

#### SELECTION OF TYPES OF ACTIVITIES:

In the development of an activities program the types of activities selected for this character education phase of the program should be such as offers in abundance situations in which choices in line with these objectives occur. Formal calisthenics offers few or no such choices and regardless of its alleged "body building" effects is of little value in character education. Games and competition activities, however, abound in such possibilities and should, we believe, be selected more widely.

#### A SAMPLE PROJECT ACTIVITIES PROGRAM:

The type of activities program applicable to high school and older groups, which has the strength of the project approach is given below. This type of program has come from the experiments of Messrs. Lavcaga and Paynter in the Hyde Park Branch of the Y.M.C.A. in Chicago. Adaptations have been made on this general principle.

Begin by ascertaining, as suggested above, individual preferences. In presenting such a questionnaire, however, one needs to be sure that the individuals know what the various items mean. If apparatus work has never been taught, perhaps some demonstrations will be in order. If stunts mean little, the teacher should show what they are before presenting the questionnaire.

When the questionnaires are tabulated the relative numbers of individuals interested in any given type of activity will be known.

The scheme outlined here for a gymnasium class begins with a general warming up of approximately three to five minutes, depending upon the weather and the temperature of the gymnasium. This warming up may be formal or informal. It will perhaps best resemble the type of warming up given to an athletic team. Sometimes a few simple Danish exercises are used together with jogging, to warm and stretch the muscle group and "loosen up".

This should be followed by squad activities, with this exception; that the squad is not a pre-determined squad but one determined by the interest of the time. Suppose in a group of forty, it was found that twelve indicated a preference for apparatus exercises, ten a preference for wrestling, fifteen for tumbling, eighteen for track and field, eight for boxing, twenty for basketball. It will be seen here that there must be many duplications. There may be an elementary and a more advanced squad on the horizontal bar, each with a squad leader; there may be another squad of wrestlers, one of tumbling, one of field exercise, which might for this one day be the running high jump. There may, also, in one end of the gymnasium be a basketball squad, which in this period will not play the game but will simply be trained or coached in the fundamentals of basketball. Each of these groups would have a squad leader with whom a program will have been outlined. He should be a leader capable of carrying out that particular program assisted from time to time by the instructor. The individuals are permitted to go to any squad they desire and may change squads the next day. The same activities need not be presented day after day but at another time a different track event may be made available, boxing may take the place of wrestling, other apparatus may be used, perhaps volley-ball will take the place of basketball, etc. The choice of activities will be determined from time to time by the choices of