

DEPARTMENT OF HEALTH AND PHYSICAL EDUCATION
PROPOSED PROGRAM 1943-1944

I Health Service

- A. Periodic Health Examinations by the Public Health Department under the Schools at the following grade levels,
 - 1. On entering school, either the kindergarten, or 1st grade, 4th, 7th, and Tenth grades
 - a. Should include all items listed on Indian Service form #5-354.
 - b. Should be thorough and unhurried as well as educational for parent, teacher and child.
 - 1. Teachers and parents should be present at examination.
 - 2. Significance of examination should be discussed prior to actual examination
- B. Special Examinations
 - 1. For problem children, either with physical mental or emotional disturbances or social maladjustment.
 - a. These may be held in the form of consultations with physician, nurse, parents, teacher, guidance director.
 - 2. For those returning after severe illness, minors applying for work permits, athletes, those active in extracurricular activities.
 - 3. For those with obvious defects of vision and hearing.
(From teacher reports to Dept.)
 - 4. For the physically and mentally handicapped.
(From teacher reports to Dept.)
 - 5.
 - a. All of the above cases should be referred to the Health Department by the classroom teacher who should know and be familiar with the physical-mental health of her students.

II Follow Up

- A. Summary of health examinations for each classroom teacher advising her of results and action to be taken.
- B. Home calls by P & H. nurses to obtain knowledge of health habits of children, to educate parents and as part of the follow up program to guide parents and pupils in health education.
- C. Rest periods for below par students.
- D. Exclusion of students below par from heavy classroom load, athletic, extra-curricular activities, part-time work permits, community activities program.
 - 1. See attached exclusion slips
- E. Dental, medical and vision clinics for most needy cases-(Public Health Department)
- F. Health Follow Up Card
 - 1. This card is recommended so that each teacher may know at all times, the health condition of pupils in her class. There should be spaces for teacher observations, the findings of the examining physicians, the initials of each classroom teacher, and progress made in correcting defects, (See attached sample form)

III Control and Prevention of Communicable Disease

A. Health Inspection

Daily check by Teachers in Elementary school and continuous observation by all teachers for

1. Symptoms of communicable disease.
2. Signs of general physical, mental health.
3. Symptoms of nervous disorders.
 - a. See Attached forms.

B. Exclusion in case of signs of communicable disease, making referral to Health Department and to the home whenever possible.

1. Readmittance to be allowed only upon signed certification by the Health Department or disappearance of symptoms.

C. Reference to parents with recommendation on what to do.

D. Testing program--Tuberculin, Kahn.

IV Guidance and development of correct attitudes, habits, and knowledge pertaining to health.

A. Primary Grades,

1. Development of correct attitudes, habits and knowledge of
 - a. Cleanliness
 - b. Fresh Air
 - c. Sleep
 - d. Rest
 - e. Mouth hygiene
 - f. Food
 - g. Drink
 - h. Posture
2. Provision for pupil participation in the correct practice of these habits.
3. Morning Health Inspection
4. Quarterly measurement of height and weight as a means of motivating interest in health and strong healthy bodies.
5. Discussion of home-family environment in kindergarten and school-community in Grades 1-2.

B. Intermediate Grades.

1. Continued stress on formation of proper health habits, attitudes and knowledge.
2. Morning Health Inspection.
3. a. It may be worth while to have each pupil keep his own record of health habits.
3. Discussion of community and Public Health Service in Peston. Grade 3.
4. Study of Health and habits of primitive peoples in contrast to that of modern health practices. Grade 4.
5. Comparison of general health experiences and facilities of communities from which children came with those here in Peston. Grade 5.
6. Prevention and control of communicable disease (both here and outside) modern hospitalization. The part science has played in improving general health. Grade 6.

C. Junior High Level

1. Grade 7

- a. Continuous observation by teachers for signs of general health, both mental and physical
- b. Discussion and study of the following:
 1. Reasons for personal health behaviours
 2. How to maintain a healthful home and school environment
 3. The importance of health examination
 4. The significance of puberty and adolescence

2. Grade 8

- a. Continuous observation by the classroom teacher for signs of general physical and mental health
- b. Classroom discussion and study to be centered around
 1. Providing a scientific background for health practices
 2. Health habits, reinforced by scientific health knowledge.
 3. Community health and sanitation
 4. Alcohol, tobacco, narcotics

3. Grade 9

- a. Further insight into reasons for personal health habits.
- b. More advanced study of public health activities
- c. Relation of health to physical development, personality and social adjustment.
- d. Elementary study of social hygiene

4. Grade 10

- a. Sound scientific background for health understandings and practices.
- b. Elementary study of genetics and eugenics

5. Grade 11

- a. Keener insight into personal and Group Health
- b. Emphasis on social adjustment and future adult interests
- c. Understanding the contribution of recreational activities to the health needs of the individual

6. Grade 12

- a. Emphasis on marriage, parenthood and family problems
- b. Healthy citizenship, including discrimination in the purchase of medical service and materials, and the support of public health measures
- c. Developing a "Social conscience" in Health matters

V Activities in Physical Education - Secondary

A. Content of the Natural Program

1. Natural activities of daily life.

- a. Those activities in which one participates throughout the day-i.e.- The correct manner of walking, jumping, running, tests for bodily control
- b. Emergency activities such as swimming, Boxing and wrestling, life saving, pole or tree climbing etc.

2. Free Play and Games

- (a) The skills of catching, leaping, and like activities
- (b) Group games

3. Athletics and Sports

- (a) Intramural and Interscholastic athletics.
 - a. Six man football, basketball, volley ball, baseball and the like

4. Dancing-social and Folk

5. Training for vocational life-making an attempt to provide

those activities which will fit the vocation the student intends to follow

6. Self-Testing Activities

- (a) Decathlon for all groups
- (b) Stunts
- (c) Tumbling and apparatus work

7. Development of club activities for camping and hiking trips

8. Activities which promote physical fitness

- (a) Obstacles course-if material is available for construction of ladders, balancing platforms, 8 foot solid wallfence vaults etc.

B General objectives of the Program

- 1. To present opportunities for the development of neuro-muscular skills through big muscle activity
- 2. To develop proper habit, attitudes and ideals toward healthful living
- 3. To present opportunities for exercising such traits as leadership, fellowship, cooperation, fair play, courtesy, self control and sportsmanship
- 4. To recognize and provide for as much as possible for individual differences physical mentally, and socially.

C Organization and Administration

1 Attendance

- (a) Should be taken at the beginning of the period by student leaders
- (b) Leaders should check pupils who were absent the day previous, give them excuse slips, and refer them to the instructor
- (c) Attendance may be recorded on number, sheets, squad lists or teacher record books

2 Classification

- (a) Pupils ought be grouped in homogeneous groups insofar as is possible
 - (1) This may be done according to the exponent system.- i.e. by grade height weight and age
- (b) Students will be expected to participate in all phases of the programs insofar as possible.

3 Materials and Equipment

- (a) Should be divided among departments according to needs.
- (b) Each instructor should be directly responsible for any equipment issued to him
- (c) Requisition for repairs and new material also should be sent to the Dept. Head.
- (d) All equipment should be kept in a safe place preferably in locked cabinets
- (e) An inventory list should be kept and posted for each period
- (f) All losses should be reported immediately

4. Safety regulations

- (a) Activities should be chosen according to the needs and abilities of the students
- (b) No apparatus is to be used unless an instructor is present
- (c) Students wearing glasses should remove them during activities unless protected by eye guards
- (d) All jewelry which might injure others should be removed
- (e) Students must keep at a safe distance at all times from any activity in which there is an element of danger
- (f) All activities should have a special location on the playground
- (g) All equipment must be regularly inspected for safety
- (h) Pupil leaders should assume some responsibility for enforcement of safety rules
- (i) No fooling or loitering should be tolerated since they have no place in a physical education program and may cause accidents

5. Procedure in Case of Accident

- (a) Any occurrence which causes bodily injury should be regarded as an accident and treated accordingly
- (b) First aid should be given as soon as possible and parents notified
- (c) In all cases of serious injury, parents should be notified at once and child taken to hospital for medical aid
- (d) Principals should be notified by instructor and a report of the accidents should be filled out by the person in charge at the time of the accident

6. Grading

- (a) One final grade should be determined at the end of each quarter
- (b) Methods of grading
 - (1) Discussion and checking system which is a combination of the teachers judgement plus a record of the pupil's achievement
 - (2) Definite records of effort, attitude, leadership, intramural participation, attendance and skills in sports and games

7. Plans for School year 1943-1944

(a) Boys--Secondary

(1) Fall -- Sept. -- Nov.

Soccer
Touch football
Stunts

Volley Ball
Obstacle Course
Boxing, Wrestling

This will include the teaching of fundamentals, rules and skill tests. Intramurals in all events except stunts with interscholastic soccer, football and volley ball

(2) Winter--Dec.--Jan.

Basketball
Badminton
Handball
Tumbling
Decathlon

Fundamentals, rules, skill tests--intramurals and interscholastic games in Basketball

(3) Spring -- Mar, -- May

Swimming and related Activities
Table tennis
Deck tennis
Softball
Horse-shoes
Social Dancing

Fundamentals, rules, skill teets--intramurals in table tennis, horse shoes, and softball--Interscholastic softball

(b) Girls

(1) Fall--Sept.--Nov.

Speedball

Stunts

Volleyball

Shuffleboard

Mass and Group Games

Drills on fundamentals and rules;
skill-tests-intramural and inter-
scholastic volleyball

(2) Winter--Dec. Feb.

Basketball

Badminton

Tumbling

Archery?

Drills on fundamental skills and
and rules; skill tests-intramural
Basketball and Badminton: inter-
scholastic Basketball

(3) Spring--Mar.--April

Swimming

Table tennis

Deck tennis

Softball

Horse-shoes

Darts

Social--Folk Dancing

Drills on fundamentals and rules-
skill and proficiency tests; intramurals
in table tennis and softball; inter-
scholastic softball