

**CIHM
Microfiche
Series
(Monographs)**

**ICMH
Collection de
microfiches
(monographies)**



Canadian Institute for Historical Microreproductions / Institut canadien de microreproductions historiques

© 1997

Technical and Bibliographic Notes / Notes techniques et bibliographiques

The Institute has attempted to obtain the best original copy available for filming. Features of this copy which may be bibliographically unique, which may alter any of the images in the reproduction, or which may significantly change the usual method of filming are checked below.

- ☒ Coloured covers / Couverture de couleur
- ☐ Covers damaged / Couverture endommagée
- ☐ Covers restored and/or laminated / Couverture restaurée et/ou pelliculée
- ☐ Cover title missing / Le titre de couverture manque
- ☐ Coloured maps / Cartes géographiques en couleur
- ☐ Coloured ink (i.e. other than blue or black) / Encre de couleur (i.e. autre que bleue ou noire)
- ☐ Coloured plates and/or illustrations / Planches et/ou illustrations en couleur
- ☐ Bound with other material / Relié avec d'autres documents
- ☐ Only edition available / Seule édition disponible
- ☐ Tight binding may cause shadows or distortion along interior margin / La reliure serrée peut causer de l'ombre ou de la distorsion le long de la marge intérieure.
- ☐ Blank leaves added during restorations may appear within the text. Wherever possible, these have been omitted from filming / Il se peut que certaines pages blanches ajoutées lors d'une restauration apparaissent dans le texte, mais, lorsque cela était possible, ces pages n'ont pas été filmées.
- ☐ Additional comments / Commentaires supplémentaires:

L'Institut a microfilmé le meilleur exemplaire qu'il lui a été possible de se procurer. Les détails de cet exemplaire qui sont peut-être uniques du point de vue bibliographique, qui peuvent modifier une image reproduite, ou qui peuvent exiger une modification dans la méthode normale de filmage sont indiqués ci-dessous.

- ☐ Coloured pages / Pages de couleur
- ☐ Pages damaged / Pages endommagées
- ☐ Pages restored and/or laminated / Pages restaurées et/ou pelliculées
- ☒ Pages discoloured, stained or foxed / Pages décolorées, tachetées ou piquées
- ☒ Pages detached / Pages détachées
- ☒ Showthrough / Transparence
- ☐ Quality of print varies / Qualité inégale de l'impression
- ☐ Includes supplementary material / Comprend du matériel supplémentaire
- ☐ Pages wholly or partially obscured by errata slips, tissues, etc., have been refilmed to ensure the best possible image / Les pages totalement ou partiellement obscurcies par un feuillet d'errata, une pelure, etc., ont été filmées à nouveau de façon à obtenir la meilleure image possible.
- ☐ Opposing pages with varying colouration or discolourations are filmed twice to ensure the best possible image / Les pages s'opposant ayant des colorations variables ou des décolorations sont filmées deux fois afin d'obtenir la meilleure image possible.

This item is filmed at the reduction ratio checked below /
Ce document est filmé au taux de réduction indiqué ci-dessous.

10x	12x	14x	16x	18x	20x	22x	24x	26x	28x	30x	32x
					✓						

The copy filmed here has been reproduced thanks to the generosity of:

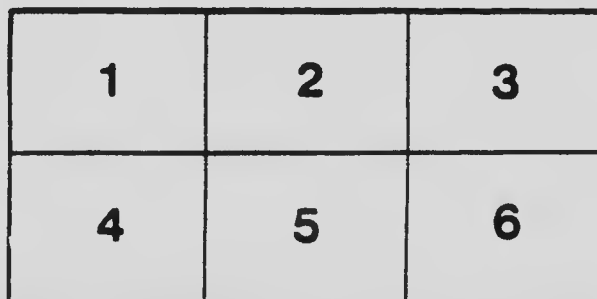
National Library of Canada

The images appearing here are the best quality possible considering the condition and legibility of the original copy and in keeping with the filming contract specifications.

Original copies in printed paper covers are filmed beginning with the front cover and ending on the last page with a printed or illustrated impression, or the back cover when appropriate. All other original copies are filmed beginning on the first page with a printed or illustrated impression, and ending on the last page with a printed or illustrated impression.

The last recorded frame on each microfiche shall contain the symbol \rightarrow (meaning "CONTINUED"), or the symbol ∇ (meaning "END"), whichever applies.

Maps, plates, charts, etc., may be filmed at different reduction ratios. Those too large to be entirely included in one exposure are filmed beginning in the upper left hand corner, left to right and top to bottom, as many frames as required. The following diagrams illustrate the method:



L'exemplaire filmé fut reproduit grâce à la générosité de:

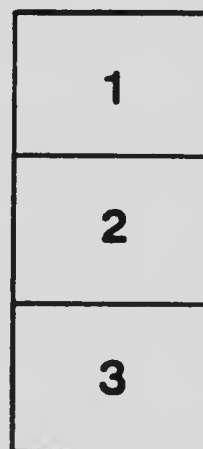
Bibliothèque nationale du Canada

Les images suivantes ont été reproduites avec le plus grand soin, compte tenu de la condition et de la netteté de l'exemplaire filmé, et en conformité avec les conditions du contrat de filmage.

Les exemplaires originaux dont la couverture en papier est imprimée sont filmés en commençant par le premier plat et en terminant soit par la dernière page qui comporte une empreinte d'impression ou d'illustration, soit par le second plat, selon le cas. Tous les autres exemplaires originaux sont filmés en commençant par la première page qui comporte une empreinte d'impression ou d'illustration et en terminant par la dernière page qui comporte une telle empreinte.

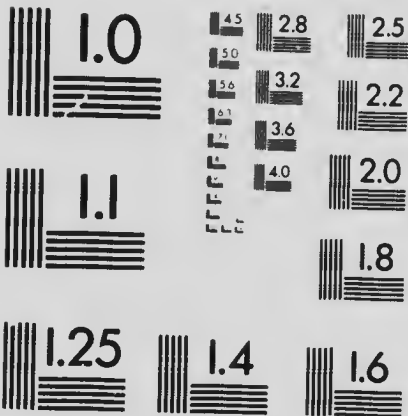
Un des symboles suivants apparaît sur la dernière image de chaque microfiche, selon le cas: le symbole \rightarrow signifie "A SUIVRE", le symbole ∇ signifie "FIN".

Les cartes, planches, tableaux, etc., peuvent être filmés à des taux de réduction différents. Lorsque le document est trop grand pour être reproduit en un seul cliché, il est filmé à partir de l'angle supérieur gauche, de gauche à droite, et de haut en bas, en prenant le nombre d'images nécessaire. Les diagrammes suivants illustrent la méthode.



MICROCOPY RESOLUTION TEST CHART

(ANSI and ISO TEST CHART No. 2)



APPLIED IMAGE Inc.

1653 East Main Street
Rochester, New York 14609 USA
(716) 482 - 0300 - Phone
(716) 288 - 5989 - Fax

Games For Children's Development

Hilda A. Wrightson

LISTED

L. H. Miller.

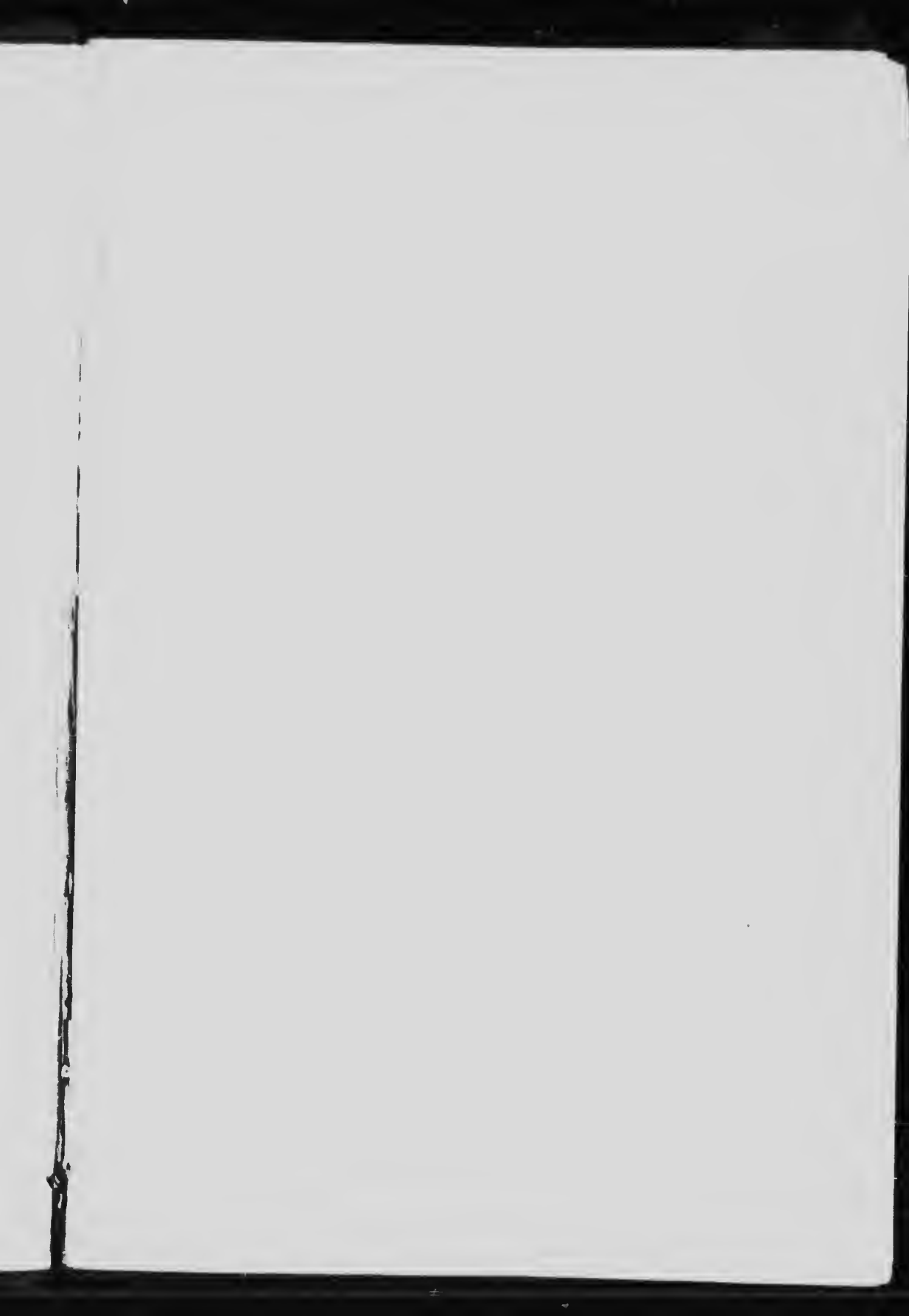
370

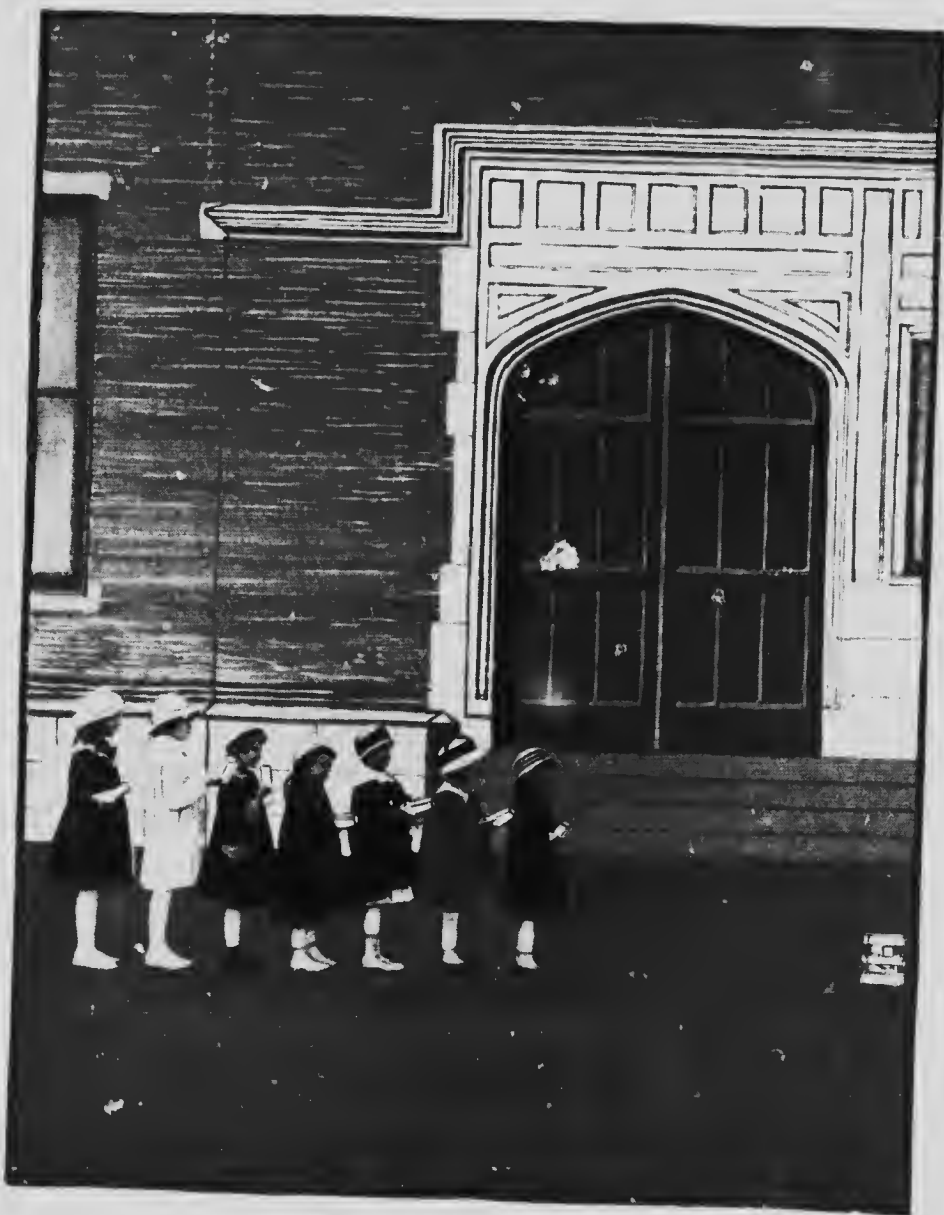
WRIGHTSON, HILDA H.

W



**GAMES FOR CHILDREN'S
DEVELOPMENT**





SINGLE FINE BLOCK BUILDING

GAMES FOR CHILDREN'S DEVELOPMENT

BY
HILDA A. WRIGHTSON

WITH AN INTRODUCTION BY
HENRY H. GODDARD, Ph.D.

ILLUSTRATED

Toronto
McClelland, Goodchild & Stewart
Limited

Copyright, 1918, by
THE McCANN COMPANY
All Rights Reserved

Printed in U. S. A.

INTRODUCTION

The training of the physical co-ordinations of children is most naturally accomplished through the medium of games.

Miss Wrightson has brought together in convenient form a large number of games especially adapted to accomplish these results. Her long experience with normal and sub-normal children is a guarantee of their usefulness and efficacy for the purpose.

It should be fully appreciated by teachers, parents and superintendents that the playing of these games is not "mere play," but definite training of the best kind. In many cases there is little else to be done.

The teacher should select such games as are most interesting to her special group and practice these until the children are reasonably proficient in them or until they prove uninteresting.

The teacher familiar only with normal minds will perhaps think some of the games here described of no value. It is always hard

INTRODUCTION

for the more intelligent to understand the less intelligent, for normal teachers to understand sub-normal children. It should be remembered that the joy of accomplishment is one of the greatest joys of life for all grades of intelligence. It is the fact that the list includes games adapted to the simplest minds which constitutes one of its excellencies.

It should not be forgotten that these games not only develop co-ordination and attention; manners, morals, self-control, altruism, patience and many more desirable qualities are involved. What more can education do than develop to the limit of the individual's capacity these qualities which, possessed even in a small degree, will help to make him a social rather than an anti-social being!

Inasmuch as normal children are much like feeble-minded children OF THE SAME MENTAL AGE, though with more spontaneity, it is clear that these games will be of equal value to young normal children and will have great value in helping them to develop their latent powers and to work off their natural energy in profitable ways.

HENRY H. GODDARD, PH.D.

PRACTICAL TRAINING HINTS

THE games and exercises in this book were written for use among mothers and teachers of normal and sub-normal children, the object being to help develop muscular control and to quicken the sense perceptions. The training should commence when the child is three years of age. The following instructions should be observed:

1. Each one of the exercises should be put before the child in a spirit of play.
2. Absolute simplicity in the training is essential. The manner in which a game is played is of more importance than the game itself. A simple game or exercise taught in a complex manner will produce a confusion of ideas.
3. Aim to produce one idea at a time in the mind of the child.
4. In teaching both normal and sub-normal children the personality of the teacher plays an important part. She

PRACTICAL TRAINING HINTS

should be patient cheerful and optimistic, always ready with a word of encouragement when the child fails to produce the desired results; thorough in her methods and with keen power to observe. The mind of the teacher reacts upon the mind of the child: "Education is the process by which one mind forms another mind and one heart another heart."

5. The principal weakness in most children is their inability to concentrate, and it is only by fixed methods of simple work, elimination of all confusion, and the conviction of the teacher that good results must emanate from her training, that she can develop and strengthen concentration in the child. The mode of procedure must not vary; children should be lined up in the same way, material of the same color used, and diagrams drawn to the same dimensions each time the game or exercise is used. Should the smallest alteration be made in these details, it will produce a confusion of ideas in the child's mind and successful training will not result.

6. Make all questions and answers as

PRACTICAL TRAINING HINTS

concrete and brief as possible, avoid superfluous detail and abstract ideas, for these tend to create confusion in the mind of the child.

7. The signal given for starting a game should be brief, as, "Are you ready?" followed by the word "Go!" said sharply and clearly. A signal with too many words is confusing. Always use the same form of signal in starting a game. Should this be changed the game will not start successfully, for the child's mind will be centered upon that change and he will lose the all-important idea, e.g., the start of the game. A game unsuccessfully started is a failure throughout.

8. During exercises the teacher should observe the reaction and should the children show signs of fatigue, or loss of interest, an exercise should be immediately changed.

9. Make all exercises as attractive as possible. Aim to have an air of peace and tranquility in the schoolroom; tension in the slightest degree is disastrous to the training. The schoolroom should be made

PRACTICAL TRAINING HINTS

a pleasure-ground for the child. Bear in mind the best discipline always attends the most successful play.

10. It is not advisable to keep a child for longer than one hour at a session. In a longer session it will be noticed the child becomes depressed or restless and power of concentration weakens. During the session a child should not be kept too long at one exercise; from four to fifteen minutes is sufficient for any of the exercises. A game played too many consecutive times in an effort to perfect it, loses its object.

11. Two inactive exercises should not follow each other consecutively.

12. In teaching rhymes and songs, introduce simple action. It will help to develop sense of rhythm and aid the memory to a marked degree. The "Mother Goose" rhymes enclosed herein have been chosen for their rhythmic value and extreme simplicity.

14. In drawing diagrams on a polished wood floor, better results may be obtained by moistening the chalk.

PRACTICAL TRAINING HINTS

The material in some of these exercises is being used to great advantage in the training rooms of Walter E. Fernald, M.D., Massachusetts School for Feeble-Minded, and George L. Wallace, Wrentham State School, Mass., to whom the author is indebted.

The material used in these exercises and games is very simple. Bean bags should be made five inches square, of bright-colored cloth of heavy texture, and filled with small, hard beans. The wooden blocks should be eight inches in length, and one and a half inches on each side; the corners should be sharp so that they may be stood on end without difficulty. Rubber balls, medicine balls, and baseballs should be regulation size.

HILDA A. WRIGHTSON.

LIST OF ILLUSTRATIONS

SINGLE LINE BLOCK BUILDING	<i>Frontispiece</i>
	FACING PAGE
WALKING EXERCISE—I	59
CIRCLE HOOP GAME	83
ROPE JUMPING	92
LEAP FROG	100
BLOCK AND BASKET GAME	124
BALL THROW	175
COMPETITIVE BOWLING	205

**GAMES FOR CHILDREN'S
DEVELOPMENT**

BEAN BAG TOSS

MATERIAL

Shallow box, bean bags.

Children sit in a circle on the floor, a distance of three feet from each other.

Place the box in the center of circle. Give each child a bean bag.

Have the children each throw their bean bag, in turn, endeavoring to get it into the box in centre of the circle.

NOTE.—This game is especially adapted for crippled children and those unable to take part in active games.

OBJECT

Train eye and hand; to stimulate play spirit.

GAMES FOR CHILDREN

COLOR

MATERIAL

Equal number of red, blue, and yellow blocks.

Children sit in semi-circle. Give each child one block.

Make three chalk circles in a row on the floor in front of class; place a red block in one, a blue block in the second, and a yellow block in the third.

Call upon children to come in turn and place their blocks in circles calling for like colors.

Do not allow second child to play until first child has returned to her seat, thereby avoiding confusion. Do not call the colors by name at this period of training; children will match them more successfully by sense of sight alone.

OBJECT

To develop color sense and concentration.

GAMES FOR CHILDREN

"PAT-A-CAKE"

Have class seated in half circle on small chairs.

Teach children the following rhyme, saying the words slowly and distinctly so that the children may more readily understand, and have them clap their hands in rhythm to the words:

"Pat-a-cake, pat-a-cake, baker's man.
Bake me a cake as fast as you can.
Pat it, and prick it, and mark it with T,
Put it in the oven for Tommy and me."

OBJECT

Memory; rhythm; increase vocabulary.

COMMAND AND CONCENTRATION

MATERIAL

Soap, spoon, cup, doll, ball, comb, toothbrush, or any article with which the child is apt to come in contact in daily life.

The teacher should place these articles in a row on the table, and then call upon one of the children to give her the toothbrush. Say the words slowly and distinctly that the child may understand exactly what is wanted. When the child has handed the toothbrush to the teacher, ask for each article in turn.

If the child is unable to concentrate for sufficient length of time to pick up the desired article, do not try to force his attention; send the child to his seat with a word of encouragement, and try the exercise each succeeding day until slowly but surely the child's attention will become strong enough to master the exercise.

MEMORY AND COMMAND

Teacher calls upon three children to stand on chalk line made for that purpose in front of class. Call names distinctly, but do not make a pause between each name. The children whose names are called will leave their seats and stand side by side on chalk line.

If three names are too confusing for the children to remember, teacher should use only two to start the exercise.

As the children improve the numbers of names may be slowly increased, always bearing in mind it is better to have the exercise too simple rather than too complicated for the child.

OBJECT

Memory ; attention ; command.

BALL THROW

MATERIAL

Medicine ball.

Children stand in group at one end of the room.

Teacher throws medicine ball into their midst, the child catching the ball throws it back to teacher, who will immediately repeat the exercise. Encourage children to run after the ball when it falls to the ground. Do not call upon any particular child to catch the ball; by throwing it in their midst and letting those catch it who can, the children will become more alert.

Should a child be very slow, it is well to call upon that child in particular to catch.

OBJECT

Training of eye and hand; attention; spontaneous activity.

"ONE, TWO, THREE, FOUR, FIVE"

Have the children seated. Teach the following rhyme, saying the words slowly and distinctly:

"One, two, three, four, five;
I caught a fish alive,
Why did you let it go?
Because it bit my finger so."

The children should clap their hands while repeating the above words.

OBJECT

Memory; rhythm; increase vocabulary.

GAMES FOR CHILDREN

BASEBALL BOWLING

MATERIAL

Two dozen bright colored blocks, six colored baseballs. Colors: Red, blue and yellow.

Draw a chalk circle three feet in diameter; make a starting line fifteen feet from the circle.

Place the blocks on end inside the circle, not too closely together.

Call upon a child, have her stand on starting line and bowl the balls one at a time, endeavoring to knock down as many blocks as possible.

Continue the exercise in this way having the children play in turn.

Choose one child to pick up the fallen blocks, and another to pick up scattered balls.

OBJECT

To develop sureness of aim; attention; natural activity.

SILENCE PERIOD

It is very important that a period of silence be maintained from three to five minutes during one hour classes.

Have the children sit with arms folded and knees close together, each child erect in his seat. Have perfect quiet in the classroom.

Do not allow the silence to become tense and strained, the object of the exercise is tranquillity and rest.

Teachers will find after a period of silence children lose their restlessness and concentrate more readily.

OBJECT

Rest; attention; tranquillity.

BLOCK PLACING

MATERIAL

Wooden blocks of one color, according to number of children playing.

Make a line of small chalk crosses on the floor twelve inches between each cross; draw a starting line parallel with crosses, eighteen feet between.

Give each child a block and have them stand in position on starting line.

At a given signal have children run and place their blocks each on one of the crosses; they then run back to starting line.

The blocks must be placed on end upon the crosses; should a block fall, the child must place it upright again.

This exercise may be repeated three or four consecutive times.

OBJECT

Muscular control; attention; to stimulate the spirit of play; voluntary activity.

COLOR EXERCISE

MATERIAL

Six bright colored balls—two red, two blue, two yellow.

Place three balls on the table, one of each color, teacher holding the duplicates.

Hold up the red ball that all may see it, and call upon A to pick out ball of same color on the table. When A has picked out red ball, teacher should then hold up blue ball, and call upon B to find duplicate. Do not call the balls by color name. The child will develop color sense more quickly if name of color is omitted at this period of training.

OBJECT

Color sense; attention; independent thought.

ROLLING ROUNDERS

MATERIAL

Medicine ball.

Children sit in a circle, five feet of space between each player.

The ball must be rolled from one player to the next, all the way round the circle; choose one player to run after the ball when it rolls away from the circle.

For variety the ball may also be rolled across the circle.

This game is especially beneficial for crippled children, and those unable to take part in active games.

OBJECT

Muscular control; attention; play spirit.

COMMAND AND IMITATION

Have children quietly seated in class. Teacher should give the following commands, carrying out the action of each one for children to imitate.

1. Every child point to his eyes.
2. Every child point to his nose.
3. Every child point to his mouth.
4. Every child point to his ears.
5. Every child put out his hands.
6. Every child put out his feet.

Do not insist that children obey these commands; observation will soon create a desire to imitate the actions of the other children in class.

Ask no questions regarding the use of the above parts of the body at this period of training.

OBJECT

Command; attention; imitation.

GAMES FOR CHILDREN

"HICKORY, DICKORY, DOCK"

Have the children seated in half circle on small chairs.

Teach the following rhyme, speaking each word slowly and distinctly:

"Hickory, dickory, dock,
The mouse ran up the clock;
The clock struck one,
The mouse ran down,
Hickory, dickory, dock."

Children should clap their hands while repeating the rhyme.

OBJECT

Idea association; increase vocabulary; memory.

MEDICINE BALL THROW

MATERIAL

Medicine ball.

Children stand in semi-circle.

Teacher should throw ball to a child in class, the child then throws the ball back to teacher. The ball is again thrown to another child in class, the game continuing in this way, teacher throwing the ball and children returning it.

Do not play in rotation; the children's attention will be held better if ball is thrown unexpectedly to different parts of the class.

OBJECT

Attention; to develop play spirit; stimulate activity.

MARCHING AND CLAPPING

Have the children seated in a semi-circle. Teacher should give commands clearly and with precision.

Children should keep rhythmic time in marching and clapping.

1. "All stand; heels together; arms down."

2. "All turn to the door and mark time."

3. "Forward march, and clap hands."

4. "Arms down; mark time; halt; one, two."

5. "Mark time."

6. "Forward march, slowly; clap hands." slowly."

7. "March quickly; clap hands quickly."

8. "Arms down; mark time."

9. "Halt; one, two."

Have children "mark time" before starting to march. By doing this marching is more rhythmic and confusion is eliminated.

Note.--Do not use the expression "right" and "left" until children are well advanced.

OBJECT

Attention; discipline; motor control.

SHOE-LACING EXERCISE

Draw a straight chalk line on floor and have children stand with feet together on the line.

At command, children should sit on floor and take off one shoe.

It is advisable for the teacher to unfasten the bow on each child's shoe before the exercise begins, as they are apt to pull their laces into innumerable knots, thereby causing much confusion.

When each child has removed one shoe, teacher may tell them all to put shoes on again, and see who can lace his first.

OBJECT

Attention; develop natural energy; co-ordination.

BEAN BAG THROW

MATERIAL

Three bean bags, red, blue and yellow in color.

Teacher should draw a chalk circle on floor three feet in diameter, and make a starting line twelve feet from circle.

Have child stand on starting line and throw each bean bag, endeavoring to get them into the chalked circle.

This game may be made competitive by having two circles and calling upon two children to play at the same time; in such cases have red bean bags used in one circle and blue bean bags in the other.

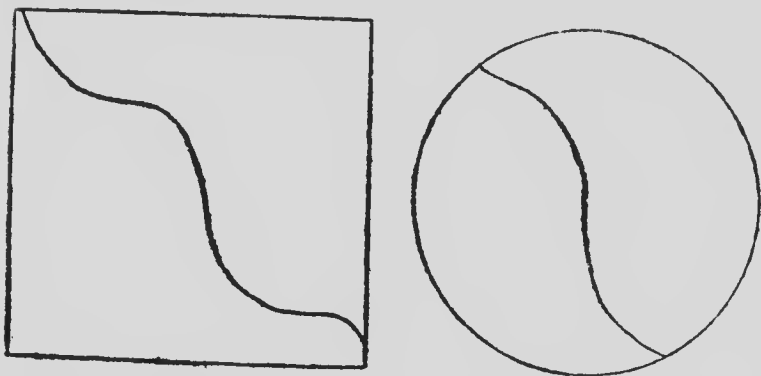
OBJECT

Training eye and hand; to develop play spirit.

GAMES FOR CHILDREN

COLOR AND FORM PUZZLES—I

Twelve-inch pieces of thin wood, painted in bright shades of red, blue and yellow. Forms: Circle, square, and oblong, each being divided irregularly into two sections.



Give each child four pieces; for example, two pieces of red which, when correctly placed together form one red circle, and two pieces of blue comprising one blue square. The next child may have two yellow pieces forming a yellow circle, and two red pieces forming a red oblong.

Children should be seated at a low table for this exercise.

OBJECT

Color; form; concentration.

TIPTOE EXERCISE

Have the children sit quiet; let no noise be heard in the room; maintain this silence for two minutes before starting exercise.

Teacher calls upon A to perform; he should stand up with arms folded and walk on tiptoe around teacher's chair (or to a given point) and back to his seat.

Teacher continues the exercise in this way, encouraging each child to do just a little better than the preceding child.

Four minutes is sufficient length of time for this exercise.

OBJECT

Rest; discipline; motor control; tranquillity.

GAMES FOR CHILDREN

PULLING EXERCISE

MATERIAL

A strong rope about twelve feet in length.

Choose six players as evenly matched in size and weight as possible.

Make two starting lines four feet apart on which the leader of each side will stand.

At a given signal the three players on one side should pull in an opposite direction from the three players on the other side.

When this exercise is started some of the children will be apt to let go of the rope when they feel others pulling, and some will pull aimlessly, neither giving help to one side or the other. Do not try to force the child to pull the rope in the right way. Continual use of this exercise will bring about desired results.

OBJECT

To develop muscular force; concentration; voluntary effort.

COMMAND AND CONCENTRATION

MATERIAL

Red ball; blue bean bag.

Place the above articles on table and call upon child to perform.

Teacher gives commands in the following order, speaking slowly and distinctly:

Pick up ball and hold it.

Pick up bean bag and hold it.

Put down ball.

Put down bean bag.

Pick up ball and hold it.

Put down ball and pick up bean bag and hold it.

Put down bean bag.

Teacher should pause between each command, that the child may not become confused.

GUESSING GAME

Have the class seated in a semi-circle. Teacher should stand in front of the class and imitate the action of cleaning teeth. Ask the question "What am I doing?"

Teacher then imitates the action of scrubbing floor, brushing hair, washing face, or any simple action the child may recognize.

Having repeated this exercise on several occasions, call upon a child to stand in front of the class and reproduce an action she may remember. The child in class, guessing the correct answer to the action, should then take her place, and in this way the game continues.

Teacher should make the actions more difficult to recognize as the children improve in the game.

OBJECT

Association of ideas; initiative; independent thought.

BALL SCRAMBLE

MATERIAL

Three dozen bright colored baseballs; one dozen red, one dozen blue and one dozen yellow. Shallow box to hold balls.

Children stand in an informal group at one end of the room.

Teacher should throw the balls into the air, letting them fall to the floor some distance from the children, who immediately run to pick up the fallen balls.

Do not correct the children if they laugh loudly and make a noise, for to arouse them from depression and sluggishness is one object of the exercise.

When the balls are picked up the children should place them in the box. They then take their place for another scramble.

This exercise may be repeated from three to six times in succession.

OBJECT

Motor training; attention; natural energy.

GAMES FOR CHILDREN

PAPER PICK UP

Have the children seated in half-circle on small chairs.

Tear or cut a newspaper into pieces not less than two inches in length.

Place a waste basket at hand; scatter the paper on the floor in front of the class.

On command the children should leave their seats, pick up the paper, and put it into the basket.

When all the paper is picked up, teacher should give the command for children to return to their seats.

OBJECT

Concentration; command; develop useful activity.

GAMES FOR CHILDREN

BELL CIRCLE

MATERIAL

Six bright colored baseballs; one bell.

Children sit in a circle on the floor, a small space between each child. Use an active child for running after balls that go astray.

Place the bell in the center of the circle and give six of the children each a baseball.

The children should play in order, each one rolling his ball and endeavoring to hit the bell and make it ring.

This game is very good for crippled children, and those unable to take part in running games.

OBJECT

To develop play spirit; attention; voluntary effort.

SIT AND STAND

The class should be seated in a half-circle on kindergarten chairs.

Children sit erect, arms folded, feet together.

At a given signal all children stand; there must be no scuffling of feet; no movements of the arms or confusion of any kind; all stand promptly. Signal will then be given for the children to sit; this must also be done with precision.

This exercise may be repeated four or five consecutive times.

Note.—To vary exercise children may clasp their hands tightly behind their backs, each hand grasping an elbow. The exercise is more difficult to perform with arms folded in this manner, and calls for more decided control of the muscles.

OBJECT

Muscular control; attention; discipline.

GAMES FOR CHILDREN

SENSE OF DIRECTION

Place four chairs in a straight row; call upon four children to sit in these chairs; tell each child to notice the chair in which she is sitting and the child next to whom she is sitting.

On signal have children get up from chairs and walk the whole way around the room. When they reach their chairs again, each child must sit in precisely the same chair she had when exercise began.

As children advance in this exercise the number of chairs may be increased, always taking care lest the exercise become too complex.

OBJECT

Direction; independent thought; natural effort.

GAMES FOR CHILDREN

HOOP GAME

MATERIAL

A wooden hoop four feet in diameter, bound in bright blue or red; six bean bags, three red and three blue.

Have two of the pupils hold hoop in a vertical position three feet from the ground, children meanwhile standing in a group on one side of hoop at a distance of twelve feet, teacher standing on opposite side.

Teacher then throws bean bags one at a time through the hoop to the children on the opposite side. When children have all the bean bags on their side they should throw them back through hoop to teacher, and game will be repeated.

The weaker and more deficient children should be given special attention in these group games and exercises, or they will be pushed to the wall by their stronger companions and derive no benefit whatever.

OBJECT

To stimulate play spirit; train hand and eye; attention.

FLAG MARCHING

MATERIAL

Twelve-inch flags, one drum.

Line up children by twos according to height. Give each child a flag, and have him carry it over his right shoulder.

Teacher should give the command "Mark time" and make a single beat on the drum for every step of the right foot, counting one, two; one, two; right foot down on the word one, which must be emphasized.

The command to "Halt; one, two," should then be given and the drum cease beating with the command.

After a brief rest, again give the command, "Mark time," followed by, "Forward march." The drum should immediately change to brisk march time in response to the command, "Forward march" and the children should march around the room, keeping step to the music.

OBJECT

Motor training; rhythm; discipline.

GAMES FOR CHILDREN

"I LOVE LITTLE PUSSY"

Have children seated in a half circle on kindergarten chairs.

Teach the following rhyme saying the words slowly and distinctly:

"I love little pussy her coat is so warm;
And if I don't hurt her, she'll do me no
harm;
So I'll not pull her tail, nor drive her away,
But pussy and I very gently will play."

OBJECT

Memory; idea association; increase vocabulary.

WHO IS MISSING?

Have the class seated in a semi-circle.

Call upon A and blindfold him. Have B leave the class quietly and hide. The blinder is then taken from A's eyes, he should look around the class, endeavoring to name the missing one.

Should he make a guess that is not correct, the children in class all shake their heads; should he guess correctly they clap their hands.

The game continues in this way, children performing in their turn.

OBJECT

Observation; concentration; independent thought.

GAMES FOR CHILDREN

SIGHT EXERCISE

MATERIAL

Articles of every-day use, pointer.

Teacher should place a number of articles on the table. Use only articles with which the child is familiar, e.g., spoon, cup, brush; soap; ball.

When the exercise is started use only six articles and as the child progresses, slowly increase number.

Call a child from class; teacher will point out different articles on the table; have the child answer the names of articles as quickly as possible.

Should the child be unable to talk, teacher should call names of different articles and have child touch them with pointer as they are called.

OBJECT

Concentration; memory; sight.

GAMES FOR CHILDREN

CHAIR RACE

Place six chairs in a straight line, with backs to the wall. Chalk a starting line eighteen feet from chairs, and call upon seven children to stand on it.

At a given signal children should run and each child sit on a chair; the odd player not fortunate enough to get a chair is out.

Take one chair away and repeat game. The game continues until one chair is left and two children to run.

The child successful in getting that chair wins the race.

OBJECT

To develop muscular control; attention;

GAMES FOR CHILDREN

CIRCLE BLIND MAN

Children form a circle with hands joined.

Choose five players for the centre of circle, put a blinder on one of the five.

On a given signal the blindfolded player endeavors to catch one of the other players in the centre. When one child is caught the five children take their places in the circle and five others are chosen for the centre.

Should there be a large number of children playing, more than four may be chosen for the centre to dodge the blindman.

No player is allowed to run out of the ring.

OBJECT

Spirit of play, initiative.

GAMES FOR CHILDREN

NAMING ARTICLES

MATERIAL

Small articles of every-day use, such as: spoon, cup doll, ball, book, brush; pointer.

Place the articles on a table in front of the class.

When the exercise is started use six articles; as the children progress, gradually increase the number.

Call a child from the class. Teacher point out different articles on the table. Have the child repeat the name of each article as it is touched by pointer.

Should the child be unable to talk, teacher calls the names of the different articles on the table, and the child should touch them with the pointer as they are called.

OBJECT

Memory; concentration; sight training.

GAMES FOR CHILDREN

"BAA-BAA BLACK SHEEP"

Have the children stand in a circle, a distance of three feet between each child.

Choose two children for the centre of the circle, one to represent "Little Boy" and the other "Black Sheep."

"Little Boy" should stand with his hands to his eyes in an attitude of crying, and "Black Sheep" should kneel on the floor next to "Little Boy."

Teach the following verse:

"Baa-Baa black sheep, have you any wool?
Yes sir, yes sir, three bags full;
One for the master, one for the dame,
But none for the little boy
Who cries in the lane."

Have the children in the circle clap while repeating the above verse, until they come to "But none for the little boy," they then move to the centre of the circle and clap their hands close to "Little Boy" and "Black Sheep," returning to original position at the close of the rhyme.

"Little Boy" and "Black Sheep" remain in the same position throughout the rhyme.

GAMES FOR CHILDREN

BUTTONING EXERCISE

MATERIAL

Button strips should be made of bright blue and bright red cloth eighteen inches in length and two inches in width. Have six buttons on one strip, and six buttonholes on another strip of corresponding color.

Make a straight chalk line on the floor. Have children stand side by side on the line.

Give each child two strips, of corresponding color, one with buttons and one with buttonholes.

Direct children to start at the end of each strip and put the buttons into the buttonholes.

Do not continue this exercise for longer than eight minutes.

At another session the children may be given the button strips already fastened, and be taught to unfasten it.

OBJECT

To co-ordinate hand and brain; to create the desire and the ability to dress; useful activity.

DIRECTION AND COMMAND

MATERIAL

Cup, spoon, hair brush, or any article familiar to the child.

Teacher should place above articles in different parts of the room; for instance, put the cup on a chair; the spoon on the table; the hair brush on another chair. Each article must be in such a position it can easily be seen by the child.

Call upon A to bring the cup to teacher; call upon B to bring the spoon; continue the exercise in this way, calling upon different children to perform until all the articles have been brought to teacher.

OBJECT

Concentration; useful activity.

VISUALIZATION

Have class seated in semi-circle.

Place four different articles in a row on the table; these articles must be objects with which the child is familiar, such as: soap, cup, spoon, comb. Call upon a child and ask him to look at the articles on the table then blindfold his eyes and remove the cup from the table; take bandage from child's eyes and ask him to name the missing article.

Should the child be unable to visualize as many as four articles, use three to start the exercise. When children can readily visualize four, slowly increase number of articles.

OBJECT

Memory; concentration; **visual** training.

PLAY DAYS

The following rhyme will be found useful in aiding the children to remember the days of the week, and the order in which they come:

"How many days has my baby to play?
Saturday, Sunday, Monday.
Tuesday Wednesday, Thursday, Friday,
Saturday, Sunday, Monday."

The children should repeat the above rhyme slowly, clapping their hands in rhythm while doing so.

OBJECT

Memory; attention; increase vocabulary.

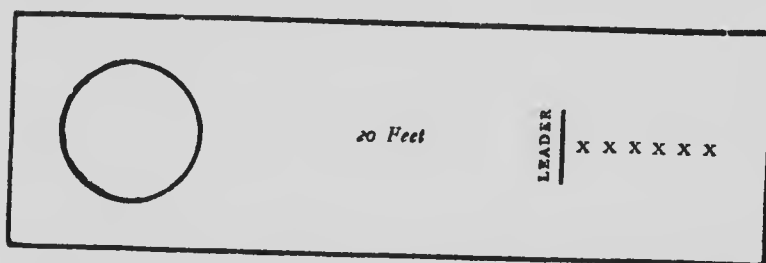
GAMES FOR CHILDREN

SINGLE LINE BLOCK STANDING

MATERIAL

Equal number of red, blue and yellow blocks.

Line up children in single file, according to height. Chalk floor as per diagram. Give each child a block.



The leader stands on starting line. At a given signal he will run and place his block on end in the circle after which he will run to rear of line, and second child will take his turn.

Should a child knock other blocks down while placing his, he must stand them up again before taking his place at rear of line.

Continue until each child has placed his block.

OBJECT

Attention; muscular control; natural effort; spirit of play.



WALKING EXERCISE 1

WALKING EXERCISE.—I

Teacher should chalk a straight line along the floor.

1. Have child walk line slowly, taking care to place both heel and toe on line at every step.
2. Walk line with hands placed firmly on hips and elbows out.
3. Walk line with hands clasping elbows at back.
4. Walk line with hands clasped in nape of neck; elbows out.
5. Walk line with arms outstretched on level with shoulders, fingers straight, palms down.

OBJECT

Muscular control; attention; co-ordination.

COMMAND AND OBSERVATION

Have the children seated in a half circle on small chairs.

Teacher should call upon A to stand in one corner of the room: do not designate as to which part of the room is the corner; call on B to go to another corner; tell C and D to go to the other two corners; tell E to stand in the middle of the room.

When this is accomplished, send the five children to their seats and choose another five to repeat the exercise.

OBJECT

Observation; command.

BROAD JUMP

Teacher should draw two parallel lines with eight inches of space between. Should this game be played out of doors, long sticks will readily take the place of chalk lines. Line up children in single file according to height, and at a given signal first player runs and jumps over the parallel lines; the other players follow in their turn.

Players should line up each time they have jumped, and stand in position until last player has jumped.

Having failed twice in succession a player should take his seat until the end of the game.

Teacher should widen jumping-space about two inches each time, or according to the ability of players.

To gain correct results this exercise must be carried out with method and precision.

OBJECT

Motor force; concentration; spontaneous activity.

GAMES FOR CHILDREN

EXERCISE IN BALANCE

MATERIAL

Spoon and ball.

Chalk two parallel lines on the floor eighteen feet apart.

Have child balance ball in spoon and walk from starting line to the opposite line, and back to starting line. No effort at speed is necessary.

This exercise may be varied by making it competitive. Have two children walk at the same time, each carrying a spoon and balancing a ball. The child that gets back to starting line first wins the game.

OBJECT

Sense of balance; concentration.

"LITTLE JACK HORNER"

Have the children seated quietly.

Call upon one child, preferably the smallest, to represent Jack; he should sit in a corner where he can readily be seen by the class. Have Jack hold something in his lap to represent a pie. He should imitate the action of eating while the rhyme is being repeated by the rest of the class:

"Little Jack Horner
Sat in a corner;
Eating Christmas pie.
He put in his thumb,
And pulled out a plum,
And said what a good boy am I."

The children should point to Jack with their right arms outstretched, until they come to the word "pie." They should then imitate the action of putting their fingers into a pie. On the last line all clap their hands merrily; Jack joining in with the rest.

OBJECT

Idea association; imaginative activity; increase vocabulary.

SINGLE LINE MEDICINE BALL BOWLING

MATERIAL

One medicine ball, two dozen red blocks.

Draw a chalk circle three feet in diameter; make a starting line fifteen feet from the circle.

Stand the blocks on end closely together in the chalk circle. Call upon a child, have her stand on the starting line, and bowl the ball in an effort to knock down as many of the blocks as possible in one throw. Choose one child to replace the fallen blocks.

Continue the exercise in this way until each child has played in turn.

OBJECT

Attention; motor control; play spirit.

HEARING AND CONCENTRATION

MATERIAL

A small clock.

Have the children seated in a half circle on kindergarten chairs.

For this exercise absolute quiet must be maintained in the room.

Teacher should blindfold a child; place the clock anywhere in the room, some distance from the child, then tell the child to go and find the clock. The child will listen for the ticking of the clock, and guided by her sense of hearing, should go to the place where it is.

Repeat the exercise, calling upon children in turn to perform.

OBJECT

Rest; hearing.

BEAN BAG THROW

MATERIAL

Equal number of red and blue bean bags.

Have children stand in two straight lines, with leaders on starting lines, as in diagram.

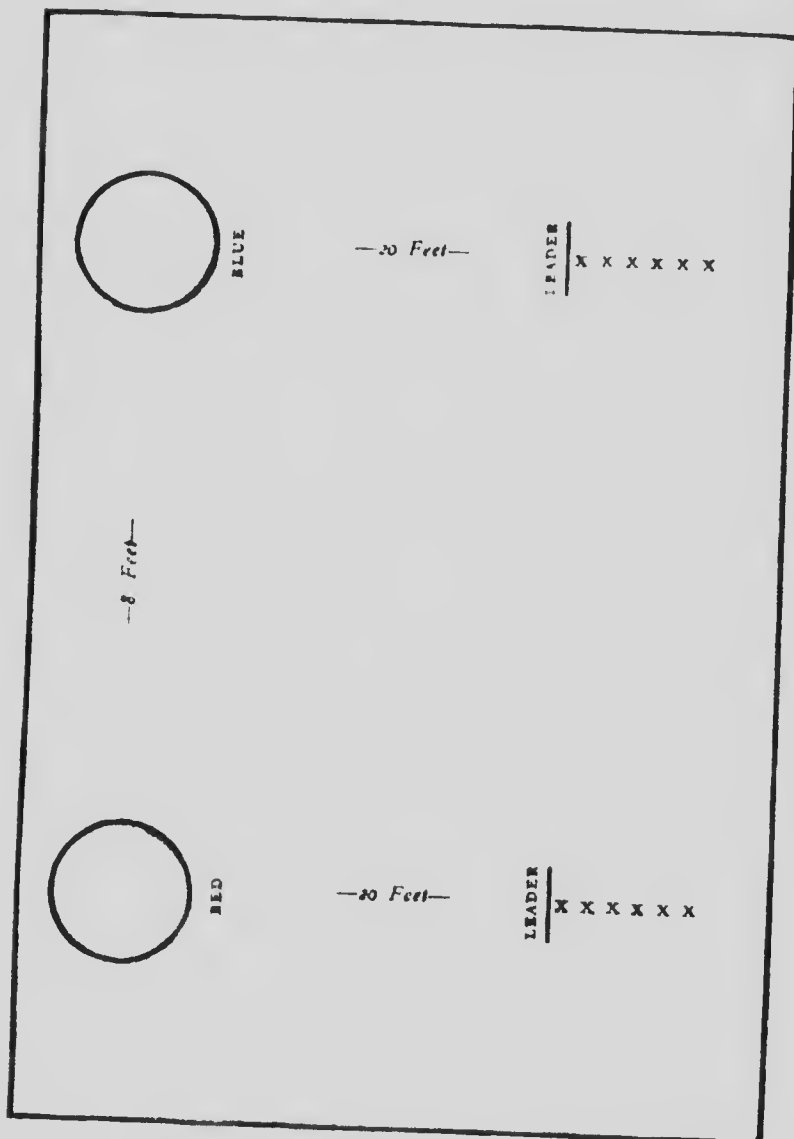
Give each child a bean bag, one side holding red and one side blue.

At a given signal the two leaders throw their bean bags, endeavoring to get them into the chalk circles; they then run to the rear of their lines, and second players throw their bean bags and also run to rear of lines. The game continues in this way until all bean bags have been played; the side having the greater number of bean bags in the circle wins.

OBJECT

Spirit of competitive play; attention; useful activity.

GAMES FOR CHILDREN



GAMES FOR CHILDREN

"HUSH-A-BYE"

Have children stand in a semi-circle, they should fold their arms and rock them with a rhythmic movement while repeating the following words:

"Hush-a-bye baby, on the tree top;

When the wind blows the cradle will
rock;

When the bough breaks the cradle will
fall;

Down will come baby, bough, cradle
and all."

OBJECT

Imaginative activity; memory.

GAMES FOR CHILDREN

SINGLE FILE MARCHING

MATERIAL

Twelve-inch flags.

Line up children according to height in single file. Give each child a flag.

A simple, well-accented march should be played on the piano during this exercise.

Have children march around the room twice, then march diagonally from one corner to the other. They should then march in a small circle, then around the room again and finally come to position in a straight line in the center of room.

Teacher then gives the command "Face front," followed by "Present flags," at which, children will hold out their flags, handles foremost, for teacher to collect.

Flags should be presented and collected in this manner after each exercise in which flags are used.

Victrola music may be substituted for piano music, provided the march time be well accented.

OBJECT

Motor training; discipline; rhythm.

"MISTRESS MARY"

Teacher speaks slowly and distinctly while repeating the following rhyme, that the children may readily understand the words:

"Mistress Mary, quite contrary,
How does your garden grow?
With silver bells and cockle shells
And little girls all in a row."

Have the children stand in a circle, with two feet distance between each child; have one child stand in the centre of the circle to represent Mistress Mary.

On the first two lines the children in the circle bow slowly to the child in the centre; on the third line they should imitate the action of ringing a bell. On the last line they all join hands and skip around.

OBJECT

Memory; imaginative activity; increase vocabulary.

SINGLE LINE HOOP GAME

MATERIAL

A light wooden hoop, three and a half feet in diameter; red bean bags.

Line up players in a single file; give each player a bean bag.

Have two players hold hoop in a horizontal position about four feet from the ground. Make a chalk starting line ten feet from hoop on which leaders will stand.

At a given signal leader should throw his bean bag through the hoop and then run to the rear of the line; each player will throw in turn, the game continuing until all bean bags have been played and leader is once more on starting line.

OBJECT

Accuracy of aim; to develop play spirit; attention.

FLAT RELAY RACE

Place children in two lines of equal number, according to height. Leaders stand on starting lines.

Leader on one side will hold a red bean bag, and leader on the other side a blue bean bag.

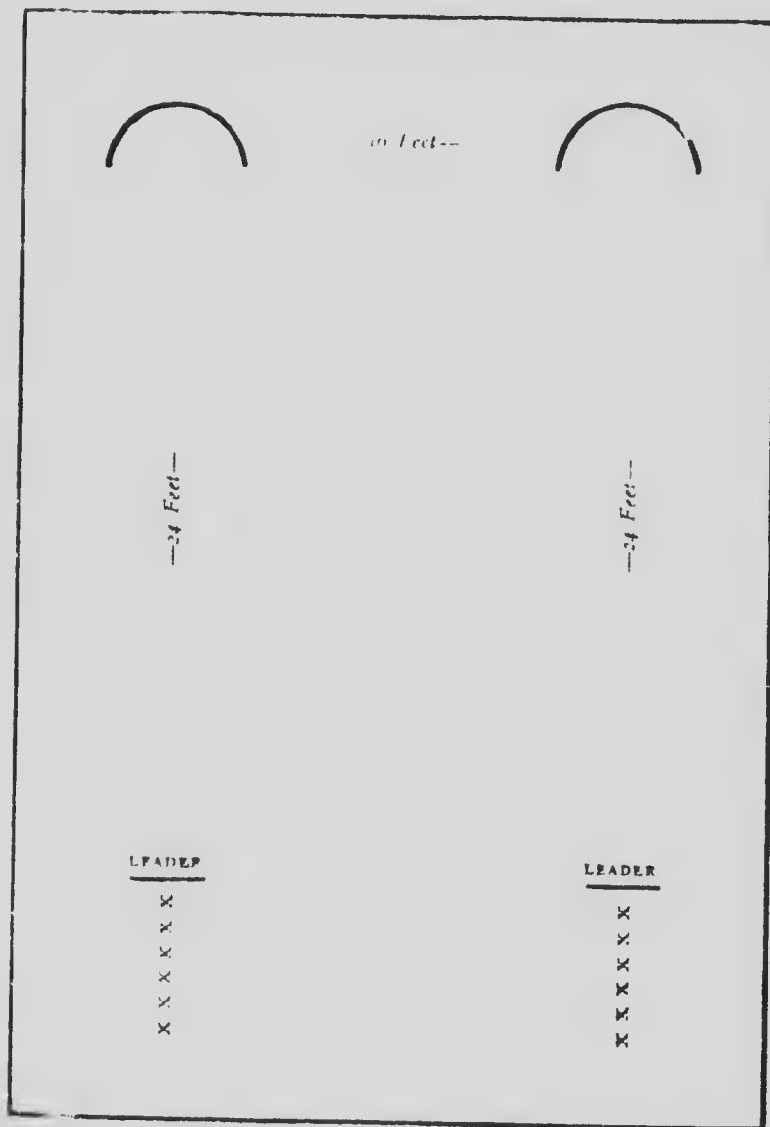
At a given signal the leaders start off and run around chalk marks and back to starting line. As they pass second runner they give him the bean bag; on receiving same, he immediately runs as the leader did, and on his way to the rear of line hands the bean bag to the next child.

The side having its leader back on starting line first wins the race.

OBJECT

Muscular control; attention; stimulate activity.

GAMES FOR CHILDREN



SCHOOLROOM OBSERVATION

MATERIAL

Five inch squares of glass, wood, paper, iron, tin and cloth; pointer.

Teacher hands the piece of glass to A, giving him also a pointer. Tell him to point out anything in the room that is made of glass, the substance which he holds in his hand.

Call B and hand him a piece of wood; ask him to point out anything he can find in the room made of that substance.

Continue the exercise in this manner.

OBJECT

To stimulate observation; idea association; independent thought.

BIRD-FLYING EXERCISE

Have children perfectly quiet.

Call upon A to imitate a bird.

A must run on tiptoes, with arms outstretched and waving slightly to imitate a bird's wings. She must go the whole way around the room and back to her seat, it being done with the least possible noise.

For variation, the teacher may call upon three birds to fly together. They should follow one chosen for leader, and fly quietly around the room and back to their seats.

Have children repeat rhyme or song pertaining to birds during an interval in this exercise and they will more readily conceive the idea of imitating a bird.

OBJECT

Muscular control; rest; active imagination.

ACTION SONG

Tune: "The Night before the Fourth."

Have class sit in half-circle on kindergarden chairs, and interpret the different actions as they occur in the song.

1

We'll all stand up together,
We'll all stand up together,
We'll all stand up together,
As all good children do.

2

We'll all clap hands together.

3

We'll all keep step together.

4

We'll all march round together.

5

We'll all join hands together.

6

We'll all sit down together.

There is a good swing to the tune and action of this song which will stimulate interest and sense of rhythm in the child.

DAYS OF WEEK.—I

Have the class seated in a half circle on kindergarten chairs.

Teach children to say the seven days of the week with the assistance of their hands, ticking off one finger for each day. Have them say each syllable very slowly and rhythmically, as Sun-day, Mon-day, Tues-day, Wednesday, Thurs-day, Fri-day and Satur-day. This exercise must be practiced slowly and deliberately to gain the desired result, and children will learn it much the same way as a nursery rhyme.

OBJECT

Memory; stimulate thought.

DAYS OF WEEK.—II

After having taught children to memorize days of week with the assistance of their fingers, teacher should use the power of association of ideas to teach children to know the name of each day as it comes.

For example: Sunday is the day on which we go to Sunday School. Monday is the day on which mother does the washing; and so continue using the association of the unvarying routine of the child's life to impress upon the memory the name of each day in its correct order.

OBJECT

Memory; stimulate thought; association of ideas.

GAMES FOR CHILDREN

RUNNING EXERCISE

After a passive exercise children often become restless; in such cases, this exercise will be found beneficial.

Commands to be given with precision, e.g., "children stand," "feet together," "heads up," "arms double." "are you ready?" "run!"

Before this exercise can be successfully carried out, the child must be taught to recognize each command.

On the signal, "arms double," children clench fists tightly and double arms up so that the fore arm is horizontal with the elbow; keep elbows well in to the sides.

On the signal, "run!" children remain in position and perform the movements of running.

The shoulders must be kept well back, and feet raised to the knees at each running step.

This exercise may be varied by allowing the children to run in a circle for three minutes, afterward quietly taking their seats.

OBJECT

Muscular control; discipline; attention.

"BABY DOLLY"

Teach the following words, having the children clap rhythmically while repeating them:

"Hush, baby, my dolly, I pray you don't cry,
And I'll give you some bread and some milk
bye-and-bye;
Or, perhaps you like custard, or, maybe, a
tart;
Then to either you're welcome, with all my
heart."

Have the words repeated slowly and carefully enunciated to correct speech defects.

OBJECT

Increase vocabulary; stimulate thought.

DIRECTION AND ATTENTION

Have children seated in class.

Teacher call upon A, tell him to walk to door and remain there. Call upon B to walk to window and stay there. Call C to walk to table and remain.

As many as twelve children may be called upon to go in different directions; they must remain in position until told to go to their seats. Teacher should call upon each child separately, when sending them to their seats.

This exercise may be simplified by calling upon only three children, and gradually increasing the number.

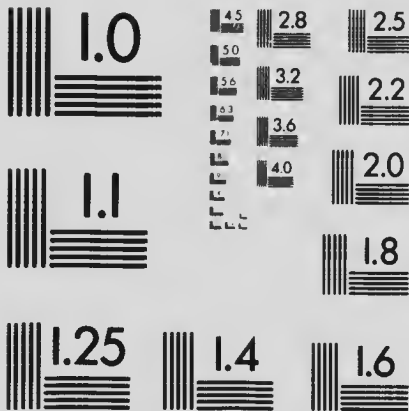
OBJECT

Observation; sense of direction; attention; command.



MICROCOPY RESOLUTION TEST CHART

(ANSI and ISO TEST CHART No. 2)



APPLIED IMAGE Inc

1653 East Main Street
Rochester, New York 14609 USA
(716) 482 - 0300 - Phone
(716) 288 - 5989 - Fax

**"TWINKLE, TWINKLE, LITTLE
STAR"**

Teach the following poem, saying the words slowly and distinctly:

"Twinkle, twinkle little star,
How I wonder what you are.
Up above the world so high,
Like a diamond in the sky."

It is well to question children regarding the above poem, to determine as to whether they understand the different words and expressions. For example, "Where is the sky?" "Who has seen a star?" "When do the stars shine?" In this manner we find poetry a valuable help in strengthening the power of association of ideas.

OBJECT

Memory; language; association of ideas.



CIRCLE HOOP GAME

GAMES FOR CHILDREN

CIRCLE HOOP GAME

MATERIAL

Hoop, three and a half feet in diameter.
Equal number of red and blue bean bags.

Players form a circle, four feet distance between each child.

Have two players hold the hoop in the centre of the circle about four feet from the ground in a horizontal position.

Give each player a bean bag, alternating red and blue.

At a given signal one child should throw his bean bag, endeavoring to get it through the hoop; each player will throw in turn until all bean bags have been played.

Should the red bean bags have the greater number thrown through the hoop, the players who hold that color win the game; the same principle applies to those holding blue.

OBJECT

To develop play spirit; accuracy of aim; natural effort.

COLOR AND FORM PUZZLES—II

MATERIAL

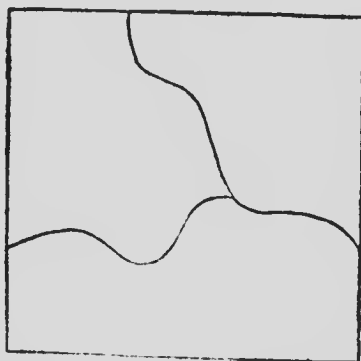
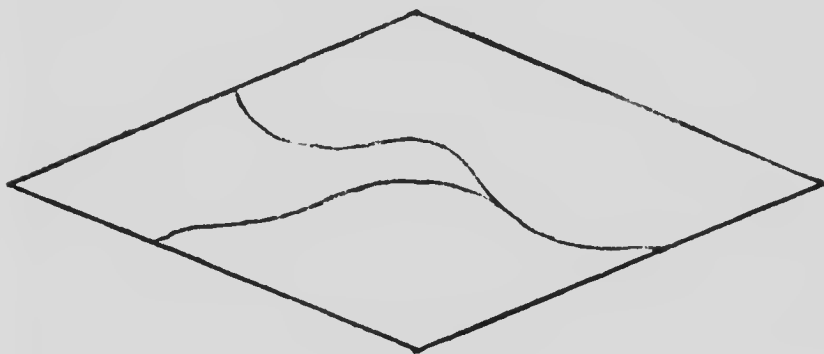
Twelve-inch pieces of thin wood in blue, red, yellow and green colors, of square, circle, oval, and diamond form.

Each form must be cut into three irregular pieces. Have children stand at a table. Give each child six pieces, with which he should make two complete forms, for example, three yellow pieces, forming an oval, and three green pieces forming a diamond.

OBJECT

Color; form; concentration; constructive activity.

GAMES FOR CHILDREN



DRILL.—ARM SWINGING

Line up children by twos according to height.

Give the command "Mark time," followed by "Forward march!" Children should march around the room twice and then down centre. On reaching the lower end of the room, partners should separate, turn in the opposite directions, and march up the room in two single lines eighteen feet apart.

Space children that they may have sufficient room for arm swinging.

Teacher should give the following commands, accompanying the action with the words:

1. "Stand at position, heels together, arms down."
2. "Hands on hips, hands on shoulders, hands on heads, hands up; hands on heads, hands on shoulders, hands on hips, hands down." (Repeat four times.)

GAMES FOR CHILDREN

3 "Clap hands once in front, once behind, keep elbows straight." (Repeat six times.)

4. "Hands on hips, heels raise, heels sink." (Repeat six times.)

5. "Arms swing straight up, straight down." Keep the body erect and the feet still during this movement. (Repeat four times.)

6. Hands on shoulders, arms up; hands on shoulders, arms down. (Repeat twice.) Hands on shoulders, arms straight out in front; hands on shoulders, arms down. (Repeat twice.) Hands on shoulders, arms out straight each side; hands on shoulders, arms down. (Repeat twice.) Commands should be given and carried out with precision to obtain desired results.

OBJECT

Motor training; discipline; command.

FARMYARD GAME

Have class sit in semi-circle.

Teacher should call upon A to imitate a dog, e.g., go down on his hands and knees and run along the floor, at the same time imitating the bark of a dog; he will then return to his seat. Call upon B to imitate a cow; C to imitate a sheep; D to imitate a cat, and so forth, until the children have each an animal in mind to imitate.

If the class is large have several children imitate the same animal.

When the game has been played in this manner several times, and the children have become familiar with the sounds the different animals make, the teacher should assign one corner of the room for a barn. At a given signal call upon the animals to go to the barn, at which all the children will crawl rapidly along the floor to the barn, each making the noise of the animal they are to imitate.

OBJECT

Muscular control; observation; imaginative activity.

COLOR OBSERVATION

Teacher calls upon a child to tell all the different articles of one color he can see in the room. Should the desired color be blue, the child should be told to look around the room and name every article that he can see of that color.

If the child has not learned to know color by name, the teacher should hand him a bright blue block or a bright blue ball and tell him to name all of like color that he can see in the room.

Should the child be unable to speak and yet have his color sense developed, the teacher should hand him a pointer and have him point out the different articles of desired color.

OBJECT

Observation; color sense; independent thought.

"JACK AND JILL"

Have the children seated. Choose two children to represent Jack and Jill. They should have a small tin pail to carry between them.

Teach the following words, having the children in class clap rhythmically while repeating them:

"Jack and Jill went up the hill,
To fetch a pail of water;
Jack fell down and broke his crown,
And Jill came tumbling after."

"Up Jack got and said to Jill
As in his arms he caught her;
If you're not hurt, brush off the dirt,
And then we'll fetch the water."

During the first verse Jack and Jill walk slowly as though climbing a hill. On the third line they fall to the ground; Jack holds his head as though hurt.

On the second verse Jack regains his feet, helps Jill to rise, at the same time brushing the dirt from her dress. They pick up the fallen pail, and trot merrily off.

OBJECT

Imaginative activity; increase vocabulary.

EXERCISE IN FORM

Material: Blocks of one color.

Teacher draws a chalk square on the floor, having sides three feet in length.

Give each child a block, and have them place their blocks on lines of square in turn. Teach children to put their blocks equal distance apart to keep as far as possible the symmetry of the square. When the form is complete, point to things in the room that are square, and ask children if the shape is not like that which they have just completed.

Place a chalk circle on the floor of similar size, and have children in turn place their blocks on lines. When finished teacher holds up ball or anything in the room that may be round, and asks if each shape is not the same.

When children have become familiar with circle and square, other forms may be used in the same way. Do not use same color blocks on two consecutive forms.

For example, triangle in red blocks; square in blue blocks; oval in yellow blocks.

OBJECT

Color; form; attention; observation.

ROPE JUMPING

A starting line fifteen feet from rope will be needed on both sides.

Place children in single straight line, according to size, with leader standing on starting line.

The rope must be held very steadily and raised not more than two inches each time the line renewal jumping.

At a given signal the leader will run and jump, afterward standing in position on starting line on opposite side of rope; the rest of the players will each run in turn and jump over rope, afterward taking their places behind leader. Be sure one child has entirely cleared the rope before the next child starts to run, thereby avoiding confusion.

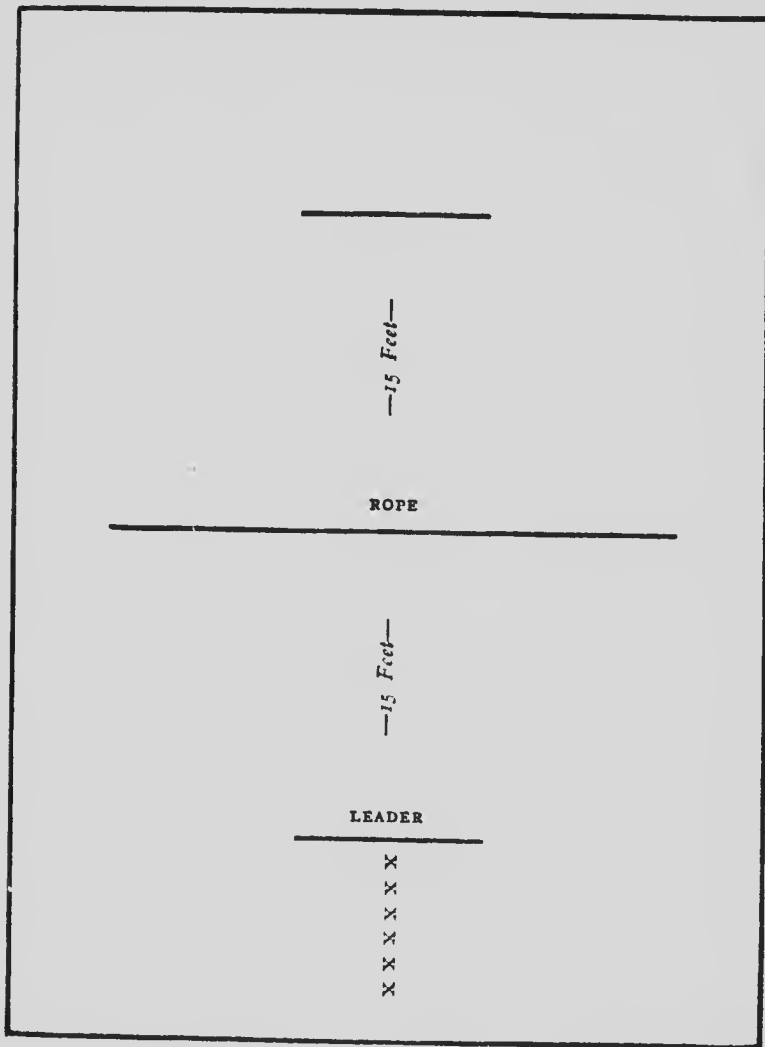
When all the players have jumped, rope will be raised and signal be again given for leader to jump; exercise will continue as before.

This is a simple exercise, but if not carried out in a systematic, orderly manner the desired result will be lost.



ROPE JUMPING

GAMES FOR CHILDREN



OBJECT

To develop play spirit; discipline; natural effort; motor force.

CIRCLE PICK UP

MATERIAL

Newspapers or magazines cut into long strips two inches in width; waste basket.

Have the children stand in a circle with two feet of space between each child.

Place the basket in the center of the circle.

Give each child several strips of paper. On command the children should tear their paper into small pieces and throw it inside the circle. When all of the paper is torn up, have the children stand in position waiting the second command.

Teacher should then give the second command for the children to pick up the paper from the floor, and place it in the waste basket. When this command is obeyed the children should again stand in position.

Children then quietly take their seats.

To gain the desired results it is essential that the above commands should be given and carried out with order and precision.

OBJECT

Motor training; co-ordination; discipline.

GAMES FOR CHILDREN

ODD MAN OUT

MATERIAL

Eleven bean bags.

Place bean bags in a row on the floor about one foot of space between each.

Draw a starting line parallel with bean bags at a distance of eighteen feet.

Have twelve children stand on starting line. At given signal they should run, each child picking up a bean bag and running back to starting line. The child not quick enough to get a bean bag is out.

The game is repeated, one bean bag being removed each time, until only one remains. The child getting the last bean bag wins the game.

This game may be played with any number of children, always having one less bean bag than players.

If played out-of-doors, stones may be used instead of bean bags.

OBJECT

To develop play spirit; initiative.

ROUNDERS

MATERIAL

Medicine ball or bean bag.

Form a circle, children standing about four feet distance from each other. The ball or bean bag is thrown from one child to the next all around the circle. Those failing to catch must sit in centre of circle until all but two players are standing; the last one up is the winner.

The above game may also be played with bean bags. Use two, and start them at the same time in different parts of the circle. This form of rounders calls for greater attention than medicine ball rounders.

OBJECT

Training the hand and eye; play spirit; stimulate activity.

PLACES CHANGE—I

Children should be seated in semi-circle on small chairs.

Have perfect quiet in the schoolroom during this exercise, that children may concentrate more readily.

Teacher should speak slowly and distinctly while giving commands.

Call upon A to change places with B, and B to take A's seat.

Continue this exercise, calling upon children in different parts of the class to change places with each other.

This exercise should not exceed ten minutes duration.

PLACES CHANGE—II

When the children have gained in concentration and memory sufficiently to master the above exercise, use the following more difficult exercise.

Call upon A to change places with B; B to change places with C; and C to go to the seat vacated by A.

The teacher should repeat command twice before allowing children to perform.

The exercise should be continued in this way, calling upon children in turn.

OBJECT

Memory; command; concentration.

DISCIPLINE EXERCISE

Have children seated quietly with arms folded.

Teacher give commands in the following order:

1. All stand.
2. All clap hands.
3. Mark time.

Teacher should count "One, two," "One, two," and clap her hands to give rhythm and precision to the hand clapping and march step.

4. Arms folded.
5. Halt; one, two.
6. All be seated, quietly.

OBJECT

Attention; motor control; discipline.

LEAP FROG

Line up the players according to height.

Choose three strong boys for frogs, have them take their positions in a straight line, there should be eight feet of running space between each frog.

On signal the leader should run and leap over the three frogs in turn; he should then remain on the further side. Second player should now run and jump, afterward taking his place immediately behind the first player. The third player will then take his turn.

The game continues in this way, each boy jumping in his turn. When the game is finished children should all be lined up on the further side.

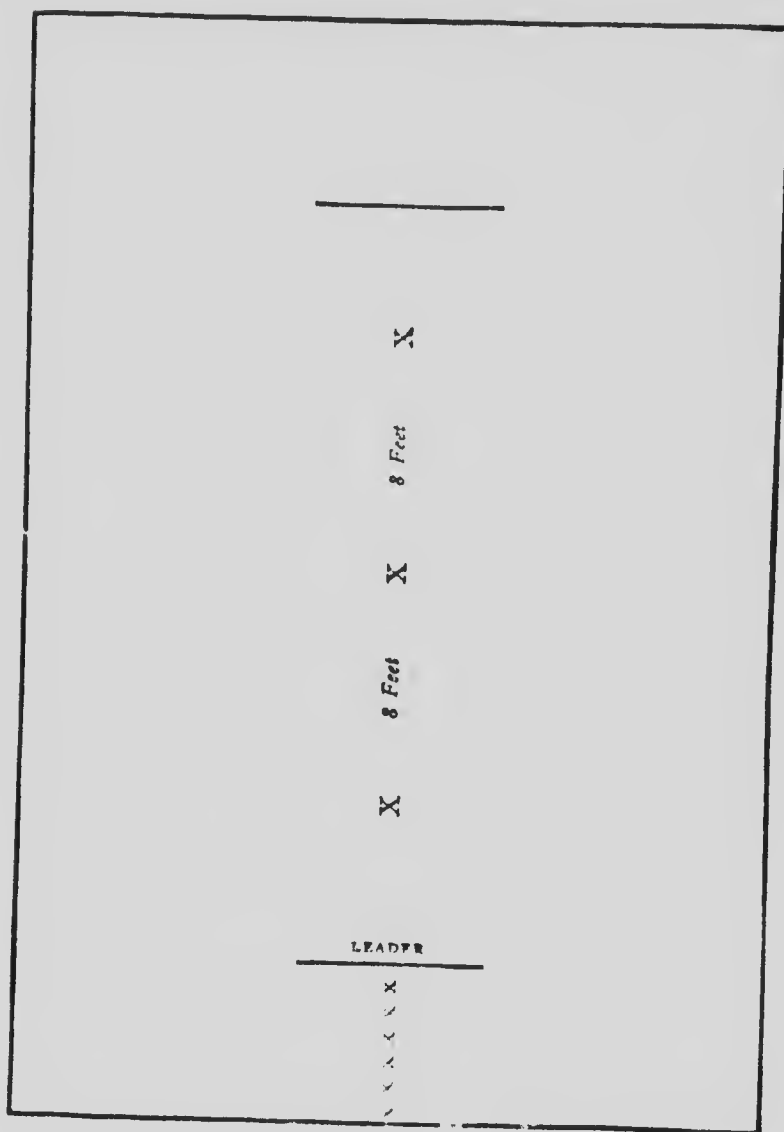
OBJECT

Motor training; stimulate activity.



LEAP FROG

GAMES FOR CHILDREN



BEAN BAG RACE

MATERIAL

Three blue bean bags, three red bean bags.

Mark floor plainly, according to diagram.

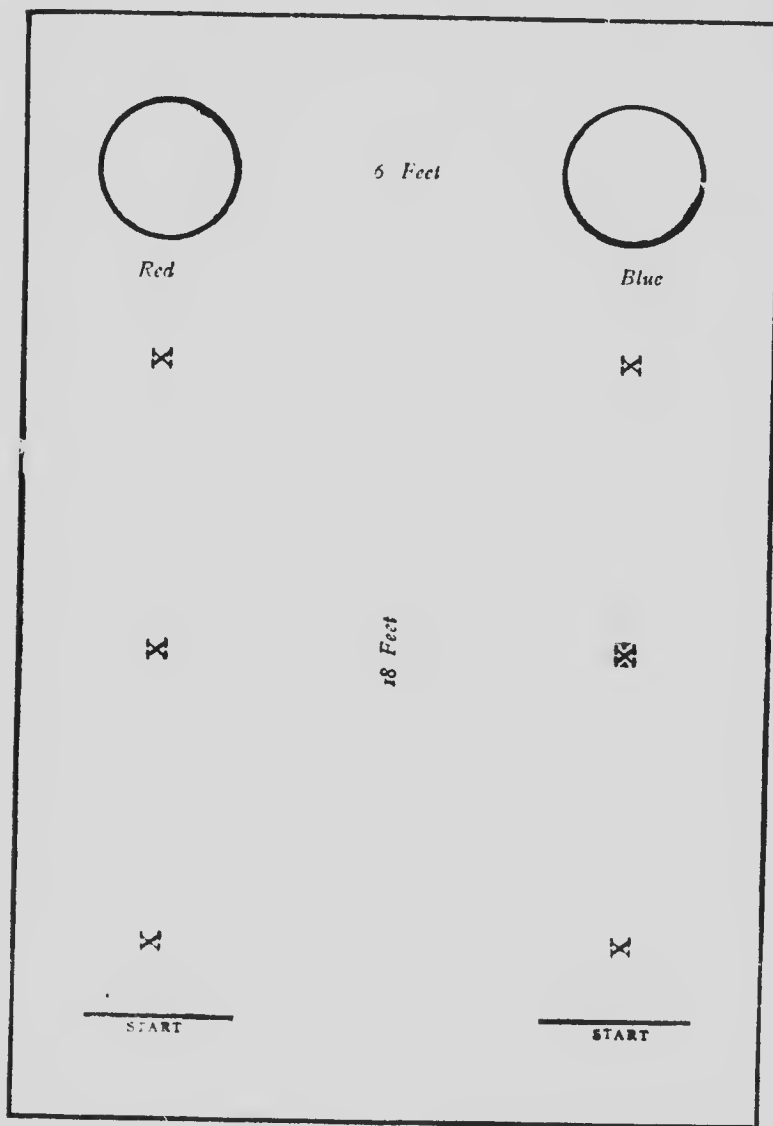
Place three red bean bags in one circle, and three blue bean bags in the other.

Choose two players, have them stand on starting lines. At a given signal they should run and place their bean bags on crosses marked for that purpose; only one bean bag may be carried at a time. The player having all bean bags placed on the crosses and back on the starting line first, wins the race.

OBJECT

Muscular control; voluntary activity.

GAMES FOR CHILDREN



"LITTLE BO-PEEP"

Have the children seated in a semi-circle. Teach the following rhyme, saying the words slowly and distinctly that the children may more readily understand.

"Little Bo-peep has lost her sheep,
She can't tell where to find them;
Leave them alone, and they'll come home,
Wagging their tails behind them."

The children should clap their hands while repeating the above rhyme.

OBJECT

Memory; increase vocabulary.

BLOCK STRUCTURE

MATERIAL

Equal number of red, blue, yellow and green blocks.

Draw five chalk circles in front of class. In the middle circle teacher should build a simple structure of blocks. In the other four circles put one block of each color. The children should in turn place their blocks in circle of corresponding color; and as each child places his block he will help to form the different structures, imitating that made by the teacher in the centre.

The structure made by teacher should not consist of more than six blocks.

OBJECT

Color; attention.

COMMAND AND CONCENTRATION

MATERIAL

Ball, spinning top, wooden block, bean bag.

Lay the above articles in a row on the table, call a child from class and give commands in the following order, speaking slowly and distinctly:

Pick up top.

Pick up ball.

Put down top and pick up bean bag.

Pick up block and top and put down the ball.

Put down block and top and pick up the ball.

Put down ball and pick up block and top.

Put down block, bean bag and top, and go to your seat.

GAMES FOR CHILDREN

CIRCLE THROW

MATERIAL

Equal number of red and blue bean bags.

Have children form a circle with three feet distance between each child. Make a chalk circle in the centre about four feet in diameter. Give each child a bean bag, alternating red and blue.

At given signal one child throws, endeavoring to get his bean bag into chalk circle. Each child follows in order.

When all the bean bags have been thrown, teacher should count those inside of chalk circle, separating the reds from blues. The color having the greater number in centre wins.

OBJECT

Accuracy of aim; color; natural effort.

CONCENTRATION AND MEMORY

MATERIAL

Bean bag, colored block, rubber ball.

Have children seated in half-circle.

Place bean bag, wooden block, and rubber ball in front of children.

Call upon A to perform. Teacher should talk slowly and distinctly while giving commands.

Tell A to give bean bag to B, block to C, and rubber ball to D.

A should take the different articles and give them to the children whose names the teacher designates.

Should the child become confused and be unable to concentrate sufficiently to successfully distribute three articles, use only two, until memory and attention is strengthened.

When child has become proficient with three, teacher should add one more, always taking care lest the exercise become too complex and create confusion in the mind of the child.

RAINBOW CIRCLE

MATERIAL

A wooden circle, twelve inches in diameter and a half inch in thickness, painted in four colors, red, blue, yellow and green. It should be painted on both sides, one quarter of the circle for each color.

Have the children seated in a half-circle.

Teacher will spin the circle and call the name of a child; the child called upon should run and catch the circle before it stops spinning. He should then spin it and call the name of another child.

The game continues in this way.

Should a child be unable to talk the teacher should call a name for him.

OBJECT

Attention; initiative; stimulate activity.

FLAG DRILL

MATERIAL

One drum, twelve-inch flags.

Line up children by twos, each carrying a flag.

Having marched around the room several times children should march down centre, then turn off, one line to the right, one line to the left, marching toward the upper end of the room, and come to position in two parallel lines, with about eighteen feet distance between.

At the close of marching, drum music should cease, with teacher, flag in hand, in position before the class, ready to give following commands for drill, at the same time demonstrating action.

1. "Flags up; flags to the shoulder." (Repeat three times.)

"Flags straight out to the side; flags to the shoulder." (Repeat three times.)

GAMES FOR CHILDREN

"Flags straight out in front; flags to the shoulder." (Repeat three times.)

"Flags straight down; flags to the shoulder." (Repeat three times.)

2. "Take four steps (more or less according to distance) to the centre, and cross flags with your partner." Flags should be held at arm's length above the head and the sticks crossed as evenly as possible.

"Back to position." (Repeat twice.)

3. "Mark time and wave flags." (Movements should be rhythmic.)

4. "Flags straight up; flags down to the ground; flags to the right; flags to the left." (Repeat four times.)

This should be a free arm movement, with long swinging strokes.

Drum music should then play for the closing of ranks and the final march.

OBJECT

Motor training; discipline.

"LITTLE MISS MUFFET"

Children stand in a circle, a small space between each child. Have them clap their hands while repeating the following words slowly and distinctly:

"Little Miss Muffet
Sat on a tuffet,
Eating curds and whey;
There came a big spider,
Which sat down beside her,
And frightened Miss Muffet away."

Choose two children, one to represent Miss Muffet, and one for the spider. Miss Muffet should sit on a low stool in the centre of the circle, and imitate the action of eating during the first three lines of the rhyme. On the fourth line the child representing the spider should crawl into the circle on her hands and knees, come up behind Miss Muffet and sit down beside her. Immediately Miss Muffet jumps up in a fright upsets the little stool, and runs out of the circle.

OBJECT

Imaginative activity; idea association.

DRESSING EXERCISE

Have children quietly seated. Place three chairs in front of class; call upon three children to perform.

Place the hat and coat belonging to each child upon the chairs. Have each child pick out the chair containing her own hat and coat. Children should then put them on and fasten them, the object being, to see who can first accomplish the task successfully. They should then take off the hat and coat, place them on the chairs, and return to their seats.

Teacher should then have these coats and hats removed and three others put in their places, calling upon the children owning these clothes to repeat exercise.

When the children have learned to put on hats and coats, teacher may add gloves, rubbers and other articles of wearing apparel.

OBJECT

To create the desire and ability to dress; concentration; useful activity.

FORM BUILDING

MATERIAL

Blocks of one color.

Line up players in single file. Mark floor according to diagram. Give each child a block.

Leader stands on starting line, with players in line behind.

At a given signal the leader should run and place his block on one of the chalk crosses after which he should run to the rear of line, and second player should follow in like manner. The exercise continues until all blocks have been placed and form is complete.

Diagram may be varied by using triangle, oval, diamond, circle.

The form must consist of equal number of crosses as there are children playing.

OBJECT

Form; attention; constructive activity.

GAMES FOR CHILDREN

x x x x x x
 x
 x
 x
 x
 x
 x x x x x x

—18 F. 11—

LEADER

x
 x
 x
 x
 x
 x

DOUBLE LINE HOOP GAME

MATERIAL

Wooden hoop, three and a half feet in diameter; red and blue bean bags.

Line up players in two straight lines, according to height.

Give each player a bean bag, one side holding red and the other side blue.

Two of the players should hold hoop in a horizontal position in the middle of the two lines.

The lines should stand opposite each other, with a distance of twenty feet between the leaders.

Draw a chalk line on which each leader will stand, and from which each player in turn should throw his bag.

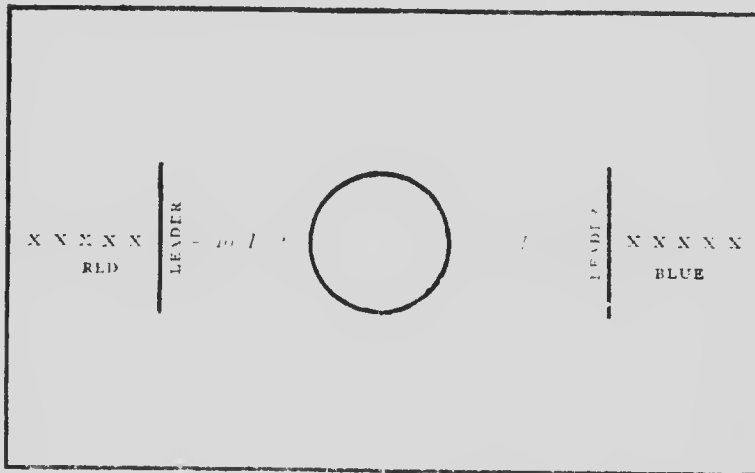
Leader on the red side plays first; the object being to throw his bean bag through the hoop; he should then run to rear of line, and leader on blue side should throw his bean bag in like manner; after which he also should run to rear of line, and the second player on each side should perform.

GAMES FOR CHILDREN

The game continues in this way until all bean bags have been played and leaders are once more on starting lines.

Two score keepers will be needed; one to keep count of blue bean bags going through the hoop and one to keep count of red bean bags.

The side having the greater number of bean bags thrown through the hoop wins the game.



OBJECT.

Train eye and hand; stimulate activity.

GAMES FOR CHILDREN

OVER HEAD BEAN BAG

MATERIAL

Two bean bags, one red and one blue.

Line up the players according to height in two straight lines eight feet of space between lines.

Make a chalk starting line on which leaders will stand.

Give each leader a bean bag.

On signal "Are you ready?" the players should all raise their arms above their heads. On the word "Go" the bean bag is passed over head, each player passing it to the player in his rear until it reaches the last one, who immediately runs to the front of the line, and starts the bean bag again by passing it back over his head.

Thus the last player runs each time he receives the bean bag to the front of the line, until finally the leader is back on starting line again.

Above is a simplified form of "Arch-ball."

OBJECT

Competitive spirit; stimulate activity.

HIDE THE BLOCK

Call six children out of class and have them cover their eyes.

Teacher should take a bright colored block and hide it in a place where it will be found with little difficulty.

Hold up a block, an exact duplicate of hidden block, and tell the six children to go and find a block just like the one teacher is holding.

The children should scatter to different parts of the room and hunt for the block; the one finding it should bring it back to teacher.

Keep the duplicate block in view that the child may not forget the object for which he is searching.

OBJECT

Concentration; spirit of play; observation; independent thought.

ACTION SONG

To be sung to the tune of "Here We Go Round the Mulberry Bush."

Children join hands in a circle and skip around while singing:

"Here we go round the mulberry bush,

The mulberry bush;

The mulberry bush;

Here we go round the mulberry bush.

So early in the morning.

(All stop skipping, and imitate cleaning teeth on following words.)

This is the way we clean our teeth

Clean our teeth; clean our teeth;

This is the way we clean our teeth

So early in the morning."

(Repeat verses, changing action each time.)

2.—This is the way we brush our hair.

3.—This is the way we wash our face.

4.—This is the way we tie our shoes.

5.—This is the way we clap our hands.

6.—This is the way we run to school.

OBJECT

Observation; sense of rhythm; play spirit; active imagination.

RING TOSS

MATERIAL

The ring toss board should be made according to the following measurements: Base two feet square; five posts, one at each corner, eight inches in height, the centre post ten inches in height; five rings, eight inches in diameter, made from firm rope.

For beginners chalk a starting line six feet from the board; as the children improve the distance may be increased.

Children should be seated on small chairs in a half-circle.

Place the board in the front of class, mark the starting line.

Teacher will call upon the players one at a time, have them stand on the chalk line and throw rings in an effort to get them on the posts.

Have one child pick up the scattered rings and return them to the players.

OBJECT

Visual training; motor control; voluntary action.

OUTDOOR OBSERVATION

While out walking with children use the following exercise to develop power of observation.

Teacher should designate one child to tell all he can see around him.

Do not try to force his attention to observe details of the landscape until he has thoroughly awakened to those things that are apparent to the eye with little thought on the part of the observer.

The second child called upon will possibly imitate the first. Teacher should encourage children to find those things which others have overlooked.

Color sense may also be introduced in this exercise. The child may say, "I see a tree." Teacher may ask: "What color are the leaves?" The same question may be applied to the sky; a house; a field; etc.

OBJECT

Observation; natural effort; independent thought; color.

HEARING AND DIRECTION—I

MATERIAL

Clear sounding bell, cow bell, sleigh bell, tambourine.

Children should be seated quietly. Call upon five boys to perform. Blindfold A and have him stand in the centre of the room. Give B C D and E one bell each and have them stand in different corners of the room.

Teacher should motion to B to ring his cow bell. Ask A what he hears. He should answer "I hear the cow bell ringing." Teacher will then ask "From what direction does the sound come?" A should then point in the direction of B and say "The sound came from that direction."

The instruments of B C D and E should be sounded in turn. A being questioned each time as to the nature of the sound and the direction from which it came.

OBJECT

Hearing; sense of direction; concentration; independent thought.

BLOCK AND BASKET GAME

MATERIAL

Eight blocks, four red and four blue; one basket.

Chalk floor plainly according to diagram.

Place four red blocks on crosses on one side, and four blue blocks on crosses on the other side.

Choose two players to stand on starting lines, back to back.

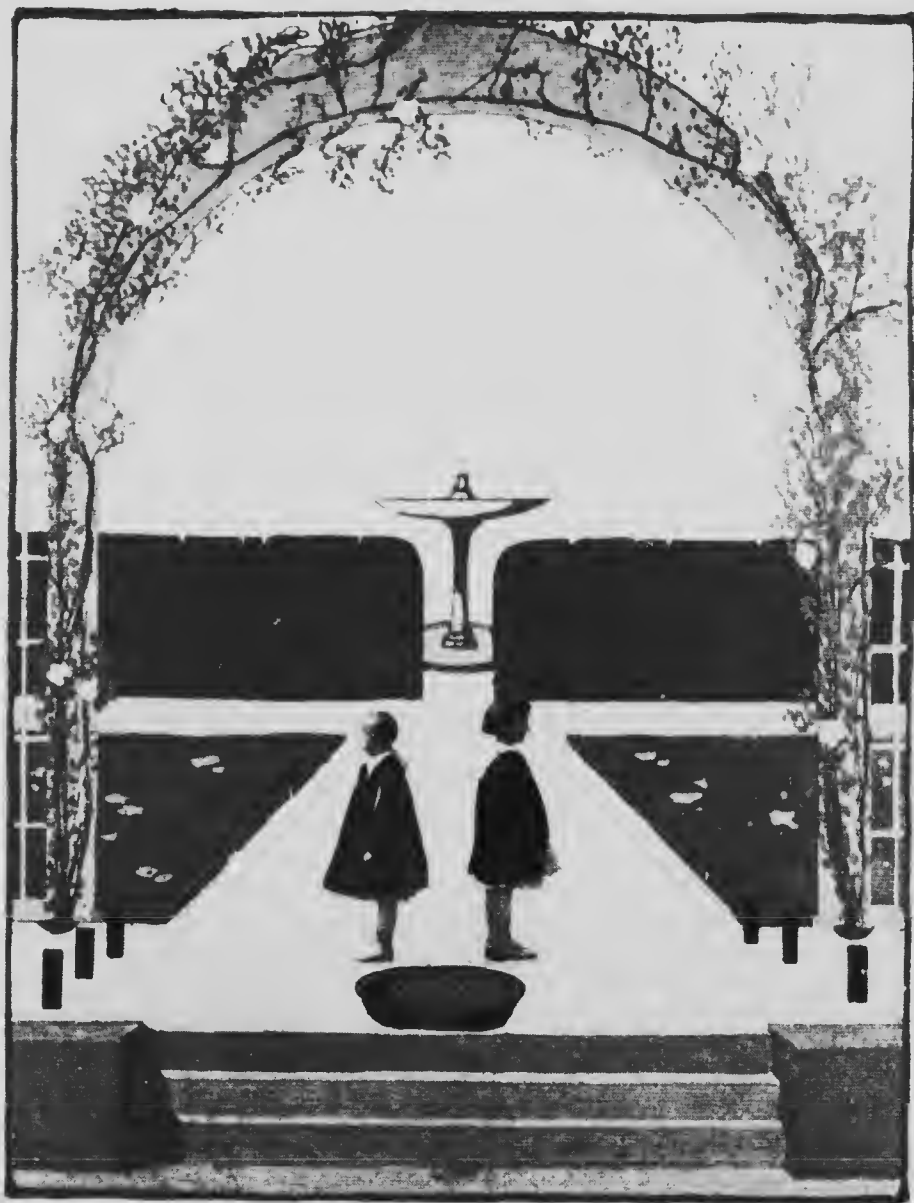
At given signal players run, and picking up one block at a time, return to centre and place it in the basket. The child having all blocks in the basket and on the starting line first wins the game.

Have each couple after they have played, set out the blocks ready for the next play.

This game is simplified by using bean bags instead of blocks.

OBJECT

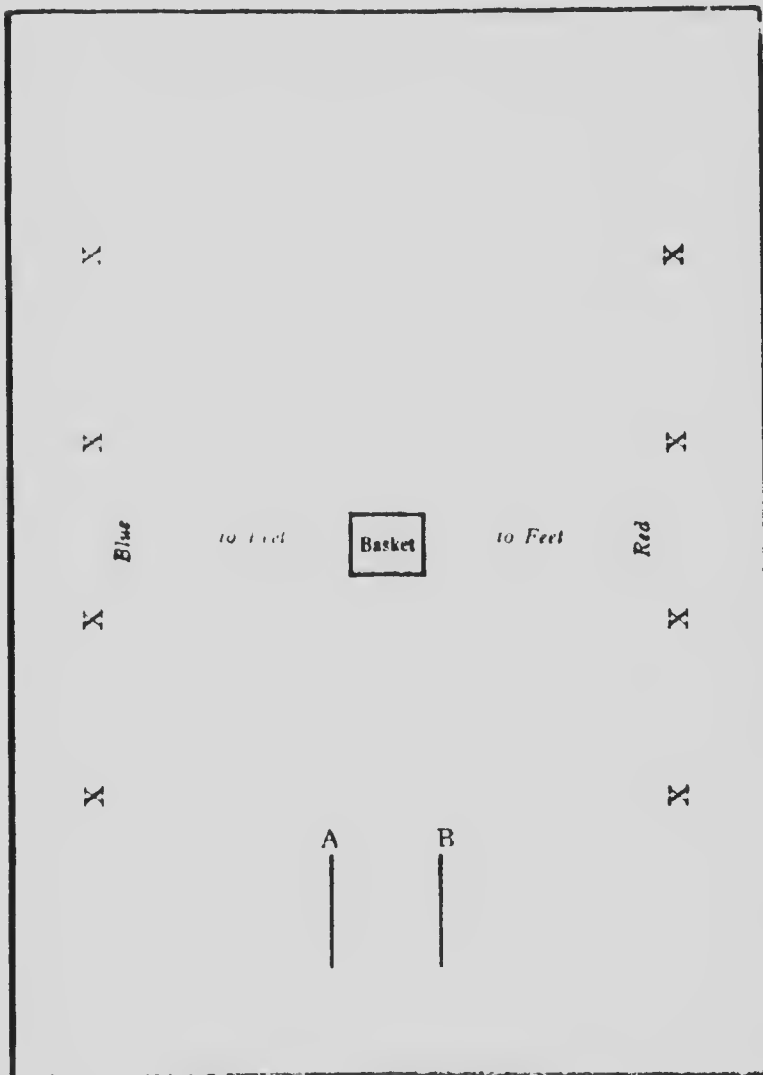
Concentration; muscular control; voluntary action.



BLOCK AND BASKET GAME



GAMES FOR CHILDREN



CRAWLING RACE

Draw two parallel lines with twenty feet of space between.

Players line up on the starting line in a crawling position on their hands and knees. Have three feet of space between each child.

On a given signal children should crawl from one line to the next, the child arriving there first winning the race.

As the players progress they may crawl from starting line to the second line, and then back to the starting line again, the player arriving there first winning the game.

OBJECT

Motor training; attention; stimulate activity

PHYSICAL QUESTIONS

Children should stand in a semi-circle. Ask the following questions, having the children point to the different parts of the body as they are mentioned.

1. "Where are your eyes?"
2. "Why do we have eyes?"
3. "Where is your nose?"
4. "Of what use is your nose?"
5. "Where is your mouth?"
6. "Of what use is your mouth?"
7. "Where are your ears?"
8. "Why do we need ears?"
9. "Where are your hands?"
10. "Of what use are your hands?"
11. "Where are your feet?"
12. "Of what use are your feet?"

When the children fail to give correct replies, teacher should tell them the answer in brief concrete form.

OBJECT

Association of ideas; memory; independent thought.

BLOCK RACE

MATERIAL

Five red, five blue and five yellow wooden blocks.

Mark floor according to diagram.

Place five blocks of each color called for in circles.

Call upon three players; have them stand on the starting lines.

On given signal they should run and place their blocks upright on crosses marked for that purpose, only one block may be carried at a time.

The player having his five blocks placed on crosses and back in position on starting line first, wins the race.

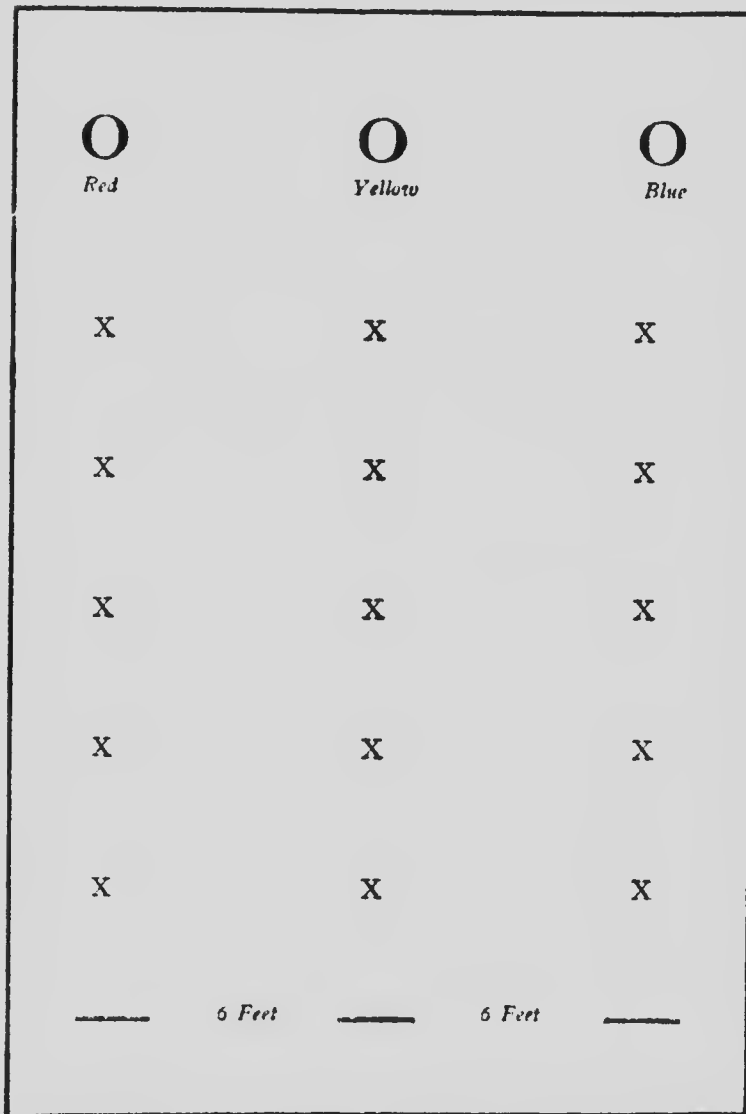
Continue game in this way calling upon three other players to perform.

Before taking their seats players should replace the blocks in circles, in readiness for the next players.

OBJECT

Co-ordination; motor control; competitive spirit; natural effort.

GAMES FOR CHILDREN



"I SAW A LITTLE MAN"

Teach the following verse, saying the words slowly and distinctly, that the children may more readily understand.

"Once I saw a little man,
And he had a little gun,
And his bullets were made of lead, lead,
lead.

He went to the brook,
And saw a little duck,
And shot it right through the head, head,
head."

Have the children clap loudly and decisively three times on the words "lead, lead, lead" and also clap three times on the words "head, head, head."

OBJECT

Memory: increase vocabulary; imaginative thought.

FORM MARCHING

Line up children in single file, according to height.

Teacher should chalk a square on the floor twelve feet on each side. Have children take short, quick, marching steps, keeping directly on the lines of square.

When they have marched on the square twice, teacher should space them so that the last child and the leader are the same distance apart as the rest of the children. Have a child stand directly on each corner of square. Draw the children's attention to the fact that they have formed a shape much like the picture or book, or anything in the room that may be square.

For variation the teacher should draw a circle, oval, triangle, etc., and in this manner the children will become more familiar with form.

OBJECT

Muscular control; form; observation.

GAMES FOR CHILDREN

MEDICINE BALL BOWLING

MATERIAL

Two medicine balls and thirty wooden blocks, fifteen red and fifteen blue.

Chalk the floor according to diagram.

Place fifteen wooden blocks on end in each circle; blue blocks in one circle, and red blocks in the other.

Have one child at each circle to replace the fallen blocks and two children to return the balls to players.

Call upon two players; have them stand on the lines; give them each a ball.

The ball should be bowled along the ground, in an endeavor to knock down as many of the blocks as possible at one strike.

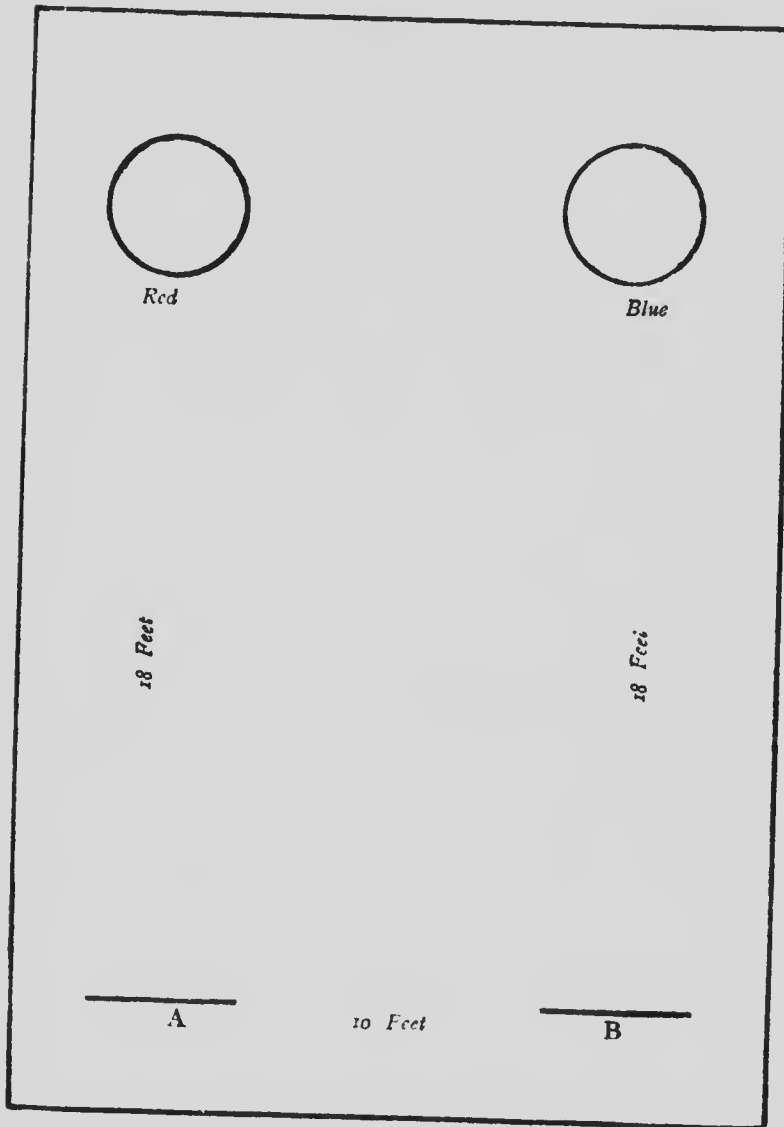
Only one throw of the ball is allowed to each player. When two players have bowled, they should return to their seats and two others should be called upon to play.

Should a player knock down all of the blocks in one strike he is entitled to another turn.

OBJECT

Motor training; co-ordination.

GAMES FOR CHILDREN



VISUALIZATION AND COLOR

MATERIAL

Four wooden blocks, one red, one yellow, one green, one blue.

Place blocks in a row on the table; call a child and ask him to look carefully at the blocks, noticing the color and the order in which they are laid; blindfold him and remove the blue block. Unbind his eyes and ask him to name the color of the missing block.

Repeat exercise in this way calling upon each child in turn.

Before this exercise is attempted, it is necessary the child's color sense should be developed.

OBJECT

Concentration; sight training; independent thought.

DROP THE BEAN BAG

Form a circle, choosing one child for the odd player.

The circle players should clasp hands and stand still; the odd player should run around the outside of the circle, carrying a bean bag, and drop it behind the one whom she chooses to chase her. The player behind whom the bag was dropped will immediately pick it up and run after the odd player, endeavoring to tag her before she can get back to the vacant place in the circle.

The player reaching the vacant place first remains there, the one left out taking the bean bag for repetition of the game.

Note.—This is a variation of "Drop the Handkerchief."

OBJECT

Play spirit; attention; stimulate activity.

MARCHING

Line up children in single file, according to size.

1. All stand in position and mark time.
2. March slowly with heads erect and arms straight down at sides.
3. Change from slow marching to quick marching.
4. Hands on hips and march.
5. All clap hands in time to march step.
6. Place one hand on each shoulder of the child in front and march (elbows straight).
7. Hands on heads, elbows out, and march.
8. Heels raised march on toes without noise.
9. Arms double; all run.

GAMES FOR CHILDREN

10. Form two lines and mark time.
11. Forward, march.

The above command, "Form two lines," is carried out by the second child stepping forward and taking the leader's hand; the fourth boy taking the third boy's hand, and so on along the line. The teacher should clap her hands in time to the marching, and give commands in a forceful manner; also count "one, two," "one, two." Do not use the terms left and right.

The command to stop should be "Halt! One! Two!" the word "halt" alone being too brief.

OBJECT

Attention; co-ordination; muscular control.

BASEBALL PICK UP

MATERIAL

Six colored baseballs, shallow box.

Have the children seated quietly.

Teacher should throw the baseballs to the floor, letting them roll where they will.

Call upon a child; tell her to pick up one ball, put it in the box, and return to her seat.

Continue exercise in this way, calling upon six children in turn to pick up the six fallen balls.

Should a child pick up more than one ball, do not correct her, or have her repeat the exercise, she will learn more readily from practise and observation of others.

OBJECT

Command; attention; natural effort.

CENTER BALL CATCH

MATERIAL

Medicine ball.

Children form a circle, three feet distance between each player, odd player in the centre holding ball.

On signal the game starts, centre player throws ball to one of the circle players who, catching it, throws it immediately back to centre player.

The ball is played in this manner right around the circle, each child receiving the ball and throwing it back to centre player.

Should a player fail to catch the ball, he must sit on the floor in exactly the same place he is standing, and remain there until finish of game.

Should the centre player fail to catch, he must forfeit his position to the player who threw the ball and take that player's place in the circle.

OBJECT

Train eye and hand; stimulate activity.

"LITTLE DROPS OF WATER"

Teach the following poem saying each word slowly and distinctly:

"Little drops of water,
Little grains of sand,
Make the mighty ocean,
And the pleasant land.

Little deeds of kindness,
Little words of love;
Make our earth so happy,
Like the heaven above."

There are phrases in the above poem, the meaning of which may be unfamiliar to the child; the teacher should explain briefly and simply, the meaning of these, to prevent mental confusion.

OBJECT

Memory; increase vocabulary; stimulate thought.

MEMORY AND COLOR

MATERIAL

Three blocks, red, blue and yellow.

Children sit in semi-circle, on kindergarten chairs.

Call upon A to perform.

Tell A to give red block to B, blue block to C, and yellow block to D.

Teacher should talk slowly and distinctly while giving this command, and have perfect quiet in the room that A may concentrate his mind more readily.

When the command is given A should take each block in turn and give it to the child designated by the teacher.

OBJECT

Concentration; memory; color; natural effort.

CIRCLE BLOCK BUILDING

MATERIAL

Equal number of red, blue, yellow, green, purple, and orange blocks.

Teacher should draw six circles upon the floor, placing a block of different color lengthwise in each one.

Children should sit in half-circle. Give each child a block.

Call upon first child to place his block in circle of corresponding color. The block must be placed crosswise on the block already there.

As each child plays, the structures of different colored blocks are made, each block being placed crosswise.

When the exercise is finished there are six structures of blocks, each of a different color.

Should a child upset the structure while placing his block he must rebuild it before returning to his seat.

OBJECT

Concentration; color sense; constructive activity; poise.

BEAN BAG PASS

MATERIAL

Two bean bags, one red, one blue.

Line up players, according to height, in two straight lines facing each other, with a distance of ten feet between.

Leader of one line holds a red bean bag, and leader of the other line holds a blue bean bag.

At a given signal leader will pass his bean bag to next player; each player will pass the bean bag on until it reaches end player, who immediately runs to head of line; passing will continue, each end player running to the head of line as he receives bean bag.

The side having its leader back to head of line first wins the game.

Players must run back of lines, not inside.

This game may also be played with wooden blocks or medicine balls.

OBJECT

Competitive play; muscular control; voluntary action.

GAMES FOR CHILDREN

HOPPING GAME

MATERIAL

Five red bean bags.

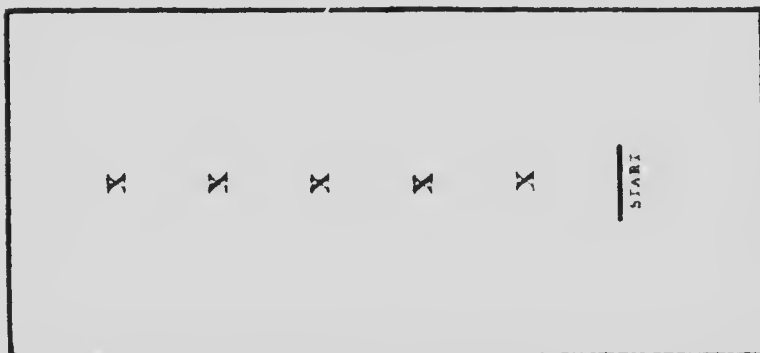
Mark the floor according to diagram.

Place a bean bag on each cross. Have a child stand on the starting line and, with his arms folded across his chest, hop on one foot over each bean bag, until he reaches the end. He should then rest for a few seconds by lowering his foot to the ground, after which he should hop back to the starting line.

As the children progress in this exercise they may hop over the five bean bags and back to the starting line without stopping to rest.

OBJECT

Concentration; co-ordination; poise.



HEARING GAME

MATERIAL

Tambourine, clear-sounding bell.

Have class quietly seated; teacher should designate three children to take part in exercise.

Blindfold A, give B the tambourine and C the clear-sounding bell. Have B and C go to opposite corners of the room and ring their instruments.

Teacher should lead A to centre of room and tell him to find out who has the bell; A, guided by his sense of hearing, will go to C, who is ringing the bell.

Continue exercise in this way, calling upon different children to perform.

OBJECT

Sense of hearing; concentration; voluntary action.

BALL LEADER

Make a chalk line on which children stand in a straight row. Choose one child for the leader, give him the ball, and have him stand in front of the line at a distance of ten feet (more or less, according to the ability of the players).

The leader should throw the ball to the first player, who will at once throw it back to leader. The leader then throws it to the second player and the game continues in this way, each child playing in turn.

Should the leader fail to catch the ball, he must forfeit his position as leader to the player who threw the ball, and take that player's place in the line.

The leaders keep changing in this way, and the game is made more interesting.

OBJECT

Attention; play spirit; natural effort.

WALKING EXERCISE—II

Teacher should chalk a straight line along the floor.

1. Have child place feet together and with hands held firmly on hips, take short jumping steps all along the line.
2. Place hands firmly on hips and hop on one foot along the line.
3. Have the child hold a wooden wand three feet in length, horizontally in the nape of the neck, with one end in each hand. Walk the line, taking short steps and having the heel and toe placed on the line at each step.

OBJECT

Motor control; co-ordination.

GAMES FOR CHILDREN

TRI-COLOR GAME

MATERIAL

Equal number of red, blue and yellow blocks.

Mark floor according to diagram; place one block in each circle of color called for.

Line up children in order, one behind the other, with leader on starting line.

Give each child one block; avoid giving two blocks of same color to children standing together.

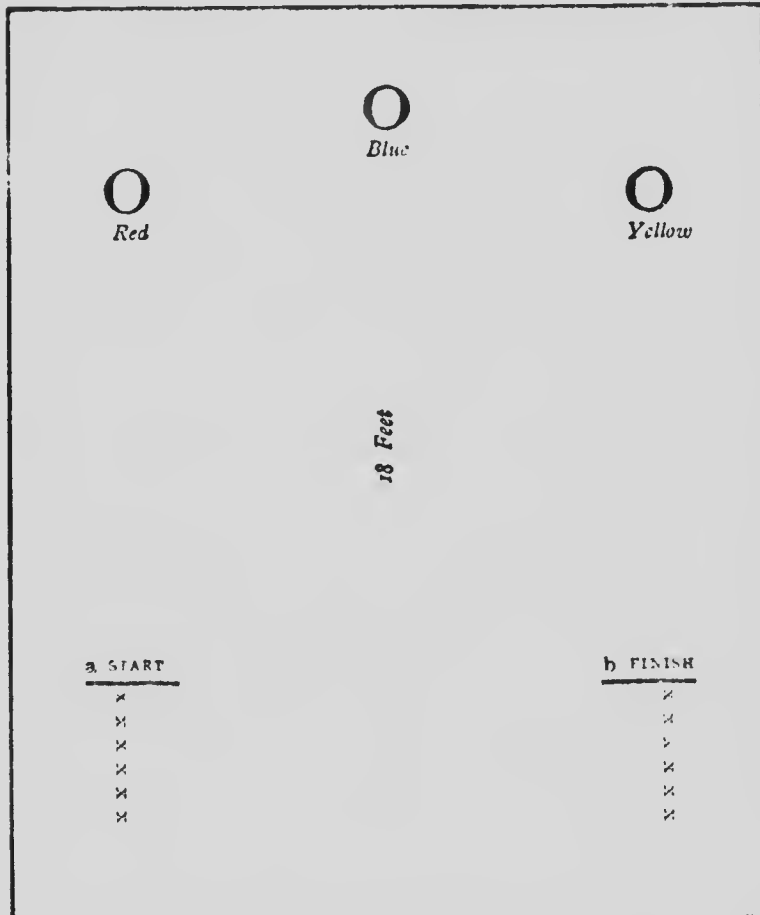
At given signal A should run and place his block in circle having a like color.

After having placed block he should not return to line a, but should go back to line b and therefore avoid distracting attention of B, who is now running. When B has placed his block, he should take his place immediately behind A, and other players will follow in order.

When game is finished, players will be lined up on line b. If game is to be repeated players must go back to line a. No effort should be put forth by the teach-

GAMES FOR CHILDREN

er to gain speed in this game; its object being to develop color sense and attention.



OBJECT

Color sense; play spirit; concentration.

"THE ROBIN"

Have class seated in a semi-circle on kindergarten chairs.

"The north wind doth blow,
And we shall have snow;
And what will poor robin do then,
Poor thing?
He'll sit in a barn,
And keep himself warm;
And hide his head under his wing,
Poor thing!"

Teacher should say the words slowly and enunciate carefully when teaching the rhyme so that the children may more readily understand.

OBJECT

Increase vocabulary; suggestive thought.

STUDY OF THE BODY

Have children stand on straight chalk line. They should place their hands on different parts of the body in obedience to commands from teacher, as follows:

1. "Attention; heels together; arms down."
2. "Hands on head."
3. "Hands on shoulders."
4. "Hands on the back of neck."
5. "Hands on your chest."
6. "Hands on your hips."
7. "Hands on your back."
8. "Hands on your stomach."
9. "Hands on your knees."
10. "All touch your feet."
11. "All raise one arm."
12. "All raise one leg from the ground."
13. "Attention; heels together; arms down."

The above commands should be given slowly, teacher at the same time carrying out the action for children to imitate.

LEAP FROG RACE

Chalk the floor according to diagram. Line up players in two straight lines with leaders on the starting lines.

Choose six strong boys for frogs. Have them take their positions each on a cross

At a given signal the leaders run, and leap over the three frogs in turn, afterward taking their place on the further line. Second player may not run until the leader is over the further line.

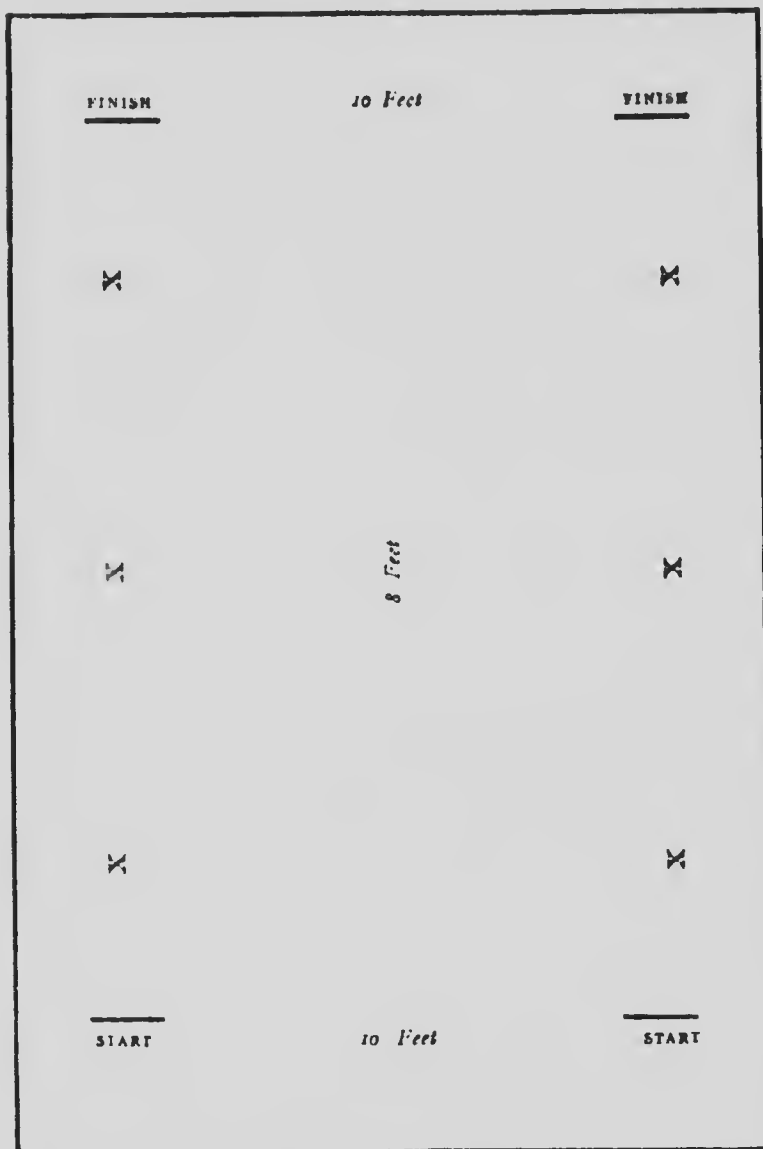
The game continues in this way until all of the players have run.

The side having all players over the further line first wins the race.

OBJECT

Motor training; self-control; play spirit.

GAMES FOR CHILDREN



PAPER CUTTING—I

MATERIAL

Small scissors and paper.

Give each child a pair of scissors.

Teacher should cut paper into oblong pieces and give each child one piece.

Instruct the children as to correct manner of holding scissors.

Do not be particular as to way in which paper is cut; aim to have child hold scissors correctly in first cutting exercise. Colored paper is to be preferred in this exercise.

Have the children seated on small chairs around a kindergarten table; if possible have three feet of space between each child, they will then concentrate more readily than when seated close together.

OBJECT

Co-ordinate hand and brain; concentration; voluntary effort.

PAPER CUTTING—II

1. Teacher should take ten-inch squares of paper and draw parallel lines in colored pencil right across paper.

Have children cut directly on colored lines.

2. Teacher should take ten-inch squares of paper and draw curved parallel lines in colored pencil right across paper.

Have children cut directly on curved lines.

3. Teacher should make very simple geometrical forms on drawing paper. Let the paper be about ten by four inches in size; three forms would be sufficient on each piece of paper; for example, square, oval and triangle.

4. When a child has successfully passed the preceding exercises in paper cutting, he will be ready to take up very simple picture cutting. Choose pictures that are clear in outline and have very little detail.

OBJECT

Concentration; co-ordination; useful activity.

PAPER FOLDING

Teacher should give one eighth-inch square of paper to each child.

Have children stand around a table that all may be able to see what the teacher is doing.

Teacher should take one square of paper and fold it in half; have each child fold his square of paper in exactly the same way. Then teacher should fold the paper diagonally and have children do likewise with their paper.

Two folds will be quite sufficient to start this exercise. As children improve more folds may be attempted.

OBJECT

Concentration; co-ordination; useful activity.

MEMORY TEST

The children should be quietly seated. Call upon three children and have them stand in front of the class.

Name the first child "red," the second child "blue" and the third child "yellow."

Before starting the game, have each child repeat the color that she represents.

Teacher should call upon a child in the class to change places with "blue"; the child called upon should leave her seat, pick out "blue" and change places with her, the other taking her seat in class.

Should the child make an error, she must return to her seat; another player is then called upon.

As the players progress, the number of players representing colors may be increased.

For variety, the names of fruits, flowers, birds or animals may be used, providing the children are quite familiar with the names and their objects.

OBJECT

Memory; concentration; observation.

GAMES FOR CHILDREN

SINGLE LINE BLOCK BUILDING

MATERIAL

Equal number of red and blue blocks.

Mark floor according to diagram.

Line up children in one straight line; leader on starting line.

Give each child a block, alternating red and blue.

At a given signal the leader should run and place his block lengthwise on the cross; he should then run to rear of line, and second player should run and place his block crosswise on leader's block; likewise, he should go to rear of line, and third player should run. The exercise continues, each player placing his block crosswise on the one placed before, thereby building a structure of alternate red and blue blocks. Should a child upset the structure while placing his block, he must rebuild before taking his place at rear of line.

OBJECT

Muscular control; attention; balance.

GAMES FOR CHILDREN



1013

LEADER

x
x
x
x
x

HOOP GAME

MATERIAL

Light wooden hoop, three and a half feet in diameter. Equal number of red and blue bean bags.

Place players in two straight lines according to height.

Give each player a bean bag, one line having red bean bags and one line blue.

Two of the larger players should hold hoop in a horizontal position in the centre of the two lines at a distance of seven feet from each leader, making a distance of fourteen feet between the leaders.

Draw two chalk lines on which leaders stand.

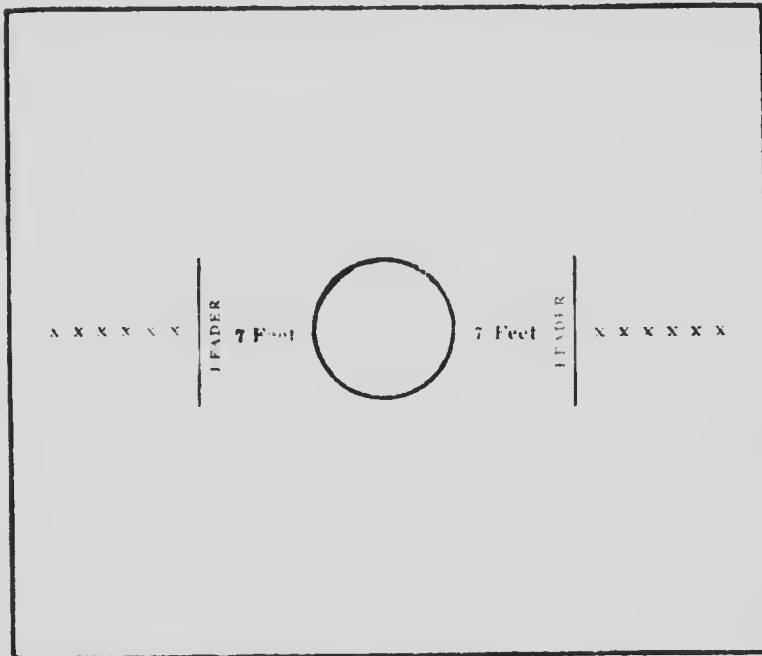
At a given signal leaders should throw their bean bags endeavoring to get them through the hoop. After having played they should run to rear of line and second players will take their turn.

The game continues until all the bean bags have been thrown, and leaders are once more on starting lines.

GAMES FOR CHILDREN

Two score keepers will be needed, one for blues and one for reds, to count how many bean bags are thrown through the hoop.

The side having the greater number of bean bags thrown through the hoop, wins the game.



OBJECT

Accuracy of aim; competitive spirit.

THREE-LEGGED RACE

Mark two parallel lines on the ground, with twenty feet of space between.

Line up an even number of players on one of the lines.

Each player will have a partner with whom he will run.

Partners should be as evenly matched as possible with regard to size and weight.

The right ankle of one player should be securely fastened to the left ankle of his partner.

The signal to run being given, each player should grasp his partner's arm, and run with as much speed as possible to the opposite line; the couple reaching there first wins the race.

OBJECT

Motor training; self-control; competitive spirit.

WALKING BACKWARD

Mark six parallel lines on the floor, four feet of space between.

Call upon six children. Have them fold their arms across the chest and each child stand on the end of a line.

At a given signal, they should all walk backward, the child reaching the end of the line first, being the one to win the race.

One step off the line is not counted, but two steps off disqualifies the player.

OBJECT

Motor control; sense of direction; attention.

COLOR STUDY

MATERIAL

A number of four-inch squares, of bright colored cloth.

Mix the different colors together and place them on a table in front of the class.

Give each child one piece of cloth; do not give the same color to children sitting next to each other.

Teacher should call upon the first child to choose a piece of cloth from the table, to match the piece he has in his hand.

When he has the desired piece he should hold up the two pieces of cloth, one in each hand, for the inspection of the class. Teacher may ask the question, "Are John's colors right?" The class may answer "Yes" or "No," as the case may be.

Next child will perform in the same way, and the exercise will continue until all the children have matched their colors.

OBJECT

Attention; discriminative power; independent thought.

"THE CLOCK"

Teach the following words accompanied by action.

Have the children stand in semi-circle.

On the first line all point in the direction of clock; on the third and fourth line children extend their hands. On the first line of second verse all bow; on second line all point to faces; and on last two lines clap hands.

"There's a neat little clock,
In the schoolroom it stands,
And it points to the time
With its two little hands.

And may we, like the clock,
Keep a face clean and bright,
With hands ever ready
To do what is right."

OBJECT

Imaginative activity; memory; increase vocabulary.

WATER CARRYING

Have the children seated in a half-circle.

Chalk a straight line on the floor in front of the class. Call upon a child. He should place his left hand upon his hip, and in his right hand carry a cup full of water. Have the child walk, keeping heel and toe on the line at each step, endeavoring to hold the cup in a steady position that the water may not be spilled.

Continue exercise in this way, calling upon children in turn to perform.

This exercise may be made into a competitive game, by drawing three parallel lines, and having three children walk in the above manner, the player successfully carrying the water and reaching the end of the line first being the one to win.

OBJECT

Poise; motor control; concentration; voluntary effort.

STONE PICTURES

Have the children each gather a small pile of stones. Let them be seated in a half-circle on the ground.

Teacher should take a pointed stick and draw a triangle in the soft earth in front of each child; the children will then place their stones one at a time, closely together on the lines, forming a triangle of stones. Children may then make a square, oval, circle, or any simple form the teacher thinks suitable.

Note.—If this game is played with children who are learning their letters and numbers, teacher should draw different numbers and letters, and let them fill in the lines with stones.

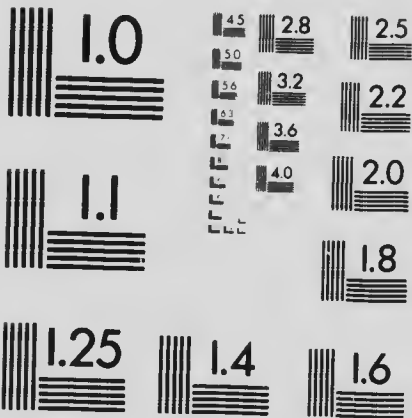
OBJECT

Handwork; attention; constructive activity.



MICROCOPY RESOLUTION TEST CHART

(ANSI and ISO TEST CHART No. 2)



APPLIED IMAGE Inc

1653 East Main Street
Rochester, New York 14609 USA
(716) 482 - 0300 - Phone
(716) 288 - 5989 - Fax

INDIAN FILE TARGET GAME

A board painted bright red, about twelve inches square, will be needed for the target; nail it securely to the post four feet from the ground, or according to height of players.

Line up players in single file twelve feet from target; give them each a bean bag.

On signal, first player should throw his bean bag, endeavoring to hit target; after having played, he should run to rear of line, and next player should take his turn. The game continues in this way until all players have thrown their bean bags, and leader is on starting line.

OBJECT

Accuracy of aim; attention; natural activity.

COLOR PICK-UP

MATERIAL

Paper of different colors in bright shades ; small boxes.

Teacher should cut paper into pieces and scatter them within a small space on the floor. Choose twelve children, and give each one a piece of paper and a box. Have them pick up pieces of paper on the floor corresponding to the color of the piece given them. When all the pieces are picked up each child should show his box. The one having gathered the most pieces of correct color wins the game.

Note.—Do not attempt this exercise until training in color sense development has been given the child.

OBJECT

Useful activity ; application ; concentration.

WHAT DO YOU HEAR?

Have the children quiet in class. Call upon one child, blindfold him, and have him stand in front of the class.

Have an assistant make the different sounds at one end of the room, while the teacher questions the child.

The assistant should sing a short snatch of a song; teacher asks the question "What do you hear?" the child answers "I hear Miss L. singing"; the assistant should then whistle; teacher repeats the question, and the child should answer "I hear Miss L. whistling." The assistant should talk very loudly, afterward very softly, then imitate crying, then laughing. Each time the question and answer should be as above, according to the sound heard by the child.

The exercise should be continued in this way, calling upon the different children to perform in their turn.

OBJECT

Attention; discrimination of sound; independent thought.

FOOT AND ARM EXERCISE

Make a single chalk line upon the floor; line up children according to height; have them stand on the line with heels together, heads erect, and arms straight down.

Teacher should give the command, "Hands on hips."

Have children raise one foot from the ground, and hold it thus for five seconds; lower it slowly, and raise the other foot, also holding that one for five seconds. (Repeat four times.)

Give command for one arm to be raised straight up, hold it thus for five seconds; lower it slowly; repeat in the same manner with the other arm. (Repeat four times.)

Do not use the expression "right" and "left" when teaching defective children: teacher should say, "Lift the arm nearest the window," or "Lift the foot nearest the door," as the case may be.

OBJECT

Motor control; attention; voluntary effort.

COMPETITIVE TRIPLE COLOR

MATERIAL

Red, blue, and yellow wooden blocks.

Chalk floor according to diagram. Place one colored block in each circle, block color matching circle color.

Place children in two lines, according to size; leaders on starting lines. Give each child a block.

At a given signal leader of each line should run and place his block in circle of corresponding color; he should then run to rear of his line, and second player will take his turn, also running to rear of line when he has played. The game continues in this way until all blocks have been placed, and leaders are on the starting lines.

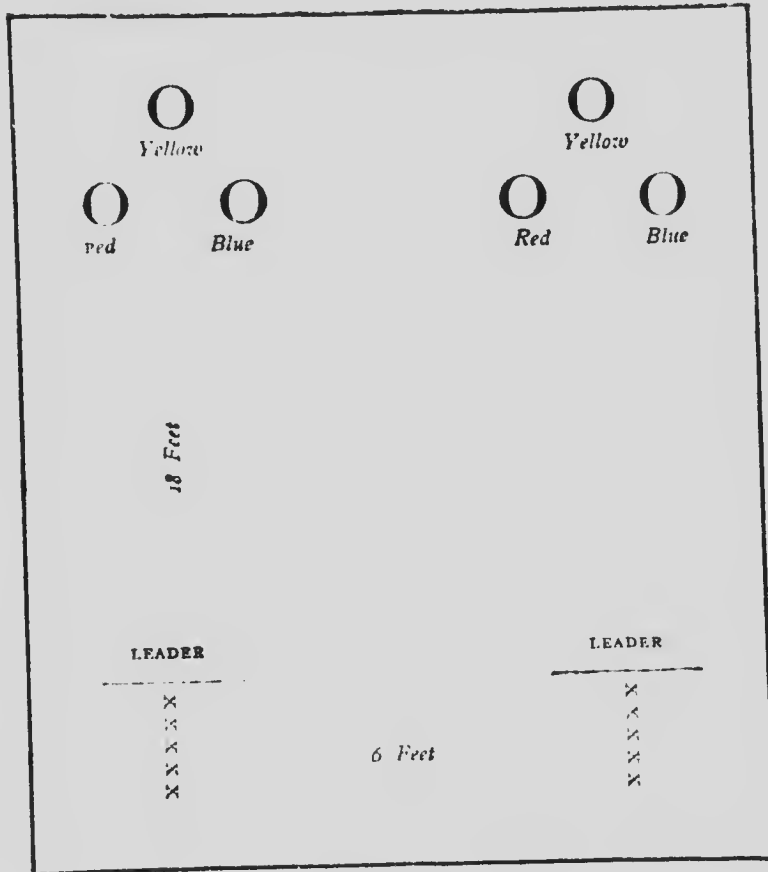
Blocks must be placed in an upright position.

The side having its blocks in correct circles and its leader on starting line first wins the game.

Note.—This game is only suitable for children whose color sense is developed, and for

GAMES FOR CHILDREN

those who have had some training in competitive games.



OBJECT

Natural activity; attention; discriminative power.

ACTION CIRCLE GAME

Children form a circle, hands on hips, feet placed together. Teach children the following words:

See my hands go clap, clap, clap.
See my feet go stamp, stamp, stamp,
Now my head nods one, two, three,
So skip merrily, merrily, we.
Ha! Ha! Ha! you and me.
So skip merrily merrily, we.

On the words "Clap, clap, clap," children clap hands three times; on the words "Stamp, stamp, stamp," stamp the feet three times; on the words "One, two, three," nod the head three times; for the rest of the words children take hands and skip around until last "merrily we."

OBJECT

Sense of rhythm; play spirit; muscular control; imaginative activity.

et
y-

n
ls
ee
d
e
d

r



BALL THROW

BALL THROW

MATERIAL

Medicine ball, fourteen-foot rope.

Tie the rope between two posts or trees five feet from the ground, or according to height of players.

Divide players into two lines of equal number. Players line up on each side of the rope, facing each other, a distance of twelve feet between lines.

The game is started by the teacher, who throws ball to a player on one side, who in turn throws it over the rope to players on the other side. The game continues in this way, the ball being thrown from one side to the other. The ball must not be thrown to any particular player; it should be thrown from one group to the other, those catching it who can.

Should a player fail to catch the ball, it counts one point against his side. The first side having ten failures gives the opposite side the game.

This is a simplified form of "Key Ball."

BEAN BAG RELAY

MATERIAL

Bean bags, shallow box.

Place players, according to size, in two lines of equal number.

Mark floor according to diagram.

If a shallow box or basket is not at hand, a chalk circle will answer the purpose.

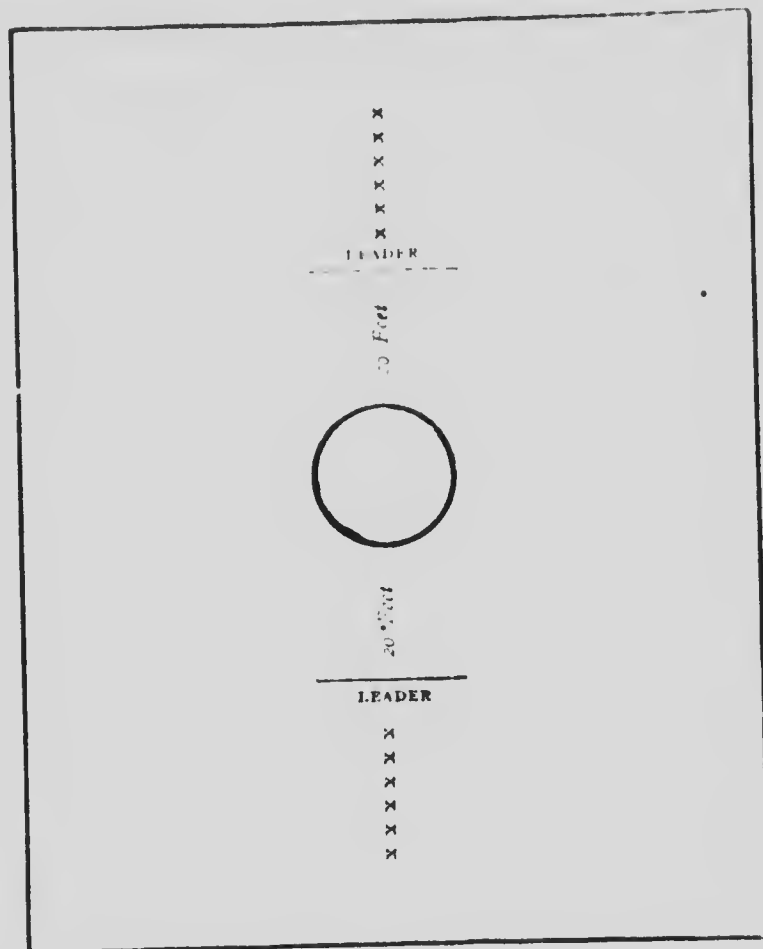
Players in position, with leaders on starting lines.

Give each player a bean bag, those on one side having red bean bags, those on the other side blue.

At a given signal the leader of each side should run and drop his bean bag into the basket (it must not be thrown into the basket), he should then take his place at end of line, and as he runs over starting line second player should run.

Each player should run in turn until leaders are once more on starting lines. The side having played off all their bean bags, and having their leader back to starting line first, wins the game.

GAMES FOR CHILDREN



OBJECT

Competitive spirit; self-control; natural activity.

CIRCLE TOSS

MATERIAL

Five cardboard circles, nine inches in diameter, each circle bright red on one side and blue on reverse.

Children may choose the color they prefer. Those choosing red stand on one side; those choosing blue on the other.

Teacher should throw cardboard circles into the air one at a time. The majority falling to the ground, with the blue side up, cause the blues to win; the majority falling with red side up cause reds to win.

Throwing the circles into the air one at a time holds the children's interest more readily, and is less likely to cause confusion in their minds than throwing all together.

OBJECT

Color sense; play spirit; independent thought.

WALKING CURVED LINE

Chalk a long curved line on the floor.

Call upon six children. Have each one carry a wand, three feet in length, held horizontally in the nape of neck.

Children should walk in this manner one behind the other, until they reach the end of the chalk line. They should then turn, and the last child becomes leader as the children walk back on the line.

Do not let the children walk close enough to touch each other.

Short steps should be taken and the foot placed heel and toe on the line at each step.

OBJECT

Motor control; attention; voluntary effort.

TARGET GAME

MATERIAL

Red and blue bean bags. Two boards twelve inches square, painted bright red, for targets; nail them securely to a post six feet from ground. There should be ten feet of space between the posts.

Make two starting lines opposite targets, at twelve feet distance.

Place players in two lines of equal numbers, leaders on starting line. Give each player a bean bag, red bags for one side, and blue for the other side.

At a given signal the leaders on both sides should throw their bean bags, endeavoring to hit target. After having thrown they should each run to the rear of their line, and game will be repeated, each player throwing his bean bag at the target and then running to the end of the line. The side having the greater number of bean bags hit the target wins the game.

OBJECT

Accuracy of aim; attention; self-control.

COLOR THROW

MATERIAL

Six bean bags; green, yellow, red, blue, orange and purple.

Children sit in semi-circle on small chairs.

Teacher should throw one bag each to children in different parts of class.

Call upon Red to throw his bean bag to teacher; call upon Yellow to throw his bag; call upon Green, and so continue until all bean bags have been returned in their right order.

Choose six other children and continue exercise.

OBJECT

Sense of color; attention.

PICK UP STICKS

This game is suitable only in woods or groves where there may be small, dry sticks.

Have children search for sticks.

When sticks are gathered, children should sit on the ground in a semi-circle, each child having a dozen or more sticks with which to work.

Teacher should sit in front of class and using sticks somewhat larger than the children, make a simple pattern for them to copy.

Teacher should make the pattern slowly and let children work with her. As one stick is laid by the teacher, one stick may be laid by the children. Let the patterns be very simple to start with, square, triangle, oblong, alphabetic letters such as A, T, E, V, H, etc.

When children have learned to put their sticks together in following a simple pattern, more difficult patterns may be used.

OBJECT

Concentration: observation; constructive activity.

OVER HEAD MEDICINE BALL

Material: Two medicine balls.

Line-up the players in two straight lines, ten feet distance between lines. Make a chalk starting line on which leaders will stand. Give each leader a ball.

On the signal "Are you ready?" the players should raise their hands above their heads. On the word "Go" the ball is passed over head, each player passing it to the player in his rear until it reaches the last one, who immediately seizes the ball, runs to the front of the line and starts the ball again, passing it back over his head.

Thus the last player in the line runs each time he receives the ball to the front of the line, until finally the leader is back on starting line.

The side having their leader back on the starting line first wins the game.

Note.—The above is a simplified form of "Arch Ball."

OBJECT

Motor force; spirit of competitive play; voluntary energy.

ROUGH AND SMOOTH—I

MATERIAL

Six-inch squares of sand-paper, smooth-finished paper, emery, and glass.

Have the children stand in a half-circle.

Hand the sandpaper around the class, letting each child handle it in turn; then the smooth-finished paper, give this also to each child in the class.

Then take the square of glass and the square of emery, and with these materials repeat the exercise in the same manner.

This exercise should be continued until the child shows that it perceives the difference in the surface of the materials. When this stage is reached the teacher should give the next exercise in the series.

OBJECT

To develop sense of touch; concentration.

ROUGH AND SMOOTH—II

MATERIAL

Six-inch squares of sand-paper, smooth-finished paper, emery, and glass.

Have the children stand in a half-circle. Hand the piece of sand-paper to the first child, and remark, while rubbing child's fingers on the rough surface, "Rough." Have the child repeat the word after you.

Repeat the exercise in this way, going to each child in turn and having them say the word "Rough."

Teacher should then hold the piece of sand-paper so that it may be seen by each child, and have them repeat altogether the word "Rough."

Continue the exercise with the smooth-finished paper, having the children repeat the word "Smooth" each time they feel the paper.

The squares of glass and emery should then be treated in the same way.

OBJECT

Touch; memory; attention.

ROUGH AND SMOOTH—III

MATERIAL

Six-inch squares of sand-paper, smooth-finished paper, emery, and glass.

Have the children stand in a half-circle. Call upon a child and put a blinder on his eyes; hand him the above squares one at a time. He should feel the surface and tell the class the nature of it. For example, on receiving the square of glass he should say, "This is a piece of glass, it is smooth" and on receiving the emery, "This is a piece of emery, it is rough." Continue the exercise in this way calling upon children in turn to perform.

OBJECT

Touch; concentration; discriminative power; independent thought.

"HOP, HOP, HOP"

Children should stand in a circle, two feet distance between each child.

"Once I saw a little bird come hop, hop, hop,
(hop three times)

And I cried little bird will you stop, stop,
stop,

(clap three times)

And was going to my window to say 'how
do you do?'

(make a low bow)

When he shook his little tail and away he
flew."

Swing the body from side to side on the words "When he shook his little tail" and on the words "And away he flew" raise the arms above the head to imitate flying, skip around in a circle, and then back into place.

Repeat rhyme slowly and maintain correct rhythm throughout.

OBJECT

Memory; imaginative activity; increase vocabulary.

BLOCK STANDING

MATERIAL

Equal number of red and blue blocks.

Chalk floor according to diagram. Place players in two lines of equal number.

Have leaders on starting lines; give each child a block, red for one line, and blue for the other.

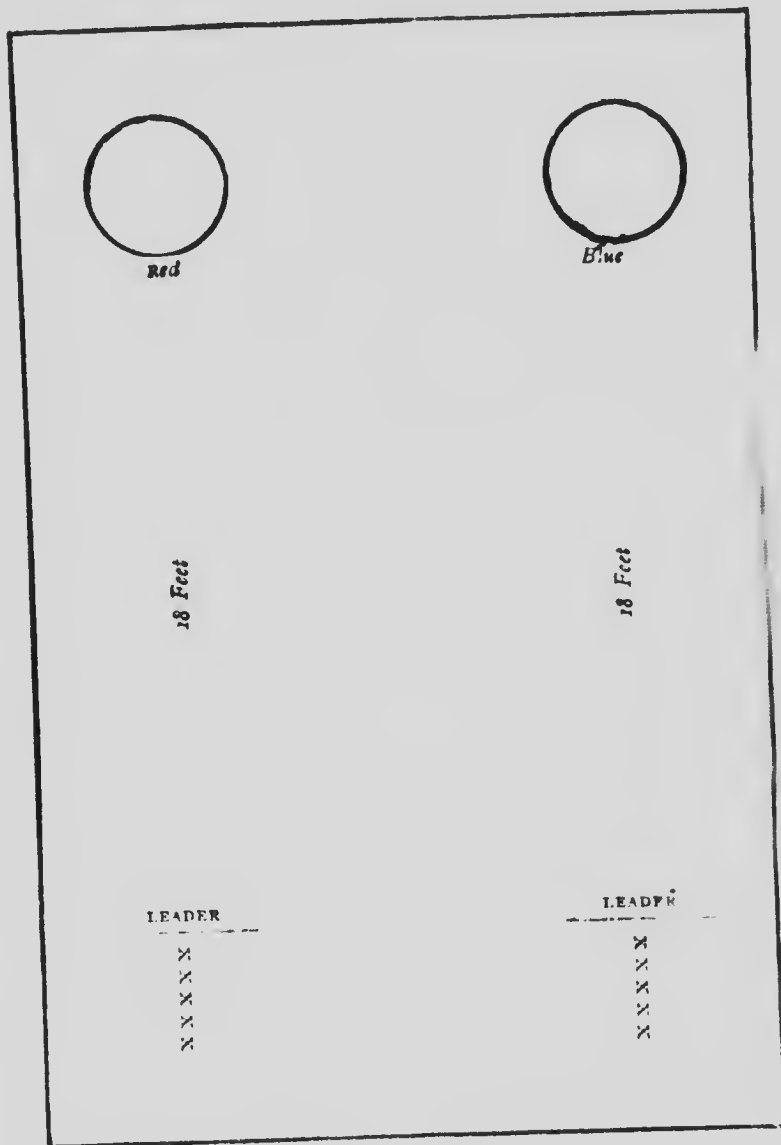
At a given signal children should run in relay style and place their blocks on end in the circle. If the block should drop lengthwise child must replace it on end. Should a player knock another block down while placing his, he must replace it upright before returning to his line.

The line having all their blocks placed in circle, and their leader on the starting line first, wins the game.

OBJECT

Spirit of competitive play; motor control; voluntary energy.

GAMES FOR CHILDREN



FORM STUDY IN BLACK AND WHITE

MATERIAL

A number of geometrical forms, square, circle, oval, triangle, etc., one side black and reverse side white, made of thin wood, size six inches; one large form eighteen inches in size will be needed for every six small forms.

Teacher should place large geometrical forms on the floor in a straight line, with the white side up. Give each child a small form. First child will place his small form on large form of corresponding shape, white side up. He will then take his seat, and next child will perform. The exercise continues in this way until each child has placed his form.

The large forms may be placed on the floor with black side up, and children place their forms accordingly.

This exercise may also be varied by placing the large forms on the floor, alternating black and white.

OBJECT

Form; discriminative power.

"SIX LITTLE MICE"

Six children should be chosen to represent mice. They sit cross-legged on the floor in a semi-circle.

One child representing "Pussy" takes place to the right of the six mice.

"Six little mice sat down to spin,
Pussy passed by and she looked in;
What are you doing my little men?
We're making coats for gentlemen.
May I come in and bite off your threads?
Oh, no, Miss Pussy, you'll bite off our heads."

The six mice imitate the action of sewing during the first part of the rhyme. On the third line "Pussy" crawls in on all fours and asks the question "What are you doing, my little men?" The mice answer her as on line four, and perform the action of holding up their sewing. "Pussy" asks the question on the fifth line, and then crawls away as the mice all point at her, and shake their heads as they repeat the last line.

OBJECT

Memory; imaginative activity.

GAMES FOR CHILDREN

BEAN BAG HOP

MATERIAL

Ten bean bags; five red and five blue.

Mark the floor according to diagram. Place a bean bag on each circle, red bags on one side and blue on the other.

Line up the players in two lines, with leaders on the starting lines.

At a given signal the leaders should hop over each bean bag and then back again, before taking their place at the rear of their line, leaders should touch the second player who immediately hops over the bean bags as did the first.

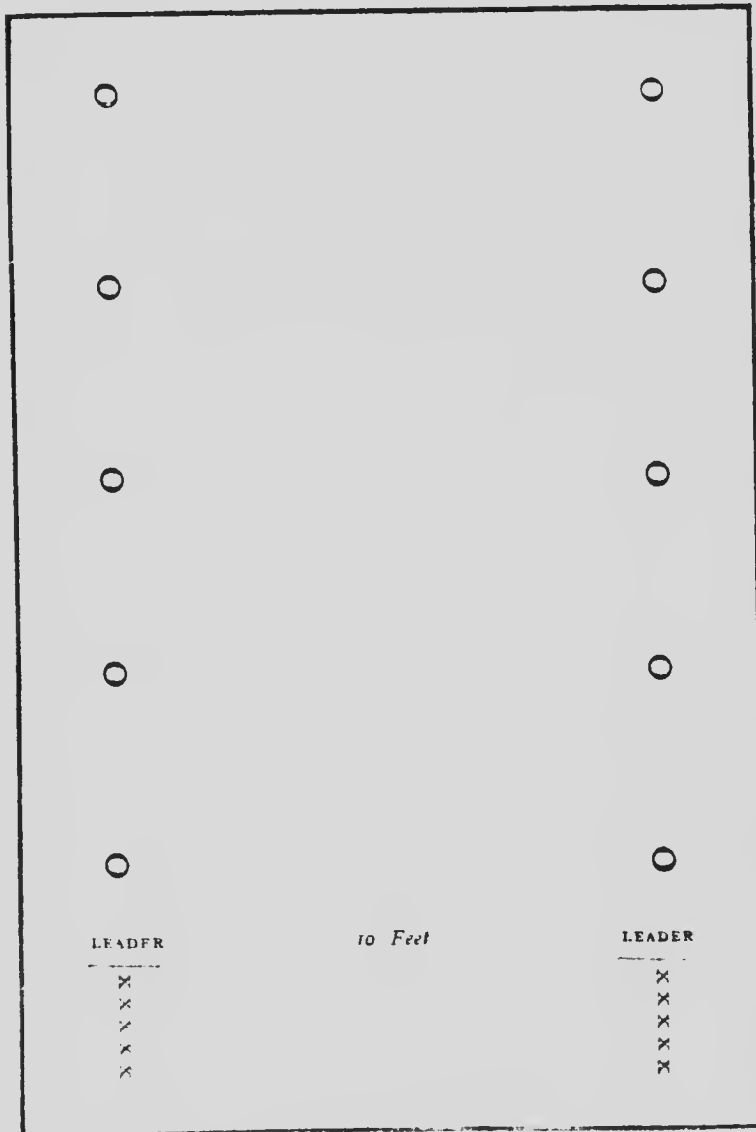
The game continues in this way; each player taking his place at the rear of the line when he has finished hopping.

The side having its leader back on the starting line first wins the game.

OBJECT

Competitive spirit; motor force: attention; stimulate activity.

GAMES FOR CHILDREN



WAND MARCHING

MATERIAL

Thirty wooden wands, three feet in length; fifteen should be painted bright red and fifteen bright blue.

Line up children according to height. Give each child a wand: alternating red and blue. Wands should be held in a horizontal position, with the ends loosely clasped in each hand, arms straight down.

A simple, well-accented march should be played during this exercise.

Children should march around the room twice, then down the centre, divide into two lines at the upper end of the room: reds going in one direction, and blues in the other.

GAMES FOR CHILDREN

The two lines, going in opposite directions, march around the room twice. On the second round the lines meeting at the upper end of the room, fall into single file and march down centre and around the room twice. If the reds and blues do not alternate correctly it is not difficult to find who has made the error.

Teacher should then give the command "March by twos." Children should fall into double line, blues on one side and reds on the other, then march around the room twice.

It is necessary to give the command "Halt" several times during the marching; for if the child grows tired, he will drag his feet and his attention will weaken.

OBJECT

Motor training; attention; discipline.

COLOR CIRCLE THROW

MATERIAL

Red, blue and yellow bean bags.

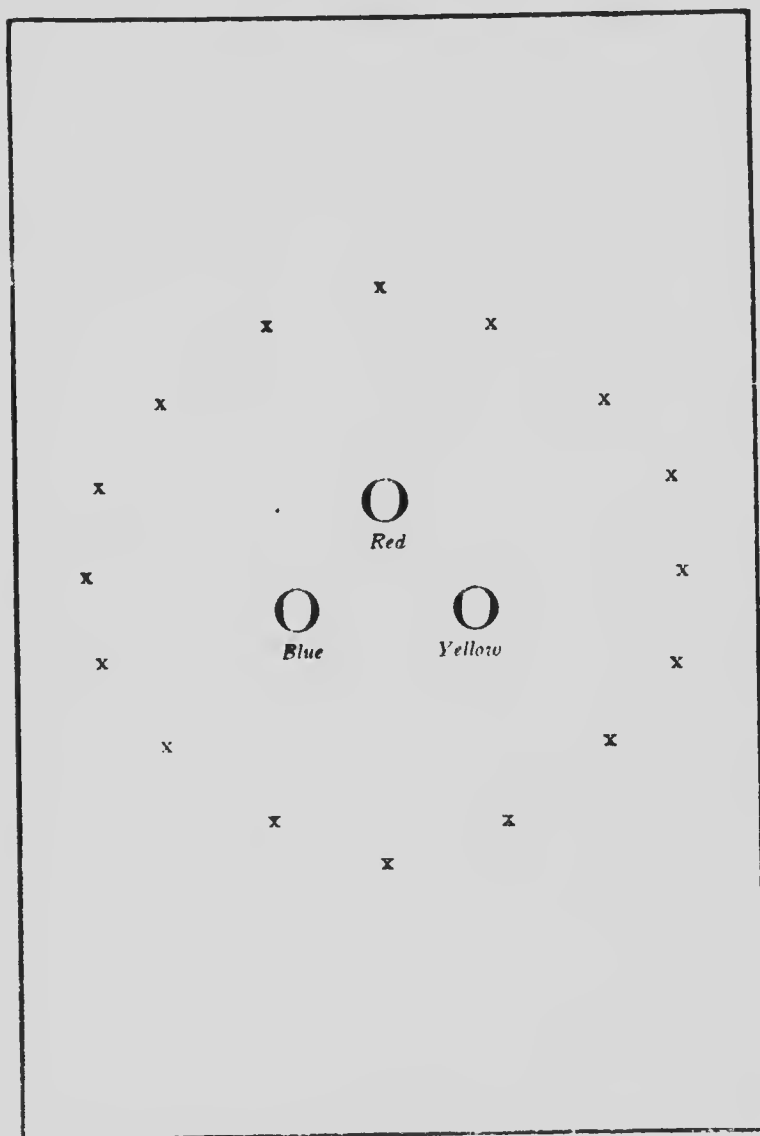
Form a circle, children standing a considerable distance apart. Draw three circles as in diagram; put one bean bag in each circle of color called for.

Give each child a bean bag, alternating red, blue and yellow. At a given signal the game should start, each player throwing his bean bag in turn and endeavoring to get it into the circle of corresponding color. When all bean bags have been played, teacher should count the bags in the circle. The players who have thrown the greatest number of bags of same color as circle, win the game.

OBJECT

Color; accuracy of aim; motor force.

GAMES FOR CHILDREN



TOUCH AND DIRECTION

MATERIAL

Book, tooth brush, bean bag, doll, tin cup, hair brush, etc.

Have the children quietly seated. Place two small tables before the class ten feet distance between the tables.

Put the above articles on one table.

Call upon a child and blindfold him, lead him to the table on which the articles are laid. He should pick up one article telling the name of it as he does so. He should then carry it and place it upon the second table; after which he should return to the first table, pick up a second article, and repeat the exercise.

When one child has carried the above articles from one table to the other, call upon another child to perform.

OBJECT

Concentration; touch; sense of direction; memory.

MEDICINE BALL LINE-UP

MATERIAL

Medicine ball.

Players should stand in two lines facing each other, eight feet between lines.

Give the ball to the leader on line A and have him throw it to leader on line B; after having thrown the ball, leader on line A should immediately run to the end of his line. After having received the ball, leader on line B should throw it back to second player on line A, and leader on line B should run to the end of his line. The game continues in this way, each player throwing the ball to the opposite player and then running to the end of his line.

Score must be kept on both sides to keep count of the number of failures in catching.

The side having the least number of failures wins the game.

OBJECT

Concentration; competitive spirit; training eye and hand.

MUSCULAR CONTROL

Have the children stand in a half-circle, three feet distance between each child.

Raise arms to the level of the shoulders, palms toward the floor. Raise heels from the floor and slowly lower them again.

Arms should be kept perfectly straight while this exercise is being performed.

Repeat the exercise six times, then the arms may be lowered and a short space of time allowed for rest.

OBJECT

Muscular control; concentration; voluntary effort.

COMMAND, COLOR AND CON- CENTRATION

MATERIAL

Eight wooden blocks; two blue, two red, two yellow, two green.

Call a child from class and give following commands slowly and distinctly.

Pick up one red block, one green and one blue.

Put down one red and pick up two yellow blocks.

Put down one yellow and pick up two red blocks.

Put down one red, one yellow and one green, and pick up one blue.

Put down one red and one blue and pick up two greens and one yellow.

Put down two greens, one yellow and one blue and go to your seat.

Absolute quiet should be maintained in the schoolroom during this exercise.

Note.—Color sense training must be given the child before any attempt may be made at this exercise.

BLOCK BUILDING RELAY

MATERIAL

Equal number of red and blue wooden blocks.

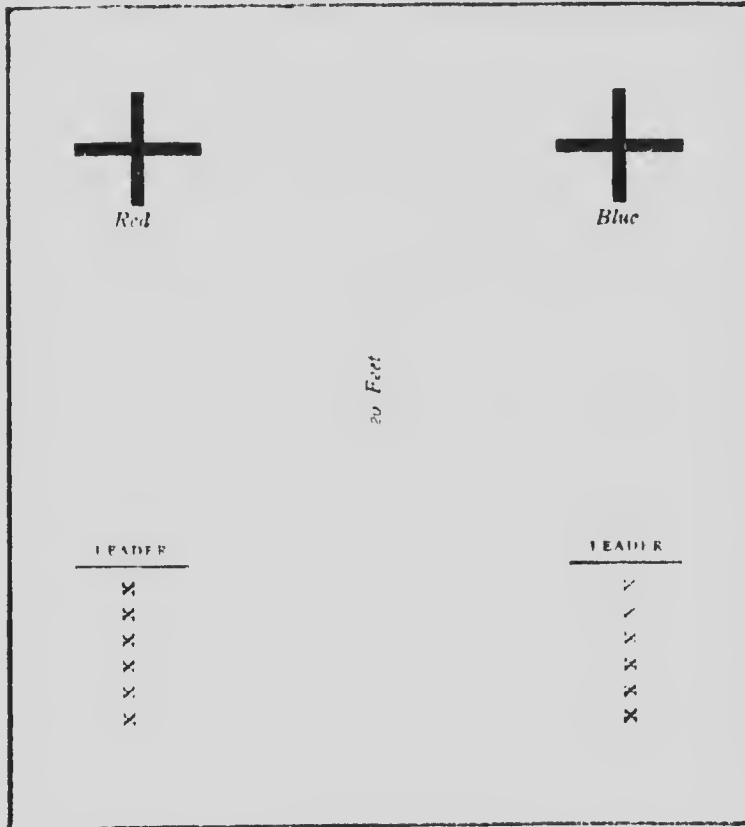
Draw diagram as below.

Children stand in two lines with leaders on starting lines. Give each child a block, one line having red, and one line blue.

At a given signal, the leaders of each line should run and place their blocks lengthwise on the chalk crosses. The leaders should then each run to the rear of their lines, and the two second players should run and place their blocks crosswise on the first players' blocks; they should then run to the rear of their lines, then third players run and place blocks; the game continuing in this way until all the blocks are played, and two structures of crosswise blocks are made, one of blue and one of red. Should a player upset the structure while placing his block, he must rebuild it again before running to the rear of line.

GAMES FOR CHILDREN

The side having its structure made, and its leader back on starting line first, wins.



OBJECT

Muscular control; concentration; poise; constructive activity.

KNEEL AND PRONE

Chalk a straight line on which children will stand. There should be two feet of space between each child.

Commands should be given and carried out with precision to obtain successful results.

Children stand erect, with arms folded across chest. Have children keep their arms thus folded throughout the whole exercise.

1. "All kneel."
2. "All lie flat on the floor, with faces down."
3. "All kneel."
4. "All stand."

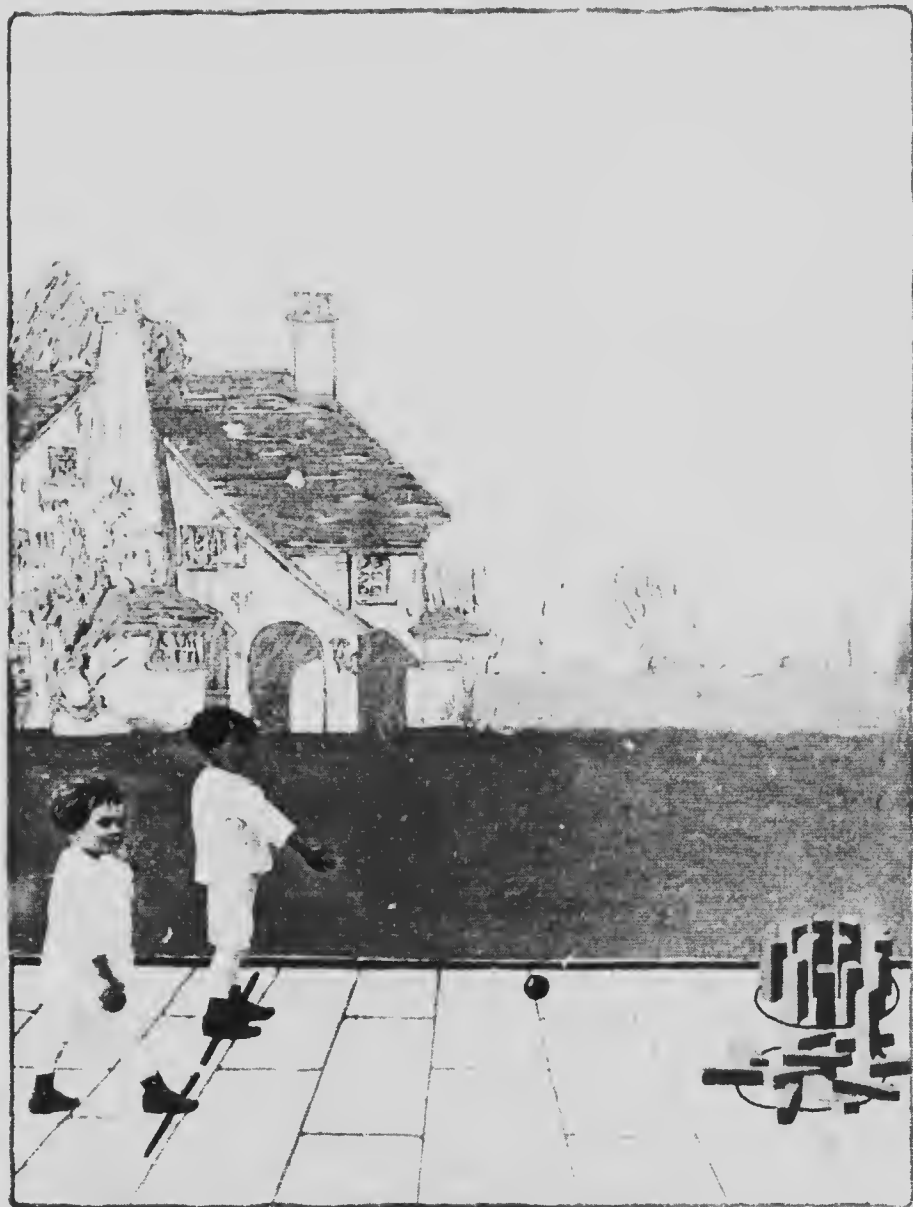
Teacher should allow a few seconds to elapse between each command, to eliminate confusion.

When first giving this exercise, do not repeat it more than four consecutive times.

OBJECT

Motor control; concentration; voluntary effort.

e
s
o
e
t
s.
y



COMPETITIVE BOWLING

COMPETITIVE BOWLING

MATERIAL

Four dozen blocks, one dozen baseballs; colors: Red, blue, yellow, green.

Draw two chalk circles, three feet in diameter, and two starting lines opposite circles at a distance of eighteen feet.

Place two dozen blocks on end in each circle.

Call upon two players, give them each six baseballs.

They should bowl their balls one at a time endeavoring to knock down as many blocks as possible.

The player knocking down the greater number of blocks with his six balls wins.

Continue game in this way.

Two children should be chosen to replace the fallen blocks, and two children to return the scattered balls to players.

OBJECT

Motor control; natural activity.

HEARING AND DIRECTION—II

MATERIAL

Four rubber balls.

Mark the floor according to the diagram.

Blindfold A and have him take his place in the centre of the diagram. Give B, C, D and E each a rubber ball, and have them stand in their appointed places.

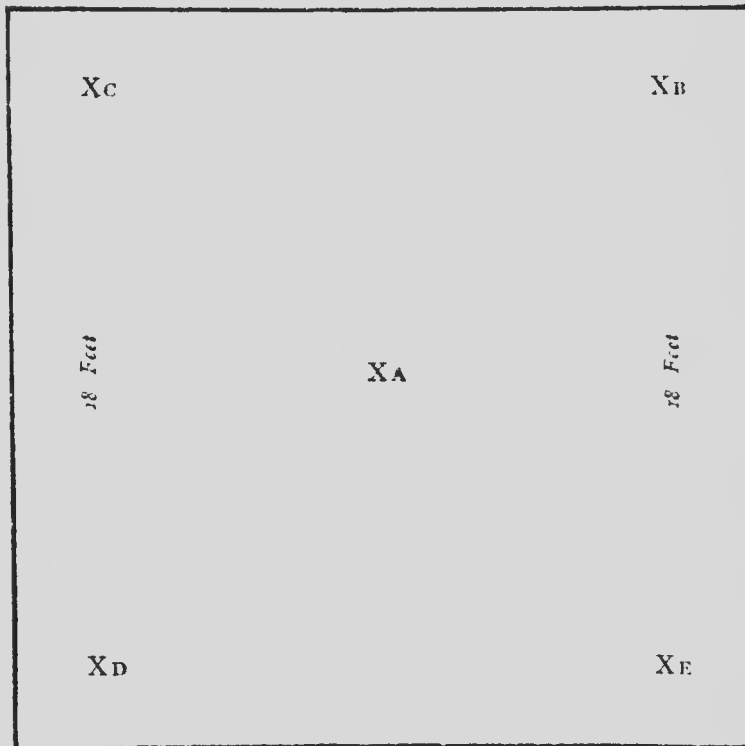
Teacher should give commands by gesture.

Motion to B to bounce his ball, he should bounce it three times in succession; teacher then asks A what he heard. He should answer "I hear the bouncing of a ball." Teacher then asks him to point in the direction from which the sound came. A should point in the direction of B and say "The ball was bounced in that direction."

Teacher should then have C, D and E bounce their balls in turn; asking A the above questions each time as to what he hears, and whence came the sound.

This exercise should be continued by calling upon five other children to take their places on the diagram, the former taking their seats.

GAMES FOR CHILDREN



OBJECT

Hearing; concentration; sense of direction; independent thought.

WAND DRILL

MATERIAL

Thirty wooden wands, three feet in length; fifteen should be painted bright red and fifteen bright blue.

Line up the children in single file according to height. Give each child a wand, alternating red and blue.

Children should march around the room twice, to simple, well-accented music.

1. Children march down the centre of the room. The command "Halt" is given. All come to position, with feet together, heads erect, wands held in a horizontal position, one end in each hand, arms down straight.

2. The command "Face front" is given, followed by "Call colors" at which the child at the head of the line calls red, the second child calls blue, and so they continue right along the line, calling in alternation red and blue according to the color of the wand they are holding.

3. "Reds take three steps forward." Teacher should count slowly and distinctly. "One, two, three." while those children holding red wands march forward three steps to the front of the blue line. This is a simple

GAMES FOR CHILDREN

method of opening ranks preparatory to drill.

4. "Stand in position; wands to shoulders; up; to shoulders; down." (Repeat four times.)

5. "Swing wands up as far as the arms can reach; holding the body erect; down to position." (Repeat four times.)

6. "Wands to shoulders; up; rest wands in the back of neck; up; to shoulders; wands down to position." (Repeat four times.)

7. "Wands to shoulders; wands out straight in front; to shoulders; wands down." (Repeat four times.)

8. "Close ranks." To carry out this command, blues take three steps forward, bringing them to position in a straight line with reds. If children have come back to their correct positions, red and blue wands will alternate all along the line.

9. "Present your wands." This command should be carried out by each child holding her wand in one hand straight in front of her from which position they should be collected.

A final march should close the drill.

OBJECT

Motor training; discipline; attention.

COMMAND AND CONCENTRATION

MATERIAL

Red ball, yellow block, blue bean bag.

Place the above articles on a table and call upon child to perform.

The teacher should give commands in the following order, speaking slowly and distinctly.

Pick up bean bag and hold it.

Pick up block and hold it.

Put down bean bag and pick up ball.

Put down block.

Pick up bean bag and put down ball.

Pick up block.

Put down bean bag and block, and go to your seat.

GAMES FOR CHILDREN

"MARY'S LAMB"

Have the children stand in a semi-circle.

Choose two children; one to represent "Mary," and one to represent the "Lamb."

"Mary" should walk up and down slowly while the class repeats the rhyme and the "Lamb" should follow her closely on all fours.

"Mary had a little lamb,
Its fleece was white as snow;
And everywhere that Mary went,
The lamb was sure to go.
He followed her to school one day;
Which was against the rule;
It made the children laugh and play,
To see a lamb at school.
What makes the lamb love Mary so?
The eager children cry.
Oh, Mary loves the lamb, you know,
The teacher did reply.
And you each gentle animal
In confidence may bind;
And make it follow at your will,
If you are only kind."

OBJECT

Increase vocabulary; stimulate thought.

GAMES FOR CHILDREN

PICK UP AND RUN

MATERIAL

Thirty-two wooden blocks, divided into an equal number of red, blue, yellow and green.

Mark the floor according to diagram.

Place one block of color called for in each circle.

Place twelve blocks, three of each color, in the circles beside starting lines.

Call upon two players, who take their places on the starting lines.

On given signal they should each pick up one block and place it in the circle of corresponding color, then run back and pick up another block and place it, and so continue until all of the blocks have been placed in the circles.

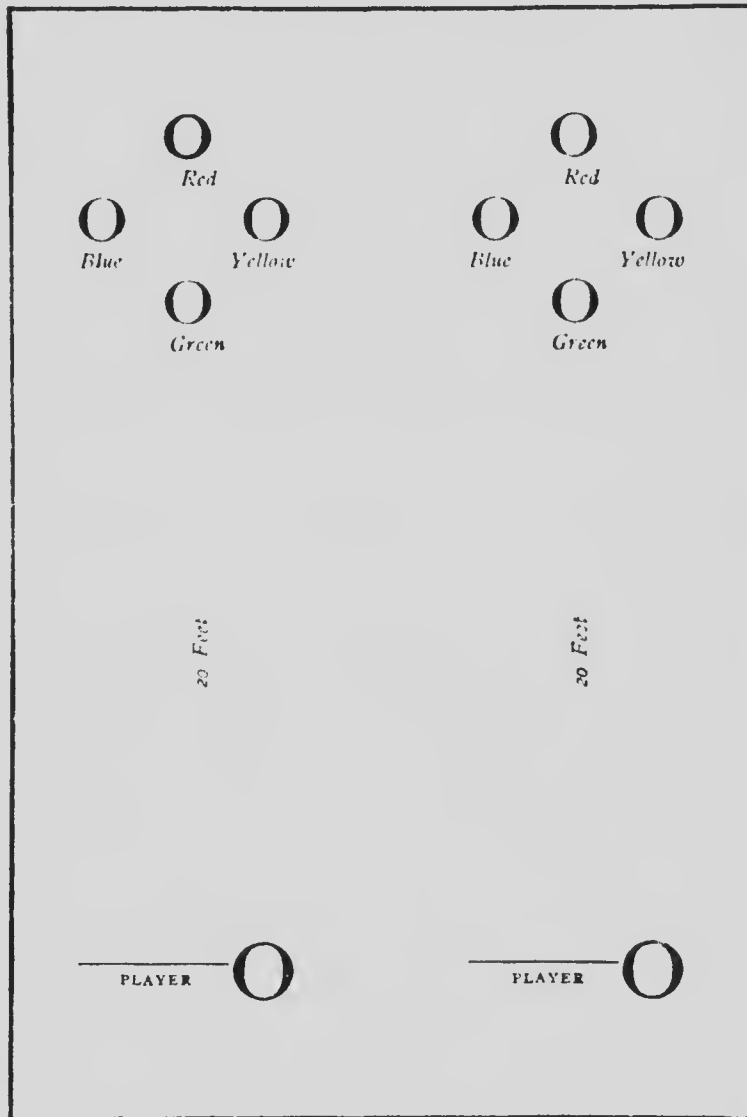
The player having all blocks placed correctly and back on the starting line first, wins the game.

A player is not allowed to carry more than one block each time she runs.

OBJECT

Color; concentration; competitive spirit.

GAMES FOR CHILDREN



DOUBLE LINE FORM BUILDING

MATERIAL

Twenty-four wooden blocks, twelve red and twelve blue.

Mark the floor according to diagram.

Line up children, according to size, in two lines of twelve. Give children each a wooden block, one line having red and one line blue.

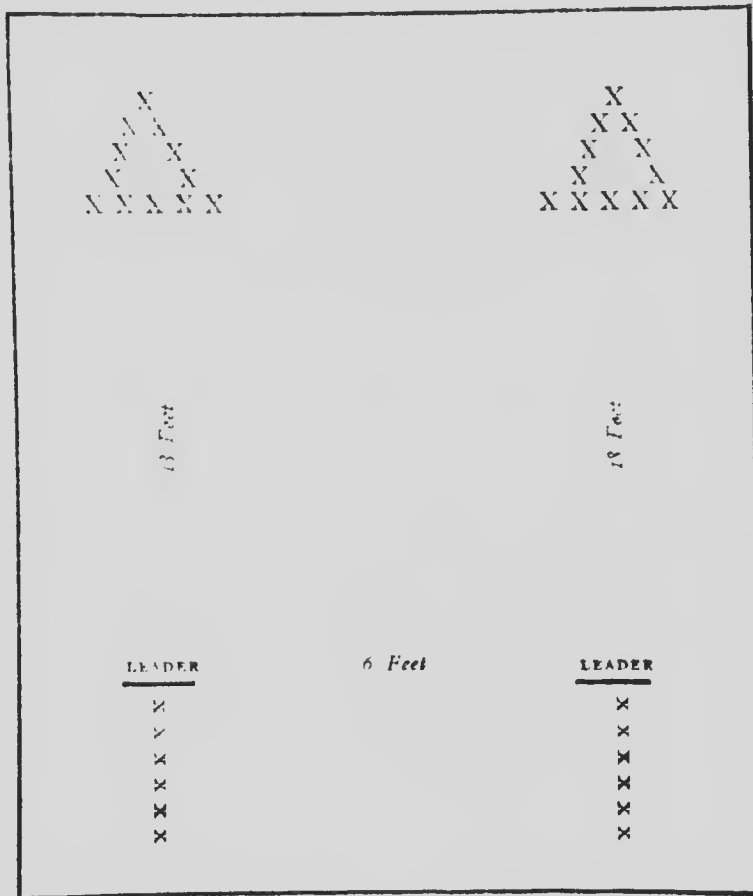
Leaders stand on starting lines.

At a given signal leaders should run and place their blocks on end on one of the crosses in the triangle. They then run to the rear of line and second players should run and place their blocks in like manner. The game continues until all the blocks have been placed, and leaders are on starting lines.

The blocks must be placed upright. Should a player knock another block down while placing his, he must replace it before running back to his line. The side having all of its blocks placed and its leader back on starting line first, wins the game.

GAMES FOR CHILDREN

The diagram may be varied by drawing any simple geometric form.



OBJECT

Form; spirit of competitive play.

BALL BOUNCING

MATERIAL

Rubber balls.

Make a straight chalk line and have children stand side by side.

Give each child a rubber ball.

1. Children must play in turn. Have child throw ball into the air and catch it as it returns. The ball may be thrown about two feet. Let this exercise be repeated many times.

2. Children should stand in position on chalk line. Give each child a rubber ball.

Teacher should call upon the first child to bounce ball once. When the first child has bounced his ball, call upon the second child, and so continue along the line. Should a

child fail to catch the ball, do not stop to have the child repeat, but continue to end of line, and then repeat the exercise.

Teacher should collect balls and have children stand in half-circle.

3. Bounce one ball each to children, giving each their ball in turn and bouncing them diagonally. When all balls have been played children should then bounce them back to teacher, first child leading, and each child playing in turn.

Note.—Six minutes' free play with the balls may be allowed after each of these ball-bouncing exercises.

OBJECT

Co-ordination; concentration; train eye and hand.

"LITTLE BOY BLUE"

Choose three boys to take the principal parts; one should take the part of "Little Boy Blue" and two take the parts of farmers.

Divide the rest of the class, one half to represent cows, and the other half sheep. These children should go on their hands and knees in a straight line, cows to the right of the line and sheep to the left; the cows should first be taught to "moo, moo" and the sheep to "baa, baa."

"Little Boy Blue" carries a horn, and pretends to be asleep some little distance back of the cows and sheep.

First farmer comes in at right, and after looking about in search of "Little Boy Blue" cries:

"Little Boy Blue. come blow your horn;
The sheep are in the meadow,
The cows are in the corn."

Second farmer should then come in at left.

GAMES FOR CHILDREN

First farmer: "Where is the little boy who looks after the sheep?"

Second farmer: "He is under the haystack fast asleep."

First farmer: "Will you go and wake him?"

Second farmer: "No, not I, if I do he'll cry."

First farmer: "Then I will."

The first farmer should then go to "Little Boy Blue" and shaking him, say loudly:

"Little Boy Blue, come blow your horn;

The sheep are in the meadow,

The cows are in the corn."

"Little Boy Blue" awakens and blows his horn loudly, at the same time running after the cows and sheep, who crawl across the room moo-ing and baa-ing loudly.

The game thus comes to an end, the cows and sheep being rounded into one corner of the room.

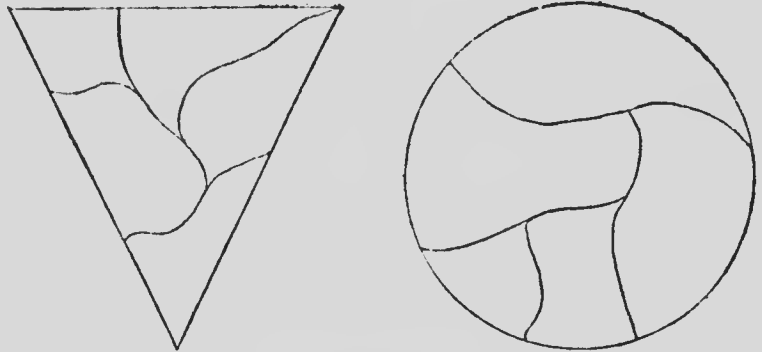
OBJECT

Play spirit; imaginative activity; idea association.

COLOR AND FORM PUZZLES—III

Twelve-inch pieces of thin wood forming ovals, squares, diamonds, oblongs, circles; and triangles of red, blue, yellow, purple, orange, and green color. Each form should be cut into five irregular pieces.

Have the children stand at a table. Give to each child fifteen pieces, comprising three complete geometrical designs when correctly put together. Each of the three forms given to one child should differ in color and shape.



OBJECT

Color; form; concentration; constructive activity.

RUN AND DODGE

Children should stand in a circle with hands joined.

Choose two children for the odd players; have one on the inside of the circle, and one on the outside.

The object of the game is, for the outside player to catch the inside player.

No assistance may be given to either child by the players in the ring. The odd players may not run away from the circle in an effort to chase, but they may run and dodge in and out and through the circle, as much as they wish.

When the player is caught, the two players should take their places in the ring, and two others should be chosen for the odd players.

Note.—The above game is a simplified form of "Cat and Rat."

OBJECT

Play spirit; attention; initiative.

HEARING AND DIRECTION—III

MATERIAL

Rubber ball, tin cup, marbles, wand, three feet in length, and bell.

Mark the floor according to diagram.

Call upon five children to perform.

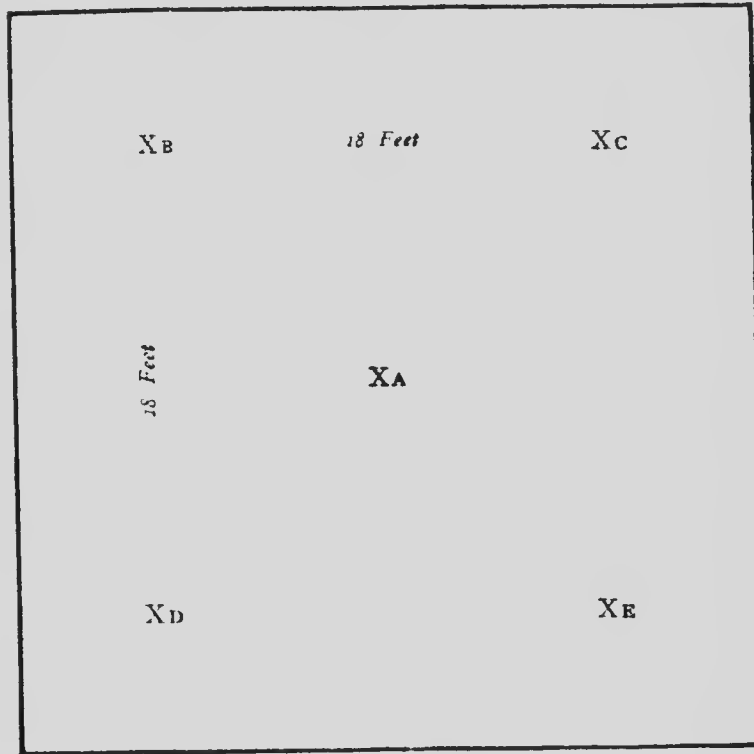
Blindfold A and have him stand in the centre of the diagram.

Give to B the rubber ball. Give C the tin cup with the marbles in it. Give to D the wand and to E the bell and have them each stand in their appointed place.

Teacher should give commands to B, C, D and E by gesture. Motion to D to rap the floor with the wand. Ask A what sound he heard. When he has answered ask him to point in the direction from which the sound came. A should then point in the direction of D. Motion to C, B and E in turn to make their different noises; teacher asking A questions each time as to the nature of the sound, and the direction from whence it came.

GAMES FOR CHILDREN

When these children have performed, send them to their seats, and call upon five others to take their places.



OBJECT

Sense of direction; discrimination of sound; concentration.

HOPPING RELAY

Line up the players in two straight lines, according to height.

There should be two posts, twelve feet apart; two starting lines opposite, eighteen feet from the posts.

Have the leaders stand on the starting lines each holding a flag. At a given signal the leader of each side will hop to the post, around it and back to the starting line. He will then give the flag to the second player, who will immediately take his turn, the leader in the meantime taking his place at the rear of the line.

The game continues in this way, no player being allowed to start off until he has received the flag, and each player after he has taken his turn taking his place at the rear of the line.

The side having its leader back on the starting line with the flag first, wins the game.

OBJECT

Motor training; self-control; stimulate natural activity.

.. "SING A SONG OF SIXPENCE"

Teach the following nursery rhyme, saying the words slowly and distinctly that the children may understand:

"Sing a song of sixpence,
A pocket full of rye,
Four and twenty blackbirds,
Were baked in the pie.
When the pie was opened,
The birds began to sing;
And wasn't that a pretty dish,
To set before the king?
"The king was in the parlor,
Counting out his money;
The queen was in the kitchen,
Eating bread and honey;
The maid was in the garden,
Hanging out the clothes;
There came a little blackbird,
And nipped off her nose."

Have the children stand and clap their hands while repeating the above rhyme.

OBJECT

Memory; increase vocabulary.

KEENNESS OF VISION

Place a small table at one end of the room. On this table put six articles; for example, a cup, ball, hair brush, spoon, book and comb.

Child should stand at the other end of the room, and name one by one the different articles on the table. The child must first be taught to know the name and use of any article placed thereon.

Some variation must be made in the articles each time the exercise is used; also the number may be increased, as the children show improvement.

OBJECT

Attention; observation.

EXERCISE IN SIZE

MATERIAL

A number of marbles of one color and finish, of four different sizes; the difference in size should be marked.

Have children seated on small chairs at a kindergarten table.

Give each child two dozen marbles and have him assort the different sizes, and put them into compartment boxes.

This is an attractive as well as instructive exercise, since children take pleasure in handling marbles.

OBJECT

Attention; size; co-ordination.

COMMAND AND COLOR

MATERIAL

Two blue blocks, two yellow blocks, one green and one red.

Place blocks side by side on the table and call child to perform.

Give commands in the following order:

Pick up red and green.

Put down red and pick up two yellows.

Put down one yellow and pick up red and blue.

Put down red and pick up yellow and blue.

Put down two yellows and green and pick up red.

Put down two blues and one red, and go to your seat.

Note.—Do not attempt the exercise until color sense is well developed.

ROLL CALL

Have the children seated in a half-circle, with their arms folded. At a given signal the first child should rise, call his name and then take his seat; the second child does likewise; the exercise continues in this way, until every child in the class has risen in his turn and called his name.

Encourage the children to talk loudly and as distinctly as possible when calling their names.

Should a child be unable to talk, he should rise in his turn and the teacher should call his name for him.

To gain desirable results this exercise should be carried out with method and precision.

OBJECT

Language; initiative; discipline.

MARCHING

Line up the children in twos according to height. If each child holds her partner's hand, she will not so readily stray from the line. Have the children march round the room several times. .

Teacher clap hands in time to the marching and count emphatically, "One, two; One, two," all the time the exercise is in progress. If convenient have a simple march tune played on the piano, but do not omit counting and clapping.

Children should be continually reminded to keep the body erect, also to lift the feet, while marching.

OBJECT

Motor control; command; stimulate activity.

BEAN BAG CATCH

MATERIAL

Ten bright colored bean bags.

Children sit in semi-circle on small chairs.

Teacher stands in front of class and throws bean bags, endeavoring to put one into the hands of each child as they sit in class.

Throw the bags first to a child on one side of the class, then to a child on the other side; the children will become more alert when the bag is thrown unexpectedly. When all bean bags have been thrown, tell children to throw them back to the teacher.

Choose two players to pick up fallen bean bags and return them to teacher.

OBJECT

Concentration; to stimulate play spirit; train eye and hand.

BALL DRILL

MATERIAL

Small rubber balls.

Mark a straight chalk line on the floor.

Line up the children according to height, and have them stand on the line. Give each child a ball.

Teacher should give the following commands, carrying out the action with the words.

1. "Stand with two feet together on the line; left hand on hip; right hand grasping the ball. Children bounce their balls and catch them six times."

Teacher and children should count audibly during each movement of the exercise.

2. "Left hand on hip; throw the ball into the air." (Repeat six times.)

3. "Right hand on hip; bounce the ball with the left hand." (Repeat six times.)

4. "Right hand on hip; throw the ball into the air with the left hand." (Repeat six times.)

GAMES FOR CHILDREN

5. "Bounce the ball with the right hand and catch it with the left, then bounce it with the left and catch it with the right hand." (Repeat six times.)

6. "Throw the ball into the air with the right hand, and catch it with the left; throw it into the air with the left hand and catch it with the right." (Repeat six times.)

7. "Bounce the ball and clap once before catching it." (Repeat six times.)

8. "Throw the ball into the air, and clap the hands once before catching it." (Repeat six times.)

When the children have become familiar with the above movements, the drill may be carried out to pianoforte music, played to slow waltz time.

When music is played, the counting should be omitted.

OBJECT

Co-ordination; concentration; rhythm; motor force.

COMMAND AND COLOR

MATERIAL

Four wooden blocks, one red, one blue, one green and one yellow.

Place blocks in a row upon the table, call upon child to perform and give commands in the following order:

Pick up red.

Pick up blue.

Put down red, and pick up green.

Put down green, and pick up yellow and red.

Put down blue, red, and yellow, and pick up green.

Put down green, and go to your seat.

Note.--Do not attempt this exercise until training has been given the child in color sense development.

OBJECT

Concentration; memory.

ROLL BALL

MATERIAL

Medicine ball.

Have children sit in semi-circle on small chairs.

Mark two parallel lines on the floor twelve feet apart and four feet in length.

Teacher stands on one line and rolls the ball slowly in the direction of second line, meanwhile calling upon A to catch the ball before it can reach second line.

A will leave seat, catch the ball, and roll it back to teacher, who will again roll ball, calling upon B to catch it before reaching second line.

As children become more alert, the ball may be rolled more quickly. Those children who can talk may be allowed to roll the ball and call a child's name.

OBJECT

Attention; voluntary action; muscular control.

FIVE FINGERS

Have the children sit in a half-circle. Teach the following rhyme and have children use the fingers of the left hand to represent each "little pig" as it is mentioned.

"This little pig went to market,
This little pig stayed at home,
This little pig had roast beef,
This little pig had none,
This little pig cried 'Wee, wee!
I can't find my way home.' "

Note.—Revised form of Mother Goose
"Five Toes."

OBJECT

Attention; voluntary action; muscular control.

INDEX

- | | |
|---|---|
| <p> Action Circle Game, 174
 Action Song, 76
 Action Song, 120

 "Baa-Baa Black Sheep," 53
 "Baby Dolly," 80
 Ball Bouncing, 216, 217
 Ball Drill, 232, 233
 Ball Leader, 146
 Ball Scramble, 40
 Ball Throw, 22
 Ball Throw, 175
 Baseball Bowling, 24
 Baseball Pick-Up, 138
 Bean Bag Catch, 231
 Bean Bag Hop, 192, 193
 Bean Bag Pass, 143
 Bean Bag Race, 102, 103
 Bean Bag Relay, 176, 177
 Bean Bag Throw, 34
 Bean Bag Throw, 66, 67
 Bean Bag Toss, 17
 Bell Circle, 42
 Bird Flying Exercise, 75
 Block and Basket Game, 124, 125
 Block Building Relay, 202, 203
 Block Placing, 26
 Block Race, 128, 129
 Block Standing, 188, 189
 Block Structure, 105
 Broad Jump, 61
 Buttoning Exercise, 54

 Center Ball Catch, 139
 Chair Race, 50
 Circle Blind Man, 51
 Circle Block Building, 142 </p> | <p> Circle Hoop Game, 83
 Circle Pick-Up, 94
 Circle Throw, 107
 Circle Toss, 178
 Color, 18
 Color and Form Puzzles, I, 35
 Color and Form Puzzles, II, 84, 85
 Color and Form Puzzles, III, 220
 Color Circle Throw, 196, 197
 Color Exercise, 27
 Color Observation, 89
 Color Pick-Up, 169
 Color Study, 164
 Color Throw, 181
 Command and Color, 228
 Command and Color, 234
 Command and Concentration, 20
 Command and Concentration, 38
 Command and Concentration, 106
 Command and Concentration, 210
 Command and Imitation, 29
 Command and Observation, 60
 Command Color and Concentration, 201
 Competitive Bowling, 205
 Competitive Triple Color, 172, 173
 Concentration and Memory, 108
 Crawling Race, 126 </p> |
|---|---|

INDEX

- Days of Week I, 77
- Days of Week II, 78
- Direction and Attention, 81
- Direction and Command, 55
- Discipline Exercise, 99
- Double Line Form Building, 214, 215
- Double Line Hoop Game, 116, 117
- Dressing Exercise, 113
- Drill—Arm Swinging, 86, 87
- Drop The Bean Bag, 135
- Exercise in Balance, 62
- Exercise in Form, 91
- Exercise in Size, 227
- Farmyard Game, 88
- "Five Fingers," 236
- Flag Drill, 110, 111
- Flag Marching, 46
- Flat Relay Race, 72, 73
- Foot and Arm Exercise, 171
- Form Building, 114, 115
- Form Marching, 131
- Form Study in Black and White, 190
- Guessing Game, 39
- Hearing and Concentration, 65
- Hearing and Direction I, 123
- Hearing and Direction II, 206, 207
- Hearing and Direction III, 222, 223
- Hearing Game, 145
- "Hickory Dickory Dock," 30
- Hide The Block, 119
- Hoop Game, 45
- Hoop Game, 160, 161
- "Hop, Hop, Hop," 187
- Hopping Game, 144
- Hopping Relay, 224
- "Hush-a-Bye," 68
- "I Love Little Pussy," 47
- "I Saw A Little Man," 130
- Indian File Target Game, 168
- "Jack and Jill," 90
- Keeness of Vision, 226
- Kneel and Prone, 204
- Leap Frog, 100, 101
- Leap Frog Race, 152, 153
- "Little Bo-Peep," 104
- "Little Boy Blue," 218, 219
- "Little Drops of Water," 140
- "Little Jack Horner," 63
- "Little Miss Muffet," 112
- Marching, 136, 137
- Marching, 230
- Marching and Clapping, 32
- "Mary's Lamb," 211
- Medicine Ball Bowling, 132, 133
- Medicine Ball Line-Up, 199
- Medicine Ball Throw, 31
- Memory and Color, 141
- Memory and Command, 21
- Memory Test, 157
- "Mistress Mary," 70
- Muscular Control, 200
- Naming Articles, 52
- "Odd Man Out," 95
- "One, Two, Three, Four, Five," 23
- Outdoor Observation, 122
- Over Head Bean Bag, 118
- Over Head Medicine Ball, 183

INDEX

- Paper Cutting I, 154
- Paper Cutting II, 155
- Paper Folding, 156
- Paper Pick-Up, 41
- "Pat-A-Cake," 19
- Physical Questions, 127
- Pick Up and Run, 212, 213
- Pick Up Sticks, 182
- Places Change—I, 97
- Places Change—II, 98
- "Play Days," 57
- Pulling Exercise, 37

- Rainbow Circle, 109
- Ring Toss, 121
- Roll Ball, 235
- Roll Call, 229
- Rolling Rounders, 28
- Rope Jumping, 92, 93
- Rough and Smooth—I, 184
- Rough and Smooth—II, 185
- Rough and Smooth—III, 186
- Rounders, 96
- Run and Dodge, 221
- Running Exercise, 79

- Schoolroom Observation, 74
- Sense of Direction, 44
- Shoe Lacing Exercise, 33
- Sight Exercise, 49
- Silence Period, 25
- "Sing A Song Of Sixpence," 225
- Single File Marching, 69

- Single Line Block Building, 158, 159
- Single Line Block Standing, 58
- Single Line Hoop Game, 71
- Single Line Medicine Ball Bowling, 64
- Sit and Stand, 43
- "Six Little Mice," 191
- Stone Pictures, 167
- Study of the Body, 151

- Target Game, 180
- "The Clock," 165
- "The Robin," 150
- Three-Legged Race, 162
- Tiptoe Exercise, 36
- Touch and Direction, 198
- Tri-Color Game, 148, 149
- "Twinkle, Twinkle Little Star," 82

- Visualization, 56
- Visualization and Color, 134

- Walking Backward, 163
- Walking Curved Line, 179
- Walking Exercise—I, 59
- Walking Exercise—II, 147
- Wand Drill, 208, 209
- Wand Marching, 194, 195
- Water Carrying, 166
- "What Do You Hear?" 170
- "Who Is Missing?" 48

