in his
evolution."

Apparatus stunts present situations which offer oppor-
tunity for physical growth, mental stimulation, and social
adjustment. The following excerpts from writers in the field
of Physical Education point out these values in various ways.

Leopold F. Zwarg in the preface to his book says:

Modern environment and conditions do not require
man to climb trees, thus suspending, lifting and
swinging the body, but the biological need for doing it
remains the same. It is this need that apparatus ex-
cercises should satisfy in the motor education of youth.
Life of today demands bodily skill, agility, courage
and perseverance as much as ever.

In a pamphlet Charles E. Miller points out that:

Most games and exercises develop the muscles of
the thighs and legs and entirely miss the arms,
shoulders, chest and back muscles. Experienced physical
education teachers and coaches are attempting to give
individuals under their instruction as complete and varied
a physical training program as is possible, so that
not only the appearance but the physical efficiency of
the individual will be fully developed so that he may
better serve himself and others. No substitute has

1/ Jesse Feiring Williams and Clifford Lee Brownell, The
Administration of Health and Physical Education, W. B.

2/ Leopold F. Zwarg, Apparatus and Tumbling Exercises,
John Joseph McVey, Philadelphia, 1928, P. v

3/ Charles E. Miller, Physical Training, Fred Medart
Manufacturing Co., St. Louis, 1941, P. 3
been found for apparatus and tumbling activities to accomplish this objective. 1/

W. J. Wittich and H. C. Reuter conclude that:

Nothing makes for general bodily control and muscular team work better than do exercises on apparatus, judiciously applied. Nothing promotes agility, a moderate degree of strength, alertness, self-confidence and neuro-muscular coordination better than do the proper kinds of exercises on apparatus.

Therese Powdermaker 2/ who classes apparatus under self-testing activities says: "Self-testing activities have many new elements, therefore, development of imagination, judgment and reflection."

The following purposes of apparatus exercise in general are pointed out by Leopold F. Zwarg:

I. To improve health, posture, develop skill, strength, quickness, and precision.

2. To exercise useful mental qualities such as courage, alertness, ambition, determination, perseverance, daring, resourcefulness, aggressiveness, and self-reliance.

3. To develop the social characteristics of leadership, subordination to rightful authority, courtesy, helpfulness, friendliness, loyalty, honesty, fairness.


CHAPTER II
ORGANIZATION OF THE PROGRAM

Progression

The following apparatus stunts are listed in a progressive order. Each stunt has the suggested grade or grades for which the best results have been found after continued use for a period of nine years. Further progression is found by increasing the height of the apparatus. Sections may be added to the box; the boom may be raised; and stunts on the ladders may be repeated at a higher level.

At the beginning of the winter season it is well to review much of the work of the previous season to condition the children before progressing to new material.

In cases of outstanding ability and accomplishment, particularly with some of the second and third grade boys, more difficult stunts may be suggested. By so doing there is opportunity for individual progress without waiting until the ability of the whole class warrants advancing to the next stunt.

Many of the stunts have originated with the children. They enjoy working out new tricks. It is well to encourage their originality by occasionally giving them a chance to do what they like on each piece of apparatus.
Some of the terminology is theirs too. The names of
the stunts appeal to the children and help them remember how
the stunt looks. In this way names are a time-saver, as
demonstrations are not always needed when reviewing stunts.

The choice of stunts should be made according to the
progress of the pupils. Children desire work in which they
see evidence of accomplishment. Stunts should be within
their capacity and of sufficient difficulties to act as an
incentive to achieve.

Class Procedure

The organization of the class for stunts on the appara-
tus must progress slowly at first. Time should be taken at
the beginning of each period to show very carefully what is
expected on each piece of apparatus in use. The teacher may
demonstrate the stunt or often a better way is to assist
one of the class to perform it. It is sometimes helpful to
follow the original demonstration with one or two other
children trying while the class continues to watch.

Three methods of class procedure may be used. (1) A
group method with two or more pieces of the same apparatus
in use. (2) A squad method with one or more groups using
several different pieces of apparatus. (3) Free practice
or free play method with a choice of several different
pieces of apparatus.

The group method is often a good starting procedure to
orient the entire class on one piece of equipment, especially if one is fortunate enough to have more than one piece of the same equipment. However, there are a few stunts such as the somersault on the bar in which two or three children may use the same piece of equipment at one time.

The squad method is more generally useful. Squads may be arranged permanently with a name or number, or divisions may be made each time the class meets. Squad leaders may be chosen to serve the groups for one class period, one month, or for the season. I have found that using different squad leaders for each class pleases the children and gives more opportunity for development of individual leadership. Even at these lower grade levels squad leaders may be taught to be of considerable assistance by helping to keep lines in order and, as far as possible, seeing that the stunts are correctly performed. Each group should have only five or six members and never more than eight. If the squads are too large there is too much time lost in waiting for turns and the need for discipline will arise, as idle hands or feet get into mischief.

When the squads are ready each leader is assigned a piece of apparatus to which he takes his line. He immediately takes his turn at the stunt followed by each child in his group. They continue for as many turns as there is time. When a whistle sounds all stunts stop and lines are again formed behind the leader. At a signal of "Change"
each group moves to the next piece of apparatus. The same direction of rotation should always be used so that the children learn to follow a pattern. Tumbling stunts, simple games and game skills may be included as activities in the squad rotation to add variety and as a partial time allotment for that part of one's total program.

The free practice or free play method is an interesting change for the children after they have become familiar with each piece of apparatus. No time is wasted on rotation as the children are allowed to change at any time they wish. However, except for kindergarten, this method is best used only once in a while as a special treat or as a wind-up of the season's work. When allowed to choose some will spend all their time on one piece of apparatus or avoid that which is most difficult for them. Those children who may do poorly on suspension work may avoid such equipment, yet they are the ones who most need to exercise the muscles of the arms, shoulders and back. A few may race from one stunt to the next, not taking time to do anything well. This is hazardous and must be avoided. Careful supervision is needed so that some children will not "take over" one spot for themselves and their friends, and try to exclude others.

Kindergarten classes may be organized in any one of the three ways. However, if the classes are not larger than twenty-five the free play method seems best suited to their needs. Some stunts should be suggested and demonstrated for
them, but they will originate many more.

Setting up apparatus.-- Care should be given to the arrangement of apparatus. Each piece of equipment to be used should have sufficient space around it so that the children in one group will not interfere with those in another group. The teacher may wish to consider the total floor plan when setting up the apparatus so that sufficient space is allowed for a game or dance if such activity is to follow later in the period.

Ladders and other equipment which attach to the floor should be thoroughly checked before using. Mats should be used generously under and around all equipment in use. All equipment should be arranged so that it is easily moved on or off the floor. Ropes may be drawn up to the ceiling or pulled to a side wall. Climbing ladders and the window ladder may be drawn up to the ceiling. The boom may be rolled back parallel to the wall. The horizontal ladder may be taken apart and pushed up flat to the wall. The box, balance beam and other equipment may be put at the side or better still into a closet to be out of the way when not in use.

Choice of equipment.-- The eight pieces of apparatus considered here may be grouped under four headings; climbing, hanging, vaulting, and balance. If possible each lesson should include one of each of the four types of stunts. Variety adds zest to any program. It is well to repeat some
of the previously learned stunts and to add one or more new stunts, perhaps on a different piece of apparatus.

If possible avoid using too many stunts requiring a "waiting line" at any one time. Stall bars, rope and window ladders and climbing ropes allow all members of a squad to play at one time. These provide much activity and should be alternated with the box, boom, horizontal ladder and balance beam.

Safety

A few accidents will occur in any gymnasium which receives a normal amount of use, no matter what type of program is conducted. A child can stub his toe and fall while running, bump into another child, or trip over a ball and be injured while taking part in the simplest of games. Apparatus work is no exception.

There are those who believe apparatus work to be more dangerous, but this belief seems to be unfounded. Leslie W. Irwin says: "Since most children are hesitant about attempting feats beyond their capacity, there is usually little danger of injury if the period is properly supervised by the teacher."

The teacher must be aware of the abilities or inabilities of members of each class. Children should not be forced to do any stunt which they do not wish to try, nor

should they be encouraged too strongly to accomplish that which some other child may be able to do.

Assistance is very important in helping the children to overcome timidity. Proper and timely assistance only not makes for progress, but also avoids accidents.

The biggest danger lies in fooling rather than giving serious effort to the stunts at hand. Martin Rodgers expresses it strongly when he says: "Under careful supervision accidents seldom occur in the use of apparatus. Fooling should be absolutely forbidden. Horseplay causes most accidents in the gymnasium and should not be tolerated."

Gymnasiums should have plenty of mats. These should be placed under any climbing equipment and along side of any apparatus used for vaulting or climbing over. A child should never be permitted to jump down from any height or over any piece of equipment without the protection of a mat upon which to land.

Equipment must be kept in good condition. Faulty equipment should never be used. Apparatus should be checked to make sure it is properly set up before being used. All children should be required to wear sneakers in the gymnasium. Extra sweaters and jackets should be removed.

Two foot take off.— Any stunt preceeded by running steps should have a two-foot or double take off. Some

children just naturally jump with two feet as they spring up to the box. Many others must learn by drilling and practice. Chalk foot prints drawn on the take off board prove very helpful as a reminder to the children.

Boys and girls of the first grade should start learning a double take-off. In the second grade most of them should have mastered it. By the time children reach third grade it should be insisted upon.

Landings.-- From the beginning boys and girls should be taught to land with bent knees, as a protection for the knees, ankles and to prevent jarring the whole body. Kindergarten and first grade children quite naturally land with knees bent and often place their hands on the mat. By the time they reach second grade it is well to encourage them to land with a straight back and with the arms extended at the sides. Pretending to be airplanes and attempting to land without a "crack up" is one way of getting results through imitation.
CHAPTER III
APPARATUS STUNTS

Balance Beam
Boom
  High
  With Saddle
Box
Horizontal Ladder
Ropes
Rope Ladders
Stall Bars
Window Ladder
BALANCE BEAM

**Bird Walk** Grades K., 1, 2, 3

Walk slowly across with the feet in line with the beam. The arms are extended to the side for balance.

The same stunt with the following variations may be used:

- Walk with the eyes fixed on the wall.
- Walk with the eyes closed.
- Walk backward.
- Walk with high knee bending.
- Walk with a wand or stick in the hands.
- Walk to the middle and do a deep knee bend.

![Bird Walk Illustration]

**Cat Walk** Grades 1, 2, 3

Travel along the bar with both hands and both feet. Move one hand, then one foot followed by the other hand and foot.

![Cat Walk Illustration]

**Partners Walk** Grades 2, 3

Couples join hands, one walking backward the other
walking forward.

Meeting and Greeting  Grade 3

One child starts at one end while another child starts at the opposite end. They meet at the middle, shake hands, turn and go back to the starting point.
Monkey Grades K., 1, 2, 3

Sitting under the boom grasp one hand on each side of the bar. Swing the legs up and lock the ankles around the bar. Travel along under the bar in a hanging position, moving one hand and then the other along the bar as the legs slide along the bar. Second and third grade children often can swing their legs up to the bar at the height of three or four feet.

Hanging Walker Grades K., 1, 2, 3

Place both hands on one side of the bar. Swing underneath the bar to a hang-fall position with the feet on the mat. The weight is supported on the edge of the heels. The knees are straight and the body is in line, head to heels. Walk the hands and feet sideways, the right hand and foot followed by the left hand and foot.

Somersault Over The Bar Grades 1, 2, 3

With the bar about waist high slide over the bar until
the hands rest on the mat beneath. Tuck the head under and rest the back of the head on the mat. Roll off the bar to the mat.

**Somersault On The Bar** Grades 2, 3

Place the hands on top of the bar shoulder distance apart, with the thumbs away from the body. Roll over the bar, holding the hand grip. Slowly lower the feet to the mat.

**Alligator** Grades 1, 2, 3

Slide over the bar until the hands reach the mat. The hands walk away, sliding the body over the bar until the ankles reach the bar. With a hop bring the feet to the mat, landing in a squat position.
HIGH BOOM

The bar should be just above the reach of the tallest member of the class. A bench may be used by those who are too short to reach the bar.

**Hand Traveling** Grades 1, 2, 3

Jump up, grasping one hand on each side of the bar. The hands move along the bar hand over hand as the legs swing or kick to help the motion.

**Clock** Grades K., 1, 2

Jump up, grasping the bar with the hands on the same side. The legs are held straight and together. Swing the legs from side to side in the rhythm of a clock. The hands remain stationary.

**Clock Swing** Grade 3

Jump up, grasping the bar with the hands on the same side. Keep the legs straight and together as they gather the momentum of a pendulum swing. The hands move along the bar with the rhythm of the leg swing.
Chair Travel  Grade 3

Jump up, grasping the bar with both hands on the same side. Pull the knees up to a chair position. Travel across the bar, one hand following the other, while holding up the knees.

SADDLE ON THE BOOM

Ride A Horse  Grade K.

Kindergarten children enjoy climbing up and sitting in the saddle, pretending to ride a horse.

Climb and Jump  Grade 1

Climb up into the saddle. Stand and jump down to the mat.
Jump To The Knees Grades 2, 3

Standing on a beat board grasp the handles of the saddle and spring up to a kneeling position. Change to a standing position and jump to the mat.

Jump To The Feet Grades 2, 3

Standing on a beat board grasp the handles of the saddle and spring up directly to the feet. Jump to a landing on the mat.

Jump Through The Saddle Grade 3

Standing on a beat board grasp the handles of the saddle and spring through the saddle to the mat without touching the feet to the saddle.

After a two foot take-off has been learned the last three stunts may be combined with a short run of four or
five steps.

**Alligator** Grades 2, 3

Slide through the saddle until the hands reach the mat. The hands walk away, sliding the body over the saddle until the ankles reach the saddle. With a hop the feet land on the mat.

**Somersault Through The Saddle** Grades 1, 2, 3

Slide through the saddle until the hands reach the mat. Tuck the head under, resting the back of the head on the mat. Roll off the saddle to the mat.
BOX

**Pony** Grades K., 1

Climb up on the end of the box. Sit in a straddle position with the weight supported by the arms. Hitch across the top of the box. Dismount by swinging one leg over the top and sliding off. The hands still hold on the top of the box.

Slide Grades K., 1

Climb up to the knees. Sit and slide over the opposite side of the box.

**Parachute** Grades K., 1, 2, 3

Climb up on the end of the box. Walk across the box and jump down to the mat, holding one hand over the head. Second and third grade children should jump up to the knees, then stand and walk across.
**Bridge** Grades K., 1, 2, 3

Climb or jump up to the end of the box. Support the body by the hands and feet, lifting the hips to form a bridge. Jump down, holding the hands on the box.

![Bridge Image]

**Alligator** Grades K., 1

Slide over the box until the hands reach the mat. Walk the hands away from the box until the ankles reach the box. Hop down landing on the feet, the hands remaining on the mat.

![Alligator Image]

**Somersault Over The Box** Grades 2, 3

Slide over the top of the low box until the hands reach the mat. Tuck the head under and roll off. To guard against bumping the head on the box pull the mat up to cover a part of the side of the box.

![Somersault Image]
**Airplane** Grades K., 1, 2

Place the hands on the box and jump up to the knees. Stand and extend the arms sideways. Jump up in the air and land with the feet on the mat.

**Donkey** Grades 1, 2, 3

Place the hands on the box. Jump up to the knees. Form a bridge by placing the hands and feet on the top and lifting the hips. The hands remain on the box while the feet kick up and off.

**Twirl** Grades 2, 3

Place the hands on the box and jump up to the knees. Stand, jump up and twirl in the air. Land facing the box with the hands on the box.
Jump To The Feet Grades 2, 3

Approach the box with a few running steps. Using a two-foot take-off place the hands on the top of the box and jump up to the feet. Stand and jump to a landing.

Chest Roll Over High Box Grades 2, 3

With a jump place the hands on one end of the box. Swing the legs over the other end by pivoting on the hands and chest.

Rocking Horse Grade 3

Place the hands on one end of the box. Jump to a sitting position, the legs straddling the box. Rock forward with the hands on the box. Rock backward with the hands and legs in the air. Rock forward again and push off with the hands on the end of the box.
Jump The Box  Grade 3

Have the box at a medium height. Approach the box with a few running steps. Using a two-foot take-off place the hands on one end of the box, double the legs up under and jump over the box. Some children will be able to extend the legs while jumping over, thus doing a face vault.

Leap Frog  Grade 3

Place the hands on the box and jump to the knees or feet. Stand in the middle of the box. Place the hands on the end of the box and leap off. The legs straddle the end of the box. Land in a squat position.
HORIZONTAL LADDER

The following stunts are designed for a ladder that is adjustable in height.

Hang And Swing  Grades K., 1

Climb up and hang with both hands on one round. Swing the legs. Drop to a landing on the mat.

Travel On The Rounds  Grades K., 1, 2, 3

Climb up or jump up. The hands travel on the rounds, one following the other as the feet swing.

Clock Swing  Grades 2, 3

Climb up or jump up. The hands travel along the side of the ladder in rhythm as the legs swing in rhythm. A clock swing may also be used with one hand on the outside of each side of the ladder.
Monkey Travel Grades 2, 3

Both hands and feet travel on the rounds while hanging underneath the ladder. The hands must not get too far ahead of the feet or the feet will slip off.

Knee Hang Grade 3

Hang with both hands on one round. Swing the feet up and through the ladder. Hook the toes under one round locking the knees on the next round. Remove the hands and hang.

Skin The Cat Grade 3

Hang with the hands on one round. The feet swing up over the head into a somersault. Drop to the mat.
ROPES

Rope stunts require considerable arm strength. However, if the arm strength is lacking, the child will tend to increase his arm strength by continually lifting his weight by hanging and swinging on the ropes.

**Hang On One Rope** Grades K., 1, 2, 3

Grasp the rope above the head with both hands. Lift the feet from the mat and hang.

**Swing On One Rope** Grades K., 1, 2, 3

Grasp the rope above the head with both hands. Take two or three running steps. Lift the feet and swing.

**Hang On Two Ropes** Grades K., 1, 2, 3

Stand between two ropes. Grasp the ropes above the head, one with each hand. Lift the feet from the mat and hang.
Swing On Two Ropes  Grades K., 1, 2, 3

Stand between two ropes. Grasp the ropes above the head.
Take a few running steps. Lift the feet and swing.

Chair (two ropes) Grades K., 1, 2, 3

Stand between two ropes. Grasp the ropes above the head.
Lift the knees to a right angle and hang.

Swinging Chair  Grades K., 1, 2, 3

Stand between two ropes. Grasp the ropes above the head.
Take a few running steps. Lift the knees to a right angle
and swing.

Chair (one rope) Grades K., 1, 2, 3

Grasp the rope above the head. Lift the knees to a
right angle position with the rope at the side of the knees and hang.

**Swinging Chair** (one rope) Grades K., 1, 2, 3

Grasp the rope above the head. Take a few running steps and lift the knees to a right angle position with the rope at the side of the knees and swing.

**Hand And Foot Hang** Grades 1, 2, 3

Sit on the mat under the rope. Hold the rope with both hands. Kick the feet up and wind them around the rope above the head.

**Half Somersault** Grades 1, 2, 3

Stand between two ropes. Grasp the ropes about shoulder high. Swing the feet up and hook them around the ropes.
Somersault Grades 1, 2, 3

Stand between two ropes. Grasp the ropes about shoulder high. Swing the feet up and over the head, landing on the mat.

Back Somersault Grades 2, 3

From the position of landing in the above somersault jump back with the hips and return the feet through the ropes to the standing position.

Bird's Nest Grades 2, 3

Stand between two ropes. Grasp the ropes about shoulder high. Swing the feet up and hook them around the ropes. Turn inside out, or arch the back, pulling the head back-
ward. Return in the opposite direction.

Swinging Bird's Nest  Grade 3

Repeat the Bird's Nest above, but precede it by a few running steps.

Upside-down Hang (two ropes)  Grade 3

Standing between the ropes grasp the ropes about shoulder high. Kick the feet up against the sides of the ropes above the head and hang.

A more difficult way of doing the same stunt is to balance the feet between the ropes.
Upside Down Hang (one rope) Grade 3

Grasp one rope with both hands about shoulder high.
Swing feet up and hook them around the rope and hang.

Upside Down Swing Grade 3

Grasp one rope with both hands about shoulder high.
Take a few running steps then swing the legs up and hook them around the rope and swing.

Climbing Grades K., 1, 2, 3

At first allow the child to climb any way that he can. Some children will place one foot on either side of the rope, using the arch of the foot to help climb. Others will wind the rope around the legs. A few will barely make use of the feet at all.

The first lesson and later lessons should include demonstration of the proper use of the hands when coming down the ropes: that is, hand under hand descending slowly. If this method is not insisted upon rope burns will occur on
the hands and insides of the legs.

Climb With Use Of Feet And Knees Grades K., 1, 2, 3

Grasp the rope with both hands above the head. Jump up, swinging one leg in front of the rope, the other leg in back so that the feet and legs are crossed with the rope between them. Grip the rope with the knees and feet, forcing the heels down. Move the hands up the rope. Loosen the foot grip and pull the knees up a little way, then lock the knees and feet on the rope again. Repeat to the top of the rope.

Descend slowly, loosening the foot and knee grip as the hands move down one under the other.

Climbing With Two Ropes Grades 1, 2, 3

Stand between two ropes. Grasp one rope with each hand. Jump up and swing the legs around both ropes into a climbing position. Move one hand up, then the other, or both hands up at the same time, followed by the feet.
Climb And Change Ropes  Grade 3

Climb up one rope and cross to the next by reaching out and grasping the next rope with one hand. Swing the feet over to grip the next rope. Finally move the other hand to the new rope.

Upside Down Climb  Grade 3

Grasp the rope shoulder high. Swing the legs up over the head to a climbing position. Move the hands up, then the feet move up the rope. Come down right side up in a regular climbing position.
ROPE LADDERS

**Sailor** Grades K., 1, 2, 3

Climb up with the hands gripping the rope at the sides as the feet step on the wooden rounds of the ladder.

**Fireman** Grades K., 1, 2, 3

Climb up with the hands gripping the rounds of the ladder as the feet step on the rounds.

**Merry-Go-Round** Grades K., 1

Climb around the ladder without touching the feet to the mat; front, around one side to the back and around the other side to the front.

**High Merry-Go-Round** Grades 2, 3

Climb around the ladder at any height.
Up The Front, Down The Back Grades 2, 3

Climb up the front side of the ladder. Move around to the back side and climb down.

Climb Two Ladders Grade 3

If the ladders are placed close to one another the right hand and right foot may climb on one ladder while the left hand and foot climb the next ladder.

Sit And Slide Grades 2, 3

Climb up and sit on any round. Tuck the feet in back of the next lower round, the hands holding the upper round with a combined grip. Slide down to sit on the next round, turning toward the outside arm. Finish sitting on the lower round facing in the opposite direction. If the child
is tall it may be easier to skip one window by tucking the toes behind the second lower round.

**Hang By The Knees** Grades 2, 3

Climb up to any height. Sit in a window, slide backward to a knee hang position. Pull the body back up by the hands grasping the ropes at the sides.

**Hang By The Toes** Grade 3

Climb up to any height. Sit in a window. With the hands moving down the ropes slide backward, locking the toes around the ropes at either side. Pull the body back up with the hands grasping the ropes at the sides. If the hands reach the mat while hanging the feet may be swung through the ladder and returned to the floor as from a hand stand.
STALL BARS

Climb  Grades K., 1

Use as a ladder climbing up and down for adjusting the child to the size of the steps.

Icicle  Grades K., 1, 2, 3

With both hands on an upper bar remove the feet and hang. The legs should be straight with the toes pointed toward the floor.

Grandfather Clock  Grades K., 1, 2, 3

In a hanging position as above swing the legs and hips from side to side in rhythmic fashion of clock. (Tick-tock)

Scissors  Grades K., 1, 2, 3

In a hanging position move the legs apart and together,
apart and together.

Star Hang  Grades K., 1, 2, 3

Hang with the hands grasping far apart on the bar. Hold the legs far apart, making a four-pointed star.

Star  Grades 1, 2, 3

Stand with right side to the bars. Place the right hand on an upper bar and the right foot on a lower. Extend the left arm diagonally upward and the left leg out, thus making a four-pointed star. Repeat with the left hand and foot on the bars.

Chair  Grades K., 1, 2, 3

Stand on the floor with the back against the bars. Reach up and grasp a bar over the head. Pull the knees up and hang.
High Chair  Grades 2, 3

Climb up facing the bars. With hands on top bar turn and hang in a chair position.

Bicycle  Grades K., 1, 2, 3

From the chair position move the knees up and around as though pedaling a bicycle.

Cross The Bridge  Grades K., 1, 2, 3

Assuming that several sets of stall bars adjoin each other, climb up a few steps, move over to the next set of bars, climb a few more steps then move to another set. Climb down on the last set of bars.
Bouncing Grades K., 1, 2, 3

Climb up a few steps. Place both feet on the same bar. Place both hands on a bar about waist high. Bend the knees and sit on the heels. Pull the body up to a standing position. Repeat in a slow rhythm as one might bounce a ball.

Sitting On Air Grades 2, 3

Climb up a few steps. Place both feet on the same bar. Place both hands on a bar about waist high. Sit out in back, bending at the hips, keeping the legs straight. Return to a standing position. Repeat in a slow rhythm.

Arch Grades 2, 3

Climb up and hang from an upper bar. Drop the head backward and pull the heels up toward the head. Girls with
long hair try to touch it with their feet.

Foot Changing Grades 1, 2, 3

Place one foot on the first bar, the other foot remains on the floor. Place the hands on a bar about shoulder high. With a hop change the foot positions. Continue in a rhythm, slowly at first then faster as the skill improves. The feet may progress to the second, third or fourth bar while one returns to the floor.

Bridge Grades K., 1, 2, 3

Stand with the back to the bars. Place the hands on the floor. The feet climb up several steps to form a bridge.

Hand Stand Grades 2, 3

From the bridge position continue upward with the feet as
the hands move closer to the bars.

**Crab**  Grades K., 1, 2, 3

Sit on the floor facing the bars. Place the hands on the floor to support the weight of the body and climb up a few steps with the feet.

**Chinning**  Grade: 3

From a hanging position on an upper bar lift the body up, trying to touch the chin to the bar where the hands are placed.

**Upside Down Hang**  Grade 3

Face the bars. Duck the head down. Move the arms up in back so that the palms of the hands will grasp a bar. Kick the feet up against the bars over the head and hang.
WINDOW LADDER

The slight swaying motion makes the window ladder a bit more daring and adventuresome for small children. If the ladder has nine sections of windows as many as nine children may play on it at one time.

Window Washer  Grades K., 1

Climb up and pretend to be washing windows.

In And Out The Windows  Grades K., 1, 2

Climb up and down, going through one window to the opposite side and back through the next window.

Monkey Hang  Grades K., 1

Hang by the hands and feet under the ladder or in any window.
**Monkey Travel**  Grades K., 1, 2

Travel across the bottom of the ladder in the Monkey Hang position.

**Alligator**  Grades K., 1

Slide over the bottom round. Walk on the hands away from the ladder until the ankles reach the bar. Hop down to a squat position.

**Somersault Over the Bar**  Grades 1, 2, 3

Slide through the bottom window. Place the hands on the mat directly under the ladder. Tuck the head under, resting the back of the head on the mat. Roll out onto the mat.

**Somersault On the Bar**  Grades 1, 2, 3

With the hands on the bottom round roll through the
window, the feet landing on the mat. A somersault may be done through the second and third windows as the child develops skill and courage.

Cross the Bridge Grades K., 1, 2

Starting at one end of the ladder climb up with the feet on the first round, the hands grasping the third round. Walk across the ladder without stepping down to the mat. Other children may follow playing follow the leader.

Snake Grades 1, 2, 3

Starting at one end of the ladder sit in the first window. Slide into the second window, the feet leading, legs straight and together, the hands holding the upper rounds pulling the body along. Continue in and out the windows across to the other end of the ladder. Other children may follow playing follow the leader.
Serpent  Grade 3

The same serpentine movement may be done with the head leading, the feet following.

Sit and Slide  Grade 3

Climb up and sit in the top window. Tuck the toes in back of the lower bar. Cross the arms with a combined grip. Slide down into the next window, turning toward the outside arm on the way down. Finish sitting in the lower window facing the opposite direction. Repeat sliding down until the bottom window is reached.

The same stunt may be done by sliding down to the lower right or left window.
Knee Hang Grades 2, 3

Climb up and sit in the second or third window. Slide backward, holding the sides of the window with the hands until a knee hang position is reached. Pull the body back up to a sitting position. Climb down.

Knee Hang (With a dismount from the hands) Grade 3

From the knee hang position on the second or third bar place the hands on the mat or the first bar. Supporting the weight on the hands as in a hand stand, swing one leg over followed by the other leg to the mat.

Toe Hang Grade 3

From the knee hang position on the second or third bar slide backward until the toes hook around the bars on either side. Let the head and the arms hang down. Return to a sitting position by pulling up with the hands on the side bars.
Toe Hang (With a dismount from the hands) Grade 3

From the toe hang position place the hands on the mat or first round of the ladder. Supporting the weight on the hands as in a hand stand swing one leg over to the mat followed by the other leg.

Follow the Leader Grades 1, 2, 3

Starting at one end of the ladder climb up or down, in or out as the leader chooses.
CHAPTER IV
SUMMARY

The preparation of this service paper has enabled me to build a definite program of apparatus stunts for boys and girls of the primary grades.

By experimenting with various stunts at each grade level I have found in general the children's abilities and inabilities of skill and performance. I have learned the joy that children receive through striving and finally accomplishing feats. I have found that a variety of apparatus stunts can provide:

1. Vigorous activity for all members of a class in a short period of time.
2. Activity for a greater number of pupils at the same time.
3. Strenuous activity during the winter months.
5. Opportunity for individual progress.
6. Enjoyment and interest of all pupils.
7. Development of physical skills.
8. Mental stimulation.
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